

INTERNATIONAL OLYMPIC ACADEMY

49th INTERNATIONAL SESSION FOR YOUNG PARTICIPANTS

10 - 24 JUNE 2009



ANCIENT OLYMPIA



Commemorative seal of the Session

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INTERNATIONAL OLYMPIC ACADEMY

FORTY-NINTH INTERNATIONAL SESSION
FOR YOUNG PARTICIPANTS

SPECIAL SUBJECT:
*THE OLYMPIC GAMES AS A CELEBRATION:
EVALUATION OF THE OLYMPIC GAMES OF BEIJING AND
THE COURSE TOWARDS THE OLYMPIC GAMES
OF VANCOUVER*

ANCIENT OLYMPIA

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*These Games were thus a unique opportunity for China
- one fifth of mankind - and for the world to experience the
Olympic values live, to be the privileged witnesses of excellence,
friendship and respect conveyed by sport, as well as
the harmony, understanding and peace it generates.
Undoubtedly, Vancouver and Canada will live and celebrate
these same values next February.*

Quotation from the message of the IOC President,
Dr Jacques ROGGE,
at the Opening Ceremony of the 49th International Session
for Young Participants
of the International Olympic Academy

Hill of the Pnyx, 11th June 2009

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ANCIENT OLYMPIA**

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FOREWORD

The 49th International Session for Young Participants was held from 10th to 24th June 2009 and this year there were 173 participants from 96 countries (87 women and 86 men).

The Session's proceedings began with the official opening ceremony that was held on the Hill of the Pnyx on 11th June 2009, where honorary distinctions were awarded to eminent personalities for their contribution to the work of the IOA and to the Olympic Movement. In particular, the "Athina" prize was awarded to Fanny Palli-Petralia, the "Olympia" prize to Mohamed Mzali, the "Knossos" prize to Kikis Lazarides, the "Vergina" to Conrado Durántez and the "Delphi" to Nawal El Moutawakel.

Ten lecturers from 6 countries were invited to speak on the Session's special theme, which was "The Olympic Games as a Celebration: Evaluation of the Olympic Games of Beijing and the Course towards the Olympic Games of Vancouver". The IOA President Isidoros Kouvelos and the IOA Honorary Dean Assoc. Prof. Konstantinos Georgiadis presented the new Master's Degree Programme on Olympic Studies organised by the IOA and the University of Peloponnese, Professors Hai Ren, Susan Brownell, Wolfram Manzenreiter, Emilio Fernández-Peña and Jinxia Dong explored the different aspects of the Beijing Olympic Games, while Don Black presented the Olympic Education Programme of the Vancouver 2010 Olympic Games. Furthermore, Prof. Panos Valavanis spoke on the Pan-Hellenic Games as a festival and Conrado Durántez spoke on the humanism detected in Pierre de Coubertin's writings and ideas.

Additionally, 20 coordinators from 13 countries led the 12 discussion groups that were formed to debate issues such as: The definition of Olympism, the meaning of Olympic Education and the implementation of an Olympic Education Pro-

gramme, the legacy of the Beijing Games, recommendations for the Youth Olympic Games Organising Committee, the role of media in the Beijing Games, the role of Winter Games in the Olympic Movement, the effect of the Olympic Games on China, the actions to be taken to strengthen the Olympic Movement, the challenges that London 2012 is facing, the doping problem, the inequalities women are facing in sport, the promotion of the Paralympic Movement, the advantages and the disadvantages of the Youth Olympic Games, ways to reduce the environmental impact of staging the Olympic Games.

This year, the participants were offered the chance to present not only their Olympic experiences, but also the Olympic Education in their countries as well as their thoughts on different subjects related to the Olympic Movement.

It is also worth noting that the above mentioned classes were successfully transmitted live through the Internet giving the opportunity to people from all over the world to have access to the Session's works and participate actively in these.

Furthermore, dance, literature, poetry and fine arts workshops as well as sports activities and social evenings have been organised in accordance with the programme followed traditionally every year. The social events and the sports activities contributed a lot to the Session's overall success. It is worth mentioning that during the social evenings more than 50 presentations of cultural elements of different countries were made.

The participants have been educated in the best way in order to disseminate and promote these ideas in their country but also in other areas of the world through the NOCs, the NOAs etc.

Representatives from the International Olympic Committee who attended the Session also contributed to its work with their knowledge and observations.

In addition to the Session's evaluation, a survey on the Youth Olympic Games for the third consecutive year was conducted on the basis of questionnaires completed by participants. All participants from the IOA Sessions took part in the survey, the purpose of which was to examine their views regarding acceptance of this new institution of the Olympic Movement. The evaluation of the survey's results

pointed out that the Olympic family in its majority supports the consolidation of the new institution of the Youth Olympic Games.

The quality of lectures and presentations and the friendly atmosphere that prevailed during the Session are some of the positive aspects that make the Session for Young Participants a very special IOA event.

For 49 years the IOA as the cultural centre of the Olympic Movement fulfils the universal mission that has undertaken. Once again, we wish to thank the IOC and the HOC for their substantial contribution to the IOA's work.

Assoc. Prof. Konstantinos GEORGIADIS
IOA Honorary Dean

**Opening Ceremony
of the 49th International Session
for Young Participants
HILL OF THE PNYX, 11TH JUNE 2009**

PRIZE AWARDING

by the International Olympic Academy

Prize “*ATHINA*”: Fanny PALLI-PETRALIA (GRE)

Prize “*OLYMPIA*”: Mohamed MZALI (TUN)

Prize “*KNOSSOS*”: Kikis LAZARIDES (CYP)

Prize “*VERGINA*”: Conrado DURÁNTEZ (ESP)

Prize “*DELPHI*”: Nawal EL MOUTAWAKEL (MAR)

Fanny PALLI-PETRALIA

Fanny Palli-Petralia has studied Law at the Law School of Athens. After practicing law at the Greek Supreme Court, she was elected member of the Greek Parliament (1985). Ever since, she has held numerous high-ranking political posts mainly dealing with women related issues, among which the Founder and President for several years of the Panathenian Women’s Organisation and President of the European Union and the International Democratic Union of Women. She has acted as Deputy Minister of Sports, of Health, Alternate Minister of Culture, Minister of Tourism and is currently the Minister of Employment and Social Welfare of the Hellenic Republic.

Being daughter of the late President of the International Olympic Academy and IOC Member for Greece, Epameinondas Petralias, she has always demonstrated sensitivity on the IOA, while she has generally been involved actively in sports administration successfully organising the Athens Mediterranean Games in 1991, being a member of the “Athens 2004” Organising Committee and serving as Vice-President of the International Foundation of Olympic Truce.



The IOA President Isidoros Kouvelos along with Fanny Palli-Petralia after her awarding of the IOA prize “ATHINA”.

Fanny Palli-Petralia was awarded a prize for her role on the organisation of the 11th Mediterranean Games in Greece by the French Sports Academy, as well as the IOC Olympic Order for her contribution to the Olympic Movement and the success of the Athens 2004 Olympic Games.

Mohamed MZALI ¹

Ladies and Gentlemen,

The Olympic Movement would not be what it is today without the work and commitment of men like Mohamed Mzali.

Dear Mohamed,

For almost half a century now, you have never ceased to defend and promote the fundamental values of sport in general and Olympism in particular, which are respect, mutual understanding, tolerance, solidarity and friendship.

1. The IOC Vice-President Lambis Nikolaou has presented the curriculum vitae of Mohamed Mzali.



*Mohamed Mzali is receiving the IOA prize “OLYMPIA”
by the IOC 1st Vice-President Lambis Nikolaou.*

As a man of sport, a politician and a man of letters, the common denominator is your passion for the spiritual and cultural values of sport.

You have been able to place your deep-rooted convictions at the service of the highest political spheres in your country as Director General of Youth and Sports and several times Minister and Prime Minister.

You have also placed this experience at the service of sport in your country and beyond, by assuming the presidency of the Tunisian Olympic Committee, the National Football Federation, the Vice-Presidency and then the Presidency of the International Committee for the Mediterranean Games.

As a member of the IOC since 1965, your training as a high judicial officer was a major contribution to the work of many commissions, including the Commission for the IOA, which under the title now of Commission for Culture and Olympic Education can still rely on your experience and know-how.

You also took on the Vice-Presidency of the IOC, thus preceding me by a number of years.

You are as well the author of many works on politics, history and Olympism, including “Olympism today”.

On behalf of the Olympic Movement, I thank you for this long and exemplary career at the service of sport.

I now have the honour of awarding you the International Olympic Academy’s Olympia prize, in recognition of your exceptional dedication to the Olympic cause and ideal.

Kikis LAZARIDES

Kikis Lazarides has studied Economics at the Southampton University and he has a remarkable career ever since holding high-ranking economical and managerial positions in the banking and air-transportation field. Among other positions, he has acted as Chairman of the Cyprus Airways and of Cyprus Popular Bank Group, and Alternate Governor of the International Monetary Fund.

Kikis Lazarides has managed to combine his career in economics and management with his passion for sports, by being actively involved in sports administration at a national and international level. At a national level, he has served for 8 years as Chairman of the Cyprus Sports Organisation, he was the President of the NOC of Cyprus from 1984 to 2008 and since 2005 he is the President of the Cyprus Cultural Foundation. At an international level, he has been Treasurer of the International Committee of the Mediterranean Games since 1993 and Treasurer of the EOC since 2004. He has also been an IOC Member from 2002 to 2006 as President of an NOC and member of the IOC Finance Commission as well.

Kikis Lazarides has been awarded an honorary Doctor’s degree at Southampton and City Universities and he has also been President of the Cyprus University from 2004 to 2007.



*Awarding of the prize “KNOSSOS” to Kikis Lazarides
by the IOA President Isidoros Kouvelos.*

Conrado DURÁNTEZ

Conrado Durántez, a well established and respected Magistrate of the Superior Tribunal of Madrid with a remarkable career as an athlete, has also played a significant role within the Olympic Movement. He participated in the 1st IOA Session in 1961 as a delegate of the Spanish NOC and he has ever since held numerous high-ranking positions in the Olympic Movement. He has been the founder of the Spanish Olympic Academy, the first established NOA, and he had a major influence on the creation of other NOAs in Europe, America and Africa. He has also been the founder of the Pan-Iberic Association of Olympic Academies, a pioneer idea in the diffusion of Olympism in the Iberic-american culture and language.

Conrado Durántez is currently President of the International Pierre de Coubertin Committee, President of the Olympic Academies of ACNO and Member of the IOC Commission for Culture and Olympic Education.



*Awarding of the prize “VERGINA” to Conrado Durántez
by the IOA President Isidoros Kouvelos.*

Through his participations in congresses and symposiums around the world and in IOA Sessions, as well as through his numerous publications on Olympism, the Olympic Movement and the International Olympic Academy, which cover more than 4 decades, he has proved his devotion to Olympism and he is considered one of its most important ambassadors.

For these achievements, Conrado Durántez has received many prestigious awards among them, 3 IOA Awards, the IOC Olympic Order and the IOC Pierre de Coubertin Order, while he has also been awarded an honorary Doctor's degree by several educational institutions internationally.

Nawal EL MOUTAWAKEL

With her remarkable performance at the 400m hurdles in the 1984 Los Angeles Olympic Games, where she was awarded the gold medal, Nawal El Moutawakel

became the first Moroccan, African and Muslim woman to win an Olympic gold medal. The influence of her victory in Moroccan sports and especially women practising sports has been enormous.

Nawal El Moutawakel studied Physical Education at the Iowa State University in the USA. Becoming a national hero and a symbol for women in sports, she has been an active member of various national and international groups committed to the development and support of athletic activities and humanitarian efforts and she has always worked on the propagation of the Olympic principles.

In 1997, Nawal El Moutawakel was appointed Secretary of State to the Minister of Social Affairs, responsible for Youth and Sport. At an international level, she became a member and then the Vice-President of IAAF Athletes' Commission, in 1995 Member of the IAAF Executive Bureau and she has been a Member of the International Committee of the Mediterranean Games since 1998.

In 1998 she was elected an IOC Member –the first Muslim woman ever to be elected an IOC Member- participating actively in IOC Commissions like “Women and Sport”, “Marketing” etc. She has also been the President of the evaluation Commission for the selection of the host city for the 2012 Summer Olympics, and she has been chosen to head of the evaluation commission for the 2016 Olympics as well.

Serving as a role model, Nawal El Moutawakel has lent her fame and motivation to global humanitarian efforts; among other distinctions she has been appointed Unicef Goodwill Ambassador in 1999.

ADDRESS
by the President of the International Olympic Academy,
Isidoros KOUVELOS

Your Excellency, Mr President of the Hellenic Republic,
Your presence here today is a special honour for the International Olympic Academy not only because of the high institutional function that you deservedly represent but also for your sporting and sports-loving course, which constitutes an example for the new generations.

On behalf of the Ephoria of the International Olympic Academy, I have the honour to extend to all young participants who attend the opening ceremony of the 49th International Session for Young Participants of the International Olympic Academy a warm welcome to Athens and Greece. I also welcome the representatives of the Greek political and sports leadership, the members of the academic community and all the friends of the Academy who are confirming with their presence here today their support to its work for the promotion of the educational values of sport and Olympism.

I will not hide from you that I feel deeply moved as I stand on this rostrum from which distinguished members of the International Olympic Academy and the Olympic Movement have spoken in the past. Please allow me to refer to figures like those of the late Nicolaos Nissiotis, Epameinondas Petralias and Nikos Filaretos who have left their mark on this Institution that I have the honor of heading today and offered significant leadership and academic services in Greece and abroad, not only as the Presidents of the IOA but also through their position as members of the International Olympic Committee.

