

INTERNATIONAL OLYMPIC ACADEMY

**REPORT ON
THE FORTY THIRD
INTERNATIONAL SESSION
FOR YOUNG PARTICIPANTS**

30 JULY – 13 AUGUST 2003

ANCIENT OLYMPIA

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I.O.A. Dean

**INTERNATIONAL OLYMPIC ACADEMY
FORTY THIRD SESSION**

MAIN SUBJECT:

OLYMPISM

SPECIAL SUBJECT:

EDUCATION THROUGH SPORT

**30 JULY – 13 AUGUST 2003
ANCIENT OLYMPIA**

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**“ALL OF YOU PRESENT IN OLYMPIA: ONCE YOU GO
BACK TO YOUR RESPECTIVE COUNTRIES, YOU
WILL HAVE TO SECURE THAT SPORT SPREADS
POSITIVE VALUES, SUCH AS RESPECT FOR ONESELF
AND RESPECT FOR THE OTHERS, SOLIDARITY AND
FAIR PLAY. WE ALL HAVE TO STRUGGLE TO
ENTRENCH THESE VALUES”**

Quotation from the message
from the IOC President Dr Jacques ROGGE
at the Opening Ceremony of the 43rd International Session
for Young Participants of the International Olympic Academy.

Ancient Olympia, 2 August 2003



The Hill of the Pnyx during the Opening Ceremony of the Session. The Acropolis and the flags.

FOREWORD

The 43rd International Session for Young Participants was held at the IOA premises in Ancient Olympia on the special subject: "Education through Sports".

There were 178 participants (92 women and 86 men) from 98 countries, 13 lecturers (10 men and 3 women), 19 guests (9 men and 10 women) and 31 coordinators (15 men and 16 women) who attended the Session. Among the participants there were three who attended the Session thanks to the scholarship offered by the International Olympic Academy annually in honor of Mr Nikolaos Nissiotis, Mr Otto Szymiczek and Mr Cleanthis Palaiologos.

The official Opening Ceremony of the Session was held in the afternoon of 31st July at the Hill of the Pnyx, in the presence of representatives from the field of Politics, Athletics and Culture. The President of the International Olympic Academy, Dr Nikos Filaretos, the Under-Secretary of State for Sports, Mr George Lianis, and, on behalf of the lecturers, Professor Stephen Miller, addressed dignitaries and participants. The President of the Hellenic Olympic Committee and Member of the IOC Executive Committee, Mr Lambis Nikolaou, declared the works of the Session opened. Messages were also communicated from the IOC Honorary President for life H.E. Juan Antonio Samaranch and the Mayor of Athens, Mrs Dora Bakoyanni.

The International Olympic Academy has henceforth decided to honor every year eminent intellectuals and sportsmen who have offered distinguished services not only to the Letters and Arts but mostly to the Olympic Movement. For this purpose, the following three equivalent awards have been established: ? LYMPIA, ATHENS, DELPHI. At the opening ceremony of the 43rd International Session at the Hill of the Pnyx, the Professor of Philosophy of the University of Athens, academic, former President of the Academy of Athens, former Minister of Education, veteran athlete and lecturer in Sessions of the IOA, Mr Konstantinos

Despotopoulos, was honored. Mrs Domnitsa Lanitou-Kavounidou, former champion of Greece in 80 meters hurdles, long jump and high jump, the first Greek woman athlete who participated in the Olympic Games held in Berlin in 1936 and Mrs Gianna Despotopoulou, economist, who, in her capacity as President of Special Olympics Hellas has developed a remarkable activity both in Greece and abroad and promoted this institution to a great extent, were also honored.

The following day, the participants departed to Olympia via Delphi where they were shown round the Museum and the evocative archaeological site.

In his address and introductory speech during the Opening Ceremony of the works of the Session in Olympia, the IOA President Dr Nikos Filaretos presented the educational aspects of Olympism? furthermore the participants had the opportunity to see and listen to a recorded message from the IOC President, Dr Jacques ROGGE, addressing the opening of the works of the Session. The Vice-Prefect of Elis, Mr Haralambos Kafiras, and the Mayor of Ancient Olympia, Mr Yannis Skoularikis, honored the ceremony with their presence and addressed the participants.

After the ceremony, a laying of wreaths took place at the stele of Pierre de Coubertin, renovator of the Modern Olympic Games and at the commemorative monument of Ioannis Ketseas and Carl Diem, pioneers of the International Olympic Academy.

The lectures developed the aspects and parameters of Education through Sports. The works began with the speech of the General Secretary to the Ministry of Culture for the Olympic Games, Professor Konstantinos Kartalis, who, in his extremely interesting lecture presented the relation of education with sports and culture in the programme of the Athens 2004 Olympic Games.

The General Director of the International Olympic Truce Centre, Ambassador Stavros Lambrinidis presented "Sports as a Platform to Educate World Peace".

Special reference to the Olympic Games and Olympism was made by the world champion in javelin throwing, Mrs Sofia Sakorafa.

The distinguished Professor of Berkeley University of California, Dr Stephen Miller, lectured on the subject "Plato in the Gymnasium", while the Lecturer in the Department of Physical Education, Sports Science and

Recreation in Loughborough University, Dr Eleni Theodoraki, pointed out the future objectives of educational systems.

The Managing Director of the "Athens 2004" Organising Committee, Mr Yannis Spanoudakis, dealt with the financial aspects of the Olympic Games and with the issue of Sports and Olympic Games as sources of employment.

The President "Doctors Without Borders - Greece" Dr Konstantinos Papaioannou, approaching the Olympic Movement, presented the principles, action and role of "Doctors without Borders – Greece" within the contemporary volunteer / humanitarian movement. The volunteer movement in the Olympic Games was the subject of the lecture of the Manager of the Volunteer Selection and Orientation Training of the Organising Committee for the Olympic Games of "Athens 2004", Mrs Olga Kikou.

Two personalities of world sports, Dr Kipchoge Keino and Mr Sergey Bubka, took part in the works of the Session and they presented their Olympic experiences and their post-Olympic voluntary activities in the education and sports field.

Mr Denis Oswald, IOC Member, ASOIF (Association of Summer Olympics International Federations) President and Chairman of the International Olympic Committee Coordination Commission for the Games of 2004 lectured on "The Policy of the ASOIF in dealing with Doping and the Athletes' Education".

A great success of this year's Session was the presence of the President of the International Paralympic Committee, Mr Philip Craven, and the President and CEO of the Special Olympics International, Dr Timothy Shriver, who gave a joint lecture on the social integration of Paralympic athletes and athletes of Special Olympics through Sports Education. For the first time, the Presidents of Paralympics and Special Olympics presented their activities and objectives in a joint session.

Equally successful were also the activities of the Academy during the Session that aimed at the creation of a friendly relationship among participants with different cultures through artistic activities (Fine Art, Literature and Poetry Workshops), sports activities (basketball, track, football, volleyball, table-tennis, tennis, swimming) and social activities (sketches, games, traditional dances).

Moreover, an Internet workshop for beginners took place during the Session under the guidance of the group discussion coordinators.

For the fourth consecutive time, the Session was broadcasted through the Internet. Hundreds of young people from various parts of the world had the opportunity to watch it, make comments and ask questions to the lecturers directly, in collaboration with the Internet workshop coordinator. In this way, the vision of the IOA for education on Olympic subjects and the initiation of the participants into the Olympic Ideal at a universal level was realised. A lot of previous participants in IOA Sessions from various parts of the world continue watching the works of the Sessions through the Internet.

The conclusions worked out by the discussion groups were, once more, particularly remarkable. The participants analyzed the meaning of Olympism, Olympic Education, Olympic Truce, the social role of athletes and whether the Olympic Games constitute cultural and educational institutions. The conclusions were sent to all IOC Members and to the IOC Committee for Culture and Olympic Education.

The participants expressed the wish that the Olympic Games of 2004 in Athens are well-organised (spectacular opening ceremony, good services for both the athletes and the spectators, willing and numerous volunteers, projection of the Paralympic Games and the cultural happenings through the Mass Media, observance of the safety rules). Moreover, they expect that the Olympic Games carried out in their homeland, Greece, will contribute to the propagation and promotion of the Olympic Truce, the Olympic philosophy and the Olympic Movement in general.

This year, as every year, a lot of manifestations for sports and education were organised in the IOA premises by International and National Institutions (see: list of activities).

Among these manifestations, the one that stands out is the 11th Postgraduate Seminar on Olympic Studies that was realised in the IOA premises from May 2 to June 6, 2003.

There were 29 selected students (13 women and 16 men) from 27 countries who participated in the seminar. For the first time, there were students from Bulgaria, Belgium and Haiti. The works of the Seminar were supervised by eminent professors: Dr Ingomar Weiler, Dr Kevin Wamsley, Dr Kostas Georgiadis, Dr Jim Parry, Dr Marc Maes, Dr Otto Schantz, Dr Susan Brownell, Dr Sigmund Loland, Dr Ian Henry, Dr Emmanouel

Mikroyiannakis, Dr Christina Koulouri, Dr Thanos Kriemadis and Dr Sotiris Yiatsis, while Ms Anne Chevalier from the IOC Olympic Studies Centre and Professor Heather REID participated as guests in the Seminar.

Moreover, the 7th International Session for Directors of National Olympic Academies (7 – 14 May 2003) with 92 participants (22 women and 70 men) from 72 Olympic Academies was organised in Olympia this year. The special subject of the Session was "Cultural Differences and Olympism" and was presented with success by the following 11 speakers: Dr Richard Cashman, Dr Nikos Filaretos, Dr Kostas Georgiadis, Mrs Nicole Girard-Savoy, Dr Anicet-Clément Guiyana-Massogo, Dr Marc Maes, Mr Mohamed Mzali, Dr Jim Parry, Mr Marton Simitsek, Mr Thierry Sprunger and Dr David Wallace. The participants showed great interest in the group work, the conclusions of which were particularly remarkable. It is worth mentioning that for the fourth consecutive year the Session was broadcasted through the Internet.

The 6th Joint International Session for Educators and Officials of Higher Institutes of Physical Education was organised in the IOA premises from June 26 to July 2, 2003. The Professors of departments of Physical Education are trained in Olympic subjects in order to contribute to the introduction of the course on Olympic education in their faculties. There were 50 participants (13 women and 37 men) in the Session from 31 countries, 8 speakers, 6 educators from the schools of Pierre de Coubertin and 3 guests. The special topic of the session was: "The Social Role of the Athlete".

Mr Panagiotis Fassoulas, Dr Nikos Yialouris, Dr Vassiliki Avgerinou, Dr Ottavio Tavares, Dr Douglas Brown, Dr Gertrud Pfister, Dr Andy Miah and Mr Kostas Politis elaborated on the special topic of the Session with their lectures.

It is now widely acceptable that the activities of the International Olympic Academy for the growth, maintenance and propagation of the Olympic Ideal are crowned every year with success thanks to the continuous efforts of those contributing to this purpose. It is important to note that the successful organisation of the several different Sessions attracts the attention of people worldwide every year.

After the voting of a law by the Greek Government, the International Olympic Academy functions henceforth as a legal entity of private law. This ensures greater flexibility in the operation of the IOA and provides it

with the possibility of meeting the high requirements of the Olympic Movement and the Olympic Family for the co-ordination of the National Olympic Academies.

Finally, we would like to thank the Hellenic Olympic Committee and the International Olympic Committee for the financial and moral support they provide the International Olympic Academy with.

Dr Kostas GEORGIADIS
Dean of the I.O.A.



View of the Session's Opening Ceremony on the hill of the Pnyx

LIST OF I.O.A. ACTIVITIES – 2003

		Participants
JANUARY		
18 – 19/1	Greek Basketball Federation: Women's European Championship Draw	*
FEBRUARY		
13 – 15/2	Symposium: "Urgent Nephrology" 6 th Cycle of Continuous Medical Education Halcyon Days of Nephrology	350
MARCH		
27 – 29/3	Meeting of General Directors of Sport of the European Union Member-States Ministries of Sport	80
APRIL		
5/4	Track and Field Competitions of the Ancient Olympia High School students	150
11 - 12/4	Panhellenic Symposium of Cardiologists entitled "OLYMPIC CARDIOLOGY	*
MAY		
2/5 – 6/6	11TH INTERNATIONAL SEMINAR ON OLYMPIC STUDIES FOR POSTGRADUATE STUDENTS	42
7 – 14/5	7TH INTERNATIONAL SESSION FOR DIRECTORS OF N? TIONAL OLYMPIC ACADEMIES	111
14 – 15/5	6 th Elementary School of Ithaca "Olympic Education" program	116
18 – 22/5	5 th International Symposium of Universal Dialogue (ISUD): "Modern Philosophical Issues" Organized by the National and Kapodistrian University of Athens	500

23 – 26/5	ALPHA BANK – Sponsor of “ATHENS 2004” 1 st Olympic Training Session of Personnel	102
24 – 25/5	1 st and 19 th Elementary Schools of Zografou: Olympic Education	136
JUNE		
15 – 22/6	ALPHA BANK of Cyprus: educational visit for pupils	7
19 – 26/6	Olympic Education Seminar for students from the Elis Prefecture	116
26/6 – 2/7	6th JOINT INTERNATIONAL SESSION FOR EDUCATORS AND OFFICIALS OF HIGHER INSTITUTES OF PHYSICAL EDUCATION	76
JULY		
13/7	Seminar organized by the Greek Olympians Association in cooperation with the Municipality of Ancient Olympia	*
16 – 17/7	Visit of the ATHOC International Torch Relay Management Team	15
21 – 25/7	Therapy Center for Dependent Individuals Morning section: “DIAVASI”	51
30/7 – 13/8	43rd INTERNATIONAL SESSION FOR YOUNG PARTICIPANTS	242
AUGUST		
12 – 16/8	8th WORKING SESSION OF THE IOA’S ASSOCIATION OF PAST PARTICIPANTS (I.O.A.P.A.)	46
20/8	International Film Festival of Olympia for Children and Young People	*

25 – 29/8	National Olympic Academy of Slovakia Seminar	23
25 – 29/8	National Olympic Academy of Hungary Seminar	40
30/8 – 2/9	High School (gymnasium-lyceum) of Agios Nikolaos of Chalkidiki Olympic Education	34
SEPTEMBER		
4 - 7/9	ALPHA BANK – Sponsor of “ATHENS 2004” 2 nd Olympic Training Session of Personnel	121
5 – 7/9	Therapy Center for Dependent Individuals Evening section: “DIAVASI”	30
5 - 6/9	Municipality of Ancient Olympia Congress: “Minor Languages – Major Literature Works”	40
7 - 10/9	ALPHA BANK – Sponsor of “ATHENS 2004” 3 rd Olympic Training Session of Personnel	130
15 – 20/9	Annual Session of the Members of the National Olympic Academy of Germany	107
24 – 28/9	8 th Congress of the European Committee for Sport History Demokriton University of Thraki – Department of Physical Education Science and Sport	170
30/9 – 2/10	11 th Panhellenic Forestry Congress	400
OCTOBER		
4 - 7/10	ALPHA BANK – Sponsor of “ATHENS 2004” 4 th Olympic Training Session of Personnel	120
9 – 11/10	Educational Visit of the Greek National Olympic Committee Personnel Association	150

16 – 18/10	Preparation Seminar for the ATHENS 2004 Olympic Games for Officials of the Public Buses Organization of Attica	25
26/10	Closing Ceremony of the International Congress of KEADEA (Movement for Peace, Human Rights, Communication and Development)	200

*Only the Conference Hall was used for the organization of the activity

**OPENING CEREMONY OF THE 43RD INTERNATIONAL
SESSION
FOR YOUNG PARTICIPANTS
OF THE INTERNATIONAL OLYMPIC ACADEMY**

**HILL OF THE PNYX
31 JULY 2003**



Dr Nikos FILARETOS, President of the IOA, IOC Member, addressing the audience

ADDRESS
by the President of the International Olympic Academy
Dr Nikos FILARETOS (GRE)

I welcome you in Athens, and in two days I will have the pleasure to extend a new welcome to you, this time in our premises in Olympia.

The President of the International Olympic Committee Mr. Jacques Rogge is unable, against his will, to be present at today's opening of the works of the 43rd International Session for Young Participants and this, because of the coincidence of the date with the opening ceremony of the Panamerican Games which are starting today in the Dominican Republic. President Rogge conveyed to me a video-tape message which will be projected in Olympia on the day of the opening of the Session. On the other hand, the honorary President for life Mr Juan Antonio Samaranch – who was five times only absent from this ceremony throughout the 21 years of his presidency-, is addressing to you a short greeting message which you will find in your folders.

The Mayor of Athens, Mrs Dora Bakoyannis, who has been suddenly obliged to be absent, asked me to welcome you on her behalf and to express her regret for being unable to be among us today. The message she is addressing to you is also in your folders.

Dear participants, your particularly numerous participation is very rewarding for all of us, so much the more for the International Olympic Academy. In this year's session you are 216 participants coming from 104 countries, which proves the lively interest of the National Olympic Academies and National Olympic Committees throughout the world in spreading Olympic Education.

On the other hand, the participation of 78 National Olympic Academies in the respective Session, which we held approximately two months ago, was equally rewarding. The special subject of that session was: *Cultural Diversities and Sport*. The special subject of the present session is: *Education through Sport*.

Through our sessions and our lectures we are trying to elevate the cultural side of sport, to distinguish it from the usual practical experience

in which unfortunately many -sport journalists especially- place it. Sport is basically an educational tool absolutely needed for the development of the spirit, of morality and of the social consciousness of the human being.

During the following two weeks in Olympia you will have the opportunity to listen to 14 lectures on the aforementioned subject by distinguished lecturers –Olympic Champions, Greek Officials, Professors of Universities, IOC Members and the two Presidents of Paralympics and Special Olympics-. You will then discuss those lectures, analyze and comment on them and we will be waiting for your conclusions and suggestions which we will forward to the International Olympic Committee who is looking forward to them, as usual.

Dear participants and coordinators, I welcome you in Greece and in Athens once more and I wish you a pleasant stay and a fruitful outcome of your works.

MESSAGE
from the Honorary President for Life of the International
Olympic Committee
Marqués de Samaranch
H.E. Mr Juan Antonio SAMARANCH (ESP)

I am delighted that I am able to convey, this year too, through the President of the International Olympic Academy (IOA), my colleague and friend, Nikos Filaretos, a message of friendship on the occasion of this traditional opening ceremony of the annual session for young participants.

Athens, which in the year 1896 was the host city of the first modern Olympic Games, is becoming more and more beautiful in order to host the Olympic family, next year, within an atmosphere of joy.

But you, young participants, on the way to Olympia, you have the extraordinary chance of being able to retrace the history of Olympism, from Antiquity up to nowadays. You will undoubtedly find out, through the lectures you will attend, that Olympism is brimful of education on all the issues our society is concerned about.

One of the aims of the IOA is actually to form relay runners of history throughout the world. You were the ones selected by your National Olympic Committees to bear the responsibility- and we all count on you, to commit to promoting Olympism in your respective countries.

I wish to everyone of you a fruitful stay in Greece.



(From left to right): Mrs Domnitsa LANITOU-KAVOUNIDOU, Prof. Konstantinos DESPOTOPOULOS and Mrs Yanna DESPOTOPOULOU after their prize awarding by the IOA

Prize awarding
to Prof. Konstantinos DESPOTOPOULOS (GRE),
Mrs Domnitsa LANITOU-KAVOUNIDOU (GRE)
and Mrs Yanna DESPOTOPOULOU (GRE)
by the International Olympic Academy

The International Olympic Academy has recently decided to honour henceforth prominent personalities who have rendered valuable services not only to the Letters and Arts, but mainly to the Olympic Movement. To this aim, the three following equal prizes were established: Olympia-Athens-Delphi.

On today's ceremony will be honoured:

- Mr Konstantinos Despotopoulos, Professor of Philosophy of the University of Athens, Academician, former President of the Academy of Athens, former Minister of Education, veteran athlete and precious collaborator of the International Olympic Academy.
- Mrs Domnitsa Lanitou-Kavounidou, veteran champion of Greece in 80m hurdles, long and high jump, the first Greek woman who participated in Olympic Games, namely those of Berlin in 1936.
- Mrs Yanna Despotopoulou, economist, who, in her capacity as President of the Greek Federation of "Special Olympics", has developed a remarkable activity, both in Greece and abroad, and promoted the institution in question to a considerable extent.



Dr Nikos FILARETOS, President of the IOA
awards Prof. Konstantinos DESPOTOPOULOS with the prize *OLYMPIA*



Mr Lambis NIKOLAOU, President of the HOC, IOC Member,
awards Mrs Domnitsa LANITOU-KAVOUNIDOU, with the prize *ATHENS*



(From left to right): Mr George LIANIS, Deputy Minister of Culture with responsibilities for Sport, Mrs Yanna DESPOTOPOULOU, President of the Greek Federation of “Special Olympics” awarded with the prize *DELPHI*, and Dr Nikos FILARETOS, President of the IOA

ADDRESS
by the holder of the OLYMPIA prize
Academician and former Minister of Education
Prof. Konstantinos DESPOTOPOULOS (GRE)

In this modest hour, at this venerable place, I look back with emotion on the severe and strong physiognomy of my father's brother, Mathaios Despotopoulos, Olympic champion of 1906. Maybe, it was his fame above all that incited me since my childhood to believe in the value of sport. Moreover, I look back in serenity on the generous decision taken from the Union of Gymnastic and Athletic Associations (SEGAS), nine years ago, to award its gold medal to me on the recommendation of the unforgettable Elias Missailidis, champion of Greece, Balkan Games medallist and an old co-athlete of mine, in recognition, I suppose, of my intense concern for sport in schools as Minister of Education in 1989 and 1990.

But the present time and place dictate to me to emphasize on the moral greatness of pure sport, of this glorious institution of the Ancient Greeks, already celebrated in Iliad and in Odyssey. Its top manifestation were the Olympic Games that evoke to the consciences of all Greeks the unity and kindness of the Greek nation, as well as the idea of the noble emulation combined with peaceful action against military acts. This manifestation was suitable for strengthening of man's soul and body and satisfaction of his transcendent impetus, which derives from and constitutes his freedom.

Undoubtedly, in our time, the poetic-religious experience, inherent to the Olympic Games of Pre-classic Greece, which made the Games into a big historic, almost post historic event, does not exist. Moreover, the physical strength deriving from the practice of sport has not today the utility that used to have in the ancient times, when the techniques of production, transport and armament were rather underdeveloped. It has been said that during the battle of Marathon the winners were ten thousand athletes, namely as much as the Athenian warriors. Even today, the value of pure sport remains imperishable and is proven particularly useful serving as an antidote to the excessive comforts that modern life and the overdeveloped technology offer to people nowadays. Let's not forget that

sport is a system of human actions which are independent of eventual economic or biodefensive advisabilities and that these actions include the surmounting of indolence preventing therefore the danger of human body's and soul's cachexy through channelling man's superfluous dynamism, so that bursts that could be dangerous for other people are avoided. Furthermore, through the consolidation of fair competition, pure sport functions also as a school of moral education for young people. However, even though nowadays the Olympic Games do not have the ancient beauty of Pindaros' time, they still remain a precious element of humanity's culture, as an ecumenical gathering of champions in order to bring out sport's excellency on a worldwide scale, a fact which will have, moreover, a very positive contribution to the promotion of friendship among peoples and eventually to the establishment of peace.

Gentlemen, devoted servants of the Olympic Idea, except from my acknowledgments regarding the honour which is attributed to me today, please accept also the recognition of the fact that through your work, you serve in a salutary way this excellent institution born in Greece by putting yourselves in the service of the whole humanity.

May you always be in good health and joy.

ADDRESS
by the Deputy Minister of Culture with responsibilities for Sport
Mr George LIANIS (GRE)

It is with great pleasure and with feelings of friendship and love that we welcome you in our country, Greece and in Athens, the city that will organize after some months the Olympic Games of 2004.

In a few hours you too will visit Ancient Olympia, cradle of the Olympic Idea, the most everlasting idea in the history of humanity, an ideology – which as you already know – is the only one that survived since ancient times for over 2.700 years.

Apart from the International Olympic Committee, the International Olympic Academy – of which you have the honour to be the new participants – is also considered the ark of the modern Olympic Spirit.

Its President, Mr Nikos Filaretos, along with the valuable help from our government has taken care of everything concerning your hospitality.

210 new swallows from over 100 countries will bring the spring which we all expect, to the Olympic Movement but we need to work hard to make it happen, as Odysseas Elitis put it.

Next year the Athens Olympic Games coincide amazingly with the European Year for Education through Sport. This is the topic of the 43rd Session in Ancient Olympia. According to the decision taken by the Minister of Culture, Mr Petros Efthimiou and to the proposal of Mrs Redding, Sport Commissioner, the European Parliament expressed the wish for athletic programmes promoting social and educational values. The Olympic Games of Athens is the ideal opportunity for the promotion of these values. Sport is not entertainment, it is mainly culture, education, a way of life, a powerful weapon of every man's formation. You have a hard work to do as hundred of thousands are the young people in the European Union and millions all over the world who are involved in sport.

One out of three is engaged in some kind of sport. For us, the Greeks, Olympism has been promoting since ancient times a way of life based



Mr George LIANIS, Deputy Minister of Culture with responsibilities for Sport, during his address

on universal principles such as emulation, decency, dignity, communication, fraternisation.

Once upon a time Archimedes was searching for the foothold to step on and move the Earth. I think that at this moment we all step on this foothold, on the ancient tribune of Pnyx, an archetypical symbol for the free man

An ethical, spiritual, harmonious support.

I know you are young people of great learning but I would like to remind you that Thucycides said that our governmental system is democracy because the people rule and not just a few citizens.

Plato also maintained, perhaps from this very tribune, that the cities need neither walls, ships nor a large population, they need Virtue.

I believe that to the journey to Olympia you can take with you in your traveling bags the Olympic Idea which is related to the idea of honest and fair competition but above all with the idea of Peace.

The Olympiad has forged the idea of Community, the common, in which coexists the same but also the other but above all it forged the idea of the Olympic Truce. I suppose that Man needs it now more than ever.

Our country is quite ready for the Olympic Games of August 2004 but also for the Paralympics of September of the same year. In these games there is a kind of holiness that cannot be expressed.

We would like to reassure you that our country, the first country to have taken over the organization of the Olympic Games, will hold Games with Ideals.

Here, under the Attic sky and the breeze coming up from the Aegean Sea, we are aware that the “the routes of fire” will bring Athens to the center of the World’s attention.

We are ready for this challenge. We ask of you the help of those who believe, as we do, in the real ideals of Sport.

Our Prime Minister, Mr Kostas Simitis, often says that we will organize the Olympic Games of Man and Measure.

In Ancient Times a tragic king, Oedipus, destroyed the monster of his time, the Sphinx, with the word “MAN”.

I believe that with this word we can destroy the monsters that threaten also the Olympic Games: wars, racism, doping, commercialization and many others.

I would like you to ponder over Oedipus' answer. I would like you to know that even we have the heavy responsibility for the Games, the Games that covered for 30 centuries a huge emotional space, our people's place, we will respond with the same word, "MAN".

ADDRESS
by the Mayor of Athens
Mrs Dora BAKOYANNIS (GRE)

I am pleased to address this simple ceremony of the 43rd Session for Young Participants of the International Olympic Academy. As the Mayor of Athens, the city that will be staging, in one year from today, the Olympic Games in the country where they were born and reborn, I want to make a wish for these young participants.

- May they give a new impetus and a new purity to the Olympic Spirit now that the new century is beginning.

- May they carry on the great achievement of their ancestors and enrich it even further.

- May they become the incarnation of our indivisible link with the noblest legacy of the ancient world, the “Olympic Spirit”. The most essential and timeless element of this spirit, “fair play”, is something, which the present world greatly needs.

The words of the reviver of the Olympic Games, Pierre de Coubertin, could not be more topical: “In our modern times, full of opportunities, but threatened by terrible dangers, Olympism could become a school of chivalry and moral purity...”. The International Olympic Academy, true to this spirit, is promoting peace through sport and teaching cooperation and fair play.

Sport in ancient Greece was also a driving force for peace, to the extent possible. One example is the “Olympic Truce”, which we are trying to revive. In today’s world, with its intensified domestic and regional problems such as violence and its most frightening form, terrorism, the efforts in favor of peace and security need every supporter they can find. Sport and the Olympic Spirit can teach us cooperation and healthy competition.

The work of the International Olympic Academy is a magnificent example of how men can live together in a spirit of cooperation and friendship. I wish that the young participants could make it even stronger.



Prof. Stephen G. MILLER, addressing the audience on behalf of the lecturers

ADDRESS
on behalf of the lecturers
by Prof. Stephen G. MILLER (USA)

It is hardly necessary to say that we are on a very special spot, a place whence many aspects of our modern society came. And even if the influence of ancient Greece, and particularly ancient Athens, is stronger in some parts of the world than in others, there is no contemporary country on earth that has not felt the impact of what was created here 2,500 years ago. We see the Akropolis with its marble monuments that are the architectural manifestations of ancient Greece's triumph in the arts, and we stand on the Areopagus where the democratic assembly of Athenian citizens met to debate and vote and determine its own course. This should remind us of the creation and definition of so many forms of government—democracy, oligarchy, monarchy, tyranny, anarchy—which have come to us today from this very place. On the southern slopes of the Akropolis, are the Odeion of Herodes Atticus and, beyond, the theater of Dionysos, and we must remember that theater and tragedy and comedy are words and forms of expression and entertainment that came, again, from this very place.

But there are other words and forms in our society today that also came from this place and which are of even more immediate concern to us. I speak of the *agon* or competition, of the *Olympiakoi agones* or the Olympic Games, and of the concept of bringing all peoples together to compete on the playing field. To the east of the Akropolis, beyond the columns of the Temple of Olympian Zeus, is the white marble Panathenaic stadium where the Olympic Games were reborn in 1896—an ancient Greek stadium that served as the cradle of the modern *agones*.

All of this is perhaps familiar to you, and typical of the usual tourist trip through Athens, but I suspect that very few tourists are ever told to look to the south, to the right, of the Stadium. There, at the base of the hill alongside the ancient Ilissos river, was a gymnasium called Kynosarges where Themistokles studied and exercised with the poorer boys of Athens and

where he formed his notion of a particular kind of *polis*, the fundamental political unit of ancient Greece that we call today a city-state.

Beyond the Akropolis to the north, near the parliament building, was another gymnasium—the Lykeion, or Lyceum—where young Athenians developed their physical and mental capacities, and where Aristotle searched into so many aspects of his world, including his updated edition of the register of victors in the Olympics.

And to the north of where we stand, hidden beneath the modern city, was the Academy, Plato's Academy, which was yet another school for mind and body, and where Plato taught and wrote and immortalized Sokrates. As we begin our journey to the Academy in Olympia, let us stretch our own capacities; let us remember that we travel in company with millennia of mankind past. Let us, like the best of them, try to prepare a better road for those who follow.

ADDRESS
by the President of the Hellenic Olympic Committee
Mr Lambis NIKOLAOU (GRE)

On behalf of the Hellenic Olympic Committee, I would like to welcome all the friends of Olympism who have come to our country in order to participate in the works of the 43d International Session of the International Olympic Academy that begins tomorrow in Ancient Olympia.

The topic you will be discussing, dear guests, under the general heading of “Education through Sport”, is no novelty. We all know that the ancient Greeks worshipped sport and were very much aware of its importance and its considerable educational value. This was the reason why they had included gymnastics in their educational system. Physical exercise was believed to be important for the development of man’s personality and for his overall culture; as a result, people who did not exercise were considered to be “uncultivated”.

In ancient Greece, the spirit of competition and the sporting ideal gained a prominent position in social life for the first time. Cultivating one’s soul and mind, far from counteracting physical training, contributed on the contrary in making it more effective. Music and dance coupled with physical education and writing later, constituted the four facets of youth’s education in ancient Athens.

In Athens young people spent most of their childhood and adolescence in the gymnasia that were also frequented by the sophists of the time who could find an eager audience there. The two most famous gymnasia, the Academy and the Lyceum, where Plato and Aristotle used to teach, soon became the two greatest schools of philosophy of ancient Greece, with a lasting impact on the later evolution of philosophical thinking in the whole of Europe. The development of these two schools was impressive. Although focusing essentially on physical exercise, they gradually catered more and more for the intellectual training of young people, with libraries and lecture-rooms, thus lending their name to what all European people know today as a “gymnasium”.



Address and opening of the 43rd International Session of the International Olympic Academy for Young Participants, by Mr Lambis NIKOLAOU, President of the HOC, IOC Member.

To achieve the fulfillment of human personality through the balanced development of physical, intellectual and moral qualities and political integrity has been and remains the aim of Olympic Philosophy, i.e. the Olympic Ideal. And this has been and remains the central meaning of the Olympic Games. Both the athletes and spectators knew and know that the period of the Games represents the final stage of a long education process and that victory will reflect on the country that was able to prepare the winners.

Education is the corner stone of the Olympic Movement; its goal is to contribute to building a peaceful and better world, by educating youth through sport, without discrimination and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.

Pierre de Coubertin believed that *“Olympic education and the Olympic Spirit have the power to contribute to resolving some of the most intense social problems and teaching the principles of honesty and respect”* and he never failed to proclaim that, *“the future of civilization nowadays does not rest on political and economic bases, but depends solely on the direction that will be given to education”*.

Conditions have of course changed since the time these words were spoken. What is, however, certain is that these are timeless values, which remain topical. The Olympic Games that were linked to humanism from the very beginning, have never ceased to hold a considerable educative value and to convey a message of fair play, unity and peace.

So it will now be your turn, dear friends, as participants in this Session, to build on the teachings and conclusions of your work and play a leading role in the dissemination of the Olympic Ideals, thus allowing Olympic Education to continue to bring effective results.

After these few words and with the wish that your stay in our country may be a pleasant and constructive one, I declare the opening of the 43rd International Session for Young Participants of the International Olympic Academy.



Visiting the Archaeological site of the Acropolis

**OPENING CEREMONY OF THE 43RD INTERNATIONAL
SESSION
FOR YOUNG PARTICIPANTS
OF THE INTERNATIONAL OLYMPIC ACADEMY**

**ANCIENT OLYMPIA
2 AUGUST 2003**

Message
from Dr Jacques ROGGE (BEL)
President of the International Olympic Committee

I would like, first of all, to welcome you in Olympia, the cradle of Olympism, where I would really have liked to be among you today.

During your stay, you will enrich your knowledge with regard to Olympism and at the same time you will discover not only a country but its cultural and sports wealth as well.

In just a little more than a year, Greece will host the Games of the XXVIII Olympiad in Athens, the city where the first Olympic Games of the modern era were held, in 1896.

This return to the origins of the Olympic Games will undoubtedly be an unforgettable moment for the Greek people and the sports movement worldwide.

The Olympic movement is primarily an educational movement, the activities of which are oriented towards the youth of the whole world.

One of my priorities as President of the International Olympic Committee is the defense and propagation of the Olympic ideal, both from the sports as well as the cultural point of view.

This priority should be everybody's duty and we all have to strive to assure its continuity.

All of you present in Olympia: once you go back to your respective countries, you will have to secure that sports spreads positive values, such as respect for oneself and respect for the others, solidarity and fair play. We all have to struggle together to entrench these values.

To conclude, I would like to extend my sincere thanks to the President of the International Olympic Academy, Mr Nikos Filaretos, who incessantly struggles for the defense and propagation of the Olympic ideal. My thanks are equally extended to the members of the Ephoria, to all educators and lecturers for their dedication and contribution to the defense and spreading of the Olympic ideals.

I wish to all of you fruitful works and an excellent stay at the International Olympic Academy.



Laying of wreaths at the stele of Pierre de Coubertin by Mr Sergey BUBKA, Olympic gold medallist, IOC Member, Chairman of the IOC Athletes' Commission (on the left) and Dr Kipchoge KEINO, Olympic gold medallist, IOC Member, Chairman of the NOC of Kenya (on the right).



Laying of wreaths at the stele of Ioannis Ketseas and Carl Diem by Dr Amar BOUKHTOUCHE, 1st Vice-President of the NOC of Algeria (on the left) and General Lassana PALENFO, IOC Member, President of the NOC of Ivory Coast (on the right).



Reception at ISLAND Club in Limanakia Vouliagmenis after the Opening Ceremony

Address
by the Vice Prefect of the Prefecture of Elis
Mr Charalambos KAFYRAS (GRE)

A few months before the ceremony of the lighting of the Olympic Flame of the Games in Athens, the Session of the International Olympic Academy and its subject remind to all of us of two important, diachronic parameters of the Games that this sacred earth which hosts us gave birth to.

Education constitutes the first parameter. The Olympic Games have always been an event where physically and spiritually educated young people reached the finals.

Culture has been, and still is, the second parameter. The relation between arts and religious ceremonies lends crucial Greek value to the Games.

In the past as well as today, Culture is in the foreground during the Hellenic Olympiad. The Cultural Olympiad is in full development, showing the environment in which physically and spiritually educated young people will compete.

On behalf of the Prefect of Elis, I wish every success at the works of your Session. I hope that education through culture leads to the revival of the values of the Olympic Games.



Members of the IOA assistant staff at the reception after the Opening Ceremony

Address
by the Mayor of Ancient Olympia
Mr Yiannis SKOULARIKIS (GRE)

With great pleasure, as mayor of this town, I welcome you on the occasion of the works of the Session of the International Olympic Academy, in Olympia, the birthplace of Olympism, of fair-play, competition, truce, peace and the rest of the universal values and symbols that includes.

The Session must not be held here only because of the premises of the International Olympic Academy.

It has and is obliged to have the special meaning to send the message that the modern Olympia is unbreakably linked to the Ancient Olympia and its values. And moreover, that the celebration of the modern Olympic Games, having as an umbilical cord the route of the sacred Flame from Olympia to the organizing city, has this significance and indicates this symbolism. Besides, the revival of the modern Olympic Games by Baron Pierre de Coubertin had the purpose to reveal Olympia as a values' junction of the principles of Olympism and the burial of his heart here, in Olympia, serves this purpose.

Your presence here, gives me the opportunity and possibility, during this short address of mine, to put in brief some issues that aim at Olympia's rise. These issues, which affect us all, are unofficially discussed by all of us. And I think that you are the most qualified ones to elaborate and promote them.

In Olympia, we think as necessary to accomplish the following:

1. To generally upgrade the participating role of Olympia in the Olympic Games, a role that doesn't exist nowadays.
2. To realize in Olympia the selection of the candidate city which conducts the Olympic Games.
3. The election of the President of the International Olympic Committee must be held in Olympia.

4. To enact the participation of the municipality in the Hellenic Olympia Committee and the International Olympic Academy.

5. To legislate, as the law contemplates, the Lighting of the Flame as the culmination of parallel celebrations that would have taken place in Olympia earlier. To prohibit the imitation of the Lighting of the Flame in other cities during the celebration of Sports events. This fact only causes confusion that downgrades the prestige and the meaning of the Lighting of the real Olympic Flame.

6. To organize events in Olympia on the eve of the Olympic Games, which will have semeiological value and connecting function with them.

7. Each city that organizes Olympic Games, must donate, in a specific location in Olympia, a tribute that will express its country and its civilization.

If you promote these issues, it is certain that you will have contributed not only in appointing Olympia with the role that historically belongs to it and that the founder of the modern Olympic Games had dreamed of but also in adding more prestige and respect to the institution of the Olympic Games.

Regardless the impression that our proposals have left, we will continue our efforts in order to accomplish them.

Because we dream of the Olympia as a universal values' junction, the Olympia as a universal city. We dream of the sacred Flame to become, with its pass through the several cities, the ambassador of the values above-mentioned, through a Cultural Olympiad. We dream of the Olympia to become a meeting point for people from every nationality, race, role, age and religion, who will share the same wish: to live in a peaceful world based on anthropocentric rules. A world that will celebrate the values and do not commercialize them. A world that will come to Olympia- the birthplace of Olympism and its universal values- as pilgrim of the historical memory.

We rely on your efforts.



Participants after the end of the Opening Ceremony in Ancient Olympia



The commemorative photo at the main stairs of the IOA

**PROCEEDINGS
OF THE 43RD INTERNATIONAL SESSION
FOR YOUNG PARTICIPANTS
OF THE INTERNATIONAL OLYMPIC ACADEMY**

ANCIENT OLYMPIA

The opinions of the lecturers do not necessarily reflect those of the International Olympic Academy.

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INTRODUCTION ON OLYMPISM THROUGH THE WORKS OF THE INTERNATIONAL OLYMPIC ACADEMY

Dr Nikos FILARETOS (GRE)

Member of the International Olympic
Committee

President of the International Olympic
Academy

The object of this study is to reflect on the growth and evolution of modern Olympism, its driving moral forces and its development through the work of the IOA, thus justifying the aim and purpose of its existence and operation.

We know that Pierre de Coubertin, during his visit to Greece, in 1927, had discussed with John Ketseas, the pioneer of the IOA, the need to create a cultural center for the preservation and dissemination of the Olympic Idea. He had talked about his intentions before, wishing to emphasize to the educational circles the usefulness and necessity of Olympic education and to initiate the young into the ideal of "kalokagathia".

However, when we reflect on the aims and requirements of teaching and in particular of the teaching of Olympism, we should know:

- why the teaching of Olympic Philosophy is essential and how we can understand the present in conjunction with the past;
- what we mean by the term "Olympism" ;
- what practical and philosophical lessons can be drawn for the Olympic Movement's world.

To appreciate the value and potential of Olympic teaching, we should identify the main reasons which justify our interest in its dialectic consideration.

The protection of the heritage and of the wealth of experience throughout the ages and the creative richness of man's intellect and imagination within the realm of culture, is identified with a deeper existential need.

Furthermore, it is the memory of a revived humanitarian idea which we want to see survive and continue, so that it can become a reference

system for us, enabling us to integrate and confirm the continuity of some meaning and identity in a sport of universal dimensions.

The teaching of Olympism as a philosophical concept involves a verification of the ideas we adopt, whilst identifying their similarity or contradistinction. All this will help us to understand what Olympism really is and means, avoiding innocent platitudes which, when repeated, take on the dimensions of a doctrine. As a result, there is a growing reaction against the alteration of sport's authenticity, whilst the inconsistency associated with idealizing or demythologizing the past is revealed.

Such situations can discourage and engender feelings of guilt with respect to the contemporary Olympic Movement of idealizing the present by incriminating the past.

It is also necessary to examine the phenomenon of the birth of a cultural event such as the Olympic Games, within the time dimension, by analysing their origin as an area of creation and doubt.

In this way, we search for the revealing value of the Olympic philosophy, the ethics of teaching and the knowledge of its universality.

In the attempt to find and define the guidelines of Olympic Education, we discover, through the work of the IOA that the interest of research on and teaching of Olympism focuses on the following factors, whose analysis helps us to understand the modern Olympic Movement more deeply:

- The development of gymnastics at the beginning of the 19th century, which is unquestionably linked with social, economic, political and religious reforms.
- The search for new pedagogic systems and the education of youth at national level and the introduction of gymnastics on the school programme, directly associated with the exacerbation of nationalism in Europe.
- The social role and effect of sport.
- The provision for communication channels, at individual and social level, contributing to individual and social peace.
- The revival of the Olympic Games as a consequence of the establishment of national, local competitions and the need to have an international coordinating body.

Following the creation of clubs and international federations it was felt necessary to arrive at common rules and principles which would govern the competitors' participation in international sports competitions.

- The coexistence of different sports systems and the survival of traditional, popular sports which kept their local character, without this being an obstacle for their worldwide acceptance.
- The effort to confirm a code of ethics and of moral messages to the individual.
- The "Olympic Games" phenomenon as a means to promote universal thinking and to secure peace.

Through this dialectic consideration, the event of the Olympic Games extends beyond the limits of sports to become at the same time a historic and political event, which results in significant social and cultural changes. In spite of this, however, it maintains its autonomy and its own laws and rules which govern its operation, and the emergence, evolution and disappearance of its various aspects. The games have also preserved the impact of a closed society's imaginary game, with their own esoteric logic and emotional contrasts going well back into prehistoric times, but with consistency with respect to the functionality of the sport.

Let us now examine the deeper meaning of the term "Olympism": the modern Olympic Movement has two fundamental elements, sport and education.

Olympism is a set of ideas which combine the two concepts of sport and education. It is expressed through the triptych: philosophy, art and gymnastics and represents a harmonious and indivisible whole consisting of dialectic, measure and harmony. This synthesis is achieved through the process of human thinking.

This set of ideas is mostly concerned with the cause of things, a source and principle of evaluation on the relationship between the two concepts, on what the being truly is, what is the essence of things and what is the relation between being and should be.

This thinking has defined the model of a beautiful and noble human being who struggles daily to transcend his own self. This course leads from reality to the transcendental elevation of the individual. His efforts are based on sports ethics, which considers the human being as a body and a mind, the central core of modern Olympism from the very beginning. The main characteristics of these ethics are fair play, the rejection of any discrimination, the promotion of mutual respect and cooperation between individuals and nations.

This was mainly the working basis used by the reviver of the Olympic Games, Pierre de Coubertin and his contemporaries, their concerns being mostly educational. The principles of their classical philosophy provided an appropriate context which served the pedagogical objective of reforming the educational system through sport. Classical philosophy has no room for one-sided dogmatic absolutism, isolated from day to day reality, nor does it favor idealism and absolute transcendentalism. It searches for the truth of existence through the balance and harmony of the coexistence and conjugation of the concepts of matter and spirit, individuality and universality, transcendental and finite, necessity and freedom, death and life.

According to Aristotle, life is the power of life which can intensify and increase, determining the quality of the being. Movement in the human body incessantly renews the presence of life and man is able to feel life as such, since he is not open to life only through his senses, but also through his intellect. His intellectual power transforms barbarian antagonism into noble competition. It is in this way that fair play develops, i.e. the attempt to think and act whilst taking your fellow being into consideration. It means respect and a sense of responsibility towards the opponent and respect of the rules. Even more, it is an attitude and act of human dignity.

The principle of the concept of competition is a creation of Olympia and the starting point of a deeper humanist culture. The cultural elevation of Olympia, which is the basis of every complete and authentic human culture, was promoted through the following triptych:

- Philosophy, for a vision of the high reality of rational thought.
- Music, for the cultivation of feelings.
- Gymnastics, for the mental and physical development of the human being.

In all these three elements of Olympia, competition is predominant.

It is not that important to take part in major events and contests. What is much more important is the long term effort for self-improvement, in vaster fields of activity for the improvement of one self, thus utilizing unexpected forces so as to overcome one's individual limits. The Olympian man is constantly struggling to form his character, to understand his superiority and to use correctly his strength. The Olympic competition is based on the element of individuality, victory, perfection, excellence,

within the context, however, of man's social status which projects the essence and meaning of his victory on world society. Thus, his distinction in gymnastics, music and philosophy acquires a universal dimension. Under these conditions, the Games enhance cultural values, emphasize the existing link between education and competition, art and competition, world peace and competition.

The message of Olympism to all individuals is to strive for excellence in order to surpass themselves.

The Olympic motto, *Citius -Altius -Fortius*, means for every young person, faster in sports performance and perception, higher in moral standing and stronger in fortitude for the struggle of life.

Education should be an institution which brings learning to young children and creates individuals with sound judgment, active and independent, with a sense of responsibility towards themselves and others.

This education allows a comparison of their personal thoughts and skills, helps them to perceive their excellence and strive to use their power correctly.

There are of course differences between the educational systems of individual countries, as there are geographical, national and social factors which intervene decisively in the establishment of the curricula.

The role of sport in this differentiated cultural process can be decisive. Through Olympic Education, it can open new perspectives, lead to comparisons between national educational programmes and through such comparisons and dialogue lead to the opening of borders for an educational, democratic internationalism.

The participation of all in the competition may be utopian today for the modern Olympic Games. Nevertheless, it remains a fundamental principle of Olympic Education and is directed to all young persons so as to prepare them for the struggle of life.

Pierre de Coubertin in "Le Roman d'un Rallié" wrote:

"Life is simple because the struggle is simple. The good fighter withdraws but never gives in. He yields but never abandons. When faced with the impossible he changes course, but advances. If he is short of breath he rests and waits. If he finds himself out of the struggle, he encourages his brothers with his words and presence. Even when all around him have fallen, he does not give in to despair. Life is beautiful because the struggle is beautiful; not the bloody struggle, fruit of tyranny

and spiteful passion -the struggle which thrives on ignorance and routine - but the holy struggle of the soul in search of truth, light and justice."

From 1906, Pierre de Coubertin, seeing artistic creation as a new area of communication among peoples, not bound by national cultural and social values, increased his efforts in order to associate the arts and letters with sport. His objective was to make sport more noble and to discover new, different values and ideas which would enrich Olympism.

He proposed the introduction of five contests: architecture, sculpture, painting, music and literature.

From 1912 to 1948, art contests were organized; since 1956, at the Melbourne Olympics, they have been converted into art festivals.

Sport and art are the spiritual creations of the human mind and thought through which the people on our planet can communicate, without having to speak a common language. The power of art's aesthetic impact can cure the wounds which logic engenders between human beings and peoples.

Let us finally examine the existing link between competitions and peace, world peace.

Peace is a wider concept which is considered as a state of calm, rejection of any form of violence or contempt for the others and does not solely refer to the absence of warlike clashes.

In antiquity, the truce guaranteed the inviolability of the region of Elis for the period of the Games, freedom of access for pilgrims, even between cities at war, and forbade any hostilities during the celebration of the Olympic Games.

Olympic peace is thus presented as a fleeting uplifting of human thought. At the same time, however, it expresses a desire for peaceful coexistence.

The contemporary Olympic Games are based on a wider concept of peace. They promote understanding and respect for our fellow humans of different religion, colour, mores and traditions, whatever their social class. They are also a demonstration of mutual respect for fair play and the observance of common rules which govern sport competitions. These competitions convert man's primitive biological aggressiveness into a means of social communication.

The participation of all countries on this planet in the Olympic Games should be seen as a sign of international cooperation of all peoples, with

the common aim of celebrating the greatest cultural event of a universal character.

In such a positive climate, individual and international bonds of friendship can be created.

Above anything else, however, Olympism is a life experience. An experience which is shared by the thousands of competitors who, every four years, participate in the Olympic Games, but also by participants in the annual international Sessions of the IOA, though of course to a lesser extent, since they are given the possibility, be it only for a fortnight, to get to know each other, exchange ideas and develop ties of friendship with young men and women from many countries on this planet.

In 1963, the President of the IOC at the time, Avery Brundage, speaking to the participants of the IOA's 3rd Session, said: "Not everyone can visit Olympia. You, who had chance to spend a few days of serenity in this beautiful valley, amidst the sacred temples will certainly retain something from the true principles of the Olympic Movement.

You will take the message with you and help create a happier and more peaceful world, as Baron de Coubertin had envisaged it."

In conclusion we can contend that Olympism is not a dogmatic idea. It has grown through and is guided by free sporting activity, free artistic and poetic, creative fantasy and free philosophical thinking.

Personalities like Coubertin, Sloane, Herbert, Vikelas, tried to understand and influence their times. For this reason they deserve much more than the simple designation of idealist and inspirer of the revival of the Olympic Idea.

Olympism is not a rigid doctrine, but a dynamic, future-oriented idea, for the creation of a better international community.

Today, we can distinguish two major trends in sport:

Sport for All (the sentimental sport which originates in popular traditions and has preserved the archetypes of the past and the beauty of athletic tradition) and educational sport, born from the logic of the state and the city.

Olympism as an idea which embraces all sports should encourage these two trends, perhaps focusing their power of influence a little more on the foundation of a more democratic and educational type of sport, with universal perspectives.

Sport is an integral part of the cultural context and a bequeathable heritage.

For this reason, we have a duty towards coming generations to deliver to them an unshakable institution, able to adapt to new situations and ideas and generate visions.

All of us who are part of this Movement should strive in order that the negative sides of Olympism can be overcome and its positive sides emphasized.

Dear friends, it is very difficult to try to give a correct definition of "Olympism". There have been, in the past, many unsuccessful attempts and this is why I will not venture to give any scientific definition.

In plain words, Olympism is a way of life, an inner faith of the human being in itself, a constant pursuit of the ideal which the Ancient Greeks defined with the words "kalos kagathos". This means the constant effort to develop bodily strength and skill in parallel to the uplifting of the mind. This is the only way to create human beings useful to themselves, useful to the society in which they live and, therefore, useful also to the world community, for the benefit of mutual international understanding and peace to which we all aspire so much.

Unfortunately, there are two modern plagues which prevent our progress; excessive commercialism and the active involvement of politics in sports matters have led to a disregard for the true Olympic ideals on the part of many influential people who administer sport today all over the world.

You the young, however, who -as I have found out during the many years I have spent in this very place -are thirsty for the purification of morals and a purer, more honest and less hypocritical world than the one you have known in your early years, you should relentlessly pursue the struggle we are asking you to join.

We rely on you for we believe in you.

As I do every year, I will close this introductory lecture with the words which the reviver of the Olympic Games, Baron Pierre de Coubertin spoke here in Olympia, on 17th April 1927, on the occasion of the inauguration of the monument dedicated to the revival of the Olympic Games. I believe that there cannot be more appropriate words than those which Coubertin conveyed to the youth of the world.

Coubertin said, and I quote: "We have not worked, my friends and I, to give you back the Olympic Games so that you could turn them into a museum or cinema piece, nor to have them taken over by commercial or electoral interests. By reviving this 25-century-old institution we wanted to help you become, once more, the followers of the religion of sports as it was conceived by our great ancestors. In our modern world, filled with enormous potential but which is also threatened by terrible dangers, Olympism could become a school of chivalry and moral purity as well as physical endurance and strength, provided, however, that you constantly elevate your sense of sporting honour and disinterestedness to the level of your muscular impulse. The future depends on you".



THE OLYMPIC TRUCE: AN ANCIENT CONCEPT FOR THE NEW MILLENIUM

**Ambassador Stavros LAMBRINIDIS
(GRE)**

Director of the International Olympic
Truce Centre

INTRODUCTION-HISTORY

As we examine the roots of the Olympic Legacy, we should be mindful that in the past the Olympic Games served as a real time for peace.

It is a story that comes from ancient Greece and from the times when the Olympics were created. To be exact, it comes from approximately 3,000 years ago, from the Peloponnese - a region of Greece that was divided among several city-states that fought each other almost continuously.

One day, the King of one of these warring states, Iphitos of Elis (from the region where Olympia is located), asked the oracle of Delphi about how to end this cycle of violence. And the oracle said that they should organize an athletic and cultural festival every fourth summer. And during this festival, there should be declared a sacred haven of peace. And while these games were being held, all hostilities among all states should cease. Warriors should lay down their shields and weapons outside the stadium walls. All states should declare Truce or in Greek «Ekecheiria», which became the Olympic Truce.

Thus, in fact, we did not have an athletic festival that then incidentally helped peace, but the actual purpose of the Olympic Games, upon their creation, was to bring a brief break to conflict in ancient times. And the Olympic Truce was followed as a “sacred tradition” for over one thousand years.

There was a call before the Games, when Truce heralds from Olympia (called “Spondoforoi”) would announce that now the Games are to begin, wars would stop, the athletes would leave the battlefield if they were on the

battlefield and go to Olympia where the Games would take place. And in fact, we have even statues commemorating peace that was made between different warring states during the Olympic Games.

REVIVING THE OLYMPIC TRUCE IN OUR TIMES – NO PANACEA BUT ALSO NO UTOPIA

Today, there is a major effort underway to revive the Olympic Truce during all future Olympic Games and beyond. To that effect, in July 2000, the International Olympic Committee established an International Olympic Truce Foundation in Lausanne and an International Olympic Truce Center in Athens, in close cooperation with Greece.

These are international non-governmental organizations within the context of the Olympic Movement. They are designed to promote the Olympic ideals and a culture of Peace, an international cease-fire, during all future Olympic Games. And also to utilize Sport and the Olympic Ideals to promote peace and understanding not only during, but also before and after the Games. To make a symbolic, but at the same time powerful, call.

To some, this sounds a bit utopian. And maybe it is not unreasonable for them to be skeptical. But one should also be reminded that, in 1896, when Pierre de Coubertin revived the Olympic Games, that initiative then was seen as a very strange, if not “crazy,” idea. And a little more than a hundred years later, it has become the pinnacle of international athletic events, a worldwide celebration of humanity.

In other words, this is not a “romantic” idea, but one which may be able to mobilize and become a real spirit of our new world which we are creating in this new millennium. And while it is no panacea, it is certainly also no utopia.

The Olympic Movement is a non-political movement. It has no means of enforcing the Truce, nor does it portend to have a magic wand to bring peace where governments, international organizations, or religions have failed. But it is making a powerful symbolic call for the Olympic Truce, a call for breaking the cycle of violence for a few days during all future Olympic Games, and hopefully beyond.

A call to create a window of opportunity for longer-lasting peace, which can then be placed in the hands of all those in the world whose job it is to attempt to negotiate peace.

RECENT EXAMPLES OF TRUCE

There already have been some substantial results since Juan Antonio Samaranch began with this idea, and Jacques Rogge powerfully now leads it, this modern idea, bringing it back to life some years ago. What are the specifics?

First, the Olympic Movement was able in Bosnia, during the war, to have at least one day of truce during the Lillehammer Games in Norway in 1994. And UNICEF then could utilize this window of opportunity to inoculate thousands of children during that one day of truce: Muslims, Serbs and Croats from all sides.

Second, we have the Sydney Games in 2000, where the North and South Korean teams marched into the stadium together, under the same flag. One cannot easily imagine of any other world event that would have given the two Koreas the incentive to make that remarkable symbolic march other than the Olympic Games.

These are just some of the small or large examples of what might happen when this inspiration does take hold and does create the possibility for a moment of peace.

But we also have, out of this idea, more and more support worldwide. We have a special paragraph supporting the Olympic Truce in the UN Millennium Declaration in September 2000, signed by over 160 leaders from around the world.

During the Sydney Olympics, the IOC, and leaders from Greece, China, Japan, Russia, the United States, and elsewhere all sent appeals for the observance of the Olympic Truce.

The Pope of Rome in September 2002 made a worldwide plea, an appeal for the respect of the Olympic Truce in the Athens 2004 Games and beyond.

The 15 leaders of the European Union in the Nice Summit Conclusions included a paragraph in support of the Olympic Truce.

The United States Senate, in a unanimous 6 September 2001 Sense of the Senate Resolution, supported the Olympic Truce.

Finally, we have begun a signing of a Declaration in support for the Olympic Truce by personalities around the world. Over 300 political, religious, athletic, cultural and other leaders from all over the world have already signed it. The first to sign were George Papandreou, the Greek

Minister for Foreign Affairs who is also Vice Chairman of the International Olympic Truce Foundation and Center and his Turkish counterpart, Ismael Cem, which is in itself a powerful symbolic statement. In 2002, Nelson Mandela and 23 renowned personalities from the world of Culture added their signatures to the Truce Statement, launching a worldwide signature drive from personalities in the Letters and the Arts. Over 60 Foreign Ministers, including many from countries that are in conflict, have already signed their support. As have a number of Heads of State and Government and leaders of International Organizations. And only last month, in Prague, all members of the IOC signed onto the Statement, launching this world appeal officially to all members of the Olympic Family.

TRUCE PROJECTS – MAKING IT HAPPEN

We have thus seen some very important concrete developments on an idea that first began as very much a romantic idea. But we are also developing a number of programs for implementation throughout the four year period in between the Games, which are based on three pillars of action.

One is to inform and educate public opinion around the world, especially decision makers and opinion leaders who can make a difference, to begin making the Olympic Truce a household phrase. The second is to engage the younger generation, educational institutions, and other important constituencies and opinion-makers (athletes, diplomats, policy-making think tanks, etc.) in educational and grass-roots truce activities all around the world, and we are at this point developing Truce Action Kits for schools around the world, including in the Chinese language. And thirdly, we are working on actually helping conflict regions follow the truce during the Olympic Games.

CONCLUSION

Ladies and Gentlemen, this is an attempt to revive the spirit of what the Olympic Games were in ancient times. With the Olympic Games coming back to their “home” in Athens in 2004, it is most appropriate that the IOC and the Greek government are helping spearhead this effort today.

Athens will be the beginning of this movement, not its end. In 2006 and 2008, Turin and Beijing can pick up the baton, and lead the world in

celebrating a very different and glorious Olympic Games, with the Olympic Truce as one of their cornerstone messages.

For this movement is not simply an attempt to revive the Olympic Truce, but rather to revive and further strengthen the ideals of the Olympic Games. And there are so many very important ideals, of fair play, of human measure, of a meeting of different cultures and different societies and different countries all working together in a peaceful and beautiful event. And, above all, a celebration of the glorious culture of the city and the country that have the honor of hosting the Games, and a celebration of Peace and Understanding among all peoples and cultures.

In fact, in this global world that we are creating, one sees that there is a strong quest from our societies, from societies around the world, for the values that unite us as humanity and that can bring us together. And the Olympic Games happen to be, with the Olympic Rings, the most recognizable symbol of unity in today's world.

So, as we watch with inspiration the extraordinary achievements of the athletes, their skill, their grace, their strength, we also might do something more than simply watch. We could become beacons of the Olympic ideals and of this idea. We can try to be educators by example.

For this, we look to all of your support and leadership, and pledge all our support in making it happen.

Dear friends, distinguished participants, conflicts in the world will not cease overnight. But if we can stop fighting for 16 days, maybe we can do it forever.



THE CONNECTION OF EDUCATION WITH CULTURE AND SPORT WITHIN THE PROGRAMME OF THE OLYMPIC GAMES OF ATHENS 2004

Prof. Dr Kostas KARTALIS (GRE)

Secretary General to the Ministry of
Culture for the Olympic Games

The Olympic Games of Athens 2004 for us, Greeks, have a different meaning. They have the meaning of bringing back the Olympic Games to the country after 1896 when the modern Games were revived in Athens, in a difficult situation for Greece and Athens. I just want to share with you a couple of things about the situation in Greece at that time because it is important to see how education is being linked to sport and how education has to be linked to society and its values. In 1894, the Games were awarded to Greece. This decision was taken in Sorbonne, Paris. At that time it was not the regular award that you know today, with the glamorous reception in one of the countries which announces the city to organize the Games, but it was rather a wish of an International Conference which took place in Paris, for Greece to revive the Olympic Games in 1896. We usually say, when we speak to students in the universities or in schools that the period from 1894 to 1896 was very difficult for the country. From the wish to the miracle, because it was a miracle at that time, a very small country under-developed at that point to organize the Games. The Games were organized with a great success, not because the technical capacities of the people or the technical capacities of the construction companies, if there were any at that time, were higher or better than in other countries, the developed countries of that time, but because the spirit of the people was very much supportive for the Games, the spirit of the people gave the impression to everybody that that was an opportunity for the country to practically revive the Games in the manner that the Greeks and the Greek history need the Games to be revived. And I want to convince you, through my presentation, that in this spirit we will try to do the Games in the year

2004, in thirteen months from today. In four days, from the 6th of August 2003, we start in Athens seven international test events, pre-Olympic competitions in the existing Olympic installations, the Olympic venues. It's the rehearsal for the year 2004, and we do this in an effort to demonstrate that everything that has to do with the Games is well balanced, well organized.

How is all this linked with education and culture and sport, and how, and is there any space for this link to be promoted? Obviously, there is a lot of space and there are a lot of things more to be done so that to ensure that the balance is being reached between education, culture and sport. I don't know what the situation in your countries is, and there are many countries in this room represented by you, but in my country, sport and culture are diverging and not converging, they go, even at the best, in parallel routes, they don't speak together, they don't see the benefits of each other and this is a bad thing, especially at the school level which is a very critical part for education of the young people, for the new members of the society.

The first of our targets, with respect to linking sport with education, is to enhance the role of culture and sport and education, the second one - and I will exemplify furthermore in the presentation - is to bring people together, to develop platforms of cooperation, the third one is to respect the diachronic values. This is very important for a country, which feels that its history is linked to the Olympic Games and that the history provides elements for the new-comers in the society. Target number four is to link sport with culture, five to inform about doping because it is very important to inform young people and young athletes about the problems that are affiliated with doping, and target number six is to introduce equity in the minds of youngsters, especially with respect to people and young people with disabilities. These are the guidelines and the targets of the program and this is being exemplified and implemented through the Ministry of Culture, the Ministry of Education, the Organizing Committee and a number of other entities which feel that this is an important opportunity to invest.

Furthermore, the young people are the main pillar, the main target. We try to bring together all the efforts of the young people, we have to invest for the Games and this is being reflected in volunteerism. As a matter of

fact, we see that in Sydney 42% of the volunteers were aged from 18 to 34. So far in Athens we have received 90.000 applications and we see that 71% is from 18 to 34 years old. We see that there is a lot of concentration in the younger ages and this is very important because we believe that the message has been penetrating into the system, which used to be outside the whole effort. Getting closer to the Games, we recognize that this is not the case, people get closer to the effort and this is because they recognize that this is an important issue that they have to invest part of their life.

We also try to develop platforms of cooperation. In one year from today the Organizing Committee will run a camp in August 2004 and this will allow 2000 young people to participate, at the age of 16 years old, in a camp which will run parallel to the Games, given the opportunity to speak about culture, sport, education, about the spirit of the Games, the values of the Olympic Games. There will be of course visits to the archaeological sites, so as to see how sports and culture were linked in the past and need to be linked again at present. Education of course is the most important pillar and I want to give you some examples about this.

Three years ago when we started to run the program for education, and we decided that this is a very important opportunity for the country to invest, we hired 2000 new teachers and we ran a special course on Olympic and Paralympic education in 5000 schools of the country. This is the third year that this program is being implemented and each of the teachers has the responsibility of about 2 or 3 schools, some have more schools because of the geographic dispersion. They visit the schools, they explain to the students in the primary and secondary levels the values of the Olympic Games, the new sports, especially those that are unknown to Greeks, like baseball, softball, hockey and others. They also teach them about the revival of the Games, about doping and the rules of the Games themselves. And what is more important is that they also give them the opportunity to speak about the Paralympic Games, telling them that a person with a disability is not at the edge of the society but is part of the society and he or she has the opportunity and the right to be part of all the things that we do in the Games. A special book has been published for the Paralympic Education and we had the chance to use the dynamism and the catalytic role of the Olympic Games so that to bring new elements of education in the schools.

The other actions that have been promoted include theatrical plays, editions by students, newspapers, especially those that are published by different schools in collaboration with each other, sport projects and excursions in archaeological sites with a sporting dimension, like in Olympia. Of course, for this to be done we need to have support, financial support, so that we run a program and we ask for the schools to submit proposals. 939 schools were awarded with a total budget of 4,1 million euros. With respect to their proposals, culture, sports, Olympic truce, the revocation of the social exclusion and multiculturalism gave the opportunity to schools to run the projects and to run very specific case studies and pilot projects in their local societies with the help of the municipalities, of the parents, of the athletic organizations in their countries, in their regions and this gave a lot of emphasis into the program. I had the opportunity to go to several of these activities, which resulted after the conclusion of the projects in the presentation of the projects and I can tell you this was the most important part of my career in this position. It is very interesting to conclude an Olympic venue and to construct, it but it is much more interesting to go to a venue with 3000 students participating and practically demonstrating projects that have to do with the Olympic Games and how they understand the values and the power of the Olympic Games in all different dimensions, even the negative ones.

A major activity was the Olympic Education Park after the conclusion of the projects. The most successful ones were collected all together and they were placed in a park in Athens. For about 5 days, 80 schools in total were equipped with kiosks, with the needed audiovisual material and they presented the activities, sporting and artistic events. This gave the opportunity to the students to expose what they have done throughout the school year to visitors of the city of Athens, to the capital, and to demonstrate, with a lot of pride, what they did in their local societies.

A common problem with the organization of the Games is that only one city organizes the Games (Barcelona, Atlanta, Sidney and Athens). In other countries this may have not been a problem with respect to the participation of the rest of the country. I do not know whether people in Seville were complaining about the organization of the Games in Barcelona, or people in Seattle about the organization of the Games in Atlanta, but in this country, every single city, every single municipality

wants to be a part of the Games, because we were taught about the Games in the schools and we want to be part of them. It is very important to link the local societies in the whole effort of the capital of Athens for the Games of 2004. We also run a very important international event, which is a part of the whole Biennale system, with young creators from Europe and the Mediterranean. The logo reads “Cosmos, a sea of art”, cosmos means in Greek the world, “cosmos, a sea of art”. So, it is a link, a platform, which brings together the different parts of the Mediterranean as a platform of collaboration in cultural and other events. And this was a very important event in Athens, with 1500 artists coming from all over the Mediterranean, exposing their works and having the opportunity to speak about visual arts, applied arts and projects, like architecture and industrial design, about spectacles, like dance, theatre and artistic proceedings, about picture and movement, like cinema and video, music, literature and gastronomy.

And, what is the link with the Games? It depends on how you build the event. The event was built in such a manner that the people from the Mediterranean had the opportunity to speak about culture, with respect to the meeting that we will have in one year in Athens 2004. We emphasize on the role of science with respect to young people and of course not science like how gravity influences the world or how molecular biology influences the world but how practical applied science is part of young people’s lives. Next year, in July 2004 we will run in Athens the international mathematical competition, which is usually called the Mathematical Olympiad. That is an effort to link science and mathematics with something, which has the elements of an Olympic cooperation, that is many countries in the same place competing about the same thing.

Obviously, we have to promote the diachronic values. In the Marathon area, there is the Olympic Growing Center. On Wednesday the World Juniors’ Championship on Growing will start in the Olympic Venue at Marathon. We try to demonstrate, to define an open archaeological park that gives the opportunity to a young person to move around, speak with the history of the landscape, speak with the history of the area, which is a very important area for the history of the country and with the new dimension that the Olympic Venue introduced in this very historic part of the city of Athens, of the overall Attica region.

We also tried to promote the international cooperation with the other countries in the region through an exhibition that we ran together with the Italian Ministry of Culture in one of the museums of the country. We also did that in Napoli and we will also do it in Venice. We asked 25 artists from 2 countries, Italy and Greece, to paint about the Games, to demonstrate their own paintings and see how they feel about the Games, and we exhibited these paintings in Athens, in Napoli and we will also exhibit them in Venice. In the southern part of Italy there was a lot of interest with respect to how artists and how sports can be linked with culture. We also had an international Children Painting Exhibition for the Games of 2004 and this was run together with 40 countries from around the world and the ambassadors of those countries in Athens who participated in the event. That project was run in Thessaloniki, the second city of the country, from the middle of April to the end of May and is called "the science of sports". It was organized together with the British Science Museum and was an exhibition which gave the opportunity to the visitor, mostly young people, to see how this science supports sports, how physics, biology, chemistry, and other elements of the different sciences support sports in different dimensions. And this is not just done through books and booklets. The student and the youngster is given the opportunity to go to an exhibition, to expose his or her abilities in different sports.