They were all distinguished personalities of the sports and Olympic family,

among whom I also wish to remember the late Otto Szymiczek, as well as all those who, through their major contribution, have laid the foundations for the development of this institution that holds today an enviable position in the Olympic Movement's educational and cultural dimension.

The Young Participants who are with us this evening and who, in two days time, will be in the facilities in Ancient Olympia for the work of the Session will become acquainted with the ancient and modern progress of the Olympic Movement and the history of the International Olympic Academy. The Academy enjoys the comparative advantage of being situated in Ancient Olympia whose region, because of its special characteristics, inspires and teaches the modern heirs of the ancient Olympic contests. The particular historical and ideological significance of the region may thus be combined with the modernist perceptions of the contemporary Olympic Movement that the IOA considers during its Sessions.

Today, the IOA's role in the new millennium is reviewed, in the light of the new globalization conditions, with due consideration to the historic specificity of this place and the Olympic idea, but adapted to present-day requirements. For this reason, the IOA's new promotion policy seeks to expand its activities at a local, national and international level, taking account of social, economic, political and cultural aspects. Within the framework of this new approach, I am pleased to inform you that the Academy and the University of the Peloponnese are organising, with the official and generous sponsorship of the Ioannis Latsis Foundation, an International Master's Degree Programme on Olympic Studies, Olympic Education and Management of Olympic Events that will be a major advance for the Academy's Greek and international academic environment.

We all know that the language of sport has worldwide appeal and the IOA, by general admission, operates as a small "Olympic village"; an "Olympic village" where participants, through their intellectual, cultural and sports activities and pursuits, are looking for distinction and recreation, learning and entertainment. In addition to the high-level teaching it provides the IOA also gives young participants the possibility to draw on the knowledge they have acquired during the Session,

whilst enjoying a pleasant stay in this idyllic setting that combines archaeological interest with modern architecture.

The Academy's annual Session welcomes each year young people from different countries with different languages, mentalities, customs and mores who all share, however, a common bond: Olympism with its values and symbolism. And this is, as a rule, the main theme of the Session for Young Participants. The special theme varies on the other hand and this year it will be the evaluation of the Beijing Games and the course towards the Olympic Games of Vancouver, which will not be restricted only to the strictly athletic part of the Games but will make a step further and set a challenge as it attempts to identify through the Olympic Games the aspect of celebration. It expects from you, dear participants, to express your concerns on the real dimensions that such an event should have.

I therefore believe that this year's Session is yet another challenge because of the previous organisation of the Games in Beijing in 2008. It is particularly important that we look at the semiotic particularities of the event in a different cultural context than what we were accustomed to until now. "Have the Olympic Games changed China or has China changed the Olympic Games?" This question is already being considered by academics and the broader university community and I believe that during this Session our invited lecturers will give us their own conclusions that will be evaluated and developed by us all.

Dear friends, let me welcome you once again wholeheartedly to Athens and wish you a creative and unforgettable stay in Greece! See you soon in Olympia, "who is wakefully weaving a crown of wild olive branches for Greek and world-wide Peace".

MESSAGE¹
by the President of the Hellenic Olympic Committee,
Spyros CAPRALOS

Your Excellency, Mr President of the Hellenic Republic,
Distinguished guests,

On behalf of all my colleagues, members of the Hellenic Olympic Committee, I cordially welcome the Young Participants in the 49th International Session of the International Olympic Academy.

Much to my regret, my professional commitments keep me away from you today, such a significant day for all of us.

The annual International Session for Young Participants is a unique occasion bringing youth and the Olympic values together.

In people's consciousness, the International Olympic Academy is identified as the principal Institution for the propagation of the Olympic Ideals, with worldwide recognition and radiance. In the premises of the Hellenic Olympic Committee in Ancient Olympia, the I.O.A. through its educational programmes and activities has, for so long and so steadily, been contributing to the safeguard of the Olympic Spirit. The International Olympic Committee considers the I.O.A. a unique place for education, research and thinking where the challenges of times are always analyzed in the course of its sessions.

The topic to be dealt with in this year's Session, "the Olympic Games: a festival - an evaluation of the Beijing Games and their journey to the Vancouver Olympic Games", incites us to thorough thinking and, at the same time, its originality fur-

1. The message of the President of the Hellenic Olympic Committee, Spyros Capralos was read by the HOC Secretary General, Emmanuel Katsiadakis.



The Opening Ceremony of the Session on the Hill of the Pnyx. From left to right: the HOC Secretary General Emmanuel Katsiadakis, the Deputy Minister of Culture with responsibilities for Sport Ioannis Ioannidis, the Minister of Foreign Affairs Dora Bakoyianni, the IOA President Isidoros Kouvelos, the IOC 1st Vice-President Lambis Nikolaou, the President of the City of Athens' Tourism and Economic Development CO Dr Aikaterini Katsampe and the Secretary General of Sports Stavros Douvis.

ther arouses our interest. Thinking is essential because, nowadays, the discovery of the euphoria through a sports event, beyond the sterile pursuit of a record, has become a necessity. The topic is indeed original, given that few people have analyzed, to date, documentation related to the role of sport in the education of young people.

I am confident that the young age of the participants will be a starting point for new approaches on the coupling of sport and leisure, and in parallel, it will guarantee the testimony of a healthy way of thinking, so much needed by the Olympic Movement today.

I wish you a fruitful outcome to your works and I am certain that all of you here, who have travelled from all over the world, will represent your country in the best possible way to the interest of both the Olympic Movement and your generation.

MESSAGE¹
by the President of the International Olympic Committee,
Dr Jacques ROGGE

Dear friends,

It is a great pleasure for me to welcome you to Athens, on the hill of the Pnyx, this highly symbolic place of the Olympic Games.

As the representative of the Olympic Movement, I want first of all to convey to you the best wishes of the President of the International Olympic Committee, Jacques Rogge, whom I have the privilege to represent.

Dear young participants,

The Olympic Games will be at the heart of your discussions in Olympia these next ten days. These Games are the core of the IOC's main mission, next to the promotion of the values of Olympism.

The Olympic Games are today the most popular sports event in the world, the universal gathering of youth.

Like here in Athens, five years ago, or in Beijing, last year, or again in Vancouver in one year's time, the Olympic Games go well beyond a simple sports competition. This is why the theme of this 49th Session, "the Olympic Games as a celebration: evaluation of the Beijing Olympic Games and the course towards the Olympic Games in Vancouver" is extremely pertinent.

According to an opinion poll conducted in 16 countries, 76 % of respondents described the Beijing Games as "successful or highly successful".

This is undoubtedly linked to the fact that athletes from a record number of

1. The message of the IOC President, Dr Jacques Rogge was delivered by the IOC 1st Vice-President, Lambis Nikolaou.

countries won medals (87) and maybe also to the billions of spectators, without forgetting the exceptional architecture of Olympic venues.

We watched the extraordinary performances of athletes setting 132 Olympic and 44 world records. We were witnesses to unique moments that only happen at the Olympic Games, like the Russian and Georgian athletes embracing on the podium, Michael Phelps' 8 gold medals and Usain Bolt breaking new ground in the sprint events.

According to that same survey, the majority of interviewees agreed that the Games have had a positive impact on Beijing and China.

These Games were thus a unique opportunity for China - one fifth of mankind - and for the world to experience the Olympic values live, to be the privileged witnesses of excellence, friendship and respect conveyed by sport, as well as the harmony, understanding and peace it generates. Undoubtedly, Vancouver and Canada will live and celebrate these same values next February.

The Beijing games were also an excellent example of a sports event organised with respect for the sustainability principles, as shown by a report of the United Nations Environment Programme.

According to this report, the organizers made significant efforts in order to take a step forward in the "greening" of a sports event of gigantic proportions.

The Vancouver organizers have already adopted this environmental course, since VANOC is indeed the first Organising Committee of the Olympic Games to integrate sustainable development in its vision of the Games.

The Olympic Games have also left a lasting legacy in terms of social and economic development for the city of Beijing and China as a whole.

In fact, the Olympic Games give athletes an ultimate goal, they inspire young people, they bring together people from all over the world – athletes, spectators, citizens of the host city and country – to celebrate their shared humanity in an atmosphere of mutual respect and friendship, as well as an ideal opportunity to imagine a better world.

Dear young participants,

You, who represent the future of sport and the Olympic Movement, must tell us now what you think, what you want and what you propose in order for sport to continue to act as a catalyst in today's society ...

And the Olympic Games to go on making young generations dream in the whole world.

When you return to your respective countries we ask you to convey and propagate this teaching, powerfully and convincingly.

To conclude, I wish to thank the members of the Ephoria of the International Olympic Academy and all teachers and lecturers.

I want to thank, the President of the International Olympic Academy, Mr Kouvelos, who is constantly working for the defence and promotion of the Olympic ideal.

I wish you all a good Session and a pleasant stay in Olympia!

ADDRESS
by the Deputy Minister of Culture responsible for Sports,
Ioannis IOANNIDIS

Your Excellency, Mr. President of the Hellenic Republic,
Distinguished members of the International Olympic Committee and the Olympic Movement,
Distinguished President of the International Olympic Academy,
Ladies and Gentlemen, dear guests,

I am deeply honoured to address the 49th International Session for Young Participants of the International Olympic Academy.

This annual gathering of tomorrow's "ambassadors" of the Olympic Movement, the persons who wish to serve the high ideals of Olympism and truly want to learn the history of the Olympic Games, find inspiration in the principles and values that govern them so that they can become embedded and reflected in our daily lives and create conditions for a better society altogether, is an established institution for decades now.

The fact that the Session provides, year by year, an excellent opportunity for enhancing Olympism's enduring contribution to modern civilization, makes us realize the significant role of the International Olympic Academy since its inception. It is a unique cultural institution, a unique forum for dialogue and the development of ideas.

This year's special theme "The Olympic Games as a celebration: Evaluation of the Olympic Games of Beijing and the course towards the Olympic Games of Vancouver" is most timely as we are presently in the interim period between the two celebrations and I am convinced that participants already have in mind ready proposals for discussion and reflection.



The President of the Hellenic Republic, Karolos Papoulias and the guests, officials, awarded and participants are standing for the Olympic Anthem.

I would like to stress here the word ‘celebration’. Indeed, the Olympic Games, the greatest sports and cultural event on earth, are a sports festival, which represents the most effective bridge of friendship and peaceful reconciliation among people and the best mediator for world truce.

Greece, as the birthplace and trustee of the century-old Olympic tradition holds a prominent position in the continuous enhancement and dissemination of Olympic messages.

We have the duty to safeguard and transmit to the next generation the values and ideals of Olympism, by offering our support and encouraging initiatives and efforts that promote them, like today’s meeting.

The return to the authentic values of the sporting idea - as conceived by ancient Greece - could become a barrier against the challenges of our times and an instrument for man’s moral elevation.

I wish every success to the work of the 49th Session.

Thank you very much.

MESSAGE¹
on behalf of the Mayor of Athens,
Nikitas KAKLAMANIS

Ladies and Gentlemen,

It is a great honour for me as the President of the City of Athens' Tourist and Economic Development Company to welcome you to Athens. Unfortunately, the Mayor of Athens, Nikitas Kaklamanis, because of prior commitments is away from Athens and cannot be with us this evening.

He has, however, asked me to convey to you his warmest greetings and his wishes for the success of your Session and to read, on his behalf, our Mayor's address.

"Ladies and Gentlemen,

Welcome to the city of Athens, the eternal symbol of democracy and civilization on this so important occasion in this so important place.

It would be very difficult to find another place in the whole world, so completely identified with the ideals of freedom of expression for achieving democratic synthesis.

The city of Athens, the symbolic and historical capital of the World Union of Olympic Cities, conveys the message that the participation of all Cities automatically signals participation in a celebration of values, ideals and hope. It signals a new attempt to strengthen fair play, the rewarding of participation and the hope for holy truce. Through our participation we unite our voices in order to shield our

1. The message of the Mayor of Athens, Nikitas Kaklamanis was delivered by the President of the City of Athens' Tourism and Economic Development CO, Dr Aikaterini Katsampe.

efforts for responsible sports practice against any deviation from the sporting spirit of ‘fair play’.

Although the ideas that describe the values of Olympism may have been born in Greece, they certainly do not represent a vested right of the Greeks alone. They represent a pool of ideas for the whole of mankind.

Ladies and Gentlemen,

Each Olympic city has carried the history and significance of the Olympic Games a step further. In 2004 we lived and shared our vision of Olympic Games on a “human scale”, of Olympic Games that were re-immersed in the Olympic ideals and found new inspiration in the values of peace, cooperation and civilization.

In 2008, through its century-old history, Beijing operated as a cultural, diplomatic and political pillar of global importance, as a symbol of successful synthesis of traditional creation and modern achievements and was consecrated as the trustee and continuator of Olympism’s principles.

In 2010, the historical legacy and heavy responsibility for the successful staging of the Olympic Games is taken over by Vancouver together with the value trust, which the principles of Olympism and culture represent in a Winter Olympiad that will be, we are certain of that, equal to Canada’s experience and Olympic history.

Ladies and Gentlemen,

Through the link between Olympic cities, the celebration of free spirit that eliminates any threat of a clash of civilizations and formulates its own convincing proposal for a synthesis of civilizations is promoted in an exemplary way.

The symbolic bridge of Athens-Beijing-Vancouver, ideally underlines the principles of cultural equivalence as it unites three different geographical continents and brings creative inspiration to three different cultures.

This is due to the fact that the Olympic Spirit represents an intangible ideal. It is an unwritten law. Being a spirit it cannot be codified, worn by time and exhausted by practice. It is a lived ideal.



General view of the Opening Ceremony at the hill of the Pnyx.

Ladies and Gentlemen,

The title of Olympic city is an honorific title for our cities. This title should function as a shining example in order to become an incentive for other cities to imitate our practices.