This will come in Athens in the 1st of October 2003, in a new construction at the southern part of Athens, which is called "Sea Planetarium". This exhibition will be called "The Science of Olympic Sports". After the exhibition, the visitors will go to the eye-match projection and will have the opportunity, at the roof of the building, to see how the sky, the astronomy, was in 776 B.C., the beginning of the Olympic Games, in 1896, the revival of the Games in Athens, and the year 2004

Again in the year 2004, in February, we will start another exhibition, which is called "Hercules". Hercules is one of the heroes in the Greek Mythology, the hero of the Olympic Games. He is also the link with the environment. This is also addressed to students in high schools mostly and primary schools and it gives the opportunity to somebody to link education through a sporting event, such as the games, but again bringing out different elements of the Greek history and mythology of the country. Of

course, we run different publications, which give the opportunity to schools to get the material they need.

In the year 2004, starting from September, we will promote a number of collaborations. First, with the museum of Greek Children's Art, a first publication called "my favorite sport", in which painting from students will be presented. At the same time, we will promote with the same entity a number of other activities, such as for instance a theatrical play. Every Saturday, a group of about 30 young athletes from 8 to 20 years old, will meet and go through a theatrical play and after about a six months period they will present it in one of the theatres of Athens. This is one of the activities, which we will also try to promote to the other parts of the country. We emphasize on people with disabilities, who have developed a special group called "the people with disabilities", the group Parhellenic Unit, Paraplegic and Physically Challenged People and we have given them the opportunity to run a number of theatrical plays. Athletes of the Paralympic Games can develop a new dimension of their activities that is with respect to the theatrical plays. And we give them the opportunity to go to different parts of the country, especially in the five Olympic cities so that to show to the people how important it is to link the role of the people with disabilities in the sports movement with the role of people who do not have a physical disability.

A very important issue for us is the Cultural Olympiad. It is a very important initiative by the Greek government, which is run by the Ministry of Culture, giving a platform for the different civilizations to speak together. This is promoted through a number of international activities on culture, especially in areas, which have a very important historical dimension.

A torch relay is a very important issue. The torch relay will start in Olympia, in Spring 2004. For the first time in the history of the Olympic Games, the torch will go through 32 countries in all the 5 continents of the world, without exclusions. Obviously we cannot go to every country, it is impossible from a logistic point of view. This whole torch relay event will be supported by cultural events, and events for young people, so as to show how important it is to bring together people from different countries.

To conclude, the Olympic Games is such an important event and brings together so many people that it would be a pity not to invest every

single effort we have to bring together young people through education and through sports. And for us this has been a very important guideline from the beginning. I believe that we managed to bring together the young people. I see how enthusiastic they are in all the schools of the country. They have received the information very enthusiastically. The spirit of the Olympic Games is not just constructions, what is important is the values.



OLYMPIC GAMES AND OLYMPISM: INVENTION OR NECESSITY

Mrs Sofia SAKORAFI (GRE)

World champion in javelin

Just one year before the great event and six years after the responsibility was assumed, I am sure that you have read and heard, all sorts of views and opinions, the pros and cons, all the descriptions and references to the ideals, which the Olympic Games carry and of course you have received numerous invitations for this major challenge, which our country will be responding to.

The truth is that from the moment we decided to **bid** for the Olympic Games of 2004, even without realizing it, we had decided, I think to rekindle the embers of our history.

Because you see, for one century **we the forefathers** were able to criticize the way in which other people used the gifts of our race. Claiming a unique, gut relationship with the event, we allowed ourselves to enjoy the role of trustees, the role of everlasting champions of ideals and principles.

A role that allowed us to brandish **our spears**, as warriors ready to act against those who might have designs against our sanctuary. And suddenly!!! our enemies were defeated! The traitors surrendered!!! And we were left alone, now forced to look our history in the face.

And our past!

And prove, to us first of all, its truth or lies.

So, we poked at the embers of our history and woe betide us if we can't produce a flame. Woe betide us, our society, our microcosm. And this has not much to do with the event itself.

It may sound like an oxymoron, but it was the most developed civilization **of the time**, as confirmed by history, that gave birth to the Olympic Games, not as the culmination of its creative evolution, but as a counterweight to its destructive behavior. Because it seems that at times

when men felt the need to redefine their identity, the need to bring back to the forefront the values and ideals which were worth fighting for during their short stay on this planet, **in those times**, they felt the need to create and promote events that could convey their vision and values without having them challenged, in a way easily understandable by all.

It is indeed true that sport, even in its original form, was the first product of man's social life that abided by laws and rules, long before there was an organized system in primitive societies.

Citius, altius, fortius is a motto that all can understand and respect; it probably represents the first communication language between all those who existed or exist on the planet.

Even today, although we may question many different parameters that determine the quality and results of the games, Sport has succeeded in imposing these high values through an unquestionable awareness raising process for their acceptance, which does not have such a strong or catalytic effect on any other facet of our social life, It may be an exaggeration, but I believe that Sport is the best product – if I may be allowed this expression – manufactured by our society.

And precisely because it does not require any interpretation, does not need any promotion or support, it is logical that it should attract the attention of all the interests that exist within society, whether economic, or political!

So, when we speak about an event of the magnitude of the Olympic Games, it is certain that all those who, through the centuries, have wanted and attempted to gain power and impose their authority will also try to exploit and control the event, true to the behavior patterns of those in power since time immemorial.

Those in power will always modify and adjust – to the extent they can and are allowed by us to do so – to their own interests and pursuits anything that may contain immutable truths and unquestionable messages.

The most dangerous thing is that all these interests will not hesitate to pretend that they are embracing these values and ideals, and even go so far as to claim their paternity. Are the Olympic Games, therefore, just a fabrication of all these interests?

Of course NOT!!!

The Olympic Games were a need of mankind, which emerged precisely from its constant struggle to attain the values and ideals that man wanted to rule his life and his world.

With rulers being unable to convince about the necessity of their existence, with philosophers wondering about the applicability of their theories, with citizens tired of seeing their life go to waste, all together, as though part of the same conspiracy, they created the fantasy of their pursuits. Mankind realized that it needed something to cling to.

So, **all of us** are clinging on the **ark** that is carrying us all.

The **idealists**, who believed that they could achieve the victory of ideals.

The **visionaries**, who felt that they were given space to act.

The **fighters**, who saw in victory and in the victor, domination and the ruler.

The **opportunists** who foresaw, in time, that conditions were propitious.

The **guilty** who celebrated for the new pool of Shiloam.

The **merchants of nations**, who entered the new temple of Solomon,, shouting .

The **scribes and Pharisees**, who believed that the echo of “woe to you” had been forgotten.

And **all of us**, the simple, everyday people.

The spectators, who knew and know what we seek and what we want.

For **it is we** who built this ark.

For it is our anxieties, our visions, our faith in tomorrow and our dead who send the message about these all human values and ideals.

And all of them try to round off the messages, to weaken the ideas, to immobilize and subjugate the ideals.

They try to convince us that because the event, the Olympic Games as they try to reduce them, cannot probably support what they advocate, **then may be (!!!)** what they advocate is wrong.

By denaturing the event they try to alter the values that it carries.

This has been the cherished method of all rulers, throughout the history that we know and were taught.

Fortunately, history has been written by the “**subversive elements**”.

Fortunately, man never believed that this **was only** how things were.

Fortunately, we did not expect the ponderous self-proclaimed trustees of the Olympic Ideals, to react to what was happening.

Because then, no one would have demonstrated in the streets in favor of peace, until yesterday.

It **is us**, the simple spectators, fellow travelers in this ark, who act and react for the values and ideals.

It **is us**, who promote the ideals and values of Olympism.

It has been historically established that the “Managers of Ideas” have always acted in the same way through time.

Otherwise it would be they who, 30 or so years ago, should have surrounded Jerusalem and demand what they claim to be managing.

Peace!!!

And they could also have done the same recently

In Belgrade.

In Kabul.

In Baghdad.

They did not, because they are “few”!

And because they are “few”, they fear the spectators.

Us!!!

You!!!

The citizens of the world!!

Because they have often been defeated in the past.

Mighty Nazism had been defeated, even before starting the war, by some unimportant colored man by the name of Owens.

When the Soviet regime put a tear in Micha’s eyes, it did not realize that at the moment the whole of mankind was weeping.

For both of them.

So let us look behind the showcase, which they anxiously try to project.

Sport is the reflection of political behavior, in the sense given to the “citizen” by ancient Greek philosophy.

This is why they try to devalue the Olympic Games.

By reducing them to concerns about cost, their “purity” and all these things, which are in fact their **own** problems.

All these things, which precisely reflect the scope and depth of their thinking and philosophy.

Let us not fall in the trap of their concerns.

They have nothing to do with the Olympic Games; they reveal their impotence and the poverty of their dreams.

They are not our concern!!!

I do not know what you expected to hear from me concerning the Olympic Games. Olympism and the Olympic spirit.

There is no way, however, that I would allow myself to speak just using beautiful words and abundant complimentary terms. In any case, it would have been foolish on my part to believe that I can say something new to the hopeful youth of the world here in Greece, especially next to the sanctuary of sanctuaries of Ancient Olympia.

The only thing that I can do is to express myself freely and sincerely.

And I ask you to excuse me for the spontaneity of my words.

I never believed – however much I wanted to – that in the system in which we live Greece could organize “**other**” Olympic Games.

Not simply because the system does not want it, but because it is something that those who market the product also do not want.

Whatever the managers and manipulators may do, however, they cannot erase the significance and impact of the event.

They cannot control its dynamics.

They cannot alter its existential messages.

Be it only for one month, Attica and the whole of Greece will be swarming with all the world’s races!

So prepare for that moment and grasp the opportunity.

Feel and experience what it means to hear tens of different languages around you.

To see people of all colors walking by and many different gods being worshipped.

Reflecting and proclaiming the beliefs of all these “different” persons about the possibility of peaceful coexistence among people, respect for diversity and the yearning, for friendship and fraternization!

You may stay away if you want, since you may not agree, from the grand finals and festivities.

But go to the preliminaries!!!

To feel what participation means by seeing athletes from small and unknown countries celebrate for the last place.

Live the atmosphere outside the competition venues.

Get to know the world’s travelers!

Communicate with signs!
Revel in the universality of a smile!
At long last! Enjoy the moment!!!
Fill your memory with feelings that will be with you for the rest of
your life!!!

Participate in the event!!
The way you think, the way you feel!
No one is legitimized to invite us.
We are at home! You are at home!
These are not the Olympic Games of “**others**”.
All of us, the everyday people, are their athletes.
And our daily struggle is their message.
We are all these things!!!

For which we fight and do not abdicate!
We know the color of the sky just by looking at it!
We measure all the world’s stadiums with our pace, again and again,
in this contest, which has no finish, only starting lines!
I don’t know, but I have the feeling that right here, the spectators at some
other Olympic Games, realizing the splendor and uniqueness of the
moment as they saw the **old generation** (the father) watching the victory
of the **new generation** (his sons) in the contest for all that is great,
beautiful and true, instructed him imperatively: “Die now Diagoras”!!!,
feeling that this moment was a moment of ascension!!!

I do not want to tire you any further and I am sorry if I poured out all
my anguish, but I do believe that the way **to resist to what and how** things
are today, **is to participate actively** in the struggle for **how we would**
want things to be.

I do not know whether there will be another opportunity for us to talk
again until then. However, I, and my two sons, will be there where I
invited you to come.

I will be there and no one can prevent me from living my own fairy
tale...to draw courage for the future.

I WISH that we might meet again!!!



PLATO IN THE GYMNASIUM
Dr Stephen G. MILLER (USA)

Professor at Berkeley University of
California

I am an archaeologist. Like every archaeologist, I strive to make discoveries that will illuminate the past, and especially those parts of ancient Greece that have formed our society today. During the last year I was fortunate to make such a discovery—although not in a typical excavation, and I want to share that discovery with you today.

The story begins when I was preparing a manuscript for a book on *Ancient Greek Athletics*, due to appear from Yale University Press in March 2004. The final chapter in the book is a discussion of the role of athletics in education, and it depends largely on the works of Aristotle and Plato who were much concerned with education as a part of their ideal states. Although the whole book is heavily illustrated, this chapter—which deals with ideas rather than with physical remains from antiquity—had no pictures. I therefore thought to bring to the discussion portraits of Aristotle and of Plato, portraits which survive in copies of the Roman period. Aristotle was no problem—there are many good portraits of him—but Plato was difficult. More than 20 portraits are known of Plato (Fig. 1), but most are like this example now in Copenhagen—dull, heavy, unattractive (although this example is the worse for the buckshot embedded in the marble—he was used for target practice in the 19th century).¹ Even the best of the Plato portraits (Fig. 2) — now in Munich — is disappointing.² Previous scholars thought that "it did not correspond at all to the way people imagined Plato" and that it did not portray Plato's "true nature." One scholar had concluded that there was an "ill-tempered, even malevolent quality" to be seen, while another saw an "inner tension joined with the painful resignation that comes of bitter disappointment", while a third believed that "the innermost thoughts

and experiences reveal themselves in the earnest, knowing, and concentrated gaze." If these interpretations seem contradictory, so is the attempt to reconcile this Plato with the ancient written sources that tell us that he was good looking with nice eyes and a fine nose and a modest demeanour.³ The subject has perplexed generations of scholars. The most recent authority to work on the portraits of Plato concluded that all derived from a prototype which pre-existed the stereotypical philosopher type of portrait which developed after Plato's own lifetime — he died in 347 B.C. at the age of 80.⁴ Hence the heavy brow of a "thinker" had been implanted on the features of the man himself. But for me the question was: how could I put a picture of such a Plato in my book?

Then I remembered that there was on the campus of the University of California at Berkeley, in a storage area beneath the Women's Gymnasium about 300 meters from my own office, a collection of antiquities which — I vaguely remembered from a visit to that basement years earlier— included a Plato portrait (Fig. 3).⁵ Here was a portrait of Plato with a pleasant face, a fine nose, nice eyes—just as the written sources suggested—and with an inscription that labelled him as Plato. What was wrong? Why was this Plato not known? Why had this portrait, which arrived in Berkeley from Rome in 1902, never been published?

A part of the reason for the world's indifference to this portrait came from the fact that the head had been broken from the lower part, and then had been subjected to an acid bath in an attempt to remove the heavy incrustations. The attempt obviously failed as we see in the dark blotches that are still on the face, but the acid melted the surface of the marble and created a shiny, soapy finish that detracts from the quality of the carving, and that seems different from the lower part which was never treated in acid.

(Fig. 4) In fact, the lower part of the piece and the head were also separated at some time in Berkeley, and although the inscription on the front was published in 1966—as a modern fake—the head had been lost and was only later reattached to the body.⁶ This "body" needs a word of explanation. It is what we call a herm, and it is characterized by a square shaft with a phallus in front—sometimes carved from the same stone and sometimes attached as a separate piece.

(Fig. 5) The word herm derives from the god Hermes and his frequent portrayal in this form. In addition to the bearded human head and the phallus,

the shaft is provided on the sides at the top with sockets into which were placed rectangular stubs of marble which represent, in an abstract way, shoulders. In other words, the objects of ancient Greek religious worship evolved from simple stones and tree-trunks to the portrayal of divinities as humans. But Hermes stopped in this semi-anthropomorphized shape: human head, shoulders, phallus mounted on a shaft which sometimes would be draped with a cloak thereby extending the pretence of human form.

(Fig. 6) At some point the ancient Greeks began to replace the head of the god Hermes with that of a mortal, and the portrait herm was born. In other words, the Berkeley Plato is a herm with the head of Plato on top. I should mention that the curators of the Berkeley collection had questioned longer ago whether this head belonged on this herm because of the difference in the surfaces of the two parts due to the acid bath of the head. Tests now have proven, however, that not only do they belong together, but that the marble is from the Greek island of Paros. It is that marble that was most prized by ancient sculptors, and was the most expensive of all the marbles of the ancient world. Its use indicates that the Berkeley Plato is special.

(Fig. 7) In fact, there are obvious reasons why the head must belong to the shaft even without scientific analyses. This is the ribbon—the ancient *tainia*—that is draped over the head and down onto the shoulders. Even though the connecting part of the *tainia* has been broken away, the association is clear. The *tainia* is held in place by a sort of headband which was called a *mitra* in ancient Greece.

(Fig. 8) The head of the Berkeley Plato has never been published (you are among the first to know of it), but I mentioned that the inscription on the front of the shaft was published as a modern fake. The text is in three parts. The first unit announces that the portrait is of Plato, the son of Ariston, the Athenian.

The second unit is a quotation from Plato's *Republic* (617E): "blame belongs to the one who chooses. God is blameless" or, in modern vernacular: "Blame the chooser, not God." or "It was your choice, don't blame God".

The third unit of text, located below the phallus socket, is also a quotation, this time from Plato's *Phaidros* (245C): "Every soul is immortal". In fact, Plato expresses this sentiment frequently in other dialogues as well as the quoted *Phaidros*. It is fundamental to a basic element in his philosophy.

So what's wrong? Why should this be a modern fake? (Fig. 9) The characterization of the Berkeley Plato's inscription as a fake derived from the fact that in Tivoli, east of Rome, another herm was discovered in 1846 with exactly the same inscription, letter-for-letter. Since the Tivoli herm came from an excavation, it must be authentic (that is, of the Roman period but based on a Greek original). Thus, the Berkeley Plato, which came from an antiquities' dealer in Rome without a known provenance, must be a copy of the Tivoli version. Obviously, this is not logically conclusive, for they might both be ancient copies of a Greek original, or the Tivoli herm might have been copied from the Berkeley Plato in antiquity. In fact, the Tivoli herm inscription is so crudely cut vis-à-vis the Berkeley version that it ought to be the copy. Just one example of what I mean (Fig. 8 again). In the next to last line of the Berkeley inscription, the text CUXH DE PASA is carefully cut and neatly centered on the stone. (Fig. 9 again) The same line in the Tivoli text is hastily done with so little planning that there is a wide margin on the left, but none on the right, and the *sigma* had to be miniaturized and crowded into a small space.

(Fig. 10) Proof of the antiquity of the Berkeley inscription comes in another detail. Many of the strokes of the inscription have a red pigment, called *miltos*, beneath the later encrustation. This red pigment was a common feature of ancient inscriptions which were difficult to read in the bright Greek sun unless the letters had been picked out in color.

(Fig. 11) There was, however, yet another reason why the Berkeley Plato was considered to be a modern fake, even when the head was unknown. That is the ribbons that come down on the shoulders which were considered to be appropriate to the god Dionysos, but not to Plato.⁷ But if the inscription was copied from the Tivoli herm, where did the faker get his prototype for the ribbons? And how stupid was he to put ribbons on Plato? These questions were never asked. In fact, the ribbon on the Berkeley Plato, the ancient *tainia*, is very appropriate to him. We should understand that we are looking at the end of a woven strip of cloth the threads of which have been tied together and thus produce a rounded end. The braided tail below the rounded end is not shown on the Berkeley Plato, although it might have been added in paint.

(Fig. 12) This kind of ribbon is shown time and time again in ancient vase painting, and many of the portrayals are from Plato's own life time. This

vase, for example, was painted in 363 B.C. when Plato was 54 years old. It shows Nike, or Victory, about to tie the ribbon on the winner of a wrestling match.⁸ In other words, the *tainia* was the immediate token of victory that was awarded to the ancient athlete at the end of the competition.

(Fig. 13) On this vase Nike flies in with the *tainia* to tie it on a victorious pentathlete, indicated by his javelin.⁹

(Fig. 14) On another vase Nike hovers with the victory ribbon held out as bait to a runner who is at the starting line.¹⁰

(Fig. 15) This vase, which was painted when Plato was about 60 years old, shows a young Nike-helper swooping in with the ribbon, while a mature Nike stands at the side holding the palm branch which was the other token of victory given to the successful athlete immediately on the spot of his competition.¹¹

(Fig. 16) The next two phases in the celebration of the athlete's victory are shown on a vase of 340 B.C. The athlete with ribbon on his head and palm branch in his hand hears the herald announce to the crowd his name, his father's name, and his home town. He then takes a victory lap around the track—the *periageirmos*—which is indicated on the left.¹²

(Fig. 17) During this *periageirmos* the crowd showered him with leaves and flowers and even Nike, at least in this version, added her share of the vegetation.¹³

(Fig. 18) An enthusiastic crowd might even add more ribbons tied around arms and legs and even the waist.¹⁴

(Fig. 19) It was only at the end of the games, after all the competitions had determined all the winners, that the final token of victory was awarded. Here at Olympia it was the crown of olive. On this vase we see a victorious athlete reclining at the victory banquet.¹⁵ He still wears his *tainia* on his head and holds a sprig of olive in his hand, but the crown in his right hand seems to be of wild celery which would refer to a victory at the Nemean Games. But whether the competition was at Nemea or Delphi or Isthmia or here at Olympia, so far as we know the celebration of the victor always began with a ribbon.

(Fig. 20) Indeed, the ribbon was so important as a symbol of victory that it might be taken to the grave, and the tombstone might be decorated with such a ribbon.¹⁶

(Fig. 21) That such ribbons refer to athletic victories can be affirmed by depictions of the ribbons on grave stones that are surely those of an athlete.¹⁷ Here we see the tombstone decorated with the oil jar and the strigil or scraper of the athlete, and around them is tied a ribbon.

(Fig. 22) We should probably imagine that this tombstone, which is decorated with an oil jar and a scraper carved in relief and then painted, originally had a ribbon tied around it.¹⁸ The ribbon has, of course, not survived.

(Fig. 23) In other words, the ribbon on the Berkeley Plato takes us, and him, to the world of athletics. This should not surprise us, for Plato was much involved with athletics. He repeatedly uses the status of the Olympic victor as representing the happiest of lives,¹⁹ and Olympia is the best place to be honoured by the dedication of a statue.²⁰ And, for Plato, the contest between justice and injustice is as difficult as, or even more difficult than, the Olympic contest.²¹ He recounts the names of many Olympic victors.²² He tells us of one of his visits to the Olympic Games²³, and we are told a charming story about another:²⁴

Plato the son of Ariston shared a tent at Olympia with some men he did not know, nor did they know him. He so gained their affection with his comradery, eating with them simply and passing the days with all of them that the strangers felt fortunate that they had met this man. He made no mention of the Akademy, nor of Sokrates. He only told them that his name was Plato. Later when they visited Athens, he received them graciously, and the strangers said, "Plato, please take us to see your namesake, the student of Sokrates, take us to his Akademy, and introduce us to that man so that we can enjoy him."

He responded, quietly and with a smile as was his custom, "I am that man."

In his own writings, Plato uses all the usual athletic competitions as metaphors or examples to make a point: footraces (seven times),²⁵ pankration (once),²⁶ pentathlon (once),²⁷ boxing (six times),²⁸ and especially wrestling (ten times).²⁹ This is, of course, natural for a man who spent the better part of his life in and near the *gymnasion* which was known as the Akademy. Let me give just two examples. At one point in his discourse

with Protagoras, who is credited with being the first professional educator of antiquity and the originator of the maxim “man is the measure of all things,” and after Protagoras had made a telling point which won the applause of their auditors, Sokrates says “at first I felt as if I had been socked by a good boxer as darkness and dizziness came over me from his words.”³⁰ Earlier in the same dialogue Sokrates had tried to leave the group and the confrontation with Protagoras. The young Kallias begged him to stay and continue the discussion, and Sokrates responded (335E-336A):³¹

Now I fear that you are asking me to keep pace with Krison of Himera at the peak of his career, or with some long-distance runner or a courier. And I wish that I could keep up with them, but I can't. If you want to see me and Krison running together, you will have to ask him to change his pace for, even though I cannot run fast, he can run slow.

Athletics, the language of athletics, and intellectual inquiry are inseparable for Plato.

(Figure 24) We are also told that Plato trained as a wrestler and actually competed at the Isthmian Games³², but there is no suggestion that he was victorious at Isthmia or elsewhere. The ribbons on the Berkeley Plato cannot be ascribed to a specific athletic victory, but the Berkeley Plato has another feature that again brings our attention to athletics. Unlike his right ear, the left ear has an enlarged, puffy lobe that suggests mistreatment resulting in disfiguration. Was Plato a boxer? Perhaps it is coincidence, but in one of his dialogues Plato mentions that admirers of Sparta bind up their hands with *himantes* so that they can box and get broken ears in imitation of their heroes.³³ Plato was clearly a Sparta-lover and that city served as a model for much of his educational program.

Education takes us to yet another athletic context: the palaistra (wrestling-school) and the gymnasium (training track). These were the schools of ancient Greece. This is, of course, a setting very familiar to Plato and to his readers since at least four (and perhaps six) of his dialogues occur in a gymnasium or a palaistra.³⁴ In yet another dialogue Sokrates is asked why he is not in the Lykeion as usual.³⁵ The place for the training of young minds and bodies was the natural setting where Sokrates might be expected to find grist for his mill, even as Plato set himself up as teacher and philosopher in one of the largest gymnasia of Athens — the Academy — and lived in his

own house on one side of the Academy. The emphasis that Plato places on the need of the state and of the individual to train both body and mind, and not to over-emphasize either the *gymnastike* or the *mousike* is well known and hardly needs to be mentioned.³⁶ He is, moreover, at pains to be sure that the *gymnastike* is not omitted or undervalued in the education of the young.³⁷ Indeed, he prescribes an equal mix for the training of girls as well.³⁸

(Fig. 25) So, too, ribbons are also to be found in such contexts, apparently as rewards for local competitions or even for exercises well done. For example, a cup shows a palaistra as indicated by the typical athlete's gear hanging on the wall: strigil, oil jar, sponge. The athlete on the left has ribbons on his head, right bicep, and right thigh; he is being offered a fourth *tainia*. His colleague on the right has ribbons around his right thigh, left bicep, and head. He is about to receive a ribbon on his right bicep and another probably, given the space remaining, on his left thigh.

(Fig. 26) Perhaps the most relevant depiction of ribbons in the palaistra, however, shows a herm about to be crowned by a beribboned athlete while Nike brings a ribbon for the herm. This is a herm of the "original" type which portrays the god Hermes bearded at the top of a pillar which is equipped with a phallus and shoulder stubs (seen here from the side as a black rectangle). This is the Hermes of the palaistra, the god who gave his name to the city's annual physical competitions for its young men: the *Hermaia*. These competitions took place side-by-side with the *Mouseia*, or intellectual competitions, and together they reflect the same bipartite education of body and mind that Plato advocates.

(Fig. 27) It is, then, not surprising that herms should be found in the palaistra, and there are many examples of exactly this phenomenon. For example, Hellenistic Delos has produced many herms in its wrestling school.³⁹ Their heads do not survive, but they are of typical form with sockets for shoulders and phallus. Although the inscriptions have been defaced, it is clear that most, perhaps all, are portrait herms of the *gymnasiarchos* — the leader of the gymnasium — that were set up by grateful students. It does not require much stretch of the imagination to picture a now long-perished *tainia* draped over the shoulders.

(Fig. 28) Dozens of such herms set up to honor superintendents of education survive including, for example, the herm of one Sosistratos who served as *kosmetes* for Athens in A.D. 141/2.⁴⁰ We can imagine such

portrait herms decorated with real ribbons — and perhaps real crowns as well. Such ribbons have not survived but there are two cases where their translations into marble have: the Berkeley Plato and a marble herm from the ancient Mesembria on the Black Sea (Fig. 29).⁴¹ Although the braided tails of the ribbons are exaggerated, it is clearly a herm which was adorned with ribbons.

(Fig. 30) The Berkeley Plato should therefore be understood as another marble gymnasium portrait the original of which bore ephemeral ribbons which were the hallmark of victory in ancient athletics and which have nothing to do with Dionysos, but everything to do with Plato, the leader of the gymnasium known as the Akademy and the author of works of philosophy and ethics that are still immediate today. But the significance of these athletic ribbons is even greater for Plato.

At the end of the *Republic* — generally regarded as Plato's masterpiece — he sets forth his notion of the immortality of the soul. Fundamental to the notion that every soul is, indeed, immortal and that the total number of souls is immutable; each lives in cycles of 1,100 years - 100 on earth, and the next 1000 years either above in heaven or below depending upon the justice and virtue of the 100 years just completed.

The *Republic* ends with Sokrates' - that is, Plato's - final words:⁴²

"If we are guided by me we shall believe that the soul is immortal and can endure every kind of bad and every kind of good, and so we shall always adhere to the upward path and pursue justice with wisdom in every way so that we will be friends to ourselves and to the gods, while we remain here and afterward when we receive our reward, just as the victors in the games do their *perieageirmos*, and we will fare well both here (on earth) and in that thousand-year journey of which I have told you."

The image is clear: if we lead the good, the just, the wise life, at the end of the race we will be victorious and go on our final *perieageirmos* to collect our ribbons.⁴³ This is the Plato at Berkeley — a portrait of the good, immortal soul; of the philosopher and of his philosophy; of the scholar and the athlete; of the leader of the gymnasium — the Akademy.

Summary

A previously unknown portrait of Plato is presented, the identification of which is based upon the close ties of the philosopher to athletics. This necessitates a discussion of the details of the celebration of victories in the ancient games with special attention paid to the ribbons awarded to victors. In addition, Plato's own ties to athletics are examined including his use of athletic metaphors in his writing, and of athletics in his educational system. This leads, in turn, to a discussion of Plato's position in the gymnasium; that is, as leader of the Academy.

References

- ¹ See V. Poulsen, *Les portraits Grecs* (Copenhagen 1954) 31-33, no. 6.
- ² Paul Zanker, *The mask of Socrates : the image of the intellectual in antiquity* (Berkeley 1995) 40-42; see also Karl Schefold, *Die Bildnisse der antiken Dichter, Redner und Denke*² (Basel 1997), figs. 58a-b.
- ³ See Alice Swift Riginos, *Platonica: The Anecdotes concerning the Life and Writings of Plato* (Leiden 1976) 164; also G. M. A. Richter, *The Portraits of the Greeks* (London 1965) 166.
- ⁴ Zanker, 75-77
- ⁵ Inv. no. 8-4213. To be published in an article "Plato at Berkeley" in *Antike Kunst*.
- ⁶ R. J. Smutney, *Greek and Latin Inscriptions at Berkeley* (Berkeley and Los Angeles 1966) 2-5.
- ⁷ Smutney, 5
- ⁸ Panathenaic amphora, Athens, National Museum, inv. no. 20048.
- ⁹ Red-figure amphora once on the market in Paris (from E. Kephaliidou, *NIKHTHS, Eikonografiki meleti tou archaiou ellhnikou athlitismou*, [Thessalonike 1996] pl 44, no. G 79)
- ¹⁰ Red-figured krater, 4th century B.C. Paris, Louvre, inv. no. G 502.
- ¹¹ Panathenaic amphora of 360/59 B.C. Athens, National Museum, inv. no. 20046.
- ¹² Panathenaic amphora of 340/39 B.C. Paris, Louvre, inv. no. MNC 706. For the whole sequence of preliminary victory tokens and victory lap see Kephaliidou, 52-60.
- ¹³ Red-figure pelike, ca. 410 B.C. Vienna, Kunsthistorisches Museum, inv. no. IV.769.
- ¹⁴ Red-figure amphora, ca. 490 B.C. Hermitage, inv. no. NA
- ¹⁵ Boeotian kantharos, 450-430 B.C., Louvre, inv. no. CA 1139.
- ¹⁶ Grave stele from Vergina, 350-300 B.C.
- ¹⁷ Lucanian pelike, ca. 350 B.C. Paris, Louvre, inv. no. K 544.
- ¹⁸ Grave stele of Hermodotos, son of Alkimos with strigil and aryballos depicted on front. Chersonnesos museum.
- ¹⁹ *Laws* 729D and 807C, *Republic* 465D-466A
- ²⁰ *Phaedrus* 236B; cf. *Apology* 36D

²¹ See D.A. Rees (ed.), *The Republic of Plato* II² (Cambridge 1963) note at 583B.

²² E.g., Ikkos of Tarentum, Krison of Himera (also in *Protagoras* 335E), Astylos of Kroton (later Syracuse), and Diopompos (presumably Theopompos of Thessaly): *Laws* 840 A-B. Polydamas of Skotoussa (*Republic* 338C)

²³ *Letters* 350B

²⁴ Aelian, *Varia Historia* 4.9

²⁵ Footraces in general: *Theaitetos* 148C; *Hippias maior* 295C; *Hippias minor* 373C-374B; *Kratylos* 414B. The diaulos (double stadion) specifically: *Republic* 613B-C. The dolichos (long distance) specifically: *Protagoras* 335E; *Laws* 822A.

²⁶ *Euthydemos* 271C

²⁷ *Kratylos* 413A-B.

²⁸ *Philebos* 22E; *Alkibiades minor* 145D; *Charmides* 159C; *Protagoras* 819B and 830A-B, *Republic* 422B-C.

²⁹ *Philebos* 41B; *Alkibiades maior* 107A and 108B; *Charmides* 159C; *Hippias maior* 295C; *Protagoras* 343C and 350E; *Hippias minor* 373C-374B; *Republic* 544A; *Laws* 819B.

³⁰ *Protagoras* 339E

³¹ *Protagoras* 335E-336A

³² Diogenes Laertius 3.4.

³³ *Protagoras* 342C

³⁴ *Charmides* (palaistra of Taureos), *Lysis* (palaistra of Mikkon), *Euthydemos* (Lykeion), and *Theaitetos* (anonymous). This last is clear from the action at 144C; young men are oiling themselves in the outer track. The *Sophistes* and the *Politikos*

are probably set in the same place since they are continuations of the *Theaitetos*.

³⁵ *Euthyphron* 1A

³⁶ *Republic* 410C-D, 411 C-412A, 441E, 535D, 548C, *Laws* 764C-D, 828C; *Timaios* 88C

³⁷ *Georgias* 464B, 465B, 517B-518. The *Lovers* has, at one level, this tension between the *gymnastike* and the *mousike* parts of education as its central theme, although its Platonic authenticity is not accepted by all.

³⁸ *Republic* 452A, 456C-457A

³⁹ For the various inscriptions on this herm see Marie-Thérèse Couilloud, "Les graffites du Gymnase," in J. Audiat, *Exploration Archéologique de Délos* 27, *Le Gymnase* (Paris 1970) Appendix 3, 121-122, no. 22.

⁴⁰ See, for example, Nikolaos Kaltsas, *Ethniko Arxaiologiko Mouseio: Ta Glypta* (Athens 2001) nos. 683-701.

⁴¹ This herm is unpublished and I thank the director of the Archaeological Museum at Nessebar, Dr. Dimo Kojuharov, for the photograph and permission to publish it.

⁴² *Republic* 621 C-D

⁴³ Cf. G.R.F. Ferrari, *Plato, the Republic* (Cambridge 2000) p. 300 n. 13.



THE CASE OF THE IOC ATHLETES' COMMISSION

Mr Sergey BUBKA (UKR)

Olympic gold medalist

Member of the International Olympic Committee

Chairman of the IOC Athletes' Commission

A VOICE FOR ATHLETES

Ladies and Gentlemen, it is a great pleasure and an honour to be with you today.

My name is Sergey Bubka. I was once a pole Vaulter and now I am a chairman of the IOC Athletes Commission and the IOC Executive Board member.

I am here today to tell you about activities of the IOC Athletes Commission and the key role it must play in today's Olympic Movement.

The first thing I would like to say is both simplistic and profound. It is something that everyone connected with sport should have permanently in mind:

SPORT CANNOT EXIST WITHOUT ATHLETES

You can have the most Marvellous Sports Administrator and Officials, the Best Coaches and Judges, Superb Competition and Training Facilities. Plan Wonderful Events and create Brilliant Marketing Plans...