Because it is only in this way that we can keep alive the hope that the Olympic torch will not light the steps of world sport only for the duration of the Games, but will represent an eternal beacon that will guide the steps of mankind on the road of peace and cooperation forever.

Thank you very much”.

ADDRESS
on behalf of the lecturers of the Session,
by Conrado DURÁNTEZ (ESP)

I am deeply moved to be with you once again in this symbolic and evocative place. I also feel very proud to have been appointed to speak to you on behalf of my fellow lecturers. The Hill of the Pnyx is the historical and universal symbol of democracy and we are gathered here this evening in order to promote the work of the International Olympic Academy, this well-known worldwide school or university of Olympism.

Olympism could be considered today, at the dawning of this new century, as the primary sociological force. There is no other human movement or ideology today, in its cultural, scientific, religious, philosophical or artistic dimension with as many adepts as Olympism, given the number of those who abide by the Olympic Charter. Has any other movement or ideology the power to bring peacefully together so many different races, languages, religions and political systems as Olympism does through its periodical or quadrennial Games?

Olympism, through its invisible philosophical base and in the magnificent setting of its periodical Games, has survived world wars, terrorism, political interfering and international boycotts; it has completed one century of its modern trajectory, offering the world the timeless freshness of its democratic and humanitarian ideals and the constant hope for much desired universal peace.

Olympism is a philosophy though, a philosophy of life that uses sports as a vehicle to promote peaceful, democratic, cultural and ecological educational concepts. In this dichotomy or duality between the body (sport) and the mind (principles), however, an obvious disequilibrium has developed in the classical Greek rule or canon of *kalokagathia*, with the development of a strong Herculean body

accompanied by a puny mind. Today, we are talking all the time about sport, but we know very little about it. To correct this absence of balance within the Olympic body, the IOA is focusing on this historical and commendable task, supported by its affiliates, the National Olympic Academies.

I cannot erase the memory of the dedicated remarkable pioneers of the International Olympic Academy and their successors whom I had the privilege of knowing and working together in this idyllic setting, during almost half a century of Olympic expectations: Carl Diem, Jean Ketseas, George of Hanover, Otto Szymiczek, Nicolaos Nissiotis, Cleanthis Palaeologos, Otto Misangyi, Joseph Recla, Paul Vialar and so many others. The sad nostalgia of their absence should not discourage anyone, since in the indomitable struggle for the safeguard of Olympic values, similar to that of ancient hoplites, the place of those who fall should be taken up and replaced by new fighters, full of vigour and expectations, as ours will be one day when we leave them. Our places will certainly be filled by the young people who, every summer, come to the International Olympic Academy in Olympia where, in addition to the knowledge they will acquire, will also receive the “Olympic chrism”, which is nothing else than the deep and lasting impression that the captivating vision of this sacred site will leave on their souls converting them into resolute “apostles”, ready to disseminate and defend Olympic humanism as a doctrine for a fairer, more peaceful world, with a strong sense of solidarity.

OPENING
of the works of the Session
by the President of the Hellenic Republic,
Karolos PAPOULIAS

I declare the opening of the works of the 49th International Session of the International Olympic Academy for Young Participants.



**Opening Ceremony
of the 49th International Session
for Young Participants
ANCIENT OLYMPIA, 13TH JUNE 2009**

ADDRESS
by the President of the International Olympic Academy,
Isidoros KOUVELOS

Distinguished young participants of the 49th Session,

I want to welcome you once again to your “new home”, the International Olympic Academy in Olympia and wish you a creative and pleasant stay here. I suppose that for all of us it will be a nice challenge to spend 12 days here together, in a place with a powerful historical background and a magnificent natural environment, strangers at first and friends forever at the end of the Session. It is wonderful to be young, to dream of changing the world, to believe in ideas, to share moments with others and leave from the place that has welcomed you feeling that you are not alone. It is important to know that, somewhere else in the world, there are people with whom you have spent a few days of your life, sharing the same feelings, ideals and goals.

This is the greatness of the International Olympic Academy. It is a vibrant space, standing out for its ancient Olympic past and its ability to give young people an opportunity to take part in a new form of socialization with people totally different from one another. The Academy provides knowledge, meanings and ideas, whilst cultivating tolerance, friendship and respect among young people. The extraordinary diversity of the daily stay at the IOA is the element that distinguishes it and makes it unique.

I believe that we are lucky to be so close to the ancient cradle of the Olympic Games and to live at the same time as modern men and women in the present, literally playing with the time machine and acquiring a unique experience, which only archaeological sites of huge historical importance can offer to the people who come in contact with them.



*From the guided tour of the participants at the Acropolis
(photo in front of Erechtheion) and at the Panathenaic Stadium*





*Reading of Pierre de Coubertin's writings at the Coubertin grove.
Coordinator the IOA Honorary Dean, Assoc. Prof. Konstantinos Georgiadis.*

Ancient Olympia, the ancient and modern Olympic Games, have been mentioned, again and again, by all of us, from simple people and athletes, to prominent sports officials and distinguished scientists. So here we are, in the place where it all started. Let us open our hearts to the place and its history and not only our minds, following Pierre de Coubertin's example when he visited Olympia from the first time and wrote: "I have the feeling that I am in a fairytale setting where time is unknown and where my soul is resting as it passes through the history of this place... every corner, every inch of Olympia has its own secret history".

Dear friends, I do not wish to tire you with more words. I wish you a truly pleasant stay and fruitful work in all the areas of this Session's activities. I will be near you, happy to share every moment with you. And, one last thing before we close.



As I announced in my address at Pnyka, the Academy has initiated an international master's programme on Olympic Studies about which I will tell you a few things and then we will watch a short film on the IOA's history together.

ADDRESS
by the Prefect of Elis,
Haralambos KAFYRAS

Mr President of the International Olympic Academy,
Distinguished guests, lecturers and young participants of the 49th International Session,

On behalf of the people of Elis I welcome you all to this sacred site to which the ancient and modern history of the Olympic Games have entrusted their noblest memories.

Elis, the land where the ancient Olympic Games were celebrated for about 1,200 years and where the Olympic Flame is lit today for the modern Olympic Games was devastated by fire as you know in the summer of 2007.

The Olympic environment that “gave birth” to Olympia and its values was wounded by the flames on 27 August.

Today, however, approximately two years later, thanks to the people’s resolve, the state’s support, the generous contributions of institutions and the staunch support of the international Olympic community, the Olympic environment is recreated so that it may continue to irresistibly fascinate the visitors and pilgrims who come to the cradle of the Olympic Games.

Dear participants,

Your presence here, in the magnificent facilities of the International Olympic Academy, the international cultural centre of Olympism, represents the most important beginning of the beautiful adventure you have chosen to undertake within the Olympic Movement.

It is also the expression of the duty we all have towards the monuments of this



*Laying of wreath at the Pierre de Coubertin stele by the Session's lecturers
Prof. Susan Brownell and Conrado Durántez.*

place, which are part of the world's cultural heritage, since it was here that the all-human values of friendship, peace and fraternity were born.

Olympia is the place where the sporting idea was converted into an all-human value, making the Olympic Games the most important event in Antiquity and in our modern times.

For all these reasons, Mr President of the IOA, we were extremely pleased to read your presentation and that of HOC President Spyros Capralos in the report on your first 100 days in the HOC, where you described the IOA "as the most important instrument for propagating the Olympic values".

I want to assure you, Mr President, from this rostrum that we are ready, as the region of Elis, to discuss and support any proposals that will further enhance the IOA's role.



*Laying of wreath at the Ioannis Ketseas and Carl Diem monument
by the IOA Honorary Dean Assoc. Prof. Konstantinos Georgiadis (on the left)
and Prof. Wolfram Manzenreiter (on the right).*

Young participants of the 49th Session,

The Olympic Movement is basically an educational movement that focuses on you, the young people of the world.

In the following days your distinguished lecturers will provide you with all the necessary knowledge that will enable you to take over the task of promoting the Olympic Ideal.

Above anything else though, you will draw strength from the land of Olympia that will drive all your efforts in support of the Olympic Movement to allow it to achieve its peaceful goal for the benefit of all people and world youth in particular.

I wish you a pleasant stay in our land and every success in the work of the Session.



Commemorative photo at the main stairs.

ADDRESS
by the Mayor of Ancient Olympia,
Georgios AIDONIS

Dear friends, young men and women who belong to the Olympic Family,
Ladies and Gentlemen,

I wish to welcome you to the land of Olympia, the land of every person who has chosen to abide by lofty and lasting values and principles in his life.

Following the thread of previous and future Olympic events, we can easily discover their bonding element, their unity through time, their unshakeable sporting and conceptual continuity.

Youth is the critical factor that ensures the unity of Olympism's progress.

Young people who carry on their shoulders the burden of building a better world.

Young people who follow their inner voice and steadily move further away every day from war, injustice, inequality, racism and indifference and all they entail.

Young people who have built their own global Olympic village through the Internet and who communicate, agree and jointly shape a new, healthier environment of borderless understanding.

Dear friends,

At the end of the day, is it not what gives true meaning to the modern Olympic Games? Is it not our primary concern to arrive at international understanding through sports competition and unity among world youth?

I really believe that this is what unites in the end the Beijing Games to the forthcoming Games of Vancouver and London and to the earlier Games of Athens.



Smiley faces of the participants posing for the commemorative photo.



From the guided tour of the participants in the archaeological site of Ancient Olympia.

They are united by the passion and pure heart of young people. You, who have come from the four corners of the world to the sacred womb of the Games.

To Ancient Olympia, the land of values.

I wish from the bottom of my heart that your work here, in the hospitable Olympic centre of the IOA, may prove most fruitful and that you may come back again and again to Ancient Olympia thus reaffirming each time your faith in what is beautiful, great and true.

I wish you the best in your work and thank you for being here with us.



From the guided tour of the participants in the ancient stadium.



**Works
of the 49th International Session
for Young Participants**

ANCIENT OLYMPIA

Lectures

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



*From the works of the Session in the amphitheatre.
The IOA President Isidoros Kouvelos during his lecture.*



*The Session's lecturers Conrado Duránte and Prof. Susan Brownell
during their lectures.*

**THE MASTER'S DEGREE PROGRAMME ON OLYMPIC STUDIES
"OLYMPIC STUDIES, OLYMPIC EDUCATION, ORGANISATION
AND MANAGEMENT OF OLYMPIC EVENTS" -
THE INTERNATIONAL OLYMPIC ACADEMY**



Isidoros KOUVELOU (GRE)

President

of the International Olympic Academy

Dear friends, distinguished lecturers,

I have the honor and pleasure of standing before you today during this major event that will mark a new beginning in the International Olympic Academy's progress: the official inauguration of the International Master's degree programme in Olympic Studies - Olympic Education and Management of Olympic Events organized by the Academy and the University of the Peloponnese, with the official and generous sponsorship of the Latsis Foundation. Evaluating this important cooperation project I would say that it represents a breakthrough for the Greek academic environment, as well as for the Academy's international environment, to which I would like to particularly refer.

This Institution that operates under the auspices of the International Olympic Committee, with its administrative headquarters in Athens and its facilities in Ancient Olympia, represents a milestone in the history of the modern Olympic Movement. It is the first and unique educational institution for Olympic education and remains the cultural center of the Olympic Movement. The Olympic Academy is

closely linked to the Greek landscape. Its geographical location was chosen to be Olympia, next to the archaeological site. This is a decisive factor for its ideological identity, further enhanced by the fact that this same location was chosen as the resting place for Pierre de Coubertin's heart in a special commemorative stele.

In 1961, one of the most important figures of the Olympic Movement and one of the pioneers of the IOA's establishment, the German Carl Diem, wrote: "The Olympic academy to be established here will be both the continuation of the ancient Academy, an Elis of today, and the realization of Coubertin's plans for an academic institution dedicated to the Olympic idea".

The establishment of the Academy was an unprecedented experiment, driven by the power of an idea. When it first started to operate, in 1961, with tents and people working and having their meals outdoors, no one could ever imagine its development and its influence on the Olympic Movement. It has moved from the tents of its first years to today's state of the art facilities and the capacity to welcome and provide further education to hundreds of young women and men, from all over the world, in sports and Olympism related subjects. The Academy has thus become, through the course of time, an international ambassador of the ancient Greek ideal, the Olympic Idea and Modern Greek culture. It contributes in this way to the worldwide propagation of Olympic ideals, furthering international understanding, peace and the promotion of humanism through sports.

Dear friends, we should not forget that there is no idea more enduring than that of the Olympic philosophy. The educational and cultural dimension of the modern Olympic Movement, as developed by Pierre de Coubertin and his successors, continues to this day, supported by the IOA's institution. The International Master's Degree Programme in Olympic Studies, which we are inaugurating today with the University of the Peloponnese in order to jointly promote and enhance the educational values of Olympism will significantly contribute to its further development.

For we all know that to attain this objective athletes and sports officials are not enough; we mostly need the educators who will be teaching the humanitarian values of sports and Olympism to the young generations, with the vision of a better and more peaceful world. It is clear that Olympism is a fundamental life ideology

and an inexhaustible source of ethical values. And it is precisely for this reason that Olympic education uses the Olympic idea and Olympism's principles to enshrine the value of sport and cement peace in the world.

The IOA's new operating policy aims at expanding its action at local, national and international level, taking into consideration social, economic, political and cultural parameters. Within the framework of the enlarged educational and scientific role that the Academy seeks, the International Master's Degree Programme aims at strengthening the development and promotion of research, based on interdisciplinary criteria and avoiding introversion and unilateral action. For this reason, our objective is to ensure the Academy's continuing operation throughout the year in Ancient Olympia thus making it an open university for the training of all Olympic education bodies in Greece and abroad.