But take out the athletes and you are left with nothing.

Of course, as an ex-Athlete, I would say that, but the fact is that the personal experience and opinions of athletes are increasingly important.

Although the International Olympic Committee created its Athletes Commission over 20 years ago now it is really since 1999, when Members of the IOC's Athletes' Commission became Members of the IOC, that the momentum for change really began.

The influence of the Athletes Commission increased further in the year 2000 when I was elected to a place on the IOC's Executive Board.

This means that – in my role as an experience athlete – I can contribute to the key decision making process of the IOC.

Athletes are also now able to their knowledge to bear as members of important IOC Commissions such as the Evaluation Commission and the Co-ordination Commission.

Above all – the IOC Athletes Commission liaises between Active Athletes and the International Committee, making sure that the interests of athletes are always a priority for Event Organisers and Sport Officials.

STRUCTURE AND ELECTION PROCESS

At present, the IOC Athletes Commission is composed of **19 MEMBERS.**

12 elected by athletes participating in the Olympic Games. This means 8 from Summer Sport and 4 from Winter Sports, 7 appointed by the IOC President to guarantee a balance between regions, the sexes and sports.

The 12 Elected Athletes may also become full members of the IOC for the duration of their term if this is accepted by the IOC Session.

One ex-officio member each also represents the World Olympians Association and the International Paralympic Committee.

Commission Members are elected at each edition of the Olympics (Summer and Winter) by athletes competing at those Games.

To be candidates, athletes must NOT have been found guilty of a doping offence, and have participated in the last edition of the Olympic Games or the present one. Only National Olympic Committee that have created their own Athletes Committees can present a candidature for the IOC Commission.

The Athletes Commission may hold up to two meetings per year. It also meets with the IOC Executive Board once a year to submit its recommendations.

AN ATHLETES CIRCLE

One of the most important tasks of the IOC Athletes Commissions is to encourage the other members of the Sports Family to create their own forums for athletes. In this way, the IOC Athletes' Commission can link up

with Area Commissions, NOC Commissions and Commissions of the International Sport Federations to give athletes a bigger and coordinated voice.

ROLE OF THE IOC ATHLETES COMMISSION PUTTING ATHLETES FIRST AT THE OLYMPIC GAMES

Since without Athletes, there is sport, the representatives of the Athletes Commission take part directly in the entire Organizational Process of the Olympic Games. They also take part in Working Groups to make sure that the Competition, Training and Living Conditions for Athletes at the Olympic Games is the best it can be.

During the Games themselves, Commission Members are ready to listening to their peers in the Olympic Village or at the competition venues.

RIGHTS OF ATHLETES

It is important that athletes should feel that they can turn to someone who is aware of their rights and respects their rights. It is important that no NOCs or government, group or individual should prevent an athlete participating in the Games. The Athletes Commission also tries to ensure that the programme of the Games reflects the evolution of sport and offers equals opportunities for men and women.

HEALTH

It is important that the long-term health of athletes is treated as a number one priority. The Commission can promote competition fixture lists that are not detrimental to the health of the athletes, as well as educate athletes about the importance of putting results at selected top level events before short-term financial gains.

FACILITIES

We must try and ensure that the investment in new sport facilities remains a real priority. Athletes must have centers of excellence or a nationwide network of facilities that can be used for elite training purposes. It is also important to find ways of creating sporting centers or schools for

young people – with the help of well-known athletes – to ensure a lasting sport legacy.

COACHING AND OFFICIALS

Behind every great athlete there is usually a great coach and the Athlete's Commission has a role to play in ensuring that there are more paid coaches and coach education programs to ensure on-going development. In terms of Officials, it is important that the best athletes in the world are judged by the judges and referees in the world. Their neutrality helps to guarantee the credibility of sport. The Athletes Commission encourages International Federations to use ex-athletes as future judges and officials.

DOPING

Doping is the biggest threat to the credibility of sport. The Athletes' Commission supports the war against drugs. But it is also important that the athletes are constantly educated about the health and ethical issues surrounding drug abuse. There must also be transparency regarding lists of banned substances, testing and appeal procedures. It is also important that anti-doping is a worldwide concern with universal policies which are applied to all Sports and in all countries.

PROMOTION

The IOC Athletes Commission supports youth sport and promotes fair play and sport without doping. It supports the "Fair Play" Commission and enlists the support of the Media to promote their ideals.

EMPLOYMENT PROSPECTS

Athletes should try to keep their careers active in some way while they are competing. While accepting the demands of an elite sports program, it is helpful to maintain some links with the world of employment.

We must try to ensure that athletes – who have sacrificed their young lives to sport – are reintegrated in professional and social life at the end of their careers. We should encourage our partners – governments, IFs, NOCs and sponsors – to work towards this end. Governments can help by

establishing state-sponsored schools and training programs for elite sports people. Sponsors can help by offering – wherever possible – a job to a retiring athlete.

To summarize – the IOC Athletes Commission is basically about Good Communication. Our aim is to be concluded on every strategic decision taken by the IOC to ensure that Athletes remain at the heart of sport.



EDUCATION THROUGH SPORT

Dr Kipchoge KEINO (KEN)

Olympic gold medallist

Member of the International Olympic Committee

Chairman of the National Olympic Committee of Kenya

As most of you probably know, Kenya, a relatively small country in the developing world, has distinguished itself as a world leader in athletics.

One of the reasons for this phenomenal success, especially in the middle and long distance events is because physical Education is part of the curriculum in Kenyan Schools system.

Just to illustrate this a bit, in the last four years or so, up to 40% of the top ten ranked athletes in the world in events from 800m to the marathon are Kenyans.

At the local level, children who show potential in sport get admission into secondary schools ahead of their classmates who are of equal academic ability.

Those who excel in the High School get athletic scholarships to study abroad, especially in American Colleges and Universities.

Some of the Kenyan athletes who have benefited through these scholarships include:

Olympic gold medallists.

- | | | |
|------------------------------|----------------------|--------|
| 1. Julius Sang & Robert Ouko | 4 x 400 relay | - 1972 |
| 2. Julius Korir | 3,000 m steeplechase | - 1984 |
| 4. Julius Kariuki | " " | - 1988 |
| 5. Paul Ereng | 800m | - 1988 |
| 5. Peter Rono | 1.500m | - 1999 |

Olympic Silver medals

- | | | |
|-----------------|----------------------|--------|
| 1. Peter Koech | 3,000 m steeplechase | - 1988 |
| 2. Patrick Sang | " " | - 1992 |

Other Kenya athletes on athletic scholarships in the U.S.A. have also won numerous international competitions and major marathon races, all over the world, including in Greece, men & women.

The success of these athletes had a multiplier effect on the Kenyan scene.

Firstly these athletes, who have succeeded in both as athletes and are well educated act as role models to our youth. Because they are able to obtain well-paying jobs means that they can educate their children as well as assist in paying school fees for their siblings. In Africa this is an obligation.

On my part, eight years ago with the help of my family, we started a primary school on my farm in order to assist the less fortunate children in Eldoret. Today the Kip Keino Primary school has over 290 children, some of them from the Kip Keino Children's Home and the others from the local community.

We plan to build a Secondary School soon, God willing, to provide further opportunities to the youth in my community, for we believe education is the key to survival and the well-being of our people in the future.

In the past, especially during my parent's time, one could derive livelihood from the farm, this is not so anymore. Education is the key to success, and in Kenya sport has contributed to education in a small way.

SPORTS IN SCHOOLS

The rights of the child asserts that physical and sports education is a component of culture and as such constitute a national obligation.

This fundamental principle has always been upheld by the Olympic movement.

That is why special emphasis must be laid on the promotion of Physical training and sports education programmes in schools as they have often been neglected in our developing countries to the benefit of spectator sport. The improvement of sport performances depends on the streamlining of Physical and sport education particularly in School establishments giving that the future of sport lies on the child.

It is therefore of primary importance that Physical and Sports education be included in the School curriculum and other education establishments.

TRAINING OF ATHLETES

For Africa athletes to achieve top level performances they should receive state of the art training consistent with the rules and regulations governing the various sports disciplines.

For that purpose the following actions should be undertaken for establishment of training centres preferably per geographical zone to which each country shall be allowed to send athletes for intensive training under joint supervision of national and international trainers and management advanced.

Adequate assistance will be provided to the existing centres like Dakar, Eldoret, Mauritius etc.

In order to improve on the capabilities of African Athletes and obtain top level performances, special emphasis should be laid on award of the scholarships for training athletes which will afford them the opportunity to train under more conducive conditions in Africa.

Award for sports scholarships to athletes under 20 years old for a specific duration if the sports performances of the athlete are satisfactory.

The cooperation between African NOCs and foreign NOCs with a view to diversifying sources of Scholarships for young African Athletes.

ORGANIZATION OF COMPETITION

It is obvious that the limited number of competitions, especially small scale competitions is a major handicap in detecting young talents and achieving high level performance by African Athletes.

This disadvantage further widens the performances gap between African Athletes and their counterparts in other Continents.

Publicity and sponsorship lacks in promoting regional competitions hence Africa lags behind.

It is my belief sports development in Africa has not been utilized but with the development of technology and understanding within various sports regions and supporting countries we have a vision and hope.



SPORT AND THE OLYMPIC GAMES AS EMPLOYMENT SOURCES

Mr Ioannis SPANOUDAKIS (GRE)

Managing Director of the “ATHENS
2004” Organizing Committee

Sport, big sport competitions in particular, like world championships and the Olympic Games, although primarily athletic and cultural events, also have a strong economic and technological impact.

They are events, which require the mobilization, cooperation and participation of all production sectors of the economy and society of the country entrusted with the organization of such a major international competition, an event that requires today a wide range of actions and projects, while its successful staging will ensure maximum promotion for the country, an opportunity which should not be missed.

Although such an opportunity is extremely important for any other country on earth, for Greece, a small country, from a geographical, demographic and economic point of view, its positive impact could be tremendous.

A few months ago, as I was addressing Greek and foreign businessmen, paraphrasing the motto of the Olympic Games, I had stressed that for this country this event means: “Faster, Higher, Stronger for the Greek economy”.

Faster, because everything needs to be planned and implemented within a given time frame and, more important, within very tight deadlines.

Higher, because the mobilization of financial and human resources will increase the potentiality of national economy during the preparations for the event, as well as during and after the Games.

Stronger, because the successful organization of the Olympic Games will have a catalytic effect on the country’s international image, credibility and trustworthiness. The Hellas brand name (as I call it), Greece’s name on

the international market, will be the greatest benefit and legacy of the Athens Olympic Games for the future.

So, defining the country's benefits and their impact on Greece and its economy, I would say that the positive effect of the successful organization of the Athens Games, will be at least twice as high compared to Australia because Australia is a country that is twice as large, in size and population, as Greece.

The main economic effects of the Olympic Games will be the increase in economic activity, employment figures and productivity rates.

The sectors that will be most directly influenced and which, in turn, will have an impact on the country's economy during the preparation phase, are the construction and equipment supply sectors for the creation of the necessary facilities for the Games such as sports grounds and stadiums, the Olympic Village, the Press and Broadcasting Centers, transport systems, etc.

Moreover, activities that are related to technology, the textile industry, sports articles, foodstuffs, the manufacturing and marketing of furniture and electrical appliances, as well as publishing, will also be considerably affected with a resulting significant impact on the economy as a whole.

Even the staging of the competitions, including test events, will have a remarkable impact on a number of economic activities, large and small, such as the manufacturing and marketing of tourist souvenirs, PIN's and a variety of other products and on the companies involved.

Undoubtedly, tourism is one sector that will grow more strongly and directly over a longer period of time. The flow of foreign tourists begins from the time the Games are awarded, reaches its peak during the period of the Games and continues for a long period after the Games.

All this presupposes – demands I would say – the mobilization of particularly large amounts of capital, public and private investment, as well as foreign investments, before the Games to ensure their success, but also after the Games, if we want to capitalize on this success.

The mobilization of funds will have a direct and impressive effect on the economy.

We should also realize and stress the fact that the Olympic Games have had a catalytic effect on Greek economy in 2002.

- Growth was maintained at 3.8% despite worldwide recession
- The GDP increased (only because of the Games) by 0.4%
- 30,000 jobs were created
- The retail trade volume rose by 5.2%
- There was a 20% increase in the construction sector.

These are the past results. Now, let us look at the future.

According to the data from a survey conducted by the Scientific Research Center, the impact of the Olympic Games on the GDP, in 2004, is expected to range from a minimum of 0.93% to a maximum of up to 1.4%.

It is particularly important to note that the positive effects of the Olympic Games of 2004 will result overall from activities, which are labor intensive and extensive, i.e. which lead to an increase in employment because of the new favorable business environment that will be created.

The way in which construction, tourism, mass media and advertising firms will respond to the challenges of the Olympic Games of 2004, will open the way to new business activities.

For example, investments in new state of the art equipment, new personnel, new technologies and new methods to improve productivity, competitiveness and the quality of products and services are a few indicative areas on which the business sector could focus in order to effectively respond to the challenges and demands of the greatest sports and cultural event on this planet.

In addition to the increase in the number of jobs, the training and specialization of staff members in the organization of such events of worldwide scope, is an important factor for upgrading and improving the operation of undertakings.

Before I refer in particular to the main sectors of the economy that will be directly affected by this greatest sports and cultural event on earth, I want to make it quite clear that ATHENS 2004 is basically responsible for that part of the organization of the Games that deals with the preparation and planning of all Games related services and their implementation during the period of the Olympic Games. The government, on the other hand, has taken over all sports facilities and the infrastructure of the city and country in general – an extensive, complex program, mostly involving construction projects.

The task of ATHENS 2004 is a complex, multifaceted task, requiring large amounts of funds. It is a task that can be broken down into hundreds of specialized interdependent projects. The outcome of all these projects will be a combination of activities and services that will be offered, during the period of the Games, to all the different groups of Athens Games “clients”.

Our clients, the clients of ATHENS 2004, are first of all the Athletes (after all the Games are held for them), the Journalists, the Spectators and the Olympic Family that also includes our sponsors.

Our services need to be high standard, Olympic level services.

The nature and structure of the ATHENS 2004 programs involve a vast number of supplies of goods (consumables and fixed equipment) and services covering both traditional sectors of the economy and new technologies.

The implementation of these programs will create all the necessary conditions that will strengthen business and investment activities in our country. Provided, I would say, that two sine qua non conditions are met:

- Mobilization and participation of Greek companies within the framework of existing regulations and procedures with respect to the awarding of service and design contracts and procurement of goods.
- Cooperation, because of the scale of the projects or technical difficulties, between Greek companies, as well as between Greek and foreign companies.

The services we shall be providing to the athletes and team officials cover accommodation, meals, security, medical care, training and transportation (including air transport from and to their countries, in accordance with the commitment undertaken by the Bid Committee).

The permanent staff of ATHENS 2004 is expected to reach approximately 3,500 people during the year of the Games, while it is estimated that another 3,000 people will be working only during the period of the Games. Furthermore, 45,000 volunteers will be offering their services during the Olympic Games and 15,000 during the Paralympic Games, ATHENS 2004 will provide meals, clothing, tickets to and from the Olympic venues and cover the training and insurance costs of these volunteers.

Another 45,000 will be employed in the security services.

Closing this point, I will now talk about a few important sectors that will be directly affected by the staging of the Games.

Employment

The staging of the Olympic Games will increase the needs for human resources. The high investment growth in the construction sector – Olympic projects – both in the Attica region and in the other Olympic cities, as well as in telecommunications, will lead to an increase in employment rates throughout the preparation for the Olympic Games of 2004.

As a result, new posts for scientific and technical personnel will be created, while many workers will specialize in the staging of large national sports and other events.

It is important to note that from the “HELLAS 2004” program alone – a program that has been developed especially for the Olympic Games of 2004 – a total of 70,400 new full employment jobs will be created all over the country during the period 2002-2007.

Approximately 75% of this total will have been created until the end of 2003 and 95% until 2004.

Let me mention, indicatively, that in Central Macedonia there will be 16,000 new jobs, 11,300 in Western Greece and 9,600 in Crete, with equivalent figures for the remaining regions of Greece.

These jobs concern all local economies, but they mostly result from the link between the construction sector and the other production activities in a region.

Moreover, the resulting know-how for the whole of the production sector, will improve the competitiveness of our country's products and services.

In the context of the organization and staging of the Olympic Games of 2004, all the undertakings and organizations in Greece are given the opportunity of providing appropriate training and re-training to their staff, so as to ensure a high level of readiness during the Games, but also over a long period after their celebration.

Training will be a major legacy for the Greek labor force, as additional skills and innovative ideas will bring the necessary

development, whilst achieving our country's cohesion within the international environment.

Tourism

Unquestionably, the Olympic Games of 2004 represent for the next decade a unique opportunity for the long-term growth of this country's tourist industry, making it possible to overcome the problems that still plague the tourist sector today and achieve significant improvement in the product offered, with the involvement of both public and private organizations.

As we know, tourism has significant spin-off effects on many branches of the economy.

For example, a rise in demand in the hotel and catering sector by 10% will lead to an increase of supply of about 18% in the trade sector, 17% in air transport, 18% in postal and telecommunications services and 8% in the area of entertainment and cultural activities.

In accordance with recent estimates of the World Tourist Organization, tourism is one of the most important branches of Greek economy. It is estimated, specifically, that the tourist industry and related economic activities contribute by 18% to the country's GDP.

The general forecast about the development of tourism in Greece is that it will rise. Specifically, the average annual increase rate of tourist demand of foreign tourists in this country, for the period until 2010, is estimated at 5% with the total number of tourists expected to reach about 20 million tourists (high scenario).

In summary, the impact of the Olympic Games of 2004 on Greek tourism extends to:

- securing steady tourists or tourists-visitors with substantial financial means
- creating a favorable climate for tourism, through the promotion of Greece by international television networks
- improving existing and creating new tourist and hotel facilities
- establishing a qualified work force, with respect to the organization and staging of international sports events.

Promotion

Sport, with all its international competitions, the Olympic Games in particular, provide the most powerful and far-reaching advertising a country could ever have.

In addition to the hundreds of thousands of spectators that will be arriving in Greece, 2/3 of the planet's population will be watching and judging us on their TV screens. And they will not only judge us by our ability to stage sport competitions, but by our ability to organize unique world events, they will judge us by our products and our services, they will judge us by our quality and our prices.

I assure you that their judgment will be severe and, above all, determining for this country's future.

This is a unique opportunity for us to promote our country internationally and we should promote it well, putting forward all our positive elements. We should make our utmost to secure maximum benefits during the post-Olympic era. This is something of which we are all fully conscious and which constitutes our objective.

In conclusion, allow me to show you a concise picture of the positive effects of the Olympic Games on Greek economy, which is the following:

New jobs	40,000 per year (95,000 for the 2003-2004 biennium) 50,000 jobs to be maintained after 2004
GDP	0.5 annually 0.9-1.3 in 2004
Increase in tourist flows	0.5% in 2004
Improvement of the public debt to GDP ratio	

The great winner, at least during the Games preparation phase, will unquestionably be the construction sector, which is turning out to be the most dynamic sector of the Greek economy. This is its situation:

Contribution to the GDP	16.5% (2000)	21% (2001-2004) according to the estimates of the Foundation for Economic and Industrial Studies and the Institute of Construction Economy
Employment level	275,000 (2000) representing 7.5% of total employment	350,000 (2001-2006) representing 8% of total employment
Works contracting	910 (before mergers)	843 (after mergers) companies
Individual contracting companies	11,372 (before mergers)	5,747 (after mergers)

Based on the above data, it becomes clear why, for us Greeks and for our country, the Olympic Games are indeed a unique opportunity.

Unique to further boost economic growth and the modernizing of production structures, but just as unique to prove, to ourselves and to the others, that we can compete on “an equal footing” at the international level.

In particular for Greek businessmen and working people in general, the Olympic Games, at this point in time, can become a springboard for further expansion of their activities and enhancing of their creative contribution and entrepreneurship.

It is evident that we are faced, in more ways than one, with a golden opportunity for the Greek economy on which we should build in the best and most profitable way.



THE POLICY OF THE ASOIF IN DEALING WITH DOPING AND THE ATHLETE'S EDUCATION

Mr Denis OSWALD (SUI)

Member of the International Olympic
Committee, ASOIF President and
Chairman of the International Olympic
Coordination Commission for the Games

of 2004

I. INTRODUCTION

Doping is one of the major scourges of modern sport. It has, however, almost always existed. It also exists in a general way outside the world of sport. Sport is, however, the only domain which actually forbids, controls and sanctions the use of doping products, which is the reason why doping is often associated with sport.

The fight is hard, as some people are always trying to find new doping products while others try to erase the phenomenon. We should doubtless admit that doping will most likely never be eradicated, just as thieves and crooks will never be totally eliminated from our society. Sporting authorities are, however, determined to put all their energies into the battle against the use of doping products. They are taking several steps in this direction and, in particular, run strict controls during and outside competitions. They have also been supported in their effort by most of the world's governments since the World Anti-Doping Agency (WADA) was established in 1999, and the new world anti-doping code recently created. This latter, in accordance with the decision taken at the World Anti-Doping Conference in Copenhagen in March 2003, should be applied by sports organisations no later than during the Olympic Games in Athens in 2004, and by the governments no later than the first day of the 2006 Winter Olympics in Turin.

This new code should reinforce the fight against doping and, especially, provide for more harmony and co-ordination in the fight, given that in the long term, the code should be the unique reference point in the fight against

doping. The code is not yet in use but we shall refer to several important aspects of it in the text which follows.

Education plays an essential role in the fight against doping. Young athletes have to be taught the principles of fairness and fair-play from the outset. It should be engraved in their moral code that only a genuine performance achieved through regular and clean means is of value.

II. REASONS FOR FORBIDDING DOPING

1. ETHICAL REASONS

Doping is cheating. It violates the principles of fairness, of regularity and of fair-play which are the fundamental components of sporting competition. Even if the equality of chances will never be perfect, all efforts should nevertheless be made to ensure as much fairness, loyalty and regularity as possible in sporting competitions.

Doping also goes against medical ethics. Medical ethics assume that medication is used to prevent or cure infections, and not that the therapeutic benefit is abused for an athlete to gain illicit advantage.

2. ATHLETES' HEALTH

Resorting to doping products can have extremely negative effects, in the medium and long term, on the health of athletes and cause irreversible damage or even death.

III. LIBERALISATION OF DOPING?

The fight against doping is an extremely arduous task. As soon as current methods of detection and control are perfected, new substances or methods appear. A systematic control is not possible and certainly many athletes dope themselves without getting caught. Faced with this inability to really master the problem, some people wonder if each athlete should not just be allowed to play with his or her life, and abolish all restrictions, especially in the case of sporting professionals. By a very large majority, the world of sport refuses this liberalisation for numerous reasons. For many leaders of the sporting world, there exists a fundamental right of each individual to be

able to practice sport to competition level without having to resort to artificial methods such as doping products.

IV. DIFFERENT FORMS OF DOPING

There are different forms of doping according to the effect sought. Substances and methods can, therefore, vary according to the sport, since these latter demand different qualities (strength sports, endurance sports, skill sports, etc.).

Athletes mainly dope themselves to obtain the following effects:

- to stimulate the nervous system (in order to be more alert and more aggressive)
- to push back the limits of the pain barrier (in order to produce a “super human” effort)
- to combat tiredness (to produce a better performance during competition or to be able to be in several competitions one after the other)
 - to be able to increase the amount of training
 - to increase muscle volume in order to improve strength
 - to increase stamina by stimulating the production of red blood cells (EPO) or by manipulating blood composition
 - to reduce weight by taking diuretics (combat sports)
 - to hide having taken forbidden substances(diuretics)
 - tranquillisers (beta-blockers, alcohol) (skill sports, eg shooting, archery).

Some problems:

- substances which are forbidden, but also produced naturally by the organism
 - «threshold» problems (growth hormones, nandrolone, etc.)
 - hypobaric rooms
 - medical interventions to alleviate pain, but not to cure the problem (having anti-pain injections to be able to continue to do the sport).
- substances which cannot be detected, but which can be dangerous to health
 - limitation of therapeutic means open to athletes
 - advantages acquired illicitly and which can be maintained.

V. DEFINITION

The definition of doping has evolved over time. In fact it is so difficult to find a definition which captures the reality of it in all its complexity that, for a long time, doping was simply defined as taking products which were on the forbidden list. It is only with the adoption of the anti-doping code of the Olympic Movement, in 1999, that the IOC elaborated a definition which better describes doping:

“Doping is:

- 1. the use of an expedient (substance or method) which is potentially harmful to athletes’ health and/or capable of enhancing their performance, or*
- 2. the presence in the athlete’s body of a Prohibited Substance or evidence of the use thereof or evidence of the use of a Prohibited Method”.* (art. 2 of the Code)

This definition continues, however, to cause a certain number of problems.

The major evolution, nevertheless, in the definition of doping lies in the abandon of the intentional nature of the infraction which now takes an objective nature. Thus, merely the presence of a forbidden substance in the body or the body fluids of the athlete constitutes a case of doping. It also creates a presumption (rebuttable) that the athlete is responsible for its presence.

It is difficult to determine from when there has been doping. This is why the definition of doping is delicate and the need for a reference list is essential.

The World Anti-Doping Code has the same approach:

Article 1 – Definition of Doping

Doping is defined as the occurrence of one or more of the anti-doping rule violations set forth in Article 2.1 through Article 2.8 of the Code.

Article 2 – Anti-Doping Rule Violations

The following constitute anti-doping rule violations:

2.1. The Presence of a Prohibited Substance or its Metabolites or Markers in an Athlete's bodily Specimen.

2.1.1. It is each Athlete's personal duty to ensure that no Prohibited Substance enters his or her body. Athletes are responsible for any Prohibited Substance or its Metabolites or Markers found to be present in their bodily Specimens. Accordingly, it is not necessary that intent, fault, negligence or knowing Use on the Athlete's part be demonstrated in order to establish an anti-doping violation under Article 2.1.

2.1.2. Excepting those substances for which a quantitative reporting threshold is specifically identified in the Prohibited List, the detected presence of any quantity of a Prohibited Substance or its Metabolites or Markers in an Athlete's Sample shall constitute an anti-doping rule violation.

2.1.3. As an exception to the general rule of Article 2.1., the Prohibited List may establish special criteria for the evaluation of Prohibited Substances that can also be produced endogenously.

2.2. Use or Attempted Use of a Prohibited Substance or a Prohibited Method

2.2.1 The success or failure of the Use of a Prohibited Substance or Prohibited Method is not material. It is sufficient that the Prohibited Substance or Prohibited Method was Used or Attempted to be Used for an anti-doping rule violation to be committed.

2.3. Refusing or failing without compelling justification, to submit to Sample collection after notification as authorized in applicable anti-doping rules or otherwise evading Sample collection.

2.4. Violation of applicable requirements regarding Athlete availability for Out-of-Competition Testing including failure to provide required whereabouts information and missed tests which are declared based on reasonable rules.

2.5. Tampering, or Attempting to tamper, with any part of Doping Control.

2.6. Possession of Prohibited Substances and Methods:

2.6.1. Possession by an Athlete at any time or place of a substance that is prohibited in Out-of-Competition Testing or a Prohibited Method unless the Athlete establishes that the Possession is pursuant to a therapeutic use exemption granted in accordance with Article 4.4 (Therapeutic Use) or other acceptable justification.

2.6.2. Possession of a substance that is prohibited in Out-of-Competition Testing or a Prohibited Method by Athlete Support Personnel in connection with an Athlete, Competition or training, unless the Athlete Support Personnel establishes that the Possession is pursuant to a therapeutic use exemption granted to an Athlete in accordance with Article 4.4 (Therapeutic Use) or other acceptable justification.

2.7. Trafficking in any Prohibited Substances and Prohibited Methods

2.8. Administration or Attempted administration of a Prohibited Substance or Prohibited Method to any Athlete, or assisting, encouraging, aiding, abetting, covering up or any other type of complicity involving an anti-doping rule violation or any Attempted violation.

VI. LEGAL BASIS FOR REPRESSION

For a very long time, state authorities did not intervene in this area. Some countries (Belgium, France, Italy, for example) now have legislation.

It is nevertheless in associative law, and in particular in the regulations of national and international federations, NOCs (National Olympic Committees) and the IOC, where we find the main legal bases for the repression of doping. Within this framework, the Anti-doping code of the Olympic Movement plays an essential role and it will be the case until the World Anti-

Doping Code takes over. The International Federations' members of ASOIF play a particularly important role in that domain, as they are governing all the competitions on a permanent basis, and as the athletes are placed under their authority.

VII. DISTRIBUTION OF COMPETENCE IN TERMS OF ANTI-DOPING CONTROL AND SANCTIONS

1. DISTRIBUTION BETWEEN SPORTING ORGANISATIONS AND STATE AUTHORITIES

The actions of private sporting organisations and those of state powers are not always well co-ordinated. States tend to apply their law, independently of what sporting associations do. Thus, an athlete from a country which has legislation against doping risks being sanctioned twice. What's more, these countries tend to apply their laws in the same manner to foreign athletes, if they have been tested in these countries or if their urine has been tested positively by a laboratory of these countries. Several conflicts have arisen around this subject in latter years. Bringing order in this area and a little more coherence in general, are precisely the aims of the World Anti-Doping Code.

2. DISTRIBUTION WITHIN SPORTING ORGANISATIONS

Sport is organised in a pyramid structure. By this, several sporting organisations are superimposed and, often, the athlete is dependent on several of them. There are, nevertheless, rules which generally prevent conflicts of competence. This, as we have noted above, is one of the aims of the World Anti-Doping Code.

VIII. LIST OF FORBIDDEN PRODUCTS

As we have already mentioned, a list is essential, so that everyone knows exactly what is authorised and what is not.

Some problems linked to this list:

- a) Restrictions to therapeutic methods at the disposal of athletes
- b) Exceptions
- c) Generic denominations and commercial denominations. National terminology.

- d) Related substances
- e) Keeping the list up to date
- f) Differences within and outside competitions
- g) Advantages and disadvantages of having just one list (three criteria for being included)
- h) Difficulties of harmonisation

IX. PROCEDURES

- Laboratory Accreditations
- Taking of samples
- Transportation and the chain of custody
- Analysis
- Counter-analysis
- Different methods
- Validation of methods
- Procedure in the event of positive testing
- Respect of fundamental juridical principles
- Evolution in the matter
- Rights of appeal

X. PRINCIPLE OF OBJECTIVE RESPONSIBILITY (STRICT LIABILITY)

From the moment when a forbidden product is discovered in the body or the body fluids of the athlete (the burden of proof falls, on this point, on the sporting organisation), the athlete is deemed responsible for its presence and must assume the consequences. The athlete can, however, try to rebut this presumption, by, for example, demonstrating that the forbidden product entered his or her body without his or her knowledge, and without fault or negligence on his or her part. This is difficult to prove, however, because it is not easy to accept as true the declarations of coaches or trainers who are often ready to “sacrifice” themselves for their athlete.

XI. REFUSAL TO UNDERGO TESTING, MANIPULATION AND FALSIFICATION OF THE RESULTS

As often happens in cases of drunkenness at the wheel, refusal to undergo a test is treated as a positive case and punished in consequence.

XII. SANCTIONS

- Different types of sanctions

Sporting sanctions: fixed or modifiable sanctions (current general trend and historical trend, historical background and the World Anti-Doping Code)

Harmonisation and unification

Justification of a differentiation among sports

Conflicts of competence

Intervention of state courts and limits deriving from the fundamental rights of the individual

Sanctions against others than athletes

XIII. PRACTICAL EXPERIENCES

Presentation of some example cases.

XIV. CONCLUSION

The ever bigger stakes which exist in sport and the fame attached to great performance pushes certain athletes and their entourage to cheat in order to win. This phenomenon is one of human nature and cannot be eliminated, because sport is a reflection of society and we cannot expect that the moral nature of athletes is better than that of individuals in general.

Sports organisations have been fighting doping for a long time and they have constantly intensified and perfected their fight. State authorities, who were up to not particularly interested in the problem, are now beginning to get involved. They can resort to means (especially coercion), which sports associations do not possess and, so long as they work in a co-ordinated manner with these associations, they could allow significant progress to be made in the fight against doping.



THE VOLUNTEERS AS OLYMPIC AMBASSADORS

Mrs Olga KIKOU (GRE)

Manager, Volunteer Selection and
Orientation Training
of the Organising Committee for the
Olympic Games of “ATHENS 2004”

Volunteers are a critical component of hosting Olympic Games. Their contribution has many aspects and dimensions, ranging from organizational support to less obvious aspects that have a symbolic dimension, for example, the creation of the right cultural and social conditions that are essential for the celebration of the Games. Thousands of volunteers support many different programs contributing in the overall success of the Games. These people are equally important for what they represent, that is, the Olympic ideals of cooperation, peace, participation, celebration, challenge, and respect towards others.

Volunteers represent the living spirit of the Games as they imprint this important event with the symbolic needs necessary for its continuation. As their roles have changed a lot over the last one hundred years, before discussing present practices we need to take a brief look at the evolution of the concept of the Olympic Volunteer. From the first modern Olympic Games in Athens in 1896 to the last Games in Sydney in 2000, a lot has changed. In the first few Games, anonymous volunteer work was carried out before and during the Games in keeping with the existing practices in sports clubs of that time. After WWII, the importance of volunteer work in the organization of the Games became more apparent as groups such as the boy scouts and the army were the principal volunteer participants. However, there was also a marked increase in the number of individuals who supported these efforts and who performed a variety of different roles. The present day model of the Olympic volunteer emerged in the period between the Lake Placid Games in 1980 and the Seoul Games in 1988. In the Lake Placid Games, we had the creation of the first volunteer program with the participation of 6.000 people. Volunteers were gradually

incorporated into the Organizing Committee's programs and their role became fundamental. From the Barcelona Games in 1992 and on to Atlanta and Sydney, we have the consolidation of the "Olympic Volunteer phenomenon" a term used to point out the significance of the roles that volunteers have in the organization of the Games.

The first definition of the concept of the Olympic volunteer appeared in the Official Report of the Barcelona Olympic Games in 1992 as "the person who makes an individual, altruistic commitment to collaborate, to the best of his/her abilities in the organization of the Olympic Games, carrying out the tasks assigned to him/her without receiving payment or rewards of any other nature". Sports clubs and federations were always dependant on the work of volunteers, however this work took on a new meaning with the organized involvement of thousands of individuals in the Olympic Games. In the 21st century, Olympic volunteering has become a key factor in the success of every Organizing Committee.

It is the case so far, that in the Organizing Committees of the last two decades volunteers were integrated in the larger context of Games workforce together with paid and contractor personnel. The task of organizing and managing the volunteer force was, therefore, usually assigned to the department of Human Resources. For the Athens Games, however, a different model is being followed, in terms of organizational structure, planning and activities. ATHOC has established a separate Volunteer Division incorporating previous Olympic experience but also considering the distinctive history and features of the volunteer concept in Greece. The formation of the Volunteer Division is based on the principle that volunteers as a group have unique characteristics. The Division's size and role reflect the importance placed in a more central approach for the development and implementation of the recruitment, selection, training and retention of the 60,000 volunteers needed for the Olympic and Paralympic Games. The program is divided into different projects: Awareness, Recruitment and Retention, Selection, Training, Participation in the Games and finally Recognition after the Games, are different phases of the Program.

As the first step in the process, public awareness is a major undertaking. Since the inauguration of the Program in 2001 a national awareness campaign has been initiated aiming at volunteer recruitment. This awareness campaign has included certain high-profile volunteer

events that have been organized in order to raise support from local communities, attract high numbers of volunteers and spread the message all over Greece. Taking into consideration the important role of the media in shaping public opinion, a wide scale advertising campaign has been launched in the beginning of this year in order to support all aspects of the Program.

So far, the response from the public has been great as more than 95,000 people have signed up in the Program since February 2002. Recruitment of volunteers for general and specialized tasks is ongoing. In particular, recruitment has been broken down into the following projects: Recruitment from the public at large, recruitment through governmental organizations, recruitment via non-governmental organizations and the private sector, and recruitment via sports associations. Overall, the recruitment project has targeted over 800 organizations.

Recruiting Volunteers is of prime importance, however, it is only one side of the coin; the other side, equally important, is retaining those volunteers and ensuring that they will remain interested in offering their services during the Games. For ATHOC, volunteer retention is a multifaceted program and consists of a series of communication activities and events, all aiming at keeping the interest of volunteers high.

The next phase is the selection process, which is ongoing since February of this year. The interview is the major step in this phase, and is used in order to evaluate the candidate and his/her skills. So far, we have conducted over 22,000 interviews in Athens and we are going to conduct interviews in the other Olympic cities as well as Cyprus in the Fall. In addition, we have developed a selection program for those candidates living abroad.

Of course, one of the keys to a successful Volunteer Program is an effective training program, which is implemented in three phases: General or orientation training which includes an overview of the history of the Games, information on the venues, as well as, information on the history of Olympic volunteering and the roles that volunteers have during the Games. There is also specialized training on the responsibilities and duties required for the positions volunteers will be assigned to, and finally, venue training shortly before the Games begin.

After their participation in the Games, recognition of all those volunteers is the last step of the Program as it is considered essential to reinforce all positive experiences.

From this brief overview, one realizes the complexity involved in managing a 60,000 volunteer force and supporting all the activities of the Program. The ATHENS 2004 Volunteer Program brings to the forefront a wide array of issues as Olympic volunteering surges into the Greek public arena. First of all, we need to discuss how the values of the Athens Games are central to the philosophy of the overall organization and how these values are related to volunteers.

We all understand that the Games today are the greatest **celebration** of humanity to which the whole world is invited to compete peacefully. Volunteers are part of the people that will make this celebration happen. They are also the people who as Olympic ambassadors will carry the **heritage** of the Greek civilization and Olympism to spectators, athletes and visitors. Greece, like every other host city is called upon to add the component of Greek culture to the Games, to empower the Olympic Movement by placing sport at the service of peace. Volunteers will help these Games happen.

Historically, Greek civilization has placed great emphasis on **human scale** as the measure of all things. For these Games, the center of attention is the athlete the individual, the team. Despite a high demand for volunteers that reaches the 60,000 mark, personal attention is placed on each of those volunteers as they are seen not only as a team but as participants in this process who personally contribute to the Games. There will be people from different backgrounds and with different ideas who will participate in this universal gathering. Of central focus in this **participation** are the volunteers who will have a chance to meet and work with people from all parts of the world, sharing a common vision of promoting peace and friendship.

Many individual reasons exist for participation in volunteer activities. However, for Olympic volunteers there are also certain factors that are specific to the Olympic and Paralympic Games, and these include:

- the uniqueness of the experience
- the training programs that are offered to volunteers
- the environment which encourages new friendships to be formed

- the promotion of the Olympic spirit and the value of cooperation
- the chance to contribute to the success of the Games
- the sense of national pride

All of the above play an important role in the individual decision to participate. But we can take a look at what this participation actually means. In the Athens Olympic Games 45,000 volunteers will participate as one team and provide services in more than thirty Functional Areas, including Sports, Security, Accreditation, Medal Ceremonies, Torch Relay, Language Services, Doping Control, Opening and Closing Ceremonies, Medical Services, Olympic Village, Transport Services, Spectator Services, Telecommunications, etc. Volunteers will have a chance to promote the ideal of “fair play” through their participation in Doping control. They will have a chance to help as doctors with athletes’ injuries and will be present in all emergencies. They will promote, through a variety of cultural activities, the concept of Greek heritage and culture as seen through the Olympic movement. Volunteer participation in the area of Environment will enhance environmental awareness. Those who will be among the 10,000 volunteers of Spectator Services will promote the Olympic spirit and act as ambassadors for the Games. Those who will offer their services in all the different sport areas will display their love of sports not only for the more popular ones but also for those lesser known sports. They will promote the idea of truce through participation in the Torch Relay in Greece but also internationally. They will come into contact with the media from all over the world through their involvement in Press Operations. As transportation volunteers, they will show our guests the city of Athens, including both the ancient and modern faces of the city, as well as all new construction especially for the Games. They will operate new equipment and work with highly advanced systems in the Areas of Technology and Telecommunications. They will act as translators and interpreters for members of the Olympic family as well as tens of thousands of visitors. And, of course, they will promote unity and friendship to members of the International Olympic Committee and the National Olympic Committees of every country through their involvement in International Relations. This body of volunteers with their dedication and enthusiasm will contribute to the everyday operations but will also provide a hospitable and friendly environment for athletes and spectators.

Volunteer involvement will also come into play during the Paralympic Games where 15,000 volunteers are estimated to participate in all Areas of these Games. Through their involvement they will promote the values of pursuit, strength, inspiration and celebration that are central to the philosophy of these Games. They will contribute to the awareness of Paralympic Sports and promote the idea of equal participation of disabled people in Sports.

The following charts present to you statistical information that we have collected from all the applications that we have gathered so far. Information regarding volunteers residence, gender, age groups, preferences in Functional Areas, educational background and language skills.

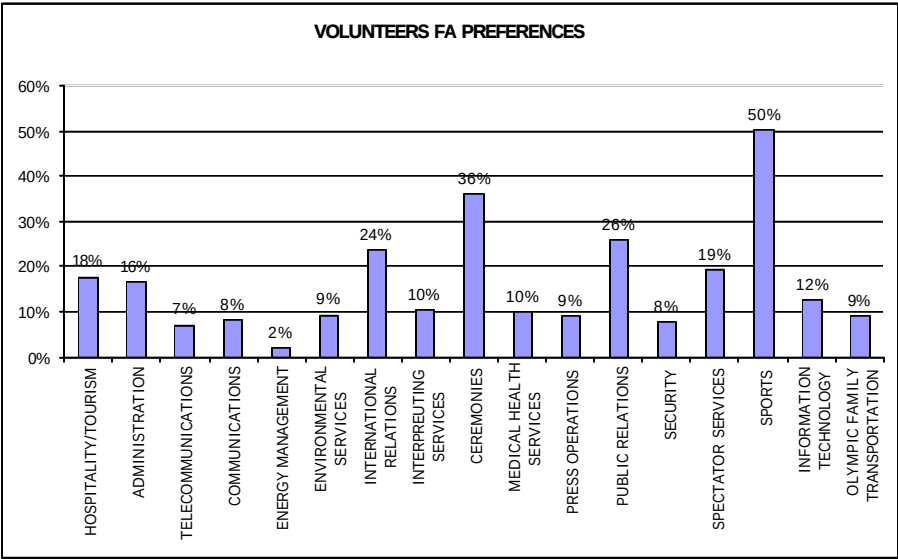
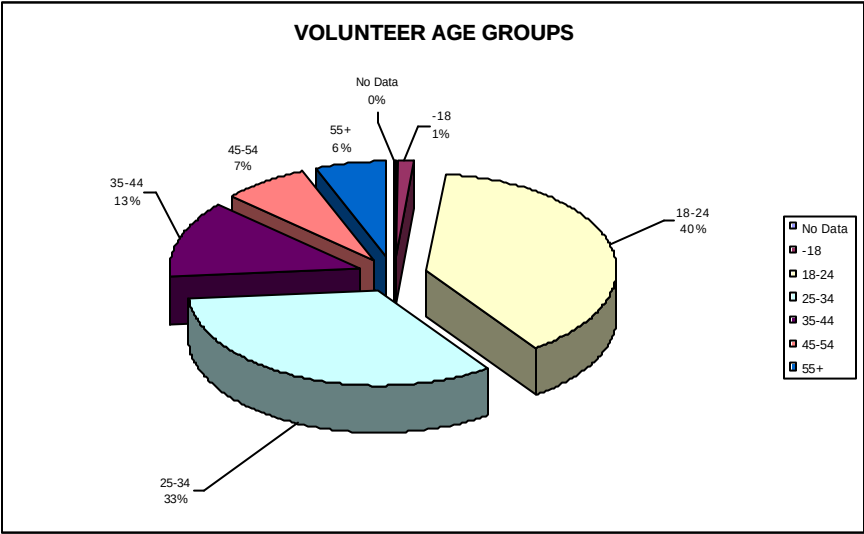
In the dawn of the 21st century, the notion of Olympic Volunteering gains prime importance in the Olympic Movement. Its practices, challenges and processes stemming from the size and the complexity of the Games, have an undisputable impact on society and are a testament to social mobilization in the decades to come.

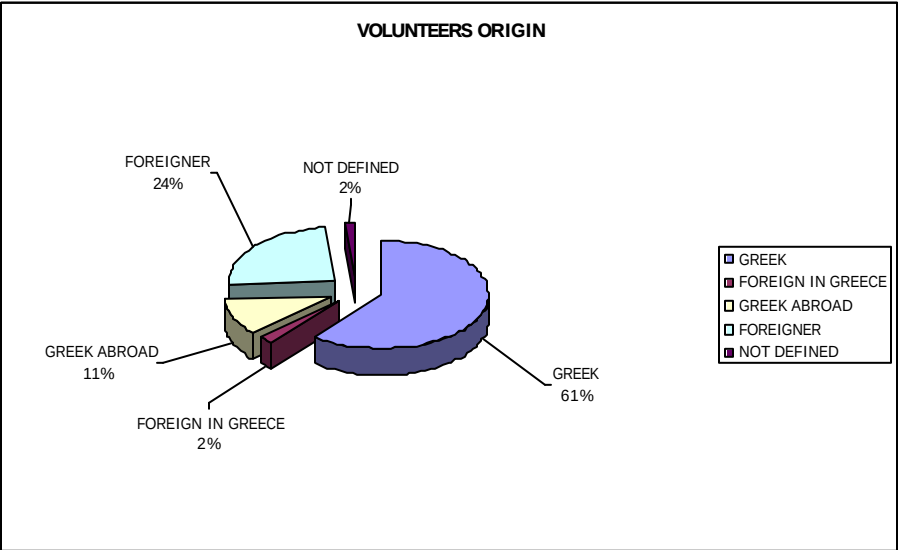
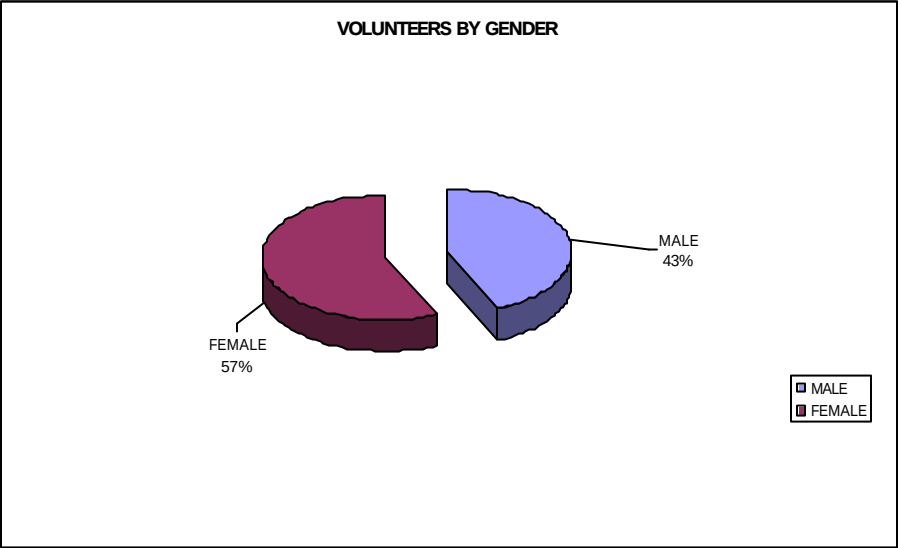
Volunteers not only get to know the Olympic ideals through their training but they also have the chance to experience them through their participation and promote them to visitors who come to the host cities from all parts of the world and carry back to their communities their experiences after the Games. The success of the 2004 Volunteer Program will be judged not only by whether it achieved its predetermined goals of successfully engaging 60,000 volunteers in all areas of the Games, but also by a number of other factors, such as:

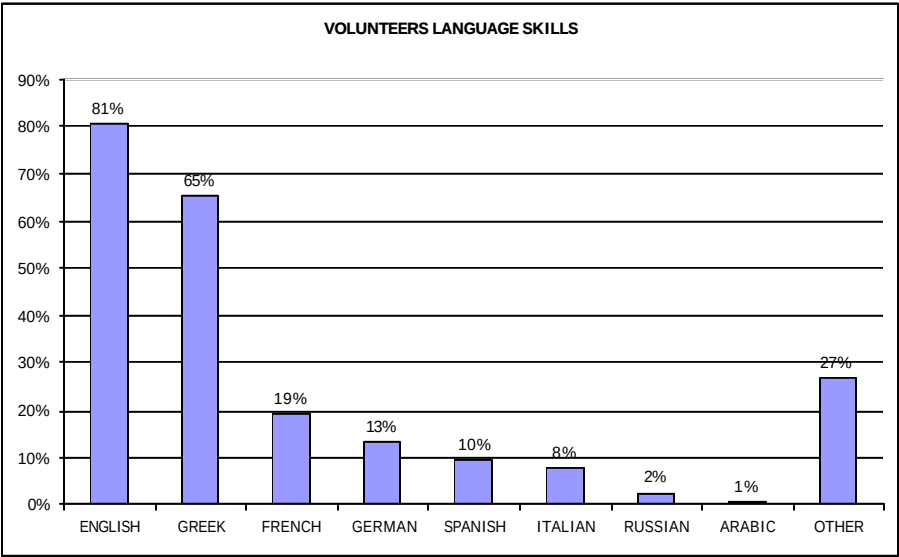
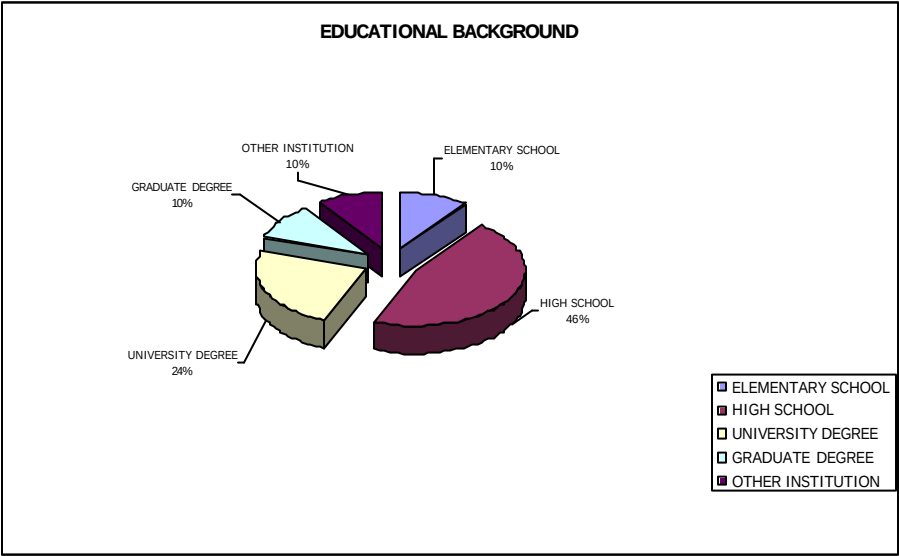
- whether it transformed, even for a time, individuals from passive to active citizens
- whether it created a worthwhile experience for many first time volunteers but also for others
- whether it brought about a sense of empowerment for those who participated
- whether it enhanced community bonding
- whether it created a new perspective for Olympic volunteering

In conclusion, more than in other countries, 2004 Olympic volunteering does not concern only these Games. It presents a major challenge for Greece while it also provides a golden opportunity. Raising

society's consciousness regarding the Olympic ideals and providing a unique Olympic experience for all participants is of high priority. In this process, we all strive for positive experiences to be derived from our volunteers thus creating a momentum that will give them the impetus to participate in future Games. In doing so, we hope that the values of Olympism, including human solidarity, mutual understanding, respect for different cultures, tolerance, ethos and fair play guide the lives of all those who choose to participate. We also hope that they will urge others to do the same thus becoming true Olympic ambassadors.









SPORT AND FUTURE OBJECTIVES OF EDUCATION SYSTEMS

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Introduction

When making proposals for the use of sport in future education systems one instinctively considers the limitations of the current education systems so as to eliminate them. At the same time one needs to carefully study the particular context of education, namely the country's situation and the societal conditions within which intervention is proposed.

But what is the case for the promotion of sport in education systems?

- It is widely accepted that physical education and sport play a vital role in school life, helping to raise standards, improve behaviour and health, increase attendance and develop social skills (Clarke, 2003).

- It is also recognised that participation in sport is a human right and that society has a collective responsibility to ensure the quantity and quality of physical education are adequate for all children and youth. Nevertheless, there is a crisis in physical education, which has declined dramatically as the primary base for sport for all.

- There is wide consensus that sport is a valuable educational tool, which must be acquired in childhood through physical education, in order to help young people develop patterns of regular participation in lifelong physical activity and children and youth must learn through physical education programmes the value of physical activity as a key component of physical, mental, emotional and social well-being (Barcelona Declaration, 1998).

In principle, future education systems need to take stock of past weaknesses and invest in a brighter tomorrow where the rhetoric on the use of sport in education is similar to the reality in the playground, school and college/university environment. However, not all educational establishments have the capacity to introduce sport equally. The resource poor

school in any continent will find it difficult to promote sport if for example there are no teachers, if there is no proper school, if there is no sport equipment or if the local ethos does not promote sport for segments of the population. Progress will be slower there and should not be judged with the same criteria.

Regardless of the context however, education systems need to align their efforts with the moral fibre of the society in which they exist. For the English Education System the Government's principal aim for the education service at all levels and in all forms of learning is:

'To support economic growth and improve the national competitiveness and quality of life by raising standards of educational achievement and skill and by promoting an effective and flexible labour market' (Department for Education and Employment, 1995).

It is clear from the above that, as regards the government, the economic reality is unquestionably the most important consideration and reason for investment in education. The rhetoric goes that...we pay for the education service so that we remain competitive and marketable and so that we can have a high quality of life. One may question whether economic development is always an indication of high quality of life but being able to provide for one's own is surely important. The legislative framework is quite explicit and underlines the responsibility of the state to provide for education and training. Certain targets are set, inspections take place, budgets are allocated and procedures initiated for the education system to deliver.

In an ideal world the education system would strive to develop individuals and teams of people regardless of and certainly not just for reasons of economic reality. 'Educated' individuals need to be useful to the community they exist in and dangerous traits need to be minimised. Attention to health promotion needs to be paid and knowledge needs to be passed on not just for commercial gain but because it belongs to everybody in the world. Education systems need to teach respect for the neighbour in this increasingly mixed world where the neighbour may actually be coming from a very different culture and value system. Improvement rates will invariably differ but however small, they give evidence of effort and efforts need to be congratulated upon and nurtured.

Having considered the aims of education systems by way of introduction attention now turns to the relationship between sport and education.

Sport, education and training: a reciprocal relationship

Sport is an increasingly important component of the education sector and education and training are vital to the sports industry (British Council, 2003)

Sport in education

For years the argument went that participation in sport is beneficial and the curriculum incorporated physical education and sport to improve students abilities.

Indeed part of the function of the National Curriculum is to realise the aims of the Education Reform Act to 'promote the spiritual, moral, cultural, mental, and physical development of pupils at school and of society, and to prepare pupils for the opportunities, responsibilities and experiences of adult life (UK Parliament, 1988). In other words, sport is perceived as aiding pupils' preparation for citizenship and the workplace.

On this issue we have the benefit of the writings of many ancient authors and contemporary scholars who have debated it. Sport teaches discipline, respect and the virtue of effort. It helps one be more healthy, keeps one out of mischief and trouble, makes one more productive and happier and more balanced in body and mind. Physical education links the physical and the emotional to the intellectual and is a vital component in the overall development of young people. At its most basic level, physical education introduces 'physical literacy' - the ability to control movement, to jump, to throw, to strike a ball. Similarly, sport improves participation and fosters competition. The knock-on effects of the above are manifold: participation helps young people to express emotions in a controlled way, to work in groups and to build self-confidence. A number of programmes and projects now use the appeal of sport to attract young people and promote other aspects of education, such as literacy and numeracy. For example, sports equipment for young children in the United Kingdom is colour and number-coded and teachers are trained to use the equipment to promote literacy and numeracy.

Of course there is also the negative side of young sportsmen and women sacrificing their natural growth for sporting excellence, taking prohibited drugs, leading unbalanced lives of constant struggle and little personal happiness and tranquillity. Like everything else in life it needs to

be experienced in moderation along with other aspects of life, being with family and friends, finding artistic expression and other personal cultural expression. Unfortunately the resource limitations in this competitive world mean that education systems are so obsessed with academic and applied performance that sport education is often left marginalized in the curriculum fighting for legitimacy and recognition.

Regardless of how widespread the benefits are and how widely known they are, Olympic and physical education activists need to try to promote the exposure to sport because of its inherent virtues. But promote in moderation and within an ethical framework so that the negative effects are limited. If the education system is obsessed with excellence in global competition then we will have numerous losers who disappointed may look at fast and immoral ways of improving. If on the other hand, we praise efforts, then the educated person learns a different lesson, one of perseverance and unflinching effort to improve... not to be better than the other but better than oneself.

Education of those involved with sport

The increasing professionalism of the field has been long evidenced in the number of qualified graduates in the related disciplines, the creation of professional associations and the work of scholars in the epistemic community of sport.

The need for the continuous learning of the above agents is all the more important as a) sport business grows b) the position of sport and physical education is unstable in congested curricula and c) negative effects of sport are on the increase.

A basic drive behind sport is learning, and improving upon new skills. This applies to athletes, coaches, officials, professionals and voluntary administrators. Improvements in skill and performance can be achieved only through education and training whether on the field of play or in the classroom. Modern sport is a large and complex industry, within which elite athletes form only the pinnacle. In a well-functioning sports system, this pinnacle rests on the solid foundation of physical education in school and Sport for All at a community level. This means that, in many countries, large numbers of people take part in sport, physical recreation and physical education. Around sixty per cent of adults in the UK take part in some form of sport or organised physical recreation. A large number of people

are needed to make this system work: volunteers (an estimated two million in the UK) and, increasingly, professionals (750,000 people work in the UK sports, recreation and allied industries sector) (British Council, 2003).

Given its size, the sports and recreation industry is a major employer in its own right. Careers are open in physical education, coaching, sports physiotherapy and massage, sports science, sports centre management, sports administration and management, sponsorship, and other related areas. In the UK alone, more than fifty institutions offer undergraduate courses in sport and forty offer postgraduate sports education. Managers need certain business and analytical skills that education providers need to deliver. Sport could not function without the unpaid army of volunteers who run clubs, fund-raise, chair meetings and organise competitions. All of this is skilled work. The training, recognition and retention of volunteers are some of the major challenges facing modern sport. Education and training for athletes has traditionally focused primarily on honing skills that will improve performance. However, a range of other issues are now also important to the modern coach and athlete - safety, ethics (particularly sexual and drug abuse) and what is called 'lifestyle management' - providing athletes with skills that will make them more rounded people and, ultimately, more effective athletes during their sports careers (British Council, 2003).

The UK has a number of resources in many areas of sports education and training. The list below gives a flavour of the type of expertise available.

- Sport in the curriculum

The Department for Education and Employment and the Youth Sports Trust (a non-governmental organisation) are promoting innovative solutions in the delivery of sport and physical education in schools - new materials, new ways of teaching, and in-service training for teachers. Nevertheless, the current financial crisis in schools in the UK has meant that sport education also suffers.

- Vocational and pre-vocational education for sport

UK higher and further education offers a wide range of courses and in-service training for all aspects of the sports industry. After the United States, the UK has the second-greatest provision of courses in this area -

over 400. Many of these already attract foreign students and/or offer distance learning. Despite this buoyancy in the market, higher education funding reforms have meant the decline in public funding that led to under-funding of research, the introduction of tuition fees and increasing reliance on international fee paying students.

- Athlete personal development

The UK Sports Institute is developing over thirty modules designed to provide elite athletes with the skills to complement their athletic education: time management, dealing with injury, financial planning, dealing with the media, etc. Following a British Olympic Association (1996) report that reveals the high extent of debt that elite athletes' and their families are facing such life management training is all the more important.

- Volunteers

'Running Sport' and the 'Volunteer Involvement Programme' are two programmes designed to recognise, train and motivate the volunteers who run sport. The role of volunteers in British sport has never been underestimated but certain management modernisation programmes have undermined the legitimacy of their voices in strategic issues. As decision making power moves away from the hands of the volunteers to paid executives volunteers are slowly marginalized in the higher echelons of sport management (Theodoraki, 1999).

- A bridge to the classroom

The Department for Education and Employment is working with professional football clubs across England to establish after-school study centres at those clubs (British Council, 2003)

Overall the level of training of those involved with sport is improving and the growing professionalism in the field will surely lead to further changes in the way sport is played, organised, funded and strategically managed. Just as curriculum developers need to be sensitive about what aspect of sport they promote in school so agents in the sport industry need to be taught how to develop a professional conscience that binds them to serving society and not just economic interests.

New initiatives to link education and sport

This section identifies recent initiatives that seek to bring sport closer to education and safeguard a number of values. One initiative is a programme with associated funding and the other one a proposal for being selective in the aspects of sport we promote.

This European Year, which coincides with several major sporting events, including the Athens Olympic Games and the Euro 2004 football tournament in Portugal has been allocated a budget of EUR 11.5 million by the European Parliament and the Council. Part of this budget will be used to support measures and projects, at both Community and local levels, for which the Commission has just published a call for proposals. Improving the partnership between the worlds of education and sport, making greater use of sporting values in education and integration, and increasing voluntary work in sport are just some of the objectives of the European Year of Education through Sport 2004.

The European Year shall have the following objectives:

- Raise the awareness of educational and sports organizations of the need for cooperation to develop education through sport and its European dimension, bearing in mind the great interest shown by young people in all types of sports;
- Take advantage of the values conveyed by sport to increase knowledge and skills, enabling young people to develop their physical capabilities and inclination to personal effort, as well as social capabilities such as teamwork, solidarity, tolerance and fair play in a multicultural context;
- Raise awareness of the positive contribution made by voluntary work to informal education, particularly for young people;
- Promote the educational value of mobility and pupil exchanges, particularly in a multicultural environment, through the organization of sports and cultural meetings as part of school activities;
- Encourage the exchange of good practice concerning the potential role of sport in education systems in order to promote the social inclusion of disadvantaged groups;
- Establish a better balance between intellectual and physical activities during school life by encouraging sport in school activities;

- Examine the problems linked to the education of young sportsmen and women engaged in competitive sport.

(EU Directorate-General for Education and Culture, 2003)

Given previous references to the negative aspects of sport it is of paramount importance that interventions such as those invited in the context of the European Year of Education through Sport initiative, are grounded in an ethically considered foundation of core values. Such a framework is presented by Chappelet (2003) and the Sport Science & Society Foundation *fS³* (2003) who argue that it is becoming urgent to defend a certain notion of sport. This notion, it is proposed, can be resumed by the slogan "SAFE sport", i.e. sport that is Sustainable, Addiction-free, Fair, and Ethical:

- Sustainable to avoid sport leading to the construction of inappropriate facilities or organising gigantic events, and on the contrary for sport to facilitate balanced development;

- Addiction free to avoid sport leading to the abnormal use of all kinds of substances that are harmful to the individual, and instead for sport to contribute towards better health;

- Fair to avoid sport degenerating into physical or moral violence, and to ensure that sport remains an incomparable educational tool;

- Ethical to avoid sport becoming corrupted or criminal, and for it to remain a factor contributing towards a sound, effective economy.

(Chappelet, 2003)

Such a grounding of future initiatives would ensure that investment in merging sport with education is not in any way promoting aspects of sport behaviour that is damaging to individuals and greater society.

Contemplating effectiveness

In discussing education systems controlled by governments one cannot fail but notice how political agendas find their way into education policy areas with certain consequences. When the effectiveness of an education system is considered attention needs to be given to the criteria of effectiveness employed. The literature suggests that effectiveness is a multidimensional concept that is difficult to measure operationally and different stakeholders hold different views on what its attributes are and just how effective a policy or educational institute is. For Griffith (2000)

the challenge to future education providers is to make the transition from a knowledge based to a critically reflective curriculum. This, however, would be near impossible to evaluate using the current target system. A number of changes in education policy have been documented and it is appropriate at this stage to consider some of the issues that the education sector faces that allow us to better understand the challenges in promoting sport in education and the education of those involved with sport.

In the British context, education system issues include the introduction of changes in the institutional management and the pursuit of targets as an indication of levels of effectiveness. Institutional management has been increasingly subject to external influences stressing concepts of financial efficiency and managerialism within the higher education enterprise (Brennan and Shah, 1994).

The term new public management or managerialism is usually taken to refer to some combination of processes and values that have developed in the last decade. The term in essence, refers to the incorporation and application of private sector management systems and techniques in the public services. Some of its features are: Introduction of strategic management, specific structural change (such as development of new middle management positions), use of financial efficiency as a measure of organizational effectiveness, the incorporation of market values in public policy areas, the demise of collectivist approaches (e.g. provision on the basis of expert opinion instead of user consultation), the public is seen more as clients and finally, department budgets give way to contracts with a notionally cheaper and 'better' private provider (Farnham and Horton 1993; Clarke, Gewirtz et al. 2000).

In response to the question how does one evaluate the use of sport in education the current approach includes the use of targets. As regards the learning of athletes it is currently judged by international performance and post competition career, for sport managers it is predominately financial efficiency and for the volunteers conformity to managers' whims and compliance to professionals' opinions.

Conclusion

Current education systems are bound by the political and economic realism facing the government or private interests that funds them. In this

context investment in sport is seen instrumentally as a means to certain ends (health, social development and control, national pride, wealth accumulation etc). Despite best intentions, however, involvement with sport is not always beneficial. The paper has presented the case for avoiding the indiscriminate promotion of sport that includes negative traits. Equipped with the hindsight offered by Olympism as a philosophy of life one is in a better position to strive for the ideal.

‘As long as the sports movement applies and defends the values of fair play, respect for rules and brotherhood, it will have a social function and a genuine moral dimension (Rogge, 2002)’.

When you return to your home country eager to promote sport in education and education for those involved with sport, please remember to ask yourself what values you are promoting. Like ethically responsible persons, you the new activists in the field, need to choose freely your principles and knowing the demands that accrue from these principles you need to act according to them only (Pelegrinis, 1997). I encourage you to further invest in your lifelong education and development so that when you are the future providers or policy makers making decisions about education systems, you take ethically considered action that is culturally sensitive and in so doing strengthen the field.

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DOCTORS WITHOUT BORDERS – THEIR PRINCIPLES, ACTION AND ROLE WITHIN THE CONTEMPORARY VOLUNTEER/HUMANITARIAN MOVEMENT

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Volunteer organizations, volunteer social welfare and the volunteer movement in general have emerged within the context of modern social policies, as a result of the need to provide man- to -man immediate support and assistance.

From a historic point of view of course, there were other factors, which have also contributed to the expansion of the volunteer movement. We could mention, in particular, the crisis at the level of public social protection systems

- due to a changing perception of the effectiveness of the social state, a product of the cold war,
- as well as later changes that could be observed within societies and which are the result of globalization, the disruption of social cohesion, the failure to keep up with demographic developments at the level of the family, labor markets and education.

Many of today’s volunteer organizations although they owe their existence to the isolated activity or altruistic disposition of one individual or a group of people, have grown into large humanitarian organizations, whilst other remained as they were or became inactive, the result being that there is a large number of such organizations with limited or obsolete objectives. This diversification becomes more evident with time because of the impact of changing social problems and needs of population groups and communities.

As we speak, the position of the volunteer movement is well defined in relation to the two poles of world order, political and economic power, as they are expressed today in the context of the globalization process.

It expresses the spontaneous, sincere, free and clear determination to be part of a collective action, of self-promoted initiatives, with the aim to

contribute to the protection of fundamental human rights. The movement also expresses a conscious transformation of the religious, charitable, class and corporatist solidarity of older times into a collective and organized structure.

Under present conditions, however, Volunteer Organizations need to readjust and use flexible formulas in order to respond to new needs and effectively resolve contemporary problems, thus reinforcing their contribution to the social policy of the country where they develop their activity.

Volunteer Organizations, THEREFORE, are defined:

by the existence of an organized structure, the provision of assistance (medical, social or other) and self-help, of a non-profit nature. Qualified staff members offer their services in the context of social action, delivering relief in areas where government social policies either do not exist or cannot be flexibly or effectively implemented. Conditions are thus created, which preserve the dynamism and flexibility of VOs, turning them into new instruments of social action, able to respond to the requirements of our times. These conditions give a public character to Volunteer Organizations without, however, assimilating them to state agencies and clearly differentiating them from private charity or charity institutions.

Modern trends and principles in the social policy field, with the aim of enhancing the coexistence and complementarity of welfare programs, individual and collective responsibility and action, naturally create additional and greater responsibilities for Volunteer Organizations. With the globalization of problems, the abolition of borders, the universal dimension of problems and needs, the speed of change and technological developments, it is imperative to raise awareness and mobilize help organizations. So, volunteer and humanitarian organizations, therefore, should:

- Play an active part in the study, identification and exploration of the problems faced by modern society, the search for appropriate solutions and promotion of relevant policies. Be able to develop a vision through this process.
- Organize themselves with qualified staff and technology resources.
- Encourage the involvement of those who benefit from their activities and ensure protection of their rights.

- Support innovating initiatives and working methods, which depart from traditional patterns.
- Organize and coordinate their activities between them and with those of state or other agencies.
- Constantly monitor and evaluate their services to make sure that they are continuously improved and be ready to adopt and integrate methods tested by other similar international organizations.
- Encourage social participation of citizens of all ages through voluntary contribution and work in all fields and at all levels, i.e. systematic and consistent dissemination and development of the volunteer movement.
- Invent novel methods of conveying information not only to adults, but also to young people, since social solidarity and mutual assistance, as well as the adoption of healthier life attitudes, are best promoted through the mobilization and involvement of youth in the volunteer movement.

Finally, Volunteer / Humanitarian Organizations, should demonstrate to society at large the values and principles which they have been called to uphold.

Over 30 years have elapsed since the creation of MSF and 12 since the establishment of the Greek chapter. Doctors without Borders emerged as reformers in the area of NGOs because, in addition to humanitarian assistance, they also integrated in their action the advocacy principle, as an essential element and duty towards the communities, which support them. This was also the case with Greek society.

With their unique experience and know-how, their original views on issues such as medical care, public health, economic growth, administration, policies for handling complex problems, etc., the volunteers who work in close contact with Greek society are called upon to contribute, in a valuable way, to the modernization of Greece. They are called upon to pollinate Greek society with everything they have acquired in various fields of activity, with the strength they have been given by society itself. This is a duty, a “social responsibility”.