The idea of creating an international Master's Degree Programme in Olympic Studies, will contribute, "on the part of Greece" to the international recognition of the Academy as well as the University. At the same time, it will underscore the importance of private sponsoring in achieving major objectives of international scope. In the context of today's globalized world, we are re-assessing the Academy's role, based on the one hand on the particular features of its location and adjusted, on the other, to modern demands for cooperation at national and international level, coupled with the development and improvement of the quality of services provided in the areas of teaching, research and administration.

People who deal with the history of the modern Olympic Movement all know that the International Olympic Academy enjoys considerable recognition and unquestionable respect in international scientific and academic circles. All these years, it has done important work and obtained outstanding results in the context of its international cooperation with prominent university establishments and research centers abroad. This will be the first time though that it will be officially "sharing", in a formal and institutionalized way, common educational and cultural objectives with a Greek university.

The results of such cooperation I believe and wish will constitute a valuable source

of kalokagathia, scientific achievement and humanity for all who shall be the recipients of these values through the teaching provided by the Master's Degree Programme.

Ladies and Gentlemen, the goal of the founders of the International Olympic Academy was to move closer to young people through programmes of education, research and propagation of the Olympic ideals. Our duty and vision is to actively follow such a course by educating a growing number of ambassadors of these ideals and ancient Greek civilization, with the view to contributing to the creation of a cleaner global cultural environment.

In conclusion, I would like in my capacity as the President of the Academy to personally extend warm thanks to Mrs Marianna Latsis for her understanding and flexibility in literally embracing and supporting this Master's Degree Programme in Olympic Studies. Without this sponsorship I don't believe we would have attained our objective. Let us all wish that it may succeed!

I will end my speech with a quick flashback to the IOA's work and history by means of a 5-minute film that presents its identity through time.

THE MASTER'S DEGREE PROGRAMME ON OLYMPIC STUDIES
“OLYMPIC STUDIES, OLYMPIC EDUCATION,
ORGANISATION AND MANAGEMENT OF OLYMPIC EVENTS”



Assoc. Prof. Konstantinos GEORGIADIS (GRE)

Honorary Dean of the IOA

University of the Peloponnese

The philosophy underlying the Master's Degree Programme on Olympic Studies represents an innovation for the Olympic Movement at an international level. The educational programme rests on the three pillars of the Olympic Movement: Education, Sports and Culture, which are the foundation of Olympism and Olympic Pedagogy. As they broaden their academic knowledge participants will experience the deeper meaning of Olympism through sporting, cultural and social activities.

The programme's philosophy is fully compatible with the core principles underpinning the Olympic Movement's creation. An idealistic approach to Olympism is followed for the propagation of the Olympic ideal worldwide, which is essential for the promotion and dissemination of the Olympic Movement's humanitarian values. Learning and research on Olympic issues is encouraged by focusing, in particular, on Olympic philosophy, Olympic pedagogy, Olympic education, the organisation and management of Olympic events. The Olympic Movement is a social and educational movement aimed at all people, races, religious groups, men and women without distinction, so that sport can contribute to the development of men's virtues and their individual and social fulfillment.

The course seeks to achieve a number of very important objectives. For the first time an international master's degree in Olympic Studies will be granted in the birthplace of the Olympic Games, Ancient Olympia and in Sparta. A Greek university is also given the opportunity to cooperate directly with the IOA, a cooperation that will contribute to the development of both institutions. Moreover, the course aims at providing high level specialization in all these subjects to students and Olympic Movement officials and playing a leading role in the areas of Olympic Research and Olympic Education.

Today, there are Olympic education programmes in over 80 countries around the world. The challenge for the International Olympic Academy and for the University of the Peloponnese is therefore to support these efforts by laying down the constant principles and values that will guide the development of curricula. Greece expresses the sentimental side of the Olympic Movement - the myth - that has its own special role to play in educational matters. With the academic support of the University of the Peloponnese, the Master's Degree Programme on Olympic Studies could become the regulatory authority for Olympic education issues at a world level.

The IOA is an internationally recognized center for Olympic Studies and has been operating for 49 years now under the auspices of the HOC and the IOC as a neutral and free dialogue forum. Constant search for and attainment of new objectives - in the field of education and research - is essential for the promotion of the Olympic Movement and its enhanced visibility and role at an international level.

Greek and foreign University professors, specialized in Olympic issues will be teaching in the course. There is a large pool of professors from all over the world who are already working with the IOA in the context of its Postgraduate Seminar that has been running since 1993 and who together with the professors of the University of the Peloponnese will constitute the faculty and research staff.

The Olympic Movement needs people who know its history and philosophy to guide its future course. This particular programme can provide people with the appropriate training to carry through this mission. The programme will be open to graduates of Greek and foreign higher education institutions, officials of

National Olympic Academies, National Olympic Committees, the International Olympic Committee and European Union Committees, graduates of university departments for Education, Culture and Sports, as well as graduates of physical education, media and economics departments and other institutions dealing with related subjects.

The programme's duration will be 3 semesters, each corresponding to 30 credits. Courses will be given in two languages, English and French. The number of enrolled students has been set at 30 each year. The curriculum includes 8 compulsory and 2 choice courses on the following subjects:

1st Semester

1. The birth of sports. The history and philosophy of sports in antiquity.
2. Modern Olympic Games (revival, historical evolution of Summer and Winter Olympic Games, social and political aspects of the Olympic Games, Olympic Institutions. Olympic Law).
3. Sport and Ethics – Olympic Philosophy.
4. Olympic Pedagogy: Development and implementation of Olympic education school programmes.

By choice (1 of the following):

1. The role, organisation and operation of Olympic museums and libraries.
2. Financial management of sports organisations.
3. International relations – Humanitarian law.

2nd Semester

1. Olympic Pedagogy: Development and implementation of Olympic education school programmes.
2. Evaluation of Olympic education programmes; research methodology.
3. Organisation and management of the Olympic Games (technology, media, financial management, communication, etc.)
4. Olympic sponsoring and marketing.

By choice (1 of the following):

1. Specialized issues of the Olympic Movement: Media – Technology and the Olympic Games, Doping, Fair play, racism and sports, intercultural education, volunteering, etc.
2. Strategic and operational planning of major sports events.

3rd Semester

1. Preparation and presentation of a Master's thesis.

I wish to point out that the University of the Peloponnese has chosen for its logo the chariot race from the legend of Pelops who is considered to be the legendary founder of the Olympic Games in antiquity. This might be symbolic for the cooperation between the two institutions with the generous sponsorship of the Latsis Foundation. This cooperation for the Master's programme on Olympic Studies will revive the ancient gymnasium of "arete" (virtue) in Ancient Olympia and Sparta, two places closely connected with education, feats and wisdom. At the new gymnasium of virtue young people from all over the world will be trained in Olympic education in order to carry the timeless message of the Olympic Idea to their countries.

PIERRE DE COUBERTIN, THE HUMANIST



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A double question could be asked to which a different answer would be given, regarding the historical significance of the famous personality of Pierre de Coubertin. Who was and who is today Pierre de Coubertin?

Pierre de Coubertin was, first and foremost, an educator, a function that was the driving force and the framework of all his rich activity and which will remain forever alive in the conception of his magnificent ideal (*education should be the preface to life* (1896); *the most important thing in peoples' life: education* (1890))¹. In this sense, Coubertin was a pedagogue, a philanthropist, a humanist, a man who devoted the vital part of his existence, his hopes, his feverish and daily work by sharing his fortune in order to implement the philosophy he had conceived with the view to creating a big and unique human family, peacefully integrated and in which any form of discrimination would be forbidden.

But who is Pierre de Coubertin today? Pierre de Coubertin is today the greatest unknown person in history, who expresses the drastic, semantic and conceptual contradiction of being both “famous” and “unknown”. This can be explained if we ask ourselves: who knows the Olympic Games today? Who does not know the

1. Durántez, Conrado. *Pierre de Coubertin et son Idéal*. Madrid, 2001. Page 23.

symbol of the five rings? But how many of us know, even summarily, his historical figure.

If, on the occasion of the Olympic Games, we were to conduct a sociological survey by putting questions to anonymous passers-by of various origins (housewives, students, workers, sportspersons, Federation members, including members of National Olympic Committees) about his name, the result would certainly be discouraging even though his great legacy represents one of the most important achievements in mankind's history.

How many important people there have been in the world wondered Jean Drapeau, the obstinate Canadian mayor who succeeded in bringing the Games of Montreal to his city in 1972? Probably very few, was his answer. Was Coubertin one of them? Coubertin, according to Drapeau, was one of these men whose virtues, underpinned by an exceptional will and lucidity, made it possible to bring people closer together under the symbol of the body's and the mind's perfection.² This is why the current or mundane idea we have of the famous French aristocrat does not correspond to the identity of his historical figure. Coubertin was not a sports promoter. He was a humanist, an educator, the first man in modern times who understood that sports and the Games, if properly organised, could bring something more than just physical benefits. He realized that sport allowed people also to acquire cultural and moral qualities.³

For Cagigal⁴, Coubertin was a social pedagogue, the founder of the greatest sports event of the 20th century. His rich and varied cultural background can be seen in a series of central or source ideas, which may not always be fully structured but which were very powerful and influential and translated as ritual religiousness, universal truce, nobility, selection, the betterment of the race, generosity and spiritual beauty. What Coubertin left us, he says, is not a programme it is a style, a frame of mind, an understanding of sport.

2. Boulogne, Y.P. *La vie et l'œuvre pédagogique de Pierre de Coubertin. Montréal, 1893-1937. Lemeac, 1975.* Page 482.

3. Piernavieja, Miguel. *Crise de l'Olympisme ?* Proceedings of the Spanish NOA 1968-1973. Page 192.

4. Cagigal, José M^a. *Le sport dans la société actuelle.* Madrid, 1975.

Having laid the ground, we must now underline the humanist nature of the father of modern Olympism. If by humanism we mean “*the return to Greek-Latin culture as a means for reinstating human relations or a vital doctrine or attitude based on an inclusive conception of human relations*”⁵, Pierre de Coubertin fits perfectly in the conceptual field of humanism as he considered Olympia’s spiritual beacon⁶ and its moral teaching as the decisive guide and driver of its ideal and this mythical place as an idealized paradise that he would worship throughout his life and which he chose as the eternal resting place of his vibrant heart.

Coubertin, as the wise designer of a great project or as the unique and expert actor of such a complex enterprise, was able to combine his varied and extensive knowledge on psychology, sociology, history and arts in order to establish a strong base for Olympism and set in motion the most important movement of the century, which he describes, in 1920, with this vivid phrase: “*Olympism is a big, silent machine whose gear does not squeak and whose movement never stops, despite the sand that some throw at it, persistently but without success, in order to prevent its operation. (...) In this way, we have covered the different steps of the Olympic revival and the modern world was invited to the quadrennial celebrations that more and more reflected the ancient Hellenic ideal. The Arts, the Letters, a grandiose ceremonial, the contact with religion, the ever stronger appeals to the noble chivalrous spirit (...) and, finally, the pedagogical statements intended to increasingly emphasize the important educational role of intensive physical exercise; this is the programme that has been implemented, these are the peaks that Olympism has reached since its resurrection.*”⁷”.

What lies behind the unstoppable and indestructible progress of the Olympic Movement that reaches beyond wars, international boycotts, terrorism, political threats and traps of all sorts? Many aspects could be mentioned in this respect,

5. Spanish Dictionary. Edition 2001. Page 839.

6. Coubertin, Pierre. In *Textes Choisis*. Tome II. Zurich, 1986. Pages 44, 45, 115, 162 et 428.

7. *La victoire de l'Olympisme*. *La revue Sportive Illustrée*. Belgium, July 1920. In *Idée Olympique: discours et essais*. National Physical Education Institute. Madrid, 1973.

which all spring from the profound, rich and varied philosophy of the famous man from Normandy.

First of all, we should underline in Coubertin's doctrine, the exceptional capacity of its author to use, for his projects concepts and institutions that belong to the past⁸, which he connects to the realities of his contemporary concerns that he subjects to the unknown interrogation about the future as something permanent and steadily expanding⁹. The classical Greek world, the Greek gymnasium, Olympia and its teaching, the religious ideas of his time, pedagogy, Thomas Arnold, etc., all this wealth of concepts are the solid base of his Olympic idea and he has drawn from each of them the most vital elements that ensure the timelessness of his ideal.

In other words, as we all know, Coubertin was not the discoverer or even the happy parent of the idea to revive the Olympic Games. Four years before the public proposal to revive the Games, his compatriot Paschal Grousset had already brought forward this idea. Grousset, however, was thinking of national Olympic Games. Coubertin, on the other hand, with his usual perspicacity had immediately foreseen that the impact, the power and the survival of the revived Games essentially depended on their universality¹⁰. And, in order to support their universality and survival, he introduced as the central axiom of his code friendship and fraternity. The traditional barriers of race, language, religion, politics or the economy have no place in the large Olympic family. In the large Olympic family there is room for all. In the large Olympic family all people are accepted and appreciated in the same way. In the large Olympic family the only thing that is required is respectful observance of the code of ethics defined by its rules.¹¹

To recognize the variations and changes within the Olympic Movement's struc-

8. *Ce que nous pouvons demander à présent au sport*. Lausanne, 1918. In I.O. Pages 76-91.

9. *Olympie*. Lecture delivered in Paris in the Town Hall of the XVIème arrondissement. In I.O. Pages 175-195.

10. Meyer, Gaston. *Le phénomène olympique*. Publications of the Spanish Olympic Committee. Madrid, 1963. Page 13.

11. Coubertin, Pierre. Closing Speech at the Berlin Games. *I.O.* Page 221.

tures in order to adapt it to the social or environmental developments of the time was another bright idea quickly assimilated by Coubertin that allowed Olympism to remain always topical. *“It would be expedient and advisable, Coubertin said, that the Games put on with honour the costume that each country was shaping during four years in its own way, adding further on that the Games should be compatible with people’s life and not remain subject to totally arbitrary regulations¹²”*.