It is clear that this “social responsibility” exists at individual level, but also at collective level. The appeal, which MSF address to Greek society and the support, which they receive from it in the end, create for the organization a remit of a collective nature. The trust, which MSF have

gained, the feelings and support of Greek society, which they mobilize, relate to the collective name “Doctors without Borders”. As an organization, MSF deal with the government, which faces them as a collective body. Doctors without Borders of Greece, that is, are a “collective citizen” of Greek society. There is a two-way relation between these two entities. One has created and encourages the other, which in turn assumes responsibilities and fulfills its duty in return.

The specific actions that arise from such obligation should of course follow certain statutory principles, regarding their content and implementation.

Statutory principles

1. Independence

MSF enjoy independence from any political, religious, ideological, national, economic or other power. Their only commitment is to the mandate of society and its expression through the democratic operation of the organization.

Legal independence is ensured by NGO status. In addition it is incompatible for persons who hold responsible positions in MSF to exercise public functions.

Financial independence is guaranteed through the priority given to private funding and diversification of institutional resources. The share of private funding should not be lower than 2/3 of the total, while institutional funding cannot originate from one source only.

MFS also safeguard their independence from the mass media (media polarization on a particular issue will influence the whole of society). The best way to avoid partial opinion – making is to promote an international dimension and remain in constant touch with the reality of other countries.

2. Impartiality

MFS keep their distances from conflicts, they do not become involved in them; in this way they avoid becoming part of the problem.

Our statutes provide that no distinction should be made between victims, as regards relief and assistance, on grounds of race, religion, political or ideological convictions. This safeguards our action basing relief

on the principle of impartiality and proportionality, always according to established needs.

3. Neutrality

The place of MFS is at the side of victims. They do not take sides in the conflicts, but focus only on the protection of victims. Neutrality is therefore indivisibly linked to impartiality.

The neutrality principle does not, however, prevent MFS from fulfilling their witnessing obligation or publicly condemning certain situations. Such actions, however, never violate the “spirit of neutrality” (as expressed in the Chantilly declarations), as they are solely guided by the wish to provide relief and protection to victims, without any discrimination.

Action principles

1. Immediate response

Immediate response consists in providing direct humanitarian relief to those who need it (MFS do not send aid, they offer it themselves on the spot). Immediate response therefore automatically becomes an essential condition for independence, for avoiding manipulation by others, whilst differentiating MFS from NGO’s that operate as relief “collectors”.

2. Proximity

Proximity is ensured through close contact with the populations that we help. It is an essential condition for advocacy. Proximity would be inconceivable for MFS without the cooperation of local communities. Such cooperation should not be limited to the recruiting of local staff. MFS want this participation to extend to leadership level, to involve local associations and the whole of society. MFS do not only offer help, they also bring to the places where they conduct their mission the universal principles of humanitarian solidarity.

3. Non-discrimination

Non-discrimination of victims for political, racial, religious, or gender-related reasons is a fundamental principle of MFS, enshrined in their statutes.

MFS do not recognize “good” or “bad victims”. They abide by medical ethics, which prohibit any political, racial, religious, etc. discrimination when delivering medical relief, provided that the organization’s fundamental principles (independence, impartiality, neutrality) are respected.

4. Proportionality

Proportionality is applied through the distribution of aid on the sole criterion of the level of needs.

In the particular case of violent conflicts, where victims belong to separate camps, MFS always make sure that they are present in both camps and offer relief proportionate to needs and not on the basis of other criteria (e.g. subsidies of institutional bodies, etc.).

5. Effectiveness

Effectiveness of course can never be guaranteed beforehand. It constitutes, nevertheless, a compulsory condition, which should be respected during the planning of any mission (contrary to the practice of many NGOs which say that “needs are so great that whatever you do is good” or “whatever you do, nothing will change”).

The missions of MSF, therefore, are always planned with precise objectives and on the basis of performance evaluation criteria set out beforehand.

Operation principles

1. Volunteering

Volunteering is directly linked to independence and relations with society. It also represents an essential counterpart to the organization’s “professional” character (which results from the pursuit of effectiveness).

An organization, which loses its volunteer roots, can easily develop into a mechanism that only serves self-maintenance purposes in the end. In this way, the “tool” that was created to attain an objective becomes an end in itself, while the end becomes the tool that ensures the mechanism’s maintenance.

On the other hand, volunteering does not mean amateurism, but the professional excellence required to meet the needs of the volunteers who

devote to MFS large portions of their lives. The main characteristic of volunteering is the rejection of financial interest. This again is a principle, which is enshrined in the MFS Charter.

2. Democracy

Democracy stems from the organization's associative character. It is linked to independence, volunteering and, above all, to the direct relationship, which MFS maintain with society. MFS operate as an organized expression of society.

Openness is an essential condition for the organization's continuing renewal and response to the new challenges, which constantly arise.

3. Transparency

Transparency is a must of our times. More specifically, for MFS it is connected with their contract of trust with society and therefore also with financial independence, which society's support ensures for MFS.

Transparency exists both at formal procedural level and in substance. The first is endured through auditing by independent chartered accountants. (MFS have chosen to submit to such auditing although they are not obliged by law to do so). The second is ensured through extensive information of the public or the use of funds, under different specified categories such as "mission expenses", "communication expenses", "operating expenses", etc.

CONCLUSIONS

Through their action, MFS have been able to promote within the contemporary humanitarian movement all those principles, which constitute the foundation of our organization. At the same time, however, they have succeeded in keeping humanitarian action separate from national or international decision – making bodies, true to the imperatives of medical ethics and social solidarity, thus creating an independent pole within modern societies. Cooperation with national or international institutions, when it occurs, supports the needs of humanitarian relief, in accordance with international conventions and international humanitarian law. Within the context of Greece now, MFS have supported the state's efforts to establish a clear institutional framework that will allow NGOs to

operate in a credible and transparent manner. It will enable NGOs to develop their own exemplary action and not to operate as substitutes for a public service that fails to be provided. In fact, this is where the state's main responsibility lies, to promote and guarantee, in a tangible way, both social solidarity and the actions, which derive from it.

On the other hand, at NGO level, MFS have played an important role in delineating the humanitarian/volunteer movement in Greece by formulating with precision the principles that govern their action. As long as an NGO maintains as its major characteristics, effective action, democratic operation and commitment to transparency, it will preserve its dynamism and flexibility and be able to adjust its action to the demands of society. The volunteer nature of its action is the safety valve that guarantees its independence from financial, political or other dependence; it is a powerful tool and not an end in itself for NGOs. There is a real danger, that of NGOs operating as an alibi for particular policies, which serve either the state or private interests.

As long as the relationship with society remain a two-way relationship, it will create the conditions necessary for sound choices of action, always timely and effectively implemented.



SOCIAL INTEGRATION OF PARALYMPIC ATHLETES THROUGH SPORT EDUCATION

Mr Philip CRAVEN (GBR)

President of the International Paralympic
Committee

First of all, a little bit about myself. I am a five time Paralympian in wheelchair basketball and a little bit of swimming in the early days. I retired in Seoul in 1988 and then was invited to stand against an American and become chairman and then president of the International Wheelchair Basketball Federation. So I don't really come from the politics of sports, I come from sports and I think I got elected in December 2001 to bring change in the International Paralympic Committee.

The title I have been given to speak was originally social integration of Paralympic athletes through sports education. But I've changed it around a little; I entitled it "Paralymptians, Educators of Society". And the reason is that our athletes and persons, who have, as certain people say a disability, are all part of society. We don't really need to integrate into anywhere, we are already there. But Paralymptians, are an ideal group of people to show society that that's the case.

First, our new motto is "Spirit in Motion". Before I became President we had "Mind, Body, Spirit" and so I launched down to the fact that I thought that spirit was the most important of those three words and then we have it in motion.

Sports and education

Sport I believe is the vehicle for the education of society. Sports and popular music are probably the two pastimes that reach out to all sections of society. And as Nelson Mandela said, sport has the power to change the world, and Kofi Annan backed that up by saying that sport could well be the missing link, not in sport development, but in development of the world. I know that many politicians haven't seen the light yet on that. I

know that recently from Europe and athletes by the IOC, the IOPC, and other International Sports Federations to get the new European treaty to have a reasonable amount of tax in about the benefits of sport and, at the moment, we are all struggling on getting them to see that.

But what can sport do for people? Generally it provides those vital life skills, fun and excitement, friendship, fair play and honesty, team work, which is crucial to the world at the moment. The world is in crisis and if we don't get on in teams, then we are going nowhere. It teaches to positively express aggression and frustration and then, probably the most important thing, it can teach you to give rather than always take.

And what about sport for the empowerment of individuals with a disability? The key word there is "individuals". Someone who has a disability can be looked at as if there are not fully there, in other words they are not full people, they are incapable. That word, disabled, means you can't do anything. So, Sport can help people realize you can be good at something and that raises self-esteem and teaches people to practice self-determination, not always having doom for you and experience joy again feel excited, and get to know and admire your body.

Now, if you are an MPT or your legs do not work or whatever or you have no arms, then people look at your body and think "Oh my God, that doesn't look like an Olympian's body cause there is something missing". What Paralympians do is use what got and do not worry about what haven't got. So, you can be very proud of what you've got and again you can be part of or even lead a team and you can become healthy and feel good. Most of you have experienced intense fitness and is an incredible feeling and is something that unless you practice sport you will never feel, the fact that you never stop wanting to go out and train and you just can grab hold of the world. Sport can give you that. So there I am using that word, integration through sport, but we are already there, so I am using it just to re-emphasize that point.

What about this perceived disability? It collectivizes people with that perceived disability and it does not individualize them. Young people with impairment who use wheelchairs or artificial limbs are dogged by this concept. There are people like you, people who do not perceive themselves to have a disability, looking at somebody who they perceive to have a disability and thinking "they are different, very different". What they do

creates negative attitudes, miff and fear. Again, collective need for care for individuals by others, not by themselves, no individual self-determination, which ignores abilities. Allied to that we have this generic terminology, so again those young people are surrounded by negative terminology: disability, handicapé in French, curse on the family, as I heard a couple of months ago. But the group who would never think of such words is that of young people, young children, children who are four, five, six or seven, the kids I used to play on the street with when my kids were younger. I was the only parent to organize games in the street where I lived. And they just loved it, they told me to get out of the wheelchair so they could try it. But kids are kids and they do not perceive disability. Maybe this is something that we, as adults, should learn from children – they do not always learn from us, we can learn from them.

What about the rebound effect, that is my terminology? What happens when there is a positive image and there is athletic terminology used? That starts to individualize people. When future Paralympic athletes start to show self-determined, positive attitudes, this has a marked effect on the surrounding family, friends and all contacts within society. The positive signal does not just re-address former negativity, but it rebounds to an extremely positive attitude. I have seen that in myself. I applied for four jobs once, from France with major companies in Britain, I was playing wheelchair basketball there and there was not much chance of earning much money from wheelchair basketball, and I got all four jobs, and I thought, maybe I am a little bit talented in different areas, but I wonder if they think that I am superhuman, because I can even talk in a wheelchair.

But what about Paralympians as true athletes? The world record at the moment for a single-legged amputee (100 meters) is 11,06 seconds. Marlin Shirley from the U.S we believe has broken 11 seconds but this not been ratified yet as a world record. Three-point shots in wheelchair basketball; in the final of the men's World Championship in Japan last year a certain American called Paul Shalby sank four from four in the second half and beat my team, Great Britain, in the final because of it. And then there are Para- lifting world records. Our lifting involves lifting more than people with two good legs. The alpine skiing,, and then the final record, which took place in Lille at the World Championships last year in France, the 10.000 meters record for a totally blind athlete is 32 minutes 34,31

seconds, by Henry Ouanowikee of Kenya. The only problem here for athletes such as Henry is finding guides that can keep up with them and that is a frequent problem. The Portuguese should have been silver medal winner, but he did not win because his guide pulled a hand-string in the last couple of laps.

The railway siding of life; why have I chosen railways? When I was younger and there were steam locomotives, I was a bit of a railway enthusiast. I wanted to just talk about who is in the siding and who is on the main line of life. I think that when you collectivize persons with a disability, they tend to be in the siding. But there are many other groups in society that feel that they are in the siding, and how do we get them out of there? I would like to put a theory to you that most Paralympians, if not all, are already on the main line. And that is why it is important that we show sport, whether it is Paralympics, whether it is Special Olympics, to inspire future athletes. So that is what Paralympians can do.

But examples of being in the siding of life and not on the main line, what causes that? It is perceived disability by society, but it is also simple things with regard to access, access to a cinema. When I was young and I wanted to take my girlfriend to the cinema, it was only steps in those days, and there were fire regulations, which said that basically I could not go to the cinema. So I used to get some friends of mine to help me up the stairs before the manager knew what was going on, and then my friends left and I said "I am up here now and they are coming back in three hours and they are not going to get me down until I have seen the film". And so that is the way we had to do it then, a bit of a revolutionary, a bit of a troublemaker. But most people are not troublemakers, most people, if the access is not there, will stay at home. The same goes for airports, for airline companies, metros and subways. I go on the train to London, it takes about two hours, but I cannot get on the subway to cross London. And the excuse is that it is a very old installation. We can get adapted buses, but we cannot keep digging up London. And these are physical access problems, but there are also cultural and human attitudes that we have already touched down. But the key here to make accessibility work, is to complete the accessibility chain. If I have a handicap with going outside from my home because I am in a wheelchair, because I am blind, if one part of the chain is not completed, then I will not go out. And I know that it is not completed,

because I do not want to end up somewhere and feel a fool for not being able to continue and go into the shop or wherever I want to go. If there is an accessible bus, then I can get on the bus, but like in Athens, I can get up the ramp onto the pavement. The problem is normally the drivers, who park across the little ramps that have already been put there. There we have to change attitudes and we have got one year to do it.

But people need champions, they need people to look up to, and persons who have impairment need Paralympians, need role models. Most citizens are not leaders; they need varying forms of assistance to be able to determine their own destiny. About the Games 2004, Olympics and Paralympics, do not think nothing has been done, I am not knocking the Greeks here, or the Athenians; the projects are already on the way; there is the Ermis accessible choice program, which is to encourage shops and businesses to be accessible, both for wheelchair people and also for blind people. There is Adopted sport, which is based in schools, where children can adopt a Paralympic sport or two sports and make them their projects. And then, we have been promised there will be access to the Acropolis, which there is not at the moment. The key to that access to the Acropolis, is not for Paralympians. Paralympians will get up on top of the Acropolis, do not worry about that next year, one or two of them might fall off as well, but they will not worry about that. The key why the Acropolis has got to be accessible, is for the Greek people and the tourists who will come later, who are not daredevils, like Paralympians and they want to have a fair chance to get up there.

So, how do we get that message over? Do we ask some consultant who is a supposed expert to do it? Somebody who really has not experienced things first-hand, or do we get the ideal people to do it? Who are Paralympians? Paralympians are not really up on a pedestal at the moment, they are not up on a very high, distant pedestal like some Olympians, who are paid such fantastic amounts of money. I really think that they have lost contact with general society. Paralympians are not like that; they do not get too much money-some day they will get some money-and so, they are still very close to the population, they are ideal to be invited to come along and talk about potential problems. And that is something that I really encourage Athens to do more and more. We do not want Ministers along talking about accessibility, we do not even want

Mayors of Athens along, unless they are doing a good job and just briefly to tell us about it. Paralympians are the people who can really get the message home to Greek drivers to not park across the little ramps that have already been created and the ramps that are going to be created in the future. It is not just for persons who use a wheelchair or blind people; it is for everyone, for all sorts of people who can benefit from this. So, of course I am a great supporter of the media using Paralympians, taking the risk, the people of Greece are ready for this, the people of the world are ready for this. The media are afraid, they are scared, they use the excuse “oh, no, they are not ready for this”, but it is not true, I can assure you.



SOCIAL INTEGRATION OF THE ATHLETES OF SPECIAL OLYMPICS THROUGH SPORT EDUCATION

Dr Timothy SHRIVER (USA)
President and CEO Special Olympics
International

We in Special Olympics are proud to be a part of the Olympic Movement and a part of the unique tradition the Olympics represents: men and women striving to be their best, in a spirit of collegial competition and spirited rivalry. Special Olympics has, we believe, a unique claim on sharing and preserving the Olympic ideal, founded as we are on the idea of sport as a way to gain acceptance and celebration for the world's most easily forgotten, most often overlooked: the 170 million people with intellectual disabilities.

The Pan-Hellenic tradition of the Olympic Games is rooted in the idea of individual excellence, not only in athletic endeavors, but originally in intellectual pursuits as well. In that tradition, now shrouded in antiquity, Olympic victories were the source of as much public pride as were achievements in battle; and participants were obliged to train for ten months to compete, with winners earning olive wreaths, worldly benefits, and the social status of heroes. With the advent of the Roman Empire came the end of this mighty tradition; and it was not until the end of the 19th century that the Olympic tradition and movement, in its modern form, was revived.

Before the 1920's there were no winter games, and before the 1970's Olympic competition was restricted to amateurs. So the Olympic Movement has changed over the course of the first century of its modern revival, with the latest changes being contextual and rooted in the demise of the so-called Cold War, a period of 50 years or so that saw the Olympic Games often cast in the drama of East-West competition. Now that the world has moved beyond the simplistic dichotomy inherent in that bipolar world, we can consider anew what about the Olympic tradition is worth revisiting, and what we as people in the Olympic movement can do to restore the spirit of true Olympic competition.

It seems to me that the spirit of the Olympics must begin with the principle of devotion to, and love for, the game. Devotion to the game is far different from the desire to win the game, and the love of competition in structured play has little to do -- intrinsically -- with winning. Somewhere along the way in the modern incarnation of the Olympic movement, the nobility of the ten months of training became overshadowed by the perceived necessity to win. After all, the word "amateur" derives from the notion of doing something simply out of love.

Special Olympics athletes love to win as well, of course, but their obvious limitations tend to elevate the joy of simply playing over the objective quality of the physical performance. This reality, emerging as it has over the 35 years of history of the Special Olympics Movement, has taught us a surprising, instructive and uplifting lesson: that the beauty of competition and the joy of playing ought to be defined more through a love of the game rather than in a narrow and vested interest in the game's final outcome.

Metaphorically, through the spirit in which they compete and play, Special Olympics athletes have taught us that life is also more about the quality of the caring and of the effort that go into its living, rather than about the way one's life turns out.

So a second idea about the Olympic movement worth preserving, I think, is the notion of the joy and achievement inherent in friendly competition. Races and other competitions need not be zero-sum games, where one person's winning becomes another person's inevitable losing. True, one person may cross the finish line first; and that is winning in one obvious sense, to be sure; but that does not mean that crossing the finish line second -- or even last -- is losing. We at Special Olympics -- because we are daily in contact with human limitations (our athletes' and our own) -- believe that the idea of "victory" perhaps should best be understood in personal, rather than in comparative, terms.

All of this leads to the supreme ideal inherent in the true Olympic tradition, I think, and that is the need to do one's level best in pursuit of excellence. A victory over one's inherent limitations may be the noblest victory of all, and to train for that victory is to live daily up to one's innate potential. And -- from the most to the least talented of us -- that is all any of us can ever hope to achieve.

We at Special Olympics are dedicated to the principle that sport offers every person the opportunity to shine, to show themselves in their best, most attractive, light. We hold that in friendly competition the superficial differences among people fade as their common spirit to achieve their best emerges. As I said, we see the most dramatic competition as that between an individual struggling to be his or her best, and that individual's potential, at whatever level of objective performance.

Recently in Ireland at the first Special Olympics World Summer Games ever held outside the United States, the power of the Special Olympics ideal and Movement were displayed for all the world to see. Eighty thousand spectators at Opening Ceremonies cheered seven thousand athletes from around the world (including from Afghanistan and Iraq), as Nelson Mandela, Bono and other dignitaries called for love and peace in today's world, a world deeply divided and scarred by hate, where even close neighbors can't seem to get along.

We in Special Olympics believe deeply in the Olympic Movement, so much so that we try every day to preserve what we hold to be the true spirit of the game: playing for the sake of the game's potential to elevate us all, one step closer to achieving our personal best in the context of affirming the noble commonality among all contestants. For us, the Olympic flame symbolizes not victory, but hope....hope for a better world, a world of inclusion and simple acceptance, where every person has the inalienable right and an accessible way to live a life of accomplishment, each according to his or her innate potential.

Special Olympics simply wants to change the world through sport and through play, and we believe in the transforming, life-changing nature of playing the game in a way that allows all -- if not to win -- then--each in his or her own way-- to prevail.



Coordinators attending the works of the Session in the Lecture Hall



Participants attending the works of the Session in the Lecture Hall

MY OLYMPIC EXPERIENCE

Mr Scott ALLEN (CAN)

The Olympic Games – as you have heard and will continue to hear during our time together in Olympia – are an amazing experience (in the ancient times and in the modern times).

I would like to thank the Academy for this opportunity to share my experiences as a spectator and an administrator from two past Olympic Games and from a future host city of the Games.

My first opportunity to experience the Games was the 1988 Olympic Winter Games in Calgary (in my home country) of Canada. The twelve days I spent with schoolmates and my family, respectively, provided me with my first impressions of an Olympic Games. The size of the event and the jubilation of the spectators are my main memories. Meanwhile, the Calgary Olympic Winter Games were the event that provided me – then a youngster aged eleven – with a heightened fascination of sport and an increased love of sport.

My second and more recent experience with the Games took place a year and a half ago at the 2002 Olympic Winter Games in Salt Lake City. For the past four years, I have been involved with the Vancouver Bid Corporation for the 2010 Olympic and Paralympic Winter Games, and I was fortunate to be one of the main coordinators of our Bid team in Salt Lake City.

Through the International Olympic Committee's Transfer of Knowledge Program, all of the Applicant Cities for the 2010 Winter Games were invited to send observation teams to learn from the Salt Lake City Organizing Committee. My work at the Games gave me the chance to go behind the scenes of the world's largest winter sport festival. In addition to working with the Canadian Olympic Committee, the Canadian Embassy, Canadian athletes, and the Canadian mission staff, I had the chance to watch the staff and volunteers deliver the Games to the world.

The entire month that I spent in Salt Lake City was a rewarding, informative and enriching experience for my professional development. As Sergey Bubka mentioned earlier in his speech this morning, the amount of

work that is undertaken to host the world and its athletes is impressive, and even more so when you can witness it first-hand. Despite the long hours and always-changing situations, the volunteers and staff of the 2002 Games left a stamp on everyone's memories with their friendliness and willingness to help – from a week before the start of the Games to two days after the event.

A second feature of my attendance at the 2002 Games was that the pride of the host nation was evident at all of events; at the same time, though, the spectators were very appreciative of all of the competitors.

Lastly, Salt Lake City provided all Canadians with two incredible memories for our national winter sport of ice hockey. Our women's team won the gold medal by overcoming a year-long losing streak to our arch-rival from the United States and defeating the host country in the final. Meanwhile, our men's team dealt with 50 years of history and 50 years of pressure to win the gold medal for the first time since 1952.

Although many of your countries do not have ice hockey teams, I ask you to imagine the following for a moment:

- imagine your country's most popular sport;
- imagine both your women's and men's teams in that sport reaching the top of the podium at the Olympic Games;
- imagine these two teams doing this at the same time; and
- then imagine being able to be in the city where they accomplished this feat.

There is only one word I can think of that comes close to describing the feeling – AMAZING!

All of us from Vancouver 2010 who were in Salt Lake City took these experiences to help us build our plans for Canada's Bid for the Games. One month ago, our work and efforts were presented to the International Olympic Committee, and on July 2nd, 2003, the members of the IOC awarded the 2010 Olympic and Paralympic Winter Games to Vancouver and Canada. On behalf of my colleagues with Vancouver 2010, I would like to congratulate and thank the two other candidate cities (Pyeongchang, Korea and Salzburg, Austria) for a hard-fought and enjoyable campaign.

Now, rather than discuss our plans for 2010, I invite you to watch the following the video that helps present our vision for the Games and gives you a glimpse of Vancouver and Canada.

Now that the International Olympic Committee has granted Vancouver the honoured privilege of hosting the Olympic Winter Games, I invite you to ask me any questions at any time during our session in Olympia. For those who are interested, I also have information sheets available in English, French, Spanish, Chinese, Japanese, Italian, German, and Korean.

I close my presentation by stating that it has been incredibly rewarding and enriching to have been a spectator at a Olympic Games, to have worked at an Olympic Games, and to have helped plan an Olympic Games. As I take these experiences forward with me, Canada looks forward to welcoming the world in 2010!



Participants attending the works of the Session in the Lecture Hall



Visiting the Museum of the Modern Olympic Games



Visiting the Archaeological site of Ancient Olympia

MY OLYMPIC EXPERIENCE

Mr Nigel AVERY (NZL)

My first memory of the Olympic Games was watching the Montreal Games as a nine-year-old. John Walker, a New Zealand athletics legend, had just won the 1500m final. From that point I dreamed of competing at an Olympic Games.

After competing for New Zealand in Track & Field & Bobsleigh, at the age of 33, I finally realized this goal and competed as a weightlifter in the Sydney 2000 Olympic Games.

From the start to the end it was an amazing experience. The first impression of the games was the Athletes Village. What a place. So many people from so many countries and all gathered for a common reason. One place which was very important to me, and close to my heart, was the dining hall (I was eating 7 meals a day at that time). It was a meeting place for the athletes; it had a great atmosphere and had some pretty amazing food!

During the days prior to the opening ceremony the feeling in the village was relaxed, almost like a holiday camp. However, the day after the opening ceremony the feeling changed and was quite tense as everyone began to really focus on their competitions. Then, as more and more people completed their events the atmosphere changed back to being more relaxed.

I have many memories of Sydney but here are three that stick in my mind.

The first was while sitting in the Super Dome waiting to be ushered into Stadium Australia for the Opening Ceremony. It was quite a long wait and to pass the time some of the countries began impromptu performances. The Australian's were chanting Aussie Aussie Aussie, Oi oi oi, and, with just as much imagination, the United States were chanting USA! USA!. The Mexican and Spanish teams, sitting at opposite sides of the stadium, were singing Guantalamera back and forward to each other. It was fantastic. The New Zealand Team decided that we would add to the

moment. The men in the team removed our jackets and performed the famous and traditional *Haka*. We were pumped up!

The second event was on September 23, the day of my competition. In the warm up area I went to shake the hands of my competitors to wish them luck. I could not shake one mans hand, a Latvian named Bergmanis, as he was obstructed so I made a simple acknowledgement of a subtle raising of my eyebrows. He understood my intentions to wish him luck and raised his in reply. We made a connection. Unfortunately he was seriously injured during the competition and in a lot of pain. He was extremely unlucky and I felt very sad for him. We all only get a chance to compete at the Games every four years and his ended on his first attempt. I could not imagine the pain he was suffering not only physically but also emotionally. Again I tried to shake his hand and again could not because this time he was surrounded by medical people. We made eye contact again and through that alone I was able to convey to him my sadness for him. As one sportsman to another we understood each other completely. I won't forget him.

The third event was also on September 23. This was the day I had been preparing for since watching the 1976 Montreal Games and *the* reason why I was there. I was well prepared, injury free, strong, fast and confident. I had a fantastic competition. I placed 18th on the day and after someone failed a drug test eventually 17th in the Super Heavyweight class (over 105 kg). To that point it was my best ever competition. I completed each lift successfully, set 6 personal bests – my personal goal for the competition - and broke 5 continental records. Afterwards I was on a real high. It's an almost indescribable feeling and I still struggle to find words to reflect how I felt. Proud, satisfied, happy, relieved and exhausted are just some of the emotions I experienced.

As we all know there are only three medals awarded in each competition at the Olympic Games. Gold, silver and bronze. Realistically, I never had a chance to stand on the victory dais in Sydney. But you have to ask yourself the question - who are champions? Are they only the people receiving those precious three medals. What about athletes placing 4th, 5th, last and, in my case, 17th position? Achieving my personal goals at the Olympic Games, the greatest of sporting events, was my Gold medal and I will hold it in my heart forever.



Visiting the Archaeological site of Ancient Olympia



Visiting the Archaeological site of Ancient Olympia

MY OLYMPIC EXPERIENCE

Ms Natalia CHERNYSH (KGZ)

My Olympic experience has started from the very beginning of my life, as I was born soon after the Olympic Games in Moscow where Mr Juan Antonio Samaranch was elected the President of the IOC. May be it was the reason why I fell in love with sport in general and Olympic Movement in particular. Though I have never been a professional athlete and never practiced any sports for a long time, being just an active supporter of the Soviet national team first, and then of any national team of the former USSR republics, the power of attraction of everything connected with sport or Olympic Movement was so strong that I could not resist it. It was two years ago during the IOC General Assembly in Moscow when I understood that my attitude to Olympic Movement is not simply an interest, but passion which will continue living in my heart for all my life. Then I started to act. I came to my respective NOC and said that I want to work with them and that I do not need any kind of remuneration for it. They agreed and so I became one of the NOC volunteers who work hard to help to promote the Olympic Movement and the make their dreams about better world come true. Soon after that the NOC has become my second home.

A year ago I had a great honour and luck to be one of the participants of the Busan Asian Games in Korea. It was a marvelous festival of different peoples, different countries, different cultures. However, in spite of all these differences we all lived as one family closely tied by our relation to the Olympic Movement. We ate at the same dining hall, we walked around the same places, we talked to each other freely as if we were friends from the very our birth, we presented our national souvenirs which can be tiny, but their little size did not make them less precious for us. What happened outside the stadiums was in no way less important than the competitions themselves. For me the participation in the Games was a priceless experience both in professional and cultural terms. During three weeks that I stayed there I had learned as much about the Olympic Movement and about the other countries and cultures as during all the

previous years. It was there in Busan when our country won its first gold medal at the Asian Games and I was extremely proud to be a part of this. I saw people from other delegations coming to us and congratulating us with this success and all these congratulations came from the bottom of their hearts. Unfortunately the three weeks in Korea went by so fast and we had to return to where we came from. When I was sitting in the plane going to fly back to Kyrgyzstan I turned to my Secretary General with tears in my eyes and said that I wanted home. “You mean Kyrgyzstan?” he asked. “No, I mean the Olympic Village”, I answered.

Now I am here, in the International Olympic Academy taking part in the session. Unfortunately, the first days of my stay here were a bit spoiled by mistakes at the airport and I was upset almost all the time. But there were guys from other countries who supported me, who said that I should not be so upset, that everything was going to be O’K, and you know, eventually everything was O’K. The session is in its full swing now and I have already made new friends whom I am going to maintain long after the Session is over. And this friendly environment makes me feel at home here, in Ancient Olympia.

In conclusion, I would like to say I am sure that except the official definition of Olympism everyone here has his or her own definition of what it is. If I were asked what is my own definition of Olympism I would say that Olympism is a magic force that draws people closer and makes them feel at home no matter who they are or where they are, as they are all members of the Olympic Family, and so are we now.

MY OLYMPIC EXPERIENCE

Mr Eli WOLFF (USA)

My Olympic experience has led me to examine, understand and educate about the place of athletes with disabilities within sport and within the Olympic Movement. In 1996, I represented the United States in the soccer competition of the Atlanta Paralympic Games. It was a wonderful opportunity to compete at the Games, and a thrill to meet athletes from all over the world. Through my participation in the Games, I found myself asking myself many questions:

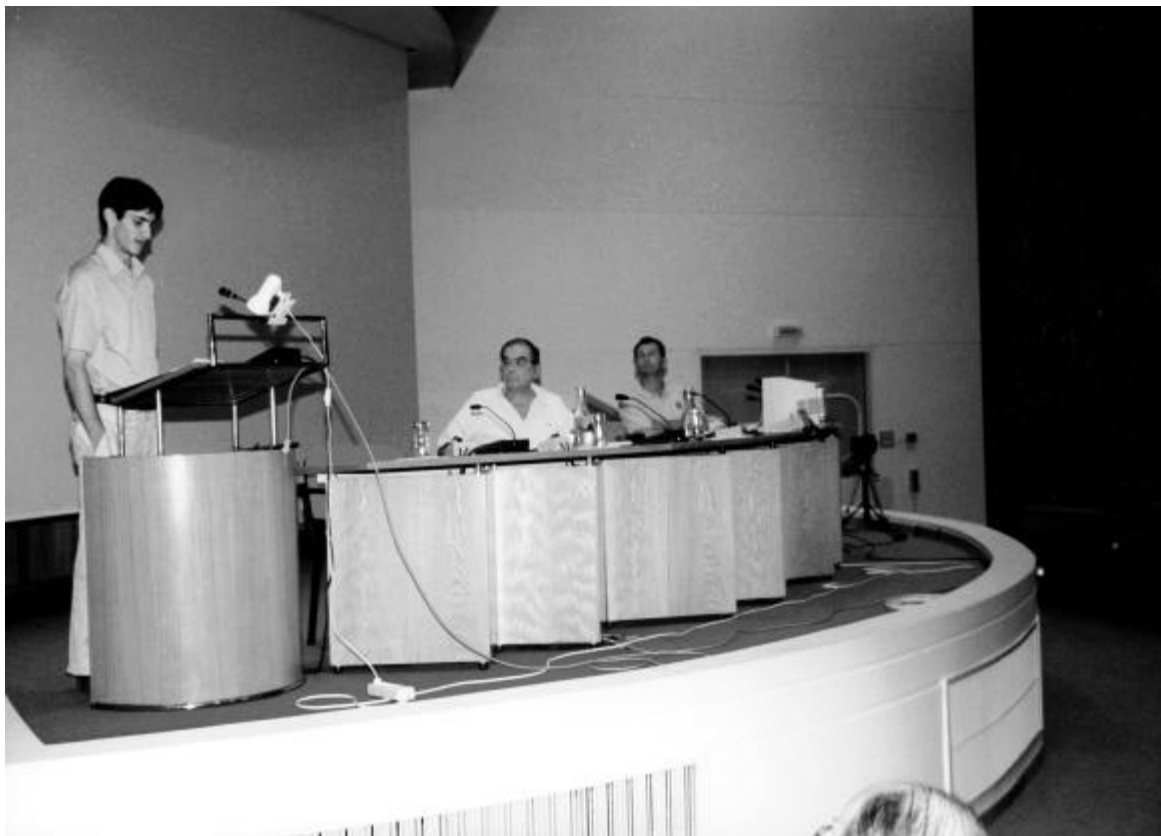
How can we understand the disabled body in sport to be an elite athletic body?

What is the connection between the Paralympics and the Special Olympics? What is the connection between the Paralympics and Special Olympics to the Olympic Games and Olympic Movement?

How do we educate about athletes with disabilities as part of sport and the Olympic Movement?

In considering my first question, I have come to understand and see that male and female athletes with disabilities reach an elite level in sport within their bodies, no different than male and female athletes without disabilities. Athletes with disabilities reach elite standards in sport which are different but not less than standards set by athletes without disabilities. Just as we value and recognize differing standards and disciplines of the sport for men and women without disabilities, we also need to recognize that athletes with disabilities reach elite standards which are simply different and not less than standards for athletes without disabilities.

With respect to the second question, I have come to recognize that the Paralympic Games are for competitive sport for elite athletes with various disabilities, primarily physical disabilities. Special Olympics are for athletes with cognitive and developmental disabilities and focuses on participation rather than competition. The Paralympic Games focuses more on elite sport while the Special Olympics focus on grass roots involvement. The Paralympic Games relates closely to the Olympic Games



Olympic experience by Mr Eli A. WOLFF (USA). ? n the right Dr Nikos FILARETOS, IOA President
and Dr Kostas GEORGIADIS, IOA Dean

and Olympic Movement from a competition standpoint, and the Special Olympics relates to the Olympic Movement from a sports for all perspective.

It will be very exciting to see the Paralympics and Special Olympics come together here at the International Olympic Academy. This is a unique and historic occasion, and I sincerely and respectfully commend President Filaretos for his efforts. This is an opportunity for increased intersection and interaction between these two groups, as well as further inclusion and integration of athletes with disabilities within the Olympic Movement. Perhaps we can consider a working group within the International Olympic Committee, similar to the IOC women in sport working group, to address issues and themes related to athletes with disabilities on an ongoing basis.

In considering the third question, I continue to realize the need for education and awareness about athletes with disabilities in sport and within the Olympic Movement. Education is the critical vehicle to understanding athletes with disabilities as athletes and the opportunity to recognize athletes with disabilities within the framework of the Olympic Movement. We can learn about the existing systems and structures, and begin to re-think and ask questions about what is possible for athletes with disabilities. For example, should we name elite athletes with disabilities Olympic athletes? Could the Olympic Games include events for athletes with disabilities? How can International Sport Federations address athletes with disabilities?

Lessons from learning about women in sport can also be applied to athletes with disabilities. We understand that a non-disabled female body can be athletic in a way that is different but not less than a non-disabled male body. Similarly, as stated above, a male or female disabled body reaches a standard that is simply different but not less than a male or female non-disabled body. An educational arena allows for exchange of ideas and information and provides an avenue to embrace and value athletes with disabilities within the fabric of sport and the Olympic Movement.

Thank you very much for the opportunity to share a few comments rooted within and as a result of my Olympic experience. I look forward to learning and sharing ideas with all of you as it relates to athletes with disabilities and the Olympic Games and Olympic Movement.

MY OLYMPIC EXPERIENCE: TEN YEARS FOR THREE MINUTES -A FAIR TRADE?

Mr Mark HATTON (GBR)

Firstly can I say that I am very aware that I am standing here in the company of both Olympic and Commonwealth gold medallists, fellow Olympians and a number of very successful athletes in their chosen field. Thank you for allowing me to present my Olympic experience.

In 1992 I was sitting in my living room having a cup of tea and made a decision that would ultimately change the entire course of my life and go some way to defining who I am and to some extent what I will be remembered as.

I decided to become a Luge athlete.

To those of you who don't know what that involves please allow me to briefly explain.

Luge basically involves lying flat on your back on a perfectly good sledge then driving it off a perfectly good mountain and seeing who gets to the bottom fastest. We use the same ice tracks as bobsleigh and reach speeds' up to and beyond 90mph / 145kph and G forces up to 5 or 6 G.

And there are no brakes.

In December 2001 I finally qualified for the Olympic Winter Games that were to be held in Salt Lake City. At that time it was the greatest feeling I had ever had and a monumental relief. I felt like the world had been lifted off my shoulders although that feeling of relief was soon replaced by one of worry when I realised I had to make it through the next three months injury free. Injuries are quite common in my sport.

My team mate Andy carried on trying to qualify throughout that season only to miss out by the narrowest of margins each time. He finally achieved the qualification 22 hours too late. I would be lying if I didn't say that this took something away from my Olympics. Getting to the games is a team effort. Coaches, physiotherapists, administrators, team mates etc. they all play a massive part. Luge had been his entire life for 6 years. After that race he never got on a luge again. I don't want to dwell on

the negative however, as I want this presentation to be about how fantastic my Olympics were and believe me they were.

Having missed out on the team for the Nagano Olympic Team arriving in Salt Lake City was extra special. Marching into the Rice Eccles stadium for the opening Ceremony is something I will remember for the rest of my days. A standing ovation from 60,000, waving to the crowd, walking beneath my National flag and watching the Olympic flame being lit. It was that evening that it finally came home to me that I was an Olympian. Once all the athletes were seated however, there was a feeling of tension among all for what was to come over the next two weeks.

The night before my race I went through some last minute tuning of the sledge with my coach. We didn't actually change anything; we just made sure nothing was left to chance. With each tiny cosmetic change that we made to the sledge, my coach told me that we had just cut 1/1000 of a second off my time. We managed to drop about 2/100ths of a second by the end of the evening by his reckoning and that was before I had even got on the track! He left me that evening with the advice that it was better to "go all out and crash" than to play it safe and end up with a mediocre result.

I slept well but couldn't wait to race. I had been flying in training. Everything had been planned to the extreme. Which entrance to the track we would use, where I would warm up the team physiotherapist even arrived an hour early to get my favorite seat in the changing room. I stretched out over by the bobsleigh start away from the other athletes and spectators, with none of the usual banter and pre-race chit chat. I suit up and now its time to wait and visualise and keep warm. Only two sleds before me now and I walk up to the athlete holding area. Everyone else is incidental, it's up to me.

I walk out to massive noise, cheers and flashbulbs. An official takes my bodyweight as my coach carries my sled over to the start. As I sit down on my sled it feels perfect

I say it out loud, "perfect, perfect".

"TRACK IS CLEAR FOR MARK HATTON GREAT BRITAIN" booms over the loudspeaker.

I have 30 seconds to start. Nervous? No. The starter said that the track was clear for me. That means it's MY track and I can do what I want.

Now for the final checks.. .deep breath, visor down and a good strong start. I fly out of the handles fuelled by six years of hard work, commitment and desire.

I can't remember any of my four runs. All I know is that I was relaxed and loved every minute. I remember coming to the finish on the last run and seeing Union Jacks flying, I remember the cheers drowning me and people I had never met hugging me. I remember exhilaration, pride and huge relief. Every weight I had ever lifted, every crash, break, burn and bruise that I had received in training had been worth it.

I ran over to my sisters who were in the crowd and disappeared into another round of hugs, kisses and sheer elation. As I was celebrating with my sisters I realised that I was also being congratulated by my team mate's family who had flown over from Britain to Salt Lake. They had bought tickets before learning that Andy had not qualified and made the journey anyway. Their congratulations and happiness meant a great deal to me and what could have been a very awkward and upsetting situation was saved by their fantastic and noble attitude.

I ran down the hill to the grandstand where my mother and father were and found them instantly. I thanked them time and again for all their support over the last 10 years. They were the happiest I had ever seen them and I'm sure they would say the same about me.

I was on average 7/10ths of a second behind the eventual Olympic champion. I had planned to retire from full time Luge racing after Salt Lake, but I can't give up yet.

Four more years with an improvement of less than two tenths a year makes big things possible.



Participants involved in sports activities



Participants involved in sports activities

MY OLYMPIC EXPERIENCE
“IT IS NOT THE TRIUMPH BUT THE STRUGGLE”
Olympic Creed

Ms Jill SAVERY (USA)

When thinking about a subject to share with you today, it became apparent that there are so many useful and valuable topics to discuss regarding my Olympic experience, and I did not know where to begin. I could speak about the importance of sport, participation in the Olympics, volunteerism, Olympism, peace through sport, the value and unique opportunity of international friendships, or the details of my particular experience. After much thought, I decided to share with you the most valuable lesson I learned while dreaming of, training for, and experiencing the 1996 Olympic Games.

I began my career in synchronized swimming at the age of ten because I truly loved the sport. My sister was participating and she would teach me in our local swimming pool. At that time, synchronized swimming was not yet a medal sport in the Olympic Games (this happened in 1984). It was not until two years later, while I was watching the 1984 Olympic Games on television, that I decided this would become my dream, and that I would dedicate my time to achieving an Olympic gold medal. My epiphany occurred specifically during the performance of the artistic gymnast from the United States, Mary Lou Retton. Mary Lou won an all-around gold medal that year, and this was cause for celebration for the United States. I remember feeling nervous as I watched her perform the floor and vault routines, and can even picture it now like it was yesterday. I also remember her jubilation at the sight of the judges' scores, knowing she had competed at her best and it had been enough to win. I know many of you have experienced the addicting thrill of watching Olympic athletes compete at the Games.

In 1995, after 13 years of training, I was fortunate enough to qualify for the 1996 Olympic team in synchronized swimming. This was a dream realized for me. My teammates and I had trained extremely hard in previous years, but I did not fully realize the extent of this undertaking

until our Olympic training began. My team spent the next nine months together, training six to seven days a week. For the first month, our training sessions lasted about five hours each day. This schedule gradually increased to eight hours a day and then to 12 hours on most days for the last two months of training. Enduring the pain of waking up each morning at 5 a.m., sore and stiff from the previous day's training, would sometimes be more than I thought I could bear. It was not only physical pain that we experienced; mental toughness soon became a necessity, as we would strive for perfection in every move we made.

It was during these grueling moments that I realized a very important lesson that I will carry with me all of my life: 'it is not the triumph, but the struggle'. This is a phrase I memorized from the *Olympic Creed*.

If important goals in life were not difficult, they would be achievable by anyone. Hence, they would lose their worth. It is precisely because they are difficult, and because they challenge your innermost being, that achieving difficult goals becomes so valuable. Once you are successful at achieving your goal, you can recall the difficulties you overcame to reach that goal, and feel the utmost satisfaction. If you think about this, you may recall "the joy you felt when finishing school. The diploma you received is a prized possession, but it is the difficult road you traveled to get that diploma that you are proud of achieving. The experiences and lessons you learned along that road will aid you as you pursue your next endeavor.

As I stood on top of the award platform in Atlanta, a flood of memories from my training over the previous 14 years filled my head and my heart. It was not specifically the medal around my neck that made that moment valuable. It was the struggle to achieve that medal that taught me about life and about the values of Olympism. I will carry those teachings with me forever. Some of them include: the will to achieve perfection, dedication, the meaning of hard work, cooperation, teamwork, respect for others, hope, faith, and so many more. Hearing my National Anthem playing for our team was a powerful conclusion to a wonderful journey that taught me so much.

My hope for you is that you will realize the value of the struggle and not shy away from it. Your reward will be your own, and only you will know the meaning of your triumph. The *Olympic Creed* taught me an important life lesson. The values of Olympism can move all people to achieve great things, as I believe dreams do come true.

REPORT ON THE FINE ARTS WORKSHOP

Mrs Panagiota APOSTOLOPOULOU (GRE)

This year, as I did last year, I will start my report on the 43rd International Session for Young Participants in Ancient Olympia by wholeheartedly thanking all those who contributed to the smooth running of the Fine Arts Workshop programme, Mr. Nikos Filaretos, President of the International Olympic Academy, Mr. Kostas Georgiadis, Dean of the International Olympic Academy and Mr George Fragkoulis, Director of the IOA premises in Ancient Olympia, the support of whom is a necessary prerequisite for the existence and conduct of the Fine Arts Workshop in the framework of the Session.

I would also like to thank from the depth of my heart my dearest friend and collaborator, Ms. Aggeliki Christodoulou, my assistant to the workshop, who inspired us and offered her personal work in a way that the Fine Arts Workshop programme and the Arts Happening, which is traditionally organised in collaboration with the Dance and Literature Workshops, are realised. I would also like to thank all those, coordinators or not, who contributed to the organisation of the Arts Happening, especially Penelope Amelidou who was responsible for the graphics of the Arts Happening programme, Carlos Manzur for his help in the use of the computers, Theo Breuers for the technical support and all those who supported our efforts.

This year, like any previous year, offered the participants the opportunity to be involved in various forms of Fine Arts such as drawing, sculpture and constructions. The aim was that the majority of the participants would approach Art and particular emphasis would be placed on those who did not have a similar experience before.

We cannot overlook the fact that this year's attendance of pupils was lower than the previous years, a fact that, in my opinion, is ascribed to the particularly condensed conference programme and the little spare time the participants had because of the many responsibilities towards the discussion groups and the great number of activities as well.

Along with the art workshop, my assistant Angeliki and I prepared and organized the programme for the Arts Happening evening, which this year has been enriched with costumes and an attempt to have a scenic presence.

In the mid-session the usual painting installation took place in the staircase, the meeting point and the place where the participants spontaneously enjoy themselves.

This year's topic was an image with the Muses of Antiquity taken from a red pot of the Classical period.

At the end of the works of the Session the art and sculpture works competition took place and after the voting procedure the prizes were awarded:

Painting	First Prize	Ms Sue KIM (Guatemala)
	Second Prize	Ms Sajeevi S. SILY (Sri Lanka)
Sculpture	First Prize	Ms Diana Fiorella RIESCO LIND (Peru)

Back to our "Arts Happening" programme, this year we decided in common with the dance and the literature workshops that the topic should be Greece, the Greek civilization, ancient and modern. The main purpose was to familiarize the participants, from almost all over the world, with basic elements of the Greek civilization and the modern Greek reality which is directly related with Greece preparations and in particular those of Athens as the host city of the Olympic Games of 2004.

In particular, we prepared and presented part (chorale) from Euripides tragedy "Troades", music by Eleni Karaïndrou, and part from Aristophanes comedy "Ornithes", music by Manos Chatzidakis.

We also presented the creation of the pediment of the Zeus Temple with Body Sculpture.

The programme of the Arts Happening also included dances by Angeliki Diki-Giannoulaki and Seferis and Nik. Vrettakos poetry recitation by Cesar Torres and Andri Iakovidou who were both responsible and organizers of the Poetry and Literature workshops.

At this point I should like to thank my dear Kishani Jayasinghe for the wonderful song she sang that night in her rare voice.

At that night accidents of sound and image did occur culminating in the destruction of my personal work that I had handed in for a video to be

produced accompanied with incidental music that showed Athens during the time of intensive works in the framework of preparations for the Olympic Games, edged by an old image of Greece. The video was played without sound due to technical problems and it was not understood.

Leaving behind all misfortunes, I would like to conclude my report with the enthusiasm I felt myself, my dear assistant Angeliki Christodoulou and all those having contributed to this effort which has been completed with the moving response of the participants who collaborated with us and the spectators.

I thank them for sharing with us this enthusiasm surpassing sometimes even themselves.



Sports activities at the swimming pool

REPORT ON THE ONLINE INTERNET BROADCASTING

Dr Ian Brittain (GBR)

This was the fourth consecutive year that the IOA session for Young Participants has been broadcast live over the internet and the third year that a group of 'cyber-students' have been able to follow all the lectures and proceedings of the session from various locations around the world.

These students were able to follow all of the lectures in Olympia live over the internet and then had the opportunity to ask questions of the lecturer via the internet coordinator and watch their questions being asked and answered. The group also discussed the same questions as the groups of participants actually present at the session and their findings were included in the consolidated report for each of the two cycles of the session.

The internet group consisted of twenty individuals from countries as far apart as Great Britain, Mexico, China and Trinidad and Tobago and many gave up precious hours of sleep in order to attend a particular lecture live due to the time difference between Greece and where they live. Many of the online students are former participants themselves and either work in sport or are postgraduate students. The standard of questions and answers for the group reports were, therefore, consistently high.

Overall there was twenty-seven hours of live streaming from the session and there are twenty-nine hours of archive stream pertaining to this year's session on the IOA website. To view any of this footage from this session as well as numerous others please feel free to visit the website at www.ioa-sessions.org.

REPORT ON THE POETRY AND LITERATURE WORKSHOP

Dr Cesar R. TORRES (ARG)

This year I was assigned to organize the poetry and literature workshop for the second year in a row. Ms Andri Iacovidou (CYP) was also assigned to assist the workshop but Ms Artemis Kokkinara-Boutou (GRE) and Mr. Eli Wolff graciously joined us in the preparation of the activity. As scheduled, the workshop held two meetings, which had 44 and 27 participants respectively. We were honored to have an IOC member, General Lassana Palenfo (CIV), as a participant of the workshop. He was so well impressed by the workshop that he even mentioned it in his address on behalf of the lectures during the closing ceremony of the Session. The combination of lecturers, coordinators, and participants provided an enriching and stimulating atmosphere to the activities of the workshop, which was reflected in the excellent writing produced.

The meetings were organized around two topics: “cities” and “love.” Ms Panagiota Apostolopoulou’s (GRE) fine arts workshop informed our first meeting on “cities.” This proved to be a very good idea because it allowed the two workshops to work around a unifying topic. As a consequence of this collaboration, several poems written during the workshop were included in the Arts Happening. A highlight of our meeting on “love” was the presence of Ms Kishani Jayasinghe (SRI). I asked Ms Jayasinghe to help us “set the tone” of the activity by singing several arias. The power of a “live” human voice provided much inspiration for writing. I encouraged participants to share their poems with the whole group while reflecting about the meaning of their writing. The ambiance, which in addition to the friendliness of participants included candles and soft music, was so inviting that most participants volunteered to read aloud their poems. When needed, poems were translated from English to French or vice versa by participants. I think that the workshop was a great success; many participants indicated that they valued the experience, felt comfortable, and were inspired by it.

The fruits of the workshop were not only visible in the arts happening but in the poetry competition as well. I was especially pleased with the

number of entries in the later, which included poems produced in the workshop and others stimulated by it. All entries were submitted either anonymously or under a pseudonym to preserve the objectivity and transparency in the judging process. The entries for the poetry competition were displayed during the art exhibition and those in attendance served as judges. There was a triple tie in the first place between the following people: Mark Hatton (GBR), Moussa Bolly (MLI) and Cesar R. Torres (ARG). Awards were presented to these people during the final social evening. As usual, the winning poems were given to the library at the end of the Session to be archived. This year poems in both English and French were accepted for the competition and this posed some problems for the judges. This is something to consider, with one possible solution being the creation of two categories based on these two languages.

In conclusion, I want to say that I took great pleasure in organizing the workshop and the competition. I also want to acknowledge the work of Ms Iacovidou, Ms Kokkinara-Boutou, Mr Wolff and all of those that in one way or another contributed to the success of the workshop. Finally, I must thank the participants in the workshop for their dedication, openness and passion, without those qualities this activity would not have been so exciting and rewarding.

CONCLUSIONS

CONSOLIDATED REPORT OF THE CONCLUSIONS OF THE DISCUSSION GROUPS FIRST CYCLE

Question 1: “Olympism is a way of life”.

Generally, it was agreed that Olympism is a way of life. Olympism is a set of universal ideals and values. It combines sport and education to form a framework for the promotion of international understanding, fairplay, equality, friendship, peace, respect, liberty, self-improvement, creativity and harmony between mind and body, which are the fundamental principles of humanity. It is the ideal. Olympism also unites people by focusing on similarities rather than on racial or cultural differences. It reaches beyond sport.

Olympism is a concept that is not only applicable on the field of play, but can be applied in every aspect of life and can encourage self-development. Whilst each individual has their own interpretation of it, depending upon their cultural and social background, many live by the values without being aware of Olympism and it should be more thoroughly promoted to create an increased awareness.

The implementation of the Olympic ideals is something that mankind should strive for in order to make a better world.

A minority felt that Olympism is unable to truly bridge gaps in modern day society.

Question 2: Olympism: “Culture of Cultures”.

Olympism is defined as a way of life, which promotes the values of harmony, peace, fair play, sportsmanship and friendship. Thus, it should be a life long pursuit. It diminishes cultural boundaries, as participation in the Olympic Movement is irrespective of colour, religion and race. It is a philosophy, which extends its horizons beyond sports.

Olympism is indeed a ‘Culture of Cultures’ because:

Olympism encompasses values, which are common and independent to all cultures. Thus, providing a link, which enables a graceful exchange between the various cultures of the world.

Olympism provides a platform where cultures are respected equally. Thus, the equality achieved possesses the power to unite the world. This is a unique feature in terms of cultural diversity.

The Olympic movement ensures that there is a constant effort to educate people and enhance their inter-cultural understanding. The celebration of Olympic Games, which encompasses a substantial percentage of cultural activities, allows athletes, officials and spectators to be exposed to different cultures. Thus, fostering cultural awareness.

The cultural aspects of Olympic movement are universally applicable, e.g. The Olympic Rings demonstrate the equal importance placed on every continent in the world.

However, some of participants disagreed with the statement ‘Olympism: Culture of Cultures’. This was due to the fact that:

- in the past, the Organising Committees of the Games have failed to consider all athletes’ cultures in their plans.

- the definition and understanding of the Olympic movement’s culture is based mainly in countries with sound economic and political structures.

- the commercialisation of the Olympic Games has made business a major element of the Olympic movement.

- the Olympic movement embraces all cultures. Thus, it cannot be placed on a higher level, which implies that it governs other cultures.

Question 3: What is the meaning of Olympic Truce? Do you know other equivalent examples?

The ambitious aim of Olympic Truce is to put an end to political differences and national and international conflicts during a specific period of time. It is an opportunity for the 16 days of the Olympic Games.

In antiquity, the institution of the Olympic Truce ensured a safe journey to the Games and back for spectators. This practice has re-emerged during the modern Games in order to improve relations among nations and encourage the establishment of world peace.

Although many people want to support the promotion of peace and coexistence between people, this has not been easy to implement in practice.

Two recent examples, the two Koreas entering the stadium together at the Sydney Olympics and the ceasefire between the Spanish government and ETA during the Barcelona Games allow us, however, to keep hoping.

Utopia or opportunity? Our hope is that the Olympic Games, based on the concept of fair competition, humanity, reconciliation and tolerance could promote dialogue and the search for sustainable solutions to bring back peace in the world.

Question 4: In what ways could the Olympic Truce be promoted?

The Olympic Truce can be promoted in the following ways:

Use the influential power of the media to educate the public.

Introduce the components of the Olympic movement, especially that of the Olympic Truce, in the educational systems around the world.

Acquire the support of governments and religious leaders as ambassadors of the Olympic Truce and establish an effective communication channel between all these ambassadors.

Appoint high profile figures (namely Olympians) as ambassadors for the Olympic Truce. Members of the Olympic movement (including Olympic Academy participants) also have an important role to play spreading this message.

Encourage the United Nations to pass a resolution making the Olympic Truce part of the Rules of War.

Create awareness through Olympic Truce events and materials. These should be free and made publicly available via NOCs, governments and community-based groups.

Encourage NOCs to emphasize the importance of the Olympic Truce and its significance. The IOA can also support NOCs in their efforts to promote the Olympic Truce and the NOCs should create an Olympic Truce committee.

Publicize the events which are currently taking place to highlight the Olympic Truce, e.g. the day of cease-fire in Bosnia.

Include adherence to the Olympic Truce in the Olympic Charter as an article to ensure that appropriate pressure is exerted on those who do not respect it.

It will take time to create widespread awareness.

Question 5: Discuss the role of the ancient Gymnasium. Do you see any relevance today?

In the ancient gymnasium sporting activities were very much respected and honored. The approach to education was holistic and each individual was taught to develop body, mind and soul. All three components were of equal importance.

Although in the course of history the role of the ancient gymnasium underwent significant changes, there are some that believe that we may still find such settings in local communities, gyms, community centers and sport clubs.

Some felt that today a good example of the ancient gymnasium is the International Olympic Academy.

As far as the educational approach is concerned, participants felt that today's educational systems mainly focus on academic performance and achievements and not as much on physical development. However, some participants felt that in their countries a holistic approach to education is still prevalent today.

While it would be unrealistic to expect athletes to reduce their focus on performance, it would be of immense benefit to sport as a whole, if they were educated to develop their body, mind and soul equally. Therefore, people should 'go back to basics' and be more idealistic.

Question 6: To what extent the Olympic Games are instruments for promoting culture and education?

Cultural diversity is reflected in the organization of the Games and is enhanced by the exchanges, the contacts and the curiosity of athletes for one another.

Olympism contributes to making competitions more humane and follows the interests of culture and education of future generations through its universality and its values of peace, respect, effort and humility.

The Olympic Village can thus be seen as a place of cultural exchanges achieved through men and women athletes from all over the world living together.

There educational values could thus be transmitted to youth through monthly programs to strengthen basic concepts while also emphasizing music and art.

The Olympic Movement should explain the meaning and importance of Olympism, through television spots for example.

Indeed, Olympic culture and education promoted by means of the Games' images are greatly facilitated when these are aimed at a young public new to the subject.

The values of Olympism should prevail over any considerations related to show and entertainment allowing athletes to fully act as role models.

Question 7: How can the education programs of Athens 2004 be continued after the Games?

The education initiatives for Athens 2004 should be formally integrated in the curriculum of the nation of the host city. The information should be published in order that future host cities as well as all other countries may benefit from it.

The creation of programs that focus on Olympism and the Olympic movement rather than on the host city will enable continued implementation to be implemented well after the Games.

The 2,000 Greek teachers should be further trained to implement Olympic Education within other subjects in school. They should be used as trainers for other teachers.

A percentage of the profits from the Games should go directly back into financing Olympic education through a trust fund. Also, the OCOG and the NOAs should apply for Olympic Solidarity funding to continue Olympic education programs.

In addition, the introduction of different sports that are unknown and less popular could be organized for youth and volunteers could be trained to share with the public their experiences at the Games.

In certain host cities, follow-up educational projects, have been implemented;

Calgary, host of the 1988 Olympic Winter Games, created a museum and recruitment camps for different sports using the teachers from the education programs.

Lillehammer has an Olympic Museum.

Atlanta and Sydney have the Olympic Parks.

Whilst many of the programs run by the SOCOG have now ceased to exist due to a lack of funding, the Australian Olympic Committee continues to support teachers with the implementation of programs.

School links continue with the Japanese NOC and inclusion of Olympic Education programs in secondary physical education textbooks still continue following the 1998 Nagano Games.

Question 8. How can sport and culture be related to education?

Sport and culture are intricately linked to education. These links can be facilitated by:

Reconsidering the philosophy of education policies to reflect a holistic approach to sport.

Creating a holistic integrated structured curriculum, which would allow for the gradual and systematic dissemination of principles such as discipline, leadership, responsibility, communication, tolerance, creativity and self-improvement through sport. It should also be adaptable to the specific requirements of each region.

Ensuring that well-qualified teachers are used to effectively implement physical education and art courses to schools.

Securing appropriate funding from the NOCs, NGOs, and local governments for sport and cultural programs.

The following programs can implement the aforementioned ideas:

Launching public educational campaigns, through the media, using sporting figures as role models.

Promoting physical education at primary and secondary level by implementing animation projects associated to both sport and culture.

Providing sport scholarships to educational establishments, which prove that academia accepts the benefit of sport.

Organizing festivals, local competitions, and traditional games.

Establishing national and international student sport tours and exchange programs.

In regard to the Olympic Games, some felt that the Opening Ceremony is a great celebration of the culture and history of the nation of the host city. In addition, the Cultural Olympiad and the Torch Relay can help bring people together.

Finally, the NOCs, NOAs, and OCOGs should export, share, and exchange the educational and cultural models used to promote the link between sport, culture, and education.

Question 9: Should Olympic Education be introduced into school curricula?

Olympic education should be introduced into the school curricula and also into the teacher training process for all future teachers and educators. However, guidelines should be used to eliminate possible dilution of the ideas by the teachers' personal views. There should also be an evaluation process to ensure progression and quality control of the implementation of the ideas into the curriculum.

A current major problem is the erosion of available time for any kind of physical education in the curriculum, which is a key avenue for Olympic education. An additional problem is the increase of fast food dominated diets and sedentary lifestyles exacerbated by the prevalence of computer games and use of the Internet.

Olympic education should not only be included within physical education classes, but across all subject areas of the curriculum. The values of Olympic education are easily adaptable to a multitude of educational structures.

Whilst it is not practical to introduce Olympism as a formal subject itself, its values and ideals can be integrated into the teaching of all subjects. If children can learn not only the value of a healthy and active



Sports activities at Zaharo beach



Souvenir photo from the excursion to Zaharo beach



Participants involved in sports activities



Fair play

lifestyle through physical education, but also many of the associated values of sport such as tolerance, fair play, honest work and teamwork then the benefits they receive will serve them well throughout their lives.

Question 10: Discuss the economic, social and cultural effects, as well as the impact of hosting the Olympic Games for a country

The Olympic Games are a crossroads where every four years the whole world meets at the same time to celebrate a major sports and cultural event.

Positive effects:

The Games ...

Teach the Olympic ideas to youth

Bring together many different societies in their diversity

Provide an opportunity for the host country to reveal its culture to the whole world

Enhance the host country's sports culture

Increase the knowledge and potential of human resources

Promote the importance of volunteering

Create new jobs

Develop tourism during and after the Games

Improve public infrastructure (for ex. transports, technology, accommodation)

Focus public attention on the situation of disabled people

Increase awareness of racial issue throughout the world and further the union of people

Negative effects:

The Games ...

Can lead to high unemployment rates as a result of temporary jobs

Increase public debt because of the investments required for the Olympic Games

Provoke the destruction of natural resources (land, air and sea pollution)

Question 11: Should there be a social role for Olympic athletes?

World class athletes in any sport, especially given the wealth and celebrity many of them now achieve, will always act as benchmark that younger generations will wish to aspire to. However, the question of whether they should be expected by society to be morally and ethically better than the rest of society is a difficult one. They are human beings, with good points and bad points, like everyone else. With the possible exception of those within the church, society does not place such a high demand on any other group in terms of the moral and ethical standards they are expected to live up to. It could be argued that those who do achieve wealth and celebrity through sport do have a responsibility to give something back to society, but can the same argument be made for all Olympic athletes, many of whom go into great debt in pursuit of their dreams, but may never achieve the same kind of rewards?

The key problem appears to be that this social role is imposed upon athletes by society rather than being an individual choice. Some athletes will be better equipped and more able to play this role than others and the danger of expecting all athletes to fulfill this role is that it is just as likely that they might convey negative messages to the younger generation as easily as they can convey positive ones. It was felt, therefore, that it should be the choice of the individual athlete whether or not they accept this role. In reality, however, those athletes who achieve celebrity status have little or no choice in the matter, as the media will report everything they do. The media, therefore, has a key role to play as to the way they report particular incidents in an athlete's life or career. This will greatly affect the kind of influence they have on the younger generation.

Finally, it was felt that society owes it to both itself and the athletes to ensure that there are adequate systems in place to train and educate athletes to deal with and successfully fulfill the role that society appears to expect of them.

Question 12: In your opinion can the Olympic ideals be aligned with the demands of modern elite sport? If yes, how?

The Olympic ideals should be aligned with the demands of modern elite sports to ensure that it not only encourages excellence, high perfor-

mance and the pursuit of victory, but also leads to self-improvement and personal growth. However, such an alignment is not necessarily present today, because of the following reasons:

The inclusion of the Olympic ideals has been inconsistent within formal education systems.

The evidence of corruption.

The fact that only sporting success will secure a top athlete's future, which results in a desperate pursuit of victory, regardless of the moral values and ideals of true sportsmanship.

The pressure to forsake their personal ideals due to the influence of the media, which places emphasis on winning.

The following solutions were suggested in order to overcome these difficulties:

All sporting organisations should be involved in educating the global sport community on the Olympic values.

Olympic education will supply those in the Olympic movement with a value system, which will enable them to make a decision when confronted with difficult issues throughout their career. In addition, parents and teachers who affect the formation of a young person's value system must be educated as to the value of the Olympic ideals.

Special awards should be created for those who have observed the Olympic ideals.

Athletes should play a greater role in the implementation of Olympic education strategies.

Special emphasis should be placed on the education of journalists to ensure that they present a balanced view when reporting on athletes as these reports often play a vital role in the amount of stress placed upon them.

Finally, some of the participants felt that it was not possible to align these ideals, due to the pressures of modern society.

Question 13: How can the IOC Athletes' Commission affect IOC policy?

To affect IOC policy it was felt that the Commission must adhere to the following guidelines:

Creating new election criteria, to ensure that the most suitable rather than the most popular candidates or solely gold medalist are elected.

Ensuring that the members come from diverse backgrounds and balance continental and gender representation is achieved.

Ensuring that members are well supported both financially and with the necessary administrative staff, so that they are an effective representative voice.

Educating the members in governance and sports management.

Increasing the promotion of the Commission's role and activities both to all those within the sporting community, but specially to all athletes who may be solicited for their views and opinions on issues.

Continuing to encourage those NOCs, which do not have an Athlete's Commission to create one.

Remaining transparent in all its decisions, policies and activities.

Increasing and continuing its representation on the IOC Executive Board.

Creating a research center to develop and substantiate their proposals to the IOC Executive Board.

Lobbying athletes' interests to the IOC.

Ensuring that a united voice from the athletes is heard at all levels of sport including; IFs, NOCs and NFs.



Sports activities at the swimming pool



A discussion group in action



Moments from the social evenings



Moments from the arts happening
(from the Aristophanis' ancient comedy "Ornithes")

CONSOLIDATED REPORT OF THE CONCLUSIONS OF THE DISCUSSION GROUPS SECOND CYCLE

Question 1: Why is doping forbidden?

Many reasons justify the ban on doping

Doping is:

- A fraud that distorts equality of opportunities as regards access to success: all athletes should be able to compete and win in accordance with established rules.
- Contrary to the spirit and values of Olympism, which are based on the participation and personal achievement of athletes and not victory.
- Opposed to medical ethics: medicines are manufactured for sick people not athletes. It is therefore inconceivable to sacrifice one's health for a moment of glory.
- A competition between pharmaceutical laboratories not athletes.
- An obstacle to the image and natural development of sports techniques. It takes away from sport all its beauty and magic. Competitors are perceived as role models by society and doping seriously undermines this hero image.

It is therefore imperative and urgent to promote a clean sport!

Question 2: How should International Federations handle doping issues?

In order to improve the struggle against doping, it would be advisable to act in these areas:

Education:

- Develop an education and awareness program for schools and sports circles (for example with the testimonies of former athletes who tested positive during doping controls and have admitted their mistake). This program should be aimed, among others, at the new generations in order to fully explain to them the reasons of the struggle

against doping and make them aware of how serious the effects are not only for health but also for peoples' career.

- IFs and NFs should be responsible for their own sport, by accrediting medical teams and validating their expertise on doping issues.

Doping controls:

- It is important to emphasize the need for a truly neutral body, unrelated to the world of sport, for a more objective control. Links should therefore be strengthened between the IFs and the World Antidoping Agency (WADA) in order to introduce uniformity at the level of antidoping rules worldwide.
- It is essential to increase the number of random tests during training.
- Financial assistance should be given to developing countries to help them strengthen their efforts to combat doping.

Sanctions:

- Most groups felt that strict sanctions should be imposed against athletes who tested positive. However, sanctions should not only be limited to athletes, but also to their federation's and/or technical teams (e.g. coaches, medical officers or any other persons who may be involved...)
- At national level, NOCs should also be encouraged to punish athletes whose doping tests were positive.
- On the one hand, some people felt that a "black list" should be drawn up, including countries, athletes and medical teams associated with doping scandals that would be excluded for life. On the other, there were also some participants who felt that these people were entitled to a second chance.

Question 3: How does volunteering affect sport? What are the reasons that motivate volunteers to contribute to the Olympic Games?

Volunteering affects sports positively, it is the lifeblood of the majority of sports worldwide. The list of jobs covered by volunteers is

endless and involves every level of sport, from grass roots to the Olympic and Paralympic Games. Without the contribution of the volunteers many sports would not exist nor develop, as many of the positions held to assist with the organisation, officiating etc. are the roles held by volunteers.

Furthermore, large multi-sport events, such as the Olympic Games are able to exist and develop in such a grand way due to the fact that many of the necessary roles that must be carried out during the event are the responsibility of volunteers.

In addition, the financial burden of the organisation of sport and sporting events is dramatically reduced by the use of volunteers.

There are many reasons behind the motivation of volunteers at the Olympic and Paralympic Games some altruistic and some for personal gain.

For many people, to be a part of something the size of the Olympic Games is a dream come true. It is once in a lifetime opportunity and they wish to contribute solely for the success of the event. To be part of something so spectacular, rather than only be a spectator, can be some people's sole motivation. For the volunteers of the host city motivation comes from national pride in wanting the Games to be a success and reflect well on the host city and nation.

Individuals might be motivated to become volunteers by the idea that they will make contacts and increase their skills (via training programmes) and knowledge base within sport. This could assist them in their own personal and career development.