The pacifying idea of the Olympic Movement is another key of his permanent and topical message. Coubertin took as example the model of the Greek world and its *Ekecheiria* as a peaceful pause in honour of the great quadrennial festival. This universal desire for peace, Coubertin could feel it deeply given his country’s situation in the aftermath of the conflict of 1870. This is why, the idea of a sports competition through the Games should be a permanent call for peace. *May the new Olympic Games - said Coubertin - give every four years to world youth the opportunity of a happy and fraternal gathering that will erase, little by little, the ignorance that people have of one another, an ignorance that fomented hatred, piles up fears and hastens, in a barbaric way, the events of a ruthless struggle...¹³*, adding in his Ode to Sport: *“Oh Sport, you are Peace! You forge happy bonds between the peoples by drawing them together in reverence for strength, which is controlled, organized and self-disciplined. Through you the young of the entire world learn to respect one another, and thus the diversity of national traits becomes a source of generous and peaceful emulation!¹⁴”*.

We should note a final characteristic, the fruit of Coubertin’s thought: how the powerful genetic impact of his rich ideological humanism could generate such a global sociological power. In accordance with this principle, we can say that today in the different vectors and trends of the large human family, in its religious, scientific, cultural, economic, literary, artistic or other dimension there is no other movement with so many adepts as Olympism, formed by all those who comply

12. Déclarations de Coubertin à Andres Lang en 1936. In *Le phénomène olympique*. Page 17.

13. Coubertin, Pierre. L’ athlétisme dans le monde moderne. Lecture before the Parnassos Literary Association, Athens, 1894. *I.O.* Page 19.

14. Ode to Sport. Prize-winner of the Sports literature Contest of the 5th Olympiad of 1912. *I.O.* Page 72.

around the world with the rules of the Olympic Charter; furthermore, there is no activity like those just described capable of bringing together such a diverse blend of races, languages, religions or political systems as Olympism does, on a regular basis, in a specific place on the planet through the staging of its quadrennial Games¹⁵.

This huge task was initiated and brought to fruition by the sovereign figure of Pierre de Coubertin, working alone.

I would like to conclude my presentation by transcribing a paragraph through which Marie-Thérèse Eyquem presents, in her work's epilogue, in masterly literary prose, Pierre de Coubertin's rich, complex and often contradictory personality: *"endowed with "superhuman energy", giving to his passion the salutary tone of measure, to his pain the dignity of silence and gently controlling his instinct for domination he was, in the absolute sense of the term, a man. Exceptionally intelligent, a scholar and a seer, "definitely subversive" not by taste but because of his intellectual integrity, a revolutionary and opposed to any form of violence, both deeply attached to his country and an internationalist, with close ties to his race, his class, his name and hostile to his "caste", a gentleman who was also discovering the nobility of the people courteous, talkative, witty, persuasive when defending his ideal, reacting vehemently to unfairness, a tireless militant for peace, he left behind an achievement and an example. Obstinate, both unyielding and adaptable to all the subtleties of evolution, unsophisticated, with the sensitivity of a child or a poet, not at all concerned about immediate glory, ignoring the word "interes", he gave everything. He gave himself and everything he had to millions of unknown people in whom he wanted to see strength and happiness.*^{16"}

15. Durántez, Conrado. *Actualité de Pierre de Coubertin*. Symposium at the University of Lausanne, 18 - 20 March 1986.

16. Eyquem, Marie-Thérèse. *Pierre de Coubertin. L'épopée Olympique*. Paris, 1966. Page 289.

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DID THE OLYMPICS CHANGE CHINA, OR DID CHINA CHANGE THE OLYMPICS?



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Did China Change the Olympics? The Challenge to U.S. sport supremacy

In the Western media coverage surrounding the Beijing 2008 Olympic Games, the widespread stereotype of the Chinese sport system was that it was a government-controlled machine for producing gold medals. The policy that received the most attention was Project 119. It had been conceptualized after the 2000 Sydney Olympics in response to disappointing performances in the two sports with the largest number of gold medals – track and field (47) and swimming (34). The number 119 referred to the total number of gold medals available in those two sports as well as kayak, rowing, and sailing (beyond these four it was not clear which sports, if any, got increased funding). In the Western media, Project 119 was presented as the centerpiece of China's Soviet-style effort at global sports domination.

Actually, Project 119 was an internal strategic plan inside the State Sport General Administration and not a publicly-promulgated policy – like, for example, the “Olympic Glory Plan” promulgated in 1995, which was an actual policy that oriented China's sports system toward the pursuit of gold medals from that time on. I had never paid much attention to Project 119 until I started getting questions from Western journalists because its content was not new. Since they are the marquee

Olympic events, and for historical reasons, swimming and track and field had been important in China since the early twentieth century, long before the founding of the People's Republic (est. 1949).

China's first Olympic participation was at the Los Angeles 1932 Olympics, where the Republic of China was represented by the lone sprinter Liu Chang-hun, whose elimination in the first round at a time when the north of China was occupied by Japan became a key symbol of national weakness. Track and field embodies a pure athleticism that resonates with masculine nationalism. This is why the hurdler Liu Xiang became China's biggest sport hero when he won the gold at the 2004 Athens Olympics – an even bigger star than NBA basketball player Yao Ming. China has invested a large amount of funding and effort into improving track and field and swimming in China since rejoining the Olympics in 1984, but 24 years later track and field had gone backwards while progress in swimming was minimal.

This background was lost on Western journalists and U.S. Olympic team leaders more interested in a sensationalized story about a secret government project to dominate world sport. Even less so did these male-dominated professions want to face up to the fact that it was not because of a secret government project that China won 51 gold medals to the U.S.'s 36, since the U.S. hammered China 20 to 3 in the Project 119 sports (thanks to Michael Phelps). The bigger factor was that the state-supported sport system in China provides equal funding to women's sports and minor sports, while in the U.S. system female athletes often have less financial and media support than their male counterparts, and sports that are not part of the college scholarship structure struggle to attract participants and train them to the top levels.

The system of sport boarding schools that is the core of the Chinese sport system was established in 1955 and it gave equal support to both men and women athletes. If one takes Title IX as a marker of a commitment by the U.S. government, then China's official commitment to sexual equality in sport precedes the U.S. by 27 years.

In China, the vast majority of athletes only end up in the sports boarding schools

because their parents expect that it will be a path of social mobility for them. This is even more true of athletes who come from peasant backgrounds, because if they are accepted into the provincial sports team they will receive an urban residence permit. This is a lifetime benefit that is a ticket to a better life because it allows a peasant to live legally in a city. For most peasants, urban residence permits are extremely difficult to acquire – the major route is through excelling at school and getting accepted into a good university, and therefore parents generally only agree to send their child to a sports boarding school if they feel the child is not a good student. Female peasants are at the very bottom of the social scale and therefore sports are particularly important for them. They are the main talent pool for sports regarded as particularly “bitter.” China’s female racewalkers, weightlifters, and judo players typically come from peasant backgrounds.

Surrounding the Beijing Olympics there was a lot of negative coverage of China’s sports system as “systematic child abuse”, “sports factories”, a “sports machine”, and even an “assembly line of pain”. The idea was that government-support of sport gave China an unfair advantage that would enable it to win the medal count. It was the rare journalist who pointed out that this advantage primarily shows up on women’s sports, and that is because state-supported sport gives women more equal opportunities in sport than does market-driven sport.

In the 1990s, the state control of the sports system loosened. The relative equality in financial resources devoted to men’s and women’s sports was shattered in 1995 with the commercialization of men’s soccer and basketball and the formation of corporate-funded professional leagues. Men’s basketball and soccer were judged to have the potential to earn money; women’s basketball and soccer were not. This was true even though the women’s teams were among the top five in the world, while the men’s teams were not. One of the key arguments in support of this capitalist-style professionalization was that it would improve the level of competition and propel Chinese *men* toward Olympic gold medals. While men’s basketball began to show results in the recent Olympics, with China reaching its best-ever Olympic showing with its 5th place in Beijing led by Yao Ming, it did not help men’s soccer. Their Beijing performance was considered a national

embarrassment and afterwards the leadership of the Chinese Soccer Association was disbanded for half a year as some retired and the president was sent to the University of Finance Administration for studies.

Comparison of China's Medals in Seoul vs. Beijing: Events Existing in 1988									
	Seoul 1988				Beijing 2008				
event	gold	silver	bronze	total	gold	silver	bronze	total	improvement
Archery				0	1	1	1	3	+3
Gymnastics	1		1	2	9	1	4	14	+12
Athletics			1	1			1	2	+1
Boxing				0	2	1	1	4	+4
Canoe				0	1			1	+1
Diving	2	3	1	6	3	1	3	7	+1
Fencing				0	1			1	+1
Shooting		1	1	2	4			4	+2
Swimming		3	1	4	1	2	1	4	0
Rowing		1	1	2	1	1		2	0
Table Tennis	3	1	2	6	4	2	1	7	+1
Volleyball			1	1			1	1	0
Weightlifting		1	4	5	4	1		5	0
total	6	10	13	29	31	10	13	55	+26

China has not improved much in those sports and events that existed in the 1988 Olympics- there has been no improvement in swimming, volleyball, rowing, and weightlifting, and an improvement of one medal in track and field. Most of its improvement was in artistic gymnastics, but this is largely because of the decline of the Soviet Union. China's improvement from 5 to 51 total gold medals between 1988 and 2008 is due to 26 gold medals in new sports and new events in old sports that have been added since 1988. A critic of the Chinese sport system could point out that all the government investment did not lead to any improvement in those original sports; but it can also be taken as a criticism of the U.S.

system, because the U.S. sporting system is good for producing top athletes in a few important sports, but it is not a broad-based system that encourages the elite development of many different kinds of sports. Even though the U.S. has excellent grassroots participation in almost all Olympic sports (if not all), in many sports that are excluded from the college sport system, it does not have ideal conditions for enabling talented athletes to reach the very top world levels.

Women's medals by country at the 2008 Beijing Olympic Games							
country	% gold ♂	% silver ♂	% bronze ♂	total medals	♂ #	♀ %	mixed events*
1. China	53	52	70	100	57	57	1b
2. United States	43	64	43	110	53	48	1g, 2s, 1b
3. Russian Fed.	48	62	29	72	32	44	
4. Great Britain	39	38	46	47	18	38	1g, 2b
5. Germany	46	22	54	41	15	37	3g, 1s, 2b
6. Australia	57	54	47	46	23	50	2s
7. Korea	33	40	50	31	12	39	1g
8. Japan	56	33	50	25	12	48	
9. Italy	50	30	40	28	11	39	
10. France	14	13	25	40	7	18	1b
11. Ukraine	43	40	47	27	12	44	

* Medals won in mixed events were subtracted from a country's medal total before calculating the percentage of medals won by women. Thus the percentage reflects percentage of a country's total medals in events that are divided by sex. Mixed events: equestrian, sailing, mixed doubles in badminton (g=gold, s=silver, b=bronze)

In 2008, the difference between China's state-supported and the U.S.'s college-based free market sport system was evident in that China's women were comparatively stronger (women won 53% of its golds and 57% of its total medals, vs. 43% and 48% for the U.S.); and China won golds in more sports (17 vs. 15);

and it won 13 golds in new sports added to the Olympics in the last two decades, while the U.S. won 2.

With respect to the production of Olympic gold medals, the U.S. sport system is a conservative system that has been slow to respond to the changes in Olympic sport as it has included women and sports that are popular in Asia. To a social scientist it is clear where the U.S. Olympic Committee needs to put its money if it wants to win more gold medals than China in 2012 – but that will be a hard sell to its corporate sponsors and private donors. For an anthropologist trained to analyze these social patterns and their cultural underpinnings, it is clear that the Western media's fascination with Project 119 as China's secret Olympic weapon was not accurate. In the U.S., as in China, the sports system is not a rationalized medal-producing machine, but is enmeshed in fundamental notions of gender and nation that make change difficult.

Partly motivated by rivalry with China, the Japanese government established a National Training Center in 2000 and a system of subsidies for top athletes in 2003, leading to a fifth-place finish in the gold medal count at the 2004 Athens Olympics. When Germany found its sixth-place finish behind Japan unacceptable, it initiated the revival of several of the former East German sports schools. In addition to Germany and Japan, in recent years governments elsewhere have increase funding for sport, including Russia, Australia, and Great Britain; the British Olympic Association is currently pressing for greater funding on the premise that it, like China, should make a good showing at its own Olympic Games in 2012. Among the sport superpowers of the world, the U.S. is an anomaly in its lack of direct government investment in sport. About half of the U.S. Olympic Committee's 600 million-dollar operating budget in the last Olympiad came from a long-term contract with the IOC that grants about 13% of U.S. Olympic television rights fees and 20% of Olympic Top Programme marketing revenue to the USOC, which is greater than the percentage allotted to the other 204 national Olympic committees combined. In 2008 resentment began to boil over in the IOC and among the other national Olympic committees, who felt that the U.S. government was avoiding its moral obligation to fund national sport by essentially skimming profit

off the Olympics that should be shared more equitably with other countries. The USOC and IOC are currently at a standoff, and the re-negotiation of the contract has been postponed until economic conditions are more favorable. Government investment in Olympic sport seems to be on the increase worldwide, stimulated in part by China's rise as a sport superpower. This Chinese model is itself stimulated by East Asian Olympic rivalries fueled by Japan and its memories of the 1964 Olympics as a turning point in Japan's status among nations. Despite the media criticism of China's state-supported system, it appears that in practice it has been taken as a more positive model than the American system.

Multiculturalism in the Olympic Movement

In the lead up to the Beijing 2008 Olympics, a common expression in China was that the Games will be a "combination of East and West," but this is a good moment to examine whether the Olympic Games were a dialogue between East and West or a monologue on the part of the West.

Wushu

There are only two sports of clearly non-Western origin on the Olympic Games programme – judo (Japan) and taekwondo (South Korea). In addition, kayak might be considered as having some roots in indigenous American Indian cultures. In 2008, Chinese wushu will be performed under the auspices of BOCOG, but not as an official sport. In China there was a great deal of disappointment when the IOC Programme Commission did not forward wushu to the Session for a vote of approval for the Beijing Olympics. They had always assumed that China would be able to add its sport to the Olympic programme when it hosted the Games, as had happened when Japan added judo in 1964, Korea added taekwondo in 1988, and the U.S. added softball and baseball in 1996 in Atlanta.

I have utilized the concept of "body culture" to label the cultural context that shapes what people do with their bodies, including sports. Today, concepts of the body throughout East Asia are still largely shaped by the classical Chinese medical

tradition, which had become highly sophisticated and systematized over its several thousand-year history, dating back as far as the *Yellow Emperor's Classic of Medicine*, the central canon since at least the Han Dynasty (220BC-206AD). This tradition represents a very different understanding of the body from that of Western biomedical science. The concept of *qi*, "vital energy," occupies the most important place in the three related traditions of medicine, religious meditation, and martial arts. In medicine, the conduits that channel *qi* throughout the body form the theoretical basis of acupuncture. Acupuncture needles are inserted into the points (*xue*) at which the conduits meet the surface of the body. The Taoist and Buddhist meditation traditions involve learning to control the body's flow of *qi* so that it can be utilized to achieve enlightenment and immortality (note the absence of a mind-body separation in this religious tradition). In the martial arts traditions the master becomes able to perform astounding feats by developing the ability to concentrate *qi* in specific body parts to make them hard and impervious to injury. By redirecting an enemy's *qi* against him, the master is able to repel attack. In sum, *qi* is an all-purpose essence that can be used to cure illness, attain enlightenment, and achieve success in combat. It is the *sine qua non* of Chinese concepts of the body. *Qi*, or vital energy/breath, constitutes a 'third term' mediating between the psychological and the physiological, or mind (*xin*) and and body (*xing/shen*), which cannot be understood from the standpoint of Western mind-body dualism.

Most East Asians are walking around every day imagining that *qi* is circulating throughout their bodies. Is this difference important? I have always found it interesting that Westerners can develop close relationships with Chinese people without ever realizing that the Chinese person possess a body image that is quite different from the Western image.

Wushu's Olympic Strategy

After the beginning of the era of reform in 1978, the Chinese State Sports Commission (now the State Sports General Administration) began to promote wushu

worldwide with the eventual goal of seeing it included in the Olympic Games. Internationally, Chinese martial arts have grown by leaps and bounds as increasing numbers of practitioners have emigrated from China and started their own schools, and as increasing numbers of schools in China have opened their doors to foreigners. Chinese martial arts have been included in the Asian Games programme since 1990.

Beijing was awarded the Olympic Games at the same IOC Session at which Jacques Rogge was elected president. One of the planks in his platform had been the control of gigantism in the Olympic Games. Actually, the main motivation for this initiative was one that was intended to benefit the Third World: due to the huge size of the Olympic Games, only a few cities in the world were capable of hosting them, and it was becoming ever more difficult for cities outside the developed West to aspire to host them, particularly in Africa, which had never hosted an Olympic Games. President Rogge established the Olympic Programme Commission in 2002 to study the sports on the programme with the goal of reducing their number. The Commission established 33 criteria for inclusion in the Olympic programme, based on which they decided to consider five sports in addition to the 28 sports already on the programme: roller sports, squash, golf, karate and rugby. Thus, as early as 2004, wushu had been eliminated from consideration as an Olympic sport. Adding insult to injury, from the Chinese perspective, the Japanese martial art of karate was preferred over wushu. The World Karate Federation was established in 1970 and had 173 affiliated national federations in 2007, while the International Wushu Federation was established in 1990 and had 112 affiliated national federations. Compared to judo, taekwondo, and karate, wushu deviates most from the Western model of sport, and if included it would be the least Westernized sport on the Olympic programme. People who had contact with IOC members at wushu competitions noted that there were some IOC members who did not feel wushu was enough of a “sport.”

At the 117th Singapore Session in July 2005, the Commission presented the five sports to the IOC membership for a vote, but all five were rejected. The 2008 Olympic programme was finalized in April 2006.

China fought a hard battle over wushu inside the IOC. It is still an extremely sensitive topic both inside the IOC and in China. While in some previous Olympic Games there had been a category of “exhibition sport,” the IOC had eliminated this category. After many heated debates, it was agreed that wushu would be contested under the auspices of BOCOG in 2008 as a “local organising committee sport,” but would not be an official sport.

Wushu as “Traditional” Chinese Culture?

The future of wushu is a hotly debated topic in Chinese sports circles. Traditionalists feel that its cultural background is richer and more complicated than the other Olympic sports, and that its continued internationalization and inclusion in the Olympic Games would lead to a loss of its Chinese character. They complain that proper wushu training requires years of the cultivation of *qi*, which cannot be scored by judges, and international wushu has become too similar to gymnastics. Some radical thinkers consider the Olympic Games themselves to be a form of Western cultural domination and for them wushu is a symbol of an alternative non-Western sports tradition which must be preserved against the onslaught of the West. Many intellectuals think it would be better if wushu did not enter the Olympic Games.

I interviewed a wushu coach in Beijing who described the current conflict between the kind of international wushu that is targeted for the Olympics, and what he called “folk” wushu. The former is part of China’s state-supported sports system and is taught in the sports universities and physical education institutes that belong to that system. He called it the “[sport] institute faction.” The latter is taught in parks by instructors who develop personal relations with their students. The stereotype is that folk wushu was traditionally passed on from father to son in “wushu families,” although it seems likely to me that this was an ideal that was only rarely realized, and that many instructors fabricated such a history to legitimize themselves. He called it the “people’s faction” (*minjian pai*). He noted that

the conflict between the two factions started to appear in the 1980s after the era of reform, which was the time at which the effort to promote wushu internationally began. This effort involved developing new standards for the sport to make it more athletic.

He told me,

There are two views today: the sport institute faction 学院派 and the folk faction 民间派. The movements I teach are the movements from the past, passed on from generation to generation. But the state's views have changed. There are folk competitions but if he is a sport institute graduate he will judge by his standards. If I am a judge I will follow the prevailing wind. The sport institutes are still changing the standards. But folk and sport institute wushu cannot be separated. For example, there are three people whose fathers all practiced wushu. You attend an institute and then you are assigned to the Sports Commission or to a research office. You have a certificate of appointment and you have the power to choreograph. After that we have to reach your standards. It's because of his job, his power. If you want to take part in competitions you have to reach his standards.

Cultural Differences or Power Differences?

The argument over the cultural content of wushu is interesting because it reveals how Chinese people view themselves and their traditions. Folk wushu is widely considered to be the repository of true wushu culture. However, my preliminary research indicates that this view is entirely accurate, because folk wushu practitioners are not especially well-educated, and they might never have read the Chinese classics, so they are not the masters of traditional wisdom that they are perceived to be. On the other hand, their lower educational level may mean that they are less influenced by Westernization. There is much more that can be said on the question of where traditional culture actually exists, if at all. I might also mention

that I find Greece to be a country that has taken effective measures to preserve traditional Greek culture, especially dance, and that China could learn a lot from Greece. But I would like to return to the question of whether cultural difference is really the explanation for wushu's exclusion from the Olympic Games.

We have to start by observing that the balance of power in the international sports world lies in the West. The majority of the history and symbolism of the modern Olympics is linked to Western civilization. The great majority of International Federations have their headquarters in the West. Of the 35 winter and summer federations recognized by the IOC, twelve have headquarters in Lausanne, Switzerland, to which they have been drawn because that is the IOC headquarters.

Representation in IOC Structures by Region of the World, 2008

Region	IOC Mem- bers		IOC Execu- tive Board		Numbers of NOCs		IF Headquarter Locations	
Europe	48	44%	9	60%	49*	24%	30	86%
<i>Western</i>	37	34%	8	53%	28	14%	28	80%
<i>Eastern</i>	11	10%	1	7%	21	10%	2	6%
Asia	14	13%	3	20%	31	15%	3	9%
Africa	18	16%	1	7%	53	26%	0	0%
Middle East	6	5%	0	0%	13	6%	0	0%
South/Central America	14	13%	2	13%	40	19%	0	0%
North America	5	5%	0	0%	2	1%	2	6%
Oceania	5	5%	0	0%	17	8%	0	0%
Total	110	100%	15	100%	205	100%	35	100%

* The NOC of Israel is a member of the continental association for Europe (European Olympic Committees, EOC) and is classified as European by the IOC, therefore its NOC and IOC member are counted there. Figures current as of January 2008, taken from the official IOC website, www.olympic.org.

It is my opinion that if Asians numerically dominated the IOC and the leadership of the IFs, wushu would already be an Olympic sport regardless of its cultural content. As the wushu instructor noted on a smaller scale, if you control the standards, you can force other people to play by your rules regardless of whether they accept your culture or not. Thus the real challenge for China is to increase its leadership presence in international sports. When I have made this point to Chinese sport scholars, they have often reacted as if it is a new concept. This shows how “culture” can serve as a screen that causes people to “misrecognize” power differences, as Pierre Bourdieu has phrased it. Of course increasing Chinese power in the international sports world is not that easy, because the sports world echoes the larger global power structure.

The Water Cube

John Bilmon, Managing Director of PTW Architects, shared with me the story of how ancient Chinese philosophy was incorporated into the structure of the Water Cube, the spectacular blue swimming arena that sits across from the Bird’s Nest. The design consortium consisted of the Australian-based PTW, China-based CCDI, and Australia-based Arup Engineering. At the start of the preparation for the final round presentation in the design competition, the team ran into a deadlock. They had agreed that the building should express “water.” But as the initial designs emerged, the two Chinese team members from CCDI, Richard Zhou and Min Wang, became increasingly uncomfortable.

In mainland China the thinking process usually starts with the general and moves to the specific, which is often the opposite direction from that taken in the West. This is expressed in the Chinese way of addressing envelopes with the country first and the individual’s name last, which is opposite from the Western order. A common Chinese way of undertaking big projects is to spend a lot of time establishing the “fundamental principles and guiding thought” before proceeding to the specifics. The Chinese felt that the design team had not properly established its fundamental principals and they did not want to proceed any further without

them. They favored a square building and felt that the rest of the team did not fully grasp what the square means in Chinese philosophy.

Seeing that his team was at an impasse, Bilmon decided to stop the process for one week so the Chinese members could give presentations to the rest of the team about fundamental principles of Chinese philosophy and aesthetics. After one week, Bilmon was convinced and made the decision to proceed with the square. Its square shape and the water moat around it reflect the layout of the Forbidden City. The Water Cube represents yin, water, and earth against the yang, fire, and heaven of the adjacent Bird's Nest. The avenue between the two positions humankind between the round heaven and the square earth in accord with Chinese philosophy, which is also reflected in the combination of round altars and square foundations at the Temple of Heaven. According to the principles of *fengshui*, auspicious power (*qi*) flows upward from the South - which is the most auspicious of the Four Directions. For this reason Beijing had built the 1990 Asian Games complex on the northern end of Beijing's north-south axis, and had been retaining the choice spot north of the Asian Games site for the Olympic Park. Now the north-south axis through the center of Beijing has the Olympic Park at its northern end and the Forbidden City at its southern end. The axis links the natural park with the man-made palace, symbolizing *tian ren he yi*, "humans and nature as one."

The team proceeded to build upon this ancient philosophical foundation an ultra-modern structure of hi-tech materials and cutting-edge environmental designs, which make it 30% more energy efficient than conventional natatoriums. The bubble pattern on the exterior was derived by mathematical formula from the structure of soap bubbles. The process of creating the structural algorithms required that the consortium link their computers and let them run for as long as a week at a time. Bilmon estimated that before 2002 it would not have been possible to create the design, both because the computer power would not have been enough, and because the research that they did on the internet was so important.

In this way the Water Cube is a quintessential example of the combination of Eastern and Western civilization, the traditional and the modern, that was realized

in the monumental architecture for the Beijing Olympic Games on a scale perhaps unprecedented in human history.

Did the Olympics Change China?

It is commonly stated that the 1964 and 1988 Olympics were “turning points” for the integration of Japan and South Korea, respectively, into the global community. It was anticipated that the Beijing Olympics would be a “turning point” for China. Now that the Beijing Games are over, we can ask whether anything “turned,” and if so, in which direction? While there was a great deal of wishful thinking in the West that the Beijing Games would be a turning point for human rights and democracy, reflection on what actually “turned” in Japan and South Korea helps focus attention on where we should actually be looking in the case of China.

In a recent article in *China Quarterly*, I develop an argument about Beijing’s Olympic Education. As in Japan in 1964, the educational project was oriented toward imagining China taking its place in the international community. Western observers tended to dismiss Olympic Education as just another nationalist propaganda campaign, but I believe they were missing the important point: true, one major goal was patriotic education – but as in Tokyo, the old nationalist symbols were re-shaped by association with symbols of internationalism, the global community, and world peace. This is the paradox of the Olympic Games – they reinforce nationalism and internationalism at the same time. If one looks only at nationalism, one is missing half of the equation. The national identity itself may not appear to be greatly changed, but it is an important shift in orientation if the holders of that identity start to see their nation as an equal partner among friendly nations instead of a victimized nation among hostile nations.