Some volunteers even think that by being part of such a prestigious event, it will increase their status within their own communities. For some others, motivation might come from the fact that they will receive a uniform or tickets to the events or have the opportunities to meet famous Olympians.

Some added that volunteers might feel disappointed if they were asked to do jobs that did not allow them to experience what they had hoped for.

Finally, volunteers must be recognised by their own society.



Moments from the arts happening

Question 4: How could the benefits of volunteering be emphasized more effectively throughout young people education?

Education of young people, as well as encouragement to join voluntary groups such as the boy scouts, girl guides or voluntary first-aid groups, should be encouraged from an early age so that it can become part of their identity. Teachers should discuss volunteering with their students. It should be a combination of work and fun. In addition establishing volunteer fairs where young people are exposed to different areas of volunteering would be beneficial. It could be a compulsory practice. For example in some countries, specific programs include in their curriculum mandatory volunteer hours.

Volunteering could equally be considered as a very good promotion for certain values. It benefits the individual (a form of informal education) and the society. It is an avenue to express yourself and serve something that you feel passionate about.

The family's contribution to emphasizing the benefits of volunteering is vital. Children will then learn these values from an early age. Parents could promote volunteering in the home by encouraging children to help with the day to day chores.

Also the importance of good examples should not be underestimated. Inspirational speeches from past volunteers should be held in schools and other educational institutions, to give their first hand experience. They can contribute to the education of youth by teaching them humanity, generosity, honesty and self-control.

Young people can be encouraged to be volunteers by giving them small rewards, which could be supplied by teachers, parents or sponsors. They could also receive credits from schools in recognition of their efforts. At the same time it could be difficult to promote volunteering as many young people prefer (or need) to work for pocket money.

The media have a crucial role in the promotion of volunteering. Volunteering could be made to be fashionable by the media's portrayal of these roles. Event organizers who need volunteers should advertise these opportunities whilst emphasizing all of the benefits.

In regards to the Olympic Games it has been emphasized that without the help of volunteers, the Games would not be the same. The knowledge and value of their experience could be a great help to future Games. The

volunteers' contribution to the success of the event should be highlighted e.g. through videos of past events. There should be social recognition of volunteers as an example to young people.

Question 5: What should a volunteer's role be in sport and modern society?

Volunteers play a fundamental role in sport and modern society, in general. Their contribution to the organizational success of the events gives a more human dimension to the community. Without this vital link between the different institutions and the rest of society, sporting activities and other non-profit missions couldn't become a reality, as volunteers constitute the social capital of every community.

The following were identified, as the roles volunteers should play in modern society and sport:

- to constitute a role model for society, as examples of altruism, good will and solidarity in times of increasing individualism
- to support sport and other activities
- to help people learn to help themselves
- to promote the values of Olympism
- to keep alive the spirit of love, sharing charity and caring freely for other human beings.

Question 6: Why should people with disabilities have the opportunity to participate in sport at all levels? What are some of the barriers to participation within your society and how could these be overcome?

People with disabilities have the same basic human right to participate, experience, and benefit from sport. Examples of the beneficial effects of sport include the increase of self-esteem and autonomy, the promotion of a healthy and active lifestyle, and the facilitation of teamwork and community inclusion.

One of the fundamental principles of Olympism is the celebration of mind, body, and soul and this should apply in exactly the same way to athletes with disabilities. The Olympic Charter prohibits any form of

discrimination and this should include discrimination against individuals with disabilities.

Sport is a vehicle to help integrate people with disabilities into society, which may remove exclusion, misunderstanding, and fear of differences.

Participation in sport provides enjoyment and fun for all and it can lead to the emergence of positive role models within all of society.

The following barriers were identified:

Social:

- Isolation derived from society's misperception, pity, negative cultural attitudes, ignorance of abilities, myths, and fears of people with disabilities. The popular belief that people with disabilities are unable to take care of themselves due to both conscious and unconscious prejudice.

- Lack of infrastructure, including accessible transportation, facilities, and communication systems.

- Lack of specialized training for teachers, coaches, and government officials.

- There are different types of disabilities making program delivery difficult.

Economic: high costs of equipment and facility usage.

However, the following solutions were recommended:

Education: the development of educational programs to help change people's preconceptions and beliefs and to facilitate the inclusion of people with disabilities in society.

Media: to sensitize journalists such that there is an increased awareness and coverage of people with disabilities in the media.

Legal: pass laws and regulations to meet the needs of all people with disabilities.

Politics: get politicians to become more involved and allocate the proper funds for the development of infrastructure.

Economic: sponsors and other funding organizations can be brought to support and fund events and programs.

Volunteers: volunteering programs allow for all people to learn more about people with disabilities. Volunteers help bring the sporting event to people with disabilities.

Question 7: How can Olympic Education address the issue of disabled people?

There are a wide variety of ways in which Olympic education can help. The following are just some of the possible ideas that could be employed:

Promote understanding and respect for the capabilities of people with disabilities. This would be greatly helped by ensuring a greater understanding of the Olympic ideals in general and their relevance to ALL members of society in particular.

Issues relevant to people with disabilities should be integrated into all Olympic education programmes. Resources should also be made available in a variety of formats e.g. braille, large print etc.

The IOA should encourage NOAs to send participants with disabilities to its sessions as well as inviting a variety of lecturers with disabilities to discuss relevant issues. The IOC and the IOA should encourage all NOAs to promote Olympic education programmes to organisations responsible for people and athletes with disabilities and get them involved in the development of future programmes.

Encourage an emphasis on the actual sports performances of athletes with disabilities instead of their impairments.

Develop a marketing and awareness campaign for members of the media in an attempt to promote better media coverage of disability sport. This could be strengthened by making improved coverage of the Paralympic Games worldwide a prerequisite of any future media agreements signed with the IOC.

Encourage greater cooperation and, where possible, integration of disability sports organisations with the relevant able-bodied sports federation, including the involvement of people with disabilities in the management of such federations.

Due to the prohibitive cost of much of the equipment necessary to take part in many disabled sports (racing wheelchairs, prostheses etc) partnerships and sponsorship deals should be developed with companies responsible for their manufacture.

Greater use of the internet, from which many people with disabilities can access information in a relevant format should be encouraged. This would also act as a valuable source of information for teachers and educators.

Paralympians should be used to act as ambassadors for the Olympic movement giving talks to various groups including school children. They could also give demonstrations of their sport and allow those present to try it out, thus giving them a greater appreciation of the high level skills necessary to take part.

Promote greater understanding and awareness of the capabilities of athletes with disabilities amongst Olympians so that they can also act to promote disability sport. Greater mixing of the two groups with media photographs of Olympic and Paralympic champions from the same discipline together would help to promote this.

Question 8: What does the Olympic motto “Citius, Altius, Fortius” represent for sport and the modern society?

The Olympic motto “Citius, Altius, Fortius” represents the continuous endeavour to improve; an on going process of setting higher visions; the pursuit of continued improvement and therefore it applies to all aspects of life and not only to the realm of sport. An individual’s interpretation will dictate how the meaning is put into practice, for example one interpretation could be;

“swifter” to help others, “higher” expectations of oneself and “stronger” determination to succeed in one’s tasks

However, if the meaning is incorrectly interpreted, it could lead to pursuit of absolute excellence - the quest of impossible perfection at a cost to moral and ethical values, e.g. overemphasis on competition might lead to undermining the value of participation and cooperation.

Thus, to safeguard against these threats, the issues of morality, fair play and ethics as well as the inspiration to improve must be promoted hand-in-hand with respect for oneself and others.

Question 9: What are the effects of participation and competing in sport on school pupils?

There are both positive and negative effects of participating and competing in school sport depending upon the way the young people are taught. The positives are:

- developing interpersonal relationships, social integration and maturity
- developing better motor control, leading to better learning skills and even academic performance
- enhancing sense of spatial awareness and alertness
- educating on goal setting and stress management
- leading to personal development, self-esteem and self-confidence
- creating a culture of respect for rules
- opening channels for communication and cultural understanding
- promoting a healthy lifestyle away from violence, drugs and other social vices
- providing fun
- enhancing development of social skills
- instilling moral values of fair play, respect for authority, discipline, friendship, responsibility, tolerance and cooperation
- promoting teamwork
- educating on how to win and to lose
- helping develop personality
- providing an avenue for self-fulfillment
- preparing young people for the challenges of the competitive world

Whereas most of the above mentioned benefits accrue through participation, the negative effects are largely associated with competition. These negatives could be;

- providing opportunity for aggression
- increasing risk of school drop out to follow a career in sport
- creating jealousy resulting from unequal opportunities for competing
- enhancing isolation especially in individual sport
- leading to social maladjustment due to the pressures linked to competition which leave very little time for social interaction.
- endangering one's health

In conclusion, even though the benefits of participation and competition are very inviting, we should be aware of the negative impacts and teach sport in such a way that the advantages are maximized and disadvantages minimized.

Question 10: Should the education curricula preclude the negative aspects of sport? Can physical education teachers promote what is ethically right?

The negative aspects of sport should be included in the education curricula, but actively discouraged by teachers. It is not practical to create an ideal that could be destroyed immediately when applied to real life situations.

Negative aspects of sport include:

sexual harassment

doping

eating disorders

violence

over commercialization

exploitation of athletes

intolerance of other cultures & lack of respect for competitors

an imbalance between mind and body

overtraining

cheating

winning at all costs

negative influence or pressure from the family

It should also be noted that athletes who focus solely on training, often sacrifice studies and professional skill development, thereby making reintegration into society after their sporting career, difficult.

Teachers can most definitely promote what is ethically right by:

acting as role models for children

acquiring recertification periodically to maintain up to date standards

encouraging students to participate more actively in all aspects of sport, including planning and decision-making

emphasizing the importance of fair play

creating discipline and highlighting misbehaviour

teaching children how to lose as well how to win

punishing spectators/parents who promote misbehaviour at youth competitions

using Olympic education and Olympians to promote ethical values

teaching students to make ethically correct decisions within practical sports contexts.

Question 11: How can you contribute to the Olympic Movement and to the diffusion of the Olympic education when you return to your home country?

There are four courses of action that can be taken in order to contribute to the Olympic movement and to the diffusion of the Olympic education.

Schools and local communities:

Implement Olympic education in the school curriculum.

Organize an Olympic day at school where the holistic approach of body, mind and soul is the focus with events such as; drawing pictures of the Olympic torch and flame, sports activities and perhaps a torch relay

Promote fair play through competitions

Invite top national athletes to share their sporting experience

Conduct sessions and lectures about the Olympic ideals for parents, school principles, teachers, coaches and athletes.

Organize a workshop with the school's sport department to inform them about the Olympic movement and then using the resources of the NOC, NOA and Olympic websites such as www.athens2004.com prepare a curriculum programme together and try to find sponsors for the promotion of the Olympic ideals.

NOC/NOA:

Be more active in the NOA and NOC and give a presentation on the 43rd International Session for Young Participants and share the enthusiasm. Also write a report including the knowledge gained and all the materials received at the Session.

Motivate the NOC to become active in spreading the Olympic ideals to sport federations and government so that they realize the advantages of Olympic education.

Suggest the implementation of a course on Olympic studies at universities and federation training courses for educators so that they become aware of the Olympic Idea.

Media:

Contact and involve the media by distributing information booklets related to Olympism and have (sport-) journalists or ourselves write articles in the local newspapers and magazines.

Everyday life:

Apply the principles of Olympism in everyday life, become Olympic ambassadors and enthusiastically share our experience and knowledge with the people who surround us.

Question 12: Have you any special expectations from the Olympic Games "Athens 2004"?

Since Greece is the birthplace of the ancient and modern Olympic Games, there is a greater expectation of "Athens 2004" to see a successful Games.

We expect:

- a spectacular and more traditional opening ceremony that will lead us through the history of the Olympic movement,

- the host city to pass the knowledge of Olympism and Greek culture to the rest of the world,

- promotion of the Olympic Truce and Olympic philosophy,

- the marathon to offer us a unique experience because it will follow the original route,

- a larger number of participants and countries than in the last Olympic Games,

- a higher standard of facilities, services and venues, as well as advanced facilities for disabled people during the Olympic Games,

- a great number of well trained volunteers,

- a legacy of high athletic performances and many new World and Olympic Records without doping scandals,

- the media to also pay attention to the cultural aspect of the Games and not only to the sport events,

- more coverage and media attention of Paralympic Games to increase the viewing audience,

- an improved level of security leading to a safe environment for athletes and spectators,

- more attention to be given to Olympic education for the athletes

- Greece to highlight that even small countries can host the Olympic Games in a well organized manner.

Question 13: Which are the aspects on which the Olympic Movement should focus in future and why?

The Olympic Movement should:

Promote sport and education by using the potential of Olympic values such as fair play, unity, in order to contribute to the development of youth.

NOCs, NOAs and Federations should be involved in the education programs being implemented.

Improve internal and external communication for greater uniformity of action.

Ensure respect of the right to sport for all individuals and promote the idea of the Olympic Truce and enforce it.

Give greater importance to the struggle against doping, violence, discrimination and assume its responsibilities regarding these scourges, which violate Olympic values.

Not be influenced by economic interests and promote transparency in order to be able to maintain a certain amount of independence. The IOC should ensure the respect of the values, which it teaches.

Give more emphasis to culture and the arts during the Olympic Games.

Give athletes a greater share of responsibility, for improved involvement in decision –making.

Increase people's awareness of the problems of disabled people to facilitate their inclusion in society.

**CLOSING CEREMONY
OF THE 43RD INTERNATIONAL SESSION
FOR YOUNG PARTICIPANTS
OF THE INTERNATIONAL OLYMPIC ACADEMY**

ANCIENT OLYMPIA

11 AUGUST 2003

ADDRESS
on behalf of the Participants
by Ms Jenny ROCKNER (SWE)

First of all I would just like to say that there are no words that could accurately describe the thoughts and feelings that would summarize the past two weeks. I could never express the feelings of all participants but I hope that you all can find something that you can recognize and agree with. When I first heard that I had been selected as one of three to go to the Olympic Academy session I was so excited. Former participants told me how wonderful this experience was going to be and how many life long connections I was going to make. But I could never in my wildest dreams imagine that it could be like this.

I have never been to the Olympic Games, and I probably never will, but hearing other participants share their experience of the Olympic Games made me realize that this is my Olympic Games. People from parts of the world that I had never even heard of coming together and living side by side as equals during 14 days of culture, sport and learning.

All of us here share something very special, to be a part of this blend between cultures and religions. There are a lot of things I would probably never have experienced if I hadn't had the opportunity to come here. I would probably never have seen a haka, I would never have eaten French fry look-a-like EVERY day, I would never have heard the story about the Lion of Sri Lanka or danced the tango.

I think among the lectures that moved me the most, were the ones given to us by Dr Shriver and Mr Craven. Their emotional and interesting lectures about the Paralympics and The Special Olympics almost moved me to tears. It filled me with inspiration to start working with this part of the Olympic movement when I get home.

The lectures were enlightening and fantastic, but the thing I value the most, is all the amazing and wonderful people I have met here. No matter how many pins I have, t-shirts I swapped, it is still the memories that I have in my heart that are going to last forever.

To Mr. Filaretos, Mr Georgiadis, the staff at IOA, coordinators, lecturers and guests, thank You for Your time and devotion and for giving

us this once in a lifetime experience. However cynical we may be about the possibility of Olympic Truce actually changing the world, I hope we all can agree on THIS... That if all of us can get along and treat each other with respect and friendliness, then there is always hope and hope can move mountains.

My dear friends, you are forever a part of my heart and my soul and I will remember you always. This has definitely, definitely been one of the best times of my life.

ADDRESS
on behalf of the Participants
by Mr Emmanuel NTAKIRUTIMANA (BDI)

This is one of the happiest moments of my life and a great pleasure for my country, namely Burundi, and me, for I was chosen to present this closing message on behalf of all the participants in this 43rd Session of the International Olympic Academy.

Dear friends from all over the world, dear brothers and sisters.

We spent 12 days together. In the beginning, nobody knew each other. Who were we? Where did we come from? What did we believe? These were some of the very many questions that preoccupied us. But since then things have considerably changed. We chatted, visited different places, played together, talked to each other, laughed, sang, danced together, we became friends.

I am therefore proud of being here and let me thank, on your behalf and on my own part, all those who made it possible for us to be here today and who made our stay in Ancient Olympia a pleasant and unforgettable moment of our life.

Even though I cannot name everybody, I would like to thank the President, Mr Nikos Filaretos and the Dean Mr Kostas Georgiadis- with whom I shared some pleasant moments on the football ground, particularly that pass I made to him, which he managed to handle with special skill-for their precious contribution to the success of this Session.

Moreover, I would like to thank all the lecturers for their excellent presentation, all the coordinators for their considerable help, all the members of the staff, the interpreters, the guides, the secretaries-who helped me find an optician's place to have my glasses fixed and this at their own expenses.

During this 43rd Session of the International Olympic Academy we reflected on the Olympic Movement a year before the opening of the first games of the third millennium, in the place they were born in the year 776 B.C. and revived in 1896 by the Baron Pierre de Coubertin. We learned a lot but I will retain, though, two words which, in my eyes, can well summarize our experiences during these 12 days in the bosom of the

International Olympic Academy, engraved forever on our hearts: Give and Take.

We gave a lot. Joy around us, energy at work, in sports, in social activities, memories, our views in the discussion groups.

But we also took a lot from the Academy. We took lessons of respect, of team spirit, of courage, of initiative, of friendship and so on.

We were given creative ideas by people from all over the world, we were also given useful information and knowledge thanks to the different lecturers and coordinators; on this occasion I would like to mention Dr Eleni Theodorakis and Dr Claude David Kemo Keimbou for their sound advice as to the future of sport in my country, Burundi. In brief, we were taught the culture of Olympism.

Give and Take also means learn how to share. We are therefore conscious of being privileged. Each one of us is convinced of the necessity or rather the urgency of spreading the spirit of Olympism through his/ her behavior and actions, so let's try to spread this philosophy of life, which is Olympism, around us and influence society on its way of thinking and living.

And I am personally involved and in a better position to view this urgency because I come from the region of the Great African Lakes, more precisely from Burundi, a country at civil war since 1993, where the values of Olympism are more than necessary.

As a Burundian who experienced war and who lost his own people, I am proud to quote the Baron Pierre de Coubertin. As he said "future is in our hands", if we put aside our differences as countries and diffuse the culture of peace and tolerance through education, sport and culture, the three pillars of Olympism, Burundi will regain peace and Olympism will prevail in this small country of thousands of problems, as some people say.

Our priority of course was to better understand the Olympic Movement and from now on we have to make the others discover it in different ways.

-Encouraging our athletes to rejoin it and become its real messengers everywhere they will be.

-Considering the reinforcement of our National Olympic Academies through the implementation of educational programs for the teaching of Olympic Education

The task awaiting us is certainly difficult but Olympism issues a challenge to which, I am convinced, we will all respond. So, let's further understanding and world peace, even more through the school of life.

Let's place sport in the service of mankind with respect for its dignity, culture and education and let's look on our actions with a critical eye and then reward the effort.

On the threshold of the third millennium we have the privilege to promote the Olympic ideal and to contribute to the creation of a world where understanding, friendship, team spirit and above all solidarity for future generations reign.

Before I wish you a nice return to your respective countries, I would like to thank the Hellenic Olympic Committee, the International Olympic Committee and the Olympic Solidarity, the Administration of the International Olympic Academy, the lecturers, coordinators and interpreters. But I would also like to express to you all my affection and ask you, by way of goodbye, to shake hands with your friends-participants and tell to each one of them, in his own language, goodbye.

ADDRESS
on behalf of the Coordinators
by Mr. Carlos MANZUR (ECU)

Dear Mr President, Dean, guests, participants, fellow coordinators and all the other people that made this session possible.

Being here, standing in front of you, would have been an incredible opportunity to comment you on all the ideas I have been acquiring during this years at the different sessions; however this is only a farewell speech, focused rather on what we feel.

The day before I came to Greece, my eldest daughter, she is 8 years, told me:

- *Daddy, I do not want you go, I am going to miss you so much!*
- *I have to go, darling, I gave my word and there will be a lot of people waiting for me, I replied.*
- *But, daddy, what are you going to do there?* She asked.

My mind started to think extremely fast, as I wanted to give her a short but also correct answer.

- *I am going to help them with the group discussions, the sporting events and the computer workshop...*

At that point her big eyes looked at me, as she knew all the activities of the Academy, and interrupted by finally asking:

- *Do you want to go, daddy?*

And I have to admit now, that it was precisely the question I was trying to avoid. How was I supposed to make her understand that even though this trip was going to put us apart, I really wanted to go? How was she going to perceive the fact that I was going to leave her, when she knows that she is the most important thing in my life?

The following seconds were endless, while all the memories and experiences lived during these 7 years at the Academy passed just in front of my eyes...

As participants we come to Olympia not knowing exactly what we are going to find here; it is mostly a great adventure. Every situation, every face, every color, even every size, amazes us. And even though we come

with some ideas about the Olympic Movement and its philosophy, we discover here what this dream called Olympism is.

Here we discovered that Olympism is not only the Olympic Games and its institutions, here we realize that we are all humans, with the same fears, with the same hope.

As Coordinators we have the chance to see and live this reality magnified by our previous experience, since we came as participants for the first time.

Behind your laughter, your efforts, your opinions and specially behind your tears we live the session knowing, or shall I say, better understanding all the interactions and relations that come into light during these days.

We are here to guide you, to stand by you whenever you may need us. Every one of us has been given you our thoughts, our souls and you can be sure that inside of each one of you a part of us will go for as long as you remember this magical place.

At this point I would like to especially thank all my fellow coordinators during the last years. However, I would like to mention Jan and George for being an example, Laurel and Panos for their passion and guidance, Cesar, mi hermano, Penelope, Artemis, Kishani and finally every one of you, *mis amigos para siempre...*

Stella and Christos, the staff and the personnel of the Academy, thank you for making it possible every day.

A coordinator is someone that may have the necessary academic background, but above everything, is someone who believes in Olympism, trying to face life according to its principles and moral ideals. We are convinced that Olympism is much more than just words.

"A light at the end of the tunnel, A way of life, A Philosophy"
Words.....

Olympism is life, is reality, is joy; not a wish, nor a dream. It is inside of every one of us, in our hearts in our souls...

It is behind the laughter of children, in the tears of friends, in the joy of efforts.

It is true, you have learned a lot of things during the session, but it is also true that we, your coordinators, have gained a lot of new things from you. We have lived through you, through your dreams, through your learning process, but above all we have seen that a better world is possible...

Many years ago, a Spanish writer said:

... there are no roads in life, we construct them with our own footsteps, but when we look back we will not find more than just wakes on the sea.

Everything passes, everything remains, but we are here to walk, just to make wakes on the sea...

There will come times when you may feel alone or discourage. It is normal; life is not easy, as the struggle is not. But I can assure you that life can be meaningful if we decide to be part of the change. As bearers of the Olympic Ideals we know what kind of world we want, and as athletes we know that everything is feasible if we give our best, and even if there are obstacles I am sure that sooner or later our human nature will prevail...

Seven years ago this place lit a flame in my heart and since then I have tried to spread the warmth of its fire wherever I go. It has not been enough, but I am sure those were steps in the right direction...

Can you feel your heartbeats now? Don't let them fade away, from now on your future is in your hands...

Dear President, Olympia has been like a second home for many of us; we carry your words and the words of all the people that have been with us during these years. We close our eyes and in our most valuable moments we see you, we remember everything this place has been giving us.

We found in Olympia a way to believe. Dream with a tomorrow and a new day will come.

- *Do you want to go, daddy?*

And after those eternal seconds, I finally replied:

- *My love, yes, I want to go, but not because the Academy is more important, it is because I need to learn from many other people how to become a better person, how to be an example for you and what to do to leave you a better world.*

She smiled and said:

- *Ok, daddy, I love you too.*

Thank you very much; we will have you all in our hearts.

ADDRESS
on behalf of the Lecturers and the Guests
by the General Lassana PALENFO (CIV)

It is for me a distinguished honor and great pleasure to be among you, here, in Olympia, historical link and cradle of Olympism.

Every year, a renewed and constant wave of young people from all over the world, of every race and of every religious belief, come here to live together, in a period of two weeks, a unique and unforgettable experience, under the enlightened guidance of this summer university: the International Olympic Academy.

This year's Session, the 43rd one, is dedicated to Education through Sport.

We are on the eve of a very important and memorable year. In one year from now, the Games of ATHENS 2004 will be celebrated, the best athletes from all over the world will meet, compete and appreciate each other, and then the Olympic activity will reach its highest point.

The goal of Olympism includes so many positive aspects, so many facets, that it is difficult for me to define it, to describe it; I would simply say that its goal is to place, in every way and at any given time, sports in the service of the harmonious development of individuals, with a view to promoting human dignity.

If we link sports to Education, we necessarily link it to culture as well, as there is no Education without culture. Olympism's goal is to encourage people to live happy lives, based on effort, the value of good examples, as well as the respect of the universal ethical principles.

During a two weeks period, eminent lecturers and laudatory orators have nourished your spirits with beautiful words as well as original examples, and have shown you the way to Olympism.

BUBKA, KEINO, OSWALD, CRAVEN, THEODORAKI, KARTALIS, LAMBRINIDIS, SAKORAFI, MILLER, SPANOUDAKIS, KIKOU, PAPAIOANNOU, SHRIVER and allow me to mention as an example among you, somebody who, with his will, courage, determination and joy of living, applies in his every day life the content of: Citius, Altius, Fortius. His name is Eli Wolff.

Furthermore, I would commit a serious crime, if I forgot to mention the cantor, the conductor of this Session, doctor Nikos Filaretos.

The International Olympic Academy is the torch that illuminates our spirits, it is the key, the “Sesame” as some would say, which permits us to reach to the Olympic Education.

Dear participants who have drunk from the source of Olympism, I would like to ask of you that the flame lit up inside your hearts, here, in Olympia, remains burning in your spirits and characterizes your everyday actions, so as to bring light to the world and help build a peaceful and better world through Sports, without discriminations of any kind, based on the Olympic Spirit, friendship, solidarity and mutual understanding. And, above everything else, keep in your minds the following words by Pierre de Coubertin: “The future of civilization does not rest today on a political and economical basis, but depends exclusively on the orientation of Education”.

Allow me, moreover, to express our gratitude to the President of the IOA who invited us here, and our deepest respect to the Hellenic Olympic Committee for its active participation to the Olympic ideal, as well as to the IOC for its overall support to the noble work entrusted to the International Olympic Academy and carried out by it successfully and efficiently.

Finally, I would like to thank the IOA staff, the secretariat, the librarian, the restaurant staff and the interpreters.

Thank you to the muse, Ms Kichani who, with her magnificent voice of an indescribable timbre, brought light to our summer nights and inspired the poets sited on the grass, under the direction of Cesar Torres.

Thank you to all those who helped inscribe on the marbles of Olympia those unforgettable hours that we spent together.

May you all have a nice trip back to your homes, and may peace and prosperity accompany your steps.

David Claude KENO KEIMBOU, dean of the coordinators, recognized and respected as village chief, may wisdom continue to inspire you.

Dean, director of the premises, with your perspicacious, watchful eye you organized and supervised all the activities of the Session discreetly and efficiently, you are the breeze that blows through Olympia, your work is very useful and for that I thank you, may the Gods be with you.

To the Olympian, our host Doctor Nikos Filaretos, I wish good health, longevity and prosperity, so as to carry the torch always higher.

ADDRESS
by the President of the International Olympic Academy
Dr Nikos FILARETOS (GRE)

First of all, I want to apologize because I have to start accomplishing a very sad duty. I kept this last moment in order to honour as much as possible a good friend, a valuable friend, who has passed away just recently. I worked with him for many years, hand in hand, as members of the Executive Committee of the International Committee for the Mediterranean Games and in the IOC and he was a very dear friend. He was President of his National Olympic Committee and President of his National Olympic Academy, so I will kindly request you to keep a moment of silence in memory of the President of the Turkish Olympic Committee, Sinan Erdem.

Now, let me start with some acknowledgements. First of all, I want to thank these lovely ladies in the booth there, once more for having helped us.

I want to thank all these young ladies over there working with the Secretariat. Three thousand two hundred people are passing by this year from May 2nd till the 8th of October. So in order to prepare all this, we are working all of us every day, winter, summer, spring and autumn, with exception of a couple of weeks, where they are entitled to their vacations.

I want to thank also all the members of the staff, the responsible man here in the installation, Mr Fragoulis, who is keeping this place as he does, clean and very neat.

I want to thank also Mr Georgiadis. He is a valuable collaborator. Kostas, thank you once again.

Then I want to thank you, the Coordinators. The other day speaking about one lady, I said “the grand old lady” and she was furious, but Jan you are not old. For the Academy you are the “grand old lady”.

I want to thank all the coordinators and above all I want to thank you: the participants. You have thanked me but I don't deserve your thanks. I have not invited you. You were delegated here by your National Olympic Committees and my duty is to try together with Kostas and all the coordinators to impress upon you some of the principles of Olympism, to teach you that Olympism first of all is not the Olympic games, as

unfortunately many people think. As I said in my opening speech, it is a way of life. The biggest advantage -I keep on repeating that in a very monotonous way- is not what you hear from the lectures and the discussions etc. but that you meet here a hundred and two countries, all sorts of colors, religions, political regimes even for such a short time and you become friends, you know to respect each other, to love each other and to realize after all that we are all human beings. We have our good sides, bad sides, but we have to live together friendly, happily and not fight against each other. I think that this is the biggest message that the Academy is delivering besides any other lecture or whatever theories you have, history, philosophy and everything else.

I have prepared no speech, because every year it is the same thing. If I get a little bit emotional, please forgive me. This is a very peculiar day in my life. It is a pleasant day and it is a sad day. I repeat that every year. It is a pleasant day because we are through and I am going back to my family but it is a sad day. I hate it, believe me, to leave you and I hate you to leave me. However, this is the reality. I will meet with some of you perhaps in future. With some of you I may not meet again, but what I want to ask you is to go back home and become the ambassadors of what you learned here, the ambassadors of Olympism, the ambassadors of peace. That is what we want.

So before closing, I wish you a safe trip back home, happy landings and you never know. This world is very small. So, we may meet again.

God bless you all. I love you. Thank you.



Dr Nikos FILARETOS, IOA President, and some of the Participants at the Closing Ceremony



Presentation of diplomas by Dr Kostas GEORGIADIS, IOA Dean to Mr Carlos MANZUR, Coordinator

National Olympic Committees - Abbreviations

AFRICA

Algeria	ALG	Morocco	MAR
Angola	ANG	Mozambique	MOZ
Benin	BEN	Namibia	NAM
Botswana	BOT	Niger	NIG
Burkina Faso	BUR	Nigeria	NGR
Burundi	BDI	Rwanda	RWA
Cameroon	CMR	Sao Tome and Principe	STP
Cape Verde	CPV	Senegal	SEN
Central African Republic	CAF	Seychelles	SEY
Chad	CHA	Sierra Leone	SLE
Comoros	COM	Somalia	SOM
Congo	CGO	South Africa	RSA
Democratic Republic of the Congo	COD	Sudan	SUD
Côte d'Ivoire	CIV	Swaziland	SWA
Djibouti	DJI	United Republic of Tanzania	TAN
Egypt	EGY	Togo	TOG
Equatorial Guinea	GEQ	Tunisia	TUN
Eritrea	ERI	Uganda	UGA
Ethiopia	ETH	Zambia	ZAM
Gabon	GAB	Zimbabwe	ZIM
Gambia	GAM		
Ghana	GHA		
Guinea	GUI		
Guinea-Bissau	GBS		
Kenya	KEN		
Lesotho	LES		
Liberia	LBR		
Libyan Arab Jamahiriya	LBA		
Madagascar	MAD		
Malawi	MAW		
Mali	MLI		
Mauritania	MTN		
Mauritius	MRI		

AMERICA

Antigua and Barbuda	ANT
Netherlands Antilles	AHO
Argentina	ARG
Aruba	ARU
Bahamas	BAH
Barbados	BAR
Belize	BIZ
Bermuda	BER
Bolivia	BOL
Brazil	BRA
Canada	CAN
Cayman Islands	CAY
Chile	CHI

Colombia	COL	People's Republic of China	CHN
Costa Rica	CRC	Hong-Kong, China	HKG
Cuba	CUB	India	IND
Dominica	DMA	Indonesia	INA
Dominican Republic	DOM	Islamic Republic of Iran	IRI
Ecuador	ECU	Iraq	IRQ
El Salvador	ESA	Japan	JPN
Grenada	GRN	Jordan	JOR
Guatemala	GUA	Kazakhstan	KAZ
Guyana	GUY	Korea	KOR
Haiti	HAI	Democratic People's Republic of Korea	PRK
Honduras	HON	Kuwait	KUW
Jamaica	JAM	Kyrgyzstan	KGZ
Mexico	MEX	Lao People's Democratic Republic	LAO
Nicaragua	NCA	Lebanon	LIB
Panama	PAN	Malaysia	MAS
Paraguay	PAR	Maldives	MDV
Peru	PER	Mongolia	MGL
Puerto Rico	PUR	Myanmar	MYA
Saint Kitts and Nevis	SKN	Nepal	NEP
Saint Lucia	LCA	Oman	OMA
Saint Vincent & the Grenadines	VIN	Pakistan	PAK
Suriname	SUR	Palestine	PLE
Trinidad & Tobago	TRI	Philippines	PHI
United States of America	U.S.A.	Qatar	QAT
Uruguay	URU	Saudi Arabia	KSA
Venezuela	VEN	Singapore	SIN
Virgin Islands	ISV	Sri Lanka	SRI
British Virgin Islands	IVB	Syrian Arab Republic	SYR
		Chinese Taipei	TPE
ASIA		Tajikistan	TJK
Bahrain	BRN	Thailand	THA
Bangladesh	BAN	Turkmenistan	TKM
Bhutan	BHU	United Arab Emirates	UAE
Brunei Darussalam	BRU	Uzbekistan	UZB
Cambodia	CAM	Vietnam	VIE
		Yemen	YEM

EUROPE

Albania	ALB
Andorra	AND
Armenia	ARM
Austria	AUT
Azerbaijan	AZE
Belarus	BLR
Belgium	BEL
Bosnia and Herzegovina	BIH
Bulgaria	BUL
Croatia	CRO
Cyprus	CYP
Czech Republic	CZE
Denmark	DEN
Estonia	EST
Finland	FIN
France	FRA
F.Y.R.O.M.	MKD
Georgia	GEO
Germany	GER
Great Britain	GBR
Greece	GRE
Hungary	HUN
Iceland	ISL
Ireland	IRL
Israel	ISR
Italy	ITA
Latvia	LAT
Liechtenstein	LIE
Lithuania	LTU
Luxembourg	LUX
Malta	MLT
Republic of Moldova	MDA

Monaco	MON
Netherlands	NED
Norway	NOR
Poland	POL
Portugal	POR
Romania	ROM
Russian Federation	RUS
San Marino	SMR
Slovakia	SVK
Slovenia	SLO
Spain	ESP
Sweden	SWE
Switzerland	SUI
Turkey	TUR
Ukraine	UKR
Yugoslavia	YUG

OCEANIA

Australia	AUS
Cook Islands	COK
Federated States of Micronesia	FSM
Fiji	FIJ
Guam	GUM
Nauru	NRU
New Zealand	NZL
Palau	PLW
Papua New Guinea	PNG
Solomon Islands	SOL
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Samoa	SAM
Tonga	TGA
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