“Olympic Education” was conducted on a scale far exceeding any previous Olympics. The initial impetus for Beijing’s Olympic education programmes in the schools came from “the people” (民间), not the government, spearheaded by Donnie Pei (裴东光 Pei Dongguang), of the Capitol Institute of Physical Educa-

tion, who had received a Master's Degree from the International Olympic Studies Centre at the University of Western Ontario, Canada. At the 1999 Postgraduate Session of the International Olympic Academy he had been inspired by Dean Kostas Georgiadis, and by the re-enactment of the ancient Greek pentathlon that had been started by Ingomar Weiler. After the success of Beijing's bid in 2001, he began visiting schools in Beijing to try to persuade them to start Olympic activities. He found that most principals and teachers were uninterested because they believed the Olympics were nothing more than sports, but finally on his tenth attempt he ran into P.E. teacher Zhou Chenguang at Yangfangdian Primary School. Their first activity was to hold a mock Olympic Games with an opening ceremony.

By 2005, Yangfangdian Primary School had already held three installments of its annual "mini Olympic Games," and each time Zhou Chenguang had faxed multiple invitations to BOCOG with little response. But in that year BOCOG started to pay attention to fulfilling the Host City Contract's stipulations on educational programmes, which China took more seriously than host nations usually do.

The Beijing Education Commission, working together with BOCOG, formed the Olympic Education Standing Office. They invited principals and teachers from around Beijing to three forums to learn from the experiences at Yangfangdian school. They designated 200 primary and secondary schools in Beijing City and another 356 schools nationwide as "Olympic Education Demonstration Schools," and another 210 Beijing schools as "Heart-to-Heart" partners in the sister school programme.

By the end of 2007 hundreds more schools had engaged in "hand-in-hand sharing" with the Demonstration Schools, taking the total number of schools that had carried out Olympic activities nationwide to 1,100. It is estimated that these programmes touched several hundred million students nationwide.

The specific content of Olympic Education was almost completely non-political.

Schools were given complete freedom to design their own Olympic education activities. Students formed their own organising committees (following the organizational chart on BOCOG's website) or conducted bid competitions like the Olympic bid. They organised mini-Olympic games with a parade of athletes

in the opening ceremony featuring students dressed as the different nations of the world. They produced a huge amount of artwork in every conceivable medium, even beans or bottle tops glued to posterboard. They developed innumerable performance types, including the “Olympic angel chorus” at Yangfangdian, which performs a moving rendition of Bach’s “Ode to Joy” or the “Olympic Volunteer’s Song” while wearing angel wings.

Thus, what began as a “people’s” initiative was picked up by the government. But the intellectuals generally regarded this as a positive development, because without the support of the government there would have been no way to implement their ideas on such a broad scale.

Pei was not a member of the Communist Party in 2001. Several years later, he was invited to join the September Third Society. In 2008, Pei was recognized as a “Model Worker” for Beijing City, the highest form of recognition by the Beijing government.

In July I was a member of the “People’s Olympic Education Promotion Team” that spent five days in the earthquake disaster zone in Sichuan province. We were self-funded and were a determined “people’s” (民间) group and not an “official” (官方) group. The member who attracted the most attention everywhere was Sun Yiyong, songwriter and a torchbearer during the Inner Mongolia torch relay, who was called simply The Torchbearer (火炬手)。Each torchbearer gets to keep the torch that he or she carried, and Sun Yiyong carried it with him everywhere he went.

We were received – initially, as we realized, with considerable skepticism – by the Education Bureau of the Deyang city government as part of its work in “psychological intervention.” As the reality of post-disaster life was setting in, suicides were increasing. As a result, a major initiative in psychological intervention was being carried out in the schools and communities. Our assigned task was to bring the Olympic spirit into the schools in order to aid the recovery. We organised mock Olympics at two schools per day for three consecutive days, a total of six schools and over 3,000 children. The high point of the ceremony was always when The Torchbearer entered the stadium, wearing his red-and-white official torchbearer’s

shirt and shorts and carrying the real Lucky Clouds torch, images that were easily identified by the children because the real torch relay was being broadcast daily on Chinese TV as it passed through China. At our first ceremony, the children's reaction took us all by surprise. A high-pitched cry of excitement rose into the air as they recognized The Torch, and one thousand children began spontaneously streaming toward it. They surrounded Sun Yiyong as he rounded the field and the situation was rapidly becoming dangerous.

Eventually order was restored, but at subsequent events, a group of four boys clothed in red and yellow T-shirts jogged with him and acted as bodyguards for The Torch, as had the Blue Men who were so maligned in the West during the international torch relay. For these boys it was an honor to protect The Torch.

At each stop, people wanted to touch The Torch, and the teachers and officials were more aggressive about it than the children. They wanted to take photos of themselves holding The Torch, or of groups of people each with one hand on The Torch. They seemed to feel that touching the Lucky Clouds Torch would bring them good fortune.

I was told that the IOC had repeatedly tried to dissuade BOCOG from organising the largest-ever international torch relay, but they would not listen. They were determined that the torch relay was a gift that China would give to the world. It seemed that they really did not understand the West's attitude toward China, and that they were deeply shocked at the protests in London, Paris, and San Francisco. Based on what happened in Sichuan, I felt that part of the anger that many Chinese people felt at the disruptions of the international torch relay was the result of the lack of respect for a nearly-sacred object. They had assumed that the West shared this reverence for a symbol that, after all, it had created.

Conclusions: Hindsight May Change How We Remember Beijing 2008

A careful look at the 1964 and 1988 Olympics makes it somewhat surprising that today we remember these as turning points in the peaceful integration of Japan

and South Korea into the global community. Because of the Olympics, China's interaction with the outside world intensified. Chinese culture was given an international platform and there were moments and spaces when it took charge of that platform. As in Japan and Korea, and particularly through Olympic education in the schools, symbols of national pride that had been born in war, which emphasized collective sacrifice in the struggle for survival among hostile nations, were resituated within the pursuit of individual excellence and health, in peaceful interaction with a friendly outside world. Perhaps as the heated emotions surrounding the Beijing Olympics fade into the distance, these Games will look similar in hindsight.

Further Readings

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HOW HAVE THE OLYMPICS CHANGED THE PERCEPTION OF CHINA IN THE WEST? PROVING THE WEAK POWER OF SOFT POWER



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Questioning the question: How have the Olympics changed the perception of China in the West?

What seems to be quite a simple and straightforward question turns into a complex and difficult task on second sight. The affirmative tone of the question – obviously no one dares to ask whether the perception of China has changed – leaves no doubt about the power of the world's greatest sport tournament to deliver a clear message about the image of its host country. In addition, it carries the implicit assertion that hosting the Olympic Games has a transforming impact, either on the host country, or its perception abroad, or on both the country and the country's image.

Now the question starts with the word “how”, which means our empirical investigation has to be concerned with two very different aspects. At first reading, the question demands a comparison of views at two different points of time: the pre-Olympic and post-Olympic perception of China. Data from international opinion polls and national image surveys will provide the necessary information to outline the respective attitudes towards China and their changes in time. But at second thought, rather than asking for a comparative analysis of static attitudes

from before and after the games, the interrogative manner invites reflections about the process, about agents, transmission paths and tools involved in the transformation between start perception and end perception. Therefore we have to be aware of the way images are crafted and perceptions are shaped, reproduced or transformed in global society.

The time line stretching between points A and B creates an additional problem, as the Beijing Games themselves represent a fuzzy time span. Any spontaneous recollection of the Beijing Games will probably refer to the two midsummer weeks spanning between the spectacular opening ceremony on August 8, 2008 and the closing ceremony on August 24. Some may also want to see the Beijing Paralympic Games of September 6-17, 2008 included, even though the Paralympics hardly receive the same attention as the “real” games. The Beijing Olympiad, which alternatively might figure as a temporal allocation, started only recently with the opening ceremony in the Bird’s Nest and will last for roughly four years. In that case any assessment would have to be postponed until the opening of the London Olympics in 2012. But now attention to Beijing as host of the Olympic Games has already paled in comparison to previous years. Following the successful bid in 2001, the Beijing Olympics became a powerful trope in the international media. Particularly after the Athens Games of 2004 the build-up of the Olympic infrastructure and large-scale urban reconstruction projects in Beijing, as well as other organisational issues of importance to the Games gained prominence in the press coverage. Hence we can either opt for looking at the changed perception between the very early years of the decade and the months after the Games or in a narrower sense compare Western perceptions of China from early and late 2008.

The challenge of the task is further increased by the monolithic and undifferentiated treatment of the “West”. The West includes countries as diverse in size, political power and economic weight like the United States, Great Britain, Germany, Greece, Austria, Norway and Liechtenstein, to name but a few. Some of them like France, Great Britain or Germany have been colonial powers in the Far East; for some like South Korea or Japan, which are countries in Asia but deeply committed to the core projects of the Western path to modernization, capitalism

and democracy, China is the most important trade partner; some like Poland or Slovakia belonged to the Eastern Bloc under the Cold War regime and may have a different perspective on state-run socialism than the member states of the so-called Free West; for some few like the United States China is a competitor for superpower status. Similarly, as key findings from the Committee of 100's *Survey on American and Chinese attitudes toward each other* clearly show, "official", governmental, corporate and public or popular perceptions differ at large, according to their specific information, interests and intentions (C-100 2007).

Finally, we have to be aware that perceptions towards "China" may vary, depending on what is standing in the spotlight: Depending on whether China is regarded as a token for the country, the nation, the Chinese people or the Chinese government, the perception provoked will inevitably differ. Some of these differences will emerge from the data discussed later in this essay, but usually they are conflated at the cost of representing a more accurate, even if diverse and contradictory description.

The Beijing Olympics and China's public diplomacy

In a presentation to the Brookings Institution only weeks after the Games' closure, Pang Zhongying, professor of international relations at Beijing's Renmin University, praised the 2008 summer Olympics in the Chinese capital as a milestone in China's exploration of soft power (Pang 2008). According to Pang, the congregation of the world's leader and dignitaries at the occasion of the opening ceremony in the Bird's Nest satisfied the Chinese people's desire for international recognition of their achievements and progress. The successful and spectacular games would have laid proof not only to China's abilities in organising and managing "the largest and most complex global event" but also to its reliability and indispensability as a member of the international community. This assessment echoes widespread expectations held in China and abroad prior to the Beijing Games that the hosting of it would have a strong impact on social, political and economic developments in

China. Outside of China, simplistic and one-sided statements even tended to end up in anticipation of the Games' contribution to "the end of a closed and repressive order" (DeLisle 2008:55), whereas numerous media and academic accounts shared the conviction that the Chinese government would use the Beijing Olympics as a showcase of its national achievements (Berkowitz et al 2007:171), to "promote the China Brand" (Wang 2008:264) and "to educate the world about modern China" (Cull 2008:135). Reflecting the common acceptance of the Beijing Games' impact on shaping the image of China, 61 percent of respondents (n=1,001) to a poll among German adults during the week prior to the Opening Ceremony believed that the Olympic Games would contribute to a positive image of China, while 29% assumed a negative impact on the perception of China abroad (Infratest dimap 2008). In contrast to popular belief, corporate managers from all over Europe were less upbeat: only 14% of 1,200 executives asked by the German business journal *Handelsblatt* expected a sustainable improvement of China's image (Wiener Wirtschaftszeitung, 22 July 2008). Writing for the Chicago Tribune, Evan Osnos summarized the claims on China's image and the Olympics as

"a gamble for everyone involved: for the International Olympic Committee, which staked its reputation on holding China to promises of a spectacular, transparent and inclusive Olympics; for foreign governments, which bet that supporting China's games would make it a more cooperative player in international affairs; and, above all, for China's government, which is opening its doors wider than ever before with the hope that a China the world knows is better than the China it does not. None of this is a sure bet."
(Chicago Tribune, 10 August, 2008)

In this paper, I am going to look critically at the discourse on the Beijing Games as a public diplomacy tool in shaping the image of China abroad. "Soft power" in general refers to culture and values of political or social entities that their representatives can efficiently employ in order to pursue their interests in outward relations or to alter the attitudes and behaviour of other actors. The term, which has been added to the vocabulary of political sciences by Joseph S. Nye (1990)

twenty years ago, closely resonates with fairly older attempts of international actors to advance foreign policy by engaging foreign publics. Public diplomacy is first of all about communications: its practitioners listen to foreign publics and adjust their policy accordingly; they talk to them, directly and indirectly and engage in practices to build good feeling abroad; and they make usage of communication channels like the international media to provide news to foreign publics who might otherwise be denied access to balanced information (Cull 2008:117). Sports mega-events like the Olympic Games seem to be an appropriate occasion to enhance the soft power of their hosting nations, particularly because of the easy association with positive images of excellence, fairness, universal friendship and mutual exchange. The global significance turns the mega-events into a powerful platform for the transmission of information and representations. However, these platforms are extremely difficult to control. Meaning is never uncontested, and free-riders or interlopers are striving to seize the opportunity to perform in a global theatre of representation (Horne and Manzenreiter 2006). While well-informed observers like Susan Brownell (2008) would contend the assertion that China has actively instrumentalised the Games for advancing China's foreign policy, it must be acknowledged that the media appropriation of the Games has contributed to the shaping of China's image abroad, whether wanted or not by the Chinese government.

China in the global mind

Even if the Games had not been designed to impress or educate the world, the grandeur of the Opening ceremony, the lavish Olympic architecture, the smooth organisation of the Games, the hospitality of the well-mannered volunteers and the sport contests themselves were likely to award China the respect it had longed for. Notwithstanding the underlying and unsettled issues of housing evictions, oppression of the freedom of speech, among many others, the event itself deserved unanimous accolade and should be rated as outstanding benchmark for future

organisers. China has proven its reliability, its willingness to engage with international norms, its hospitality and cultural pride – but has this actually earned China affectionate responses from the world and the West in particular? Empirical surveys are providing a different impression. The Anholt Nation Brands Index is based on a survey of over 20,000 respondents from across 20 major developed and developing countries and rates country-specific perceptions of cultural, political, commercial and human assets, investment potential and tourist appeal. The index thus seeks to measure the power and appeal of a nation's brand image. The NBI ranking is based on the average of scores of the six areas.

In the earliest survey from 2005, China's overall ranking was 21st out of 25 countries. China showed a strong ranking for culture and heritage, but it ranked in the bottom third for all other aspects. Export and governance were the categories scoring lowest (Berkowitz et al. 2007:169). When the sample was extended to 50 countries in 2008, China's relative position climbed to 28. China still scored low in government (48 out of 50) and people (41); investments (33), export and tourism (both 21) ranked in midfield, whereas culture was highly appreciated (9). While China's overall brand value is still unbalanced and showing only mediocre results, it has considerably grown over the years. The most recent data were published in September 2008, which means that the perception values were likely to have been polled prior to the Games (GfK Roper 2008).

Opinion polls have a long-standing tradition as a gauge for measuring approval to political issues in many countries. Global attitudes towards China have been surveyed since 1979 by the world's leading opinion poll institute, The Gallup Organization. Making use of its vast network of branches in 150 countries, the Gallup World Poll claims to deliver survey data which are representative of 95% of the world's adult population. The overall favorable opinion towards China has been on the rise since Deng Xiao Pin's reform politics opened up the doors to China back in the 1970s. The Tiananmen incident of 1989 left its lasting marks in the survey results: approval rates plummeted down from 72% in early 1989 to 34% later in August of the same year. Both shares of favourable and unfavourable attitudes towards China remained unchanged over the 1990s. However, awarding

the Games to Beijing in 2001 coincided with a distinctive rise of positive ratings from 36% in late 2000 to 45% in February 2001. The approval rate reached its climax in 2007 with 48%, falling back to 42% in February 2008. One year later, and after the Olympics, the percentage of people having a positive opinion about China (41%) stayed largely unchanged (The Gallup Organization 2009).

Country-specific differences in the attitudes towards China are not revealed by the executive summary of the Gallup World Poll. Such information is provided by the BBC World Service Poll (PIPA 2009), which has been tracking opinions about country influence in the world since 2005. According to survey results from 2005, 2007 and 2009, China's influence in the world has received increasingly negative rates over the pre-Olympic years. Positive rates went down from 48% to 42% and 39%, while negative rates increased from 30% to 32% to 42%. Compared to the Gallup World Poll, the BBC sample expresses an even less favourable stance toward China, or to be more precise, toward the Chinese influence in the world. The difference may also be caused by the smaller country sample which is restricted to 21 countries within the broadcasting reach of BBC. Since the sample includes most OECD countries, but also Egypt, Indonesia and Ghana, among others, it may come closer to represent the "West" than the Gallup World Poll. Most countries in Europe and North America tend to evaluate China's influence more negatively than the world average, which is outbalanced by more positive appreciation in Central America, Africa and Asia (with the exception of Japan, down from 22% to 8%). Country specific values show also a considerable degree of variability among the West: The share of positive opinions in Germany declined from 34% to 30% and 11%, in France from 49% to 32% to 22%, whereas negative responses increased from 47% to 53% to 69%, and from 33% to 59% to 70% respectively. The same trends could be observed for Italy and Spain. In the UK, positive attitudes first went up from 46% to 49% and dropped to 39%; a slightly larger group now says China has a negative influence in the world. In the United States, positive views went down from 39% to 34% and 32%, while negative views first went down from 46% to 44% to rebound to 52%. China also lost a lot of sympathy in the other North American State of Canada.

The global attitudes towards China are largely echoed by findings from the Pew global attitudes project in 2008. Only in seven of the 23 countries surveyed did majorities express a favourable perception of China. This has been a remarkable turndown from the previous year when 47 publics were polled and 27 nations had a favourable opinion about China. According to data from 2007 and 2008, both China's economic and military power have alarmed countries all over the world; particularly in the US, Europe and Japan, publics found China's growing economic power as troublesome; its military might was positively evaluated only in Pakistan, Nigeria and Tanzania (Pew 2007, 2008).

While all the data discussed above are valuable to accentuate long- or mid-term trends, their isolated interpretation must be taken with a grain of salt. The opinion surveys are not exclusively concerned with the perception of China only but serve to capture simultaneously specific attitudes toward many more countries. Hence they are probably more of value for assessing the relative positions and shifting relations of states and countries within a global world order which itself is floating and shifting. Second, none of the surveys was especially designed to demonstrate how the Beijing Olympics affected the image of China. While there can be no doubt that worldwide the Games have been favourably received, the data do not express any overall Olympic effect on the perception of China, at least not in positive terms. Even if the successful hosting or China's leading position in the medal ranks have had an impact on the respondents' behaviour, it might have been offset by other more weighty factors. With other words, the Olympics may have changed the perception of China, but we do not know how the new image is valued, and to what degree it is of relevance for the affective appreciation of China. Therefore, and third, China's image most likely has changed over a prolonged period marked by the preparation and staging of the Olympic Games, but certainly not for the better. In terms of international clout, influence and overall impression, the changed China is not warmly received by the "West" and the World at large. Fourth, it is difficult to isolate outside factors like the global economy, the financial crisis or geopolitical constellations that may have contributed to the deteriorating assessment of China, even if China's image has been the same or not.

Two studies tried to grasp a more concise picture of the impact the Games had on foreign perceptions of China. The Communications University of China in Beijing interviewed 2,400 foreigners from July 23 to September 9 2008 before, during and after the Olympics were held. According to the survey, which used face-to-face interviews and online questionnaires, China's image as well as its cultural image and the image of Beijing City showed moderate improvements over the period of the Olympics, while the political image and the image of the Chinese people remained the same. People who actually had been travelling China tended to be less enthusiastic about the Chinese than those who had never been to China, but more positive towards China in general, particularly if they had attended the Beijing Olympics (China Daily, November 24, 2008). While findings seem to contradict the knowledge we have gained so far, this may not necessarily be the case. It is absolutely conceivable that the spectacle itself has had some short-term positive effect which flattened as soon as new incidents and events came to occupy the respondents' attention.

A second study conducted by the participants of the Salzburg Academy on Media & Global Change in Salzburg, Austria, looked at the press coverage of the first week of the Olympics by 68 newspapers, in ten languages, 29 countries, across six continents. Students and faculty found out that the Beijing Games made headlines worldwide, with 55% of front-page stories having content directly related to the games. Contrary to their expectation, the newspapers covered the Olympics primarily as a sporting event and not as a political power game. 45% of the front-page stories were positive in tone, 40% neutral and only 15% negative. The survey also disclosed considerable global variations. The most positive reception came from the Middle East (68% positive, 32% neutral, 0% negative), putting even China's domestic press in the shadows (67% positive, 32% neutral, 1% negative). Following Asia, and Latin-America, the "West" combining Europe, Canada, the USA and Australia (43% positive, 41% neutral, 17% negative) came in fifth, somewhat surprisingly ahead of Africa and Africa (21% positive, 56% neutral, 24% negative) (ICMPA 2008). In terms of regional patterns, the West ranked low but still without significant deviation from intercontinental averages.

Findings confirm previous observations from the analysis of the media coverage of sports mega-events at distant, exotic or unfamiliar or otherwise uncomfortable locations: once the games are on, the overall attention is radically shifting away from critical topics towards the unproblematic sport contests (Horne and Whannel in print). As long as no major catastrophe is happening, the sports event is treated by the mainstream media as such, not as a political statement or point of contestation. A further observation gained from the comparative newspaper analysis confirmed the ethnocentric proclivity of the media all over the world. Stories focused mainly on news and events related to the nationality of their primary customer base, particularly in China (87%) and the “West” (about 50%). The nationalist bias was enforced by the concentration on sports in which athletes of the same nationality as the readership were likely to excel or won medals. Again, without more detailed insight into the methodology of the survey, the results have to be treated carefully. A more detailed analysis of the newspaper content including the political pages or comments from the reader which do not appear on the front-page might have produced a more nuanced assessment of the role of the media in shaping national images. But it is fair to judge from the data that the media coverage of the Games proper cannot be held responsible for the waning appraisal of China in the global mind.

Conclusion: Media wars, narratives and counter-narratives

The discussion has shown that China is clearly denied the world’s unanimous acclamation for its development, and more to the point of this study, that the Beijing Olympics failed to win over the hearts of Western publics. The reason for the negative perception is far too complex to be explained here in detail and only partially related to China’s human rights issues, environmental concerns, criticism of the Chinese government’s way of dealing with authoritarian regimes like the ones in North Korea or Sudan, which captured global attention in recent years, or its treatment of Tibet and other agitating minorities, to name but a few of the

ongoing debates between China and the West. I am convinced that the inertia of Western publics to develop a sympathetic understanding of China is first of all a consequence of their unwillingness to waive their own governments' predominance in international politics and abandon their very own affluence in exchange for a more balanced distribution of wealth and economic opportunities on a global scale. Responsibility for the misperception is also with the mainstream media that are playing a leading role in the fabrication of a master narrative on the natural order of states and societies which position the West at the pinnacle of human civilization. Rather than preparing the space for a dialectic exploration of alternative modes and views, the media contribute to the reinforcing of national stereotypes. The C-100 survey clearly showed that neither the Chinese nor American public put much trust in the accuracy of their portrayal in the other country's news media (C-100 2007).

Paradoxically, China's engagement with the Olympic Games has exacerbated the communication gap between East and West. The striking discrepancy between achievement and acclamation is further amplified by the ambitions of the proprietary rights holders of the Olympic Movement who seek to promote Olympism as "a way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles", encompassing international goodwill, peace, and equality, throughout the world (Olympic Charter). The a priori alignment of Olympic sport with "universal values" made it extremely difficult for media and governments to gloss over the harsh treatment of political dissidence and criticism of the Chinese state powers. But the point is that whatever China had to announce in terms of achievements, these were measured against highly unlikely benchmarks. On the one side, the Olympic ideology is suffering from a mismatch between rhetoric and reality; on the other hand, the Olympic organisation has never been consistent in its stand on politics or the "apolitical nature of sports" (Smith and Himmelfarb 2008:39).

I have argued elsewhere that the Olympic philosophy holds on and actually consolidates the privileges and prerogatives of those agents that have taken a leading role in developing its agendas. As the Olympist universalism is deeply

entrenched within Eurocentric appropriations of fundamental human rights and modernisation, it fails to acknowledge alternative conceptions of society, modernity and development. The ambivalence of Olympic universalism is paired by another Olympic paradox. Participation rights are based on national membership to the IOC and citizenship of the athletes, even though many of the modern athletes exemplify the archetype of the cosmopolitan nomad, for whom the place of residence, tax obligations, training opportunities and work place is far from being confined to the country of their nationality. The retro-futuristic design of the Olympic principle of “one nation, one representation” is rooted in the political landscape of the late 19th century. This mode of representation has accompanied more than a century of world sports without any changes that would have assigned agency, voice and representation to ethnic or cultural minorities or stateless nations (Manzenreiter 2008).

China was bound to lose in a signifying contest for meaning, no matter what it tried to do. Domestic development was hardly taken for what it was but for what it still failed to achieve in the Western gaze. Insisting on state sovereignty, for example in dealing with the Taiwan or the Tibet question, closely resonated with the idealized notion of the nation-state of the Olympic world order. This antiquated design was adopted for managing international relations after the peace of Westphalia, and is hardly appropriate for earning the acclamation of a public confronted with challenges and threats that require multilateral cooperation. The transformation of Beijing’s cityscape has not only sparked enthusiasm from architecture critics but also raised concern with the rigorous approach by central authorities. Building the Olympic City was certainly not consistent with transparent and democratic modes of urban planning; yet the media’s criticism of massive housing eviction failed to acknowledge that very similar problems had accompanied quite a number of previous Games (cf. Cox, Darby and Bounds 1994). The suppression of political dissent and the curtailing of the right to speak were far from being first timers in Olympic history, as the temporary discontinuation of basic rights within Olympic zones or specific laws postponing the usual regulation of public space law has periodically testified (cf. Lenskyj 2002); China was also not valued for the unprecedented relax-

ation of access rights for foreign media but for the restrictive closure of Tibet for the media following the spring upheaval.

Within such a biased perception, stage-managed techniques serving the smooth operation of the spectacular opening ceremony, such as computer-generated images of the Beijing night sky during the TV broadcast of the firework, the lip-sync of the little girl singer and Han Chinese performing as members of China's ethnic minorities are less likely to be remembered for their awe-inspiring effects than for their assumed manipulative and counterfeit nature. Therefore, the Beijing Games were assigned only a minor section within a larger repository of stories and images that constitute the Western perceptions of China. The stream of news and comments is constantly cross-referenced and cross-referencing to previous reporting and "matter-of-fact knowledge" which frame the coverage of ordinary events, the media's business of every day, as well as extraordinary incidents such as the Szechuan earthquake or the Beijing Summer Games. None of them was likely to establish a new framework.

As common sense would have it that years of negative views about a country are hardly going to disappear overnight, why is it that hosting the Olympic Games is attributed such a great power of change? Professionals are echoing this concern: branding a nation is notoriously difficult to achieve for three major reasons: Firstly, the brand image of a nation tends to be complex and diffuse; secondly, a single image or message is inherently difficult to communicate to different audiences in different countries; and thirdly, longstanding stereotypes and cultural associations, which are often not very favourable, are a significant impediment for the development of the national brand (Fan 2006:9-10). Above we argued that the transformative power of hosting the Olympic Games is both related to the Olympicists' aspirations and to the immense infrastructure projects that are meant to hallmark the place. What has been mentioned with regard to cities striving for world class status (Hall 2006) can nowadays also be stated for the nation-state. Within a changing geopolitical environment, in which the importance of the nation-state is said to be on the wane, national governments are equally apt to forge promotional strategies capitalizing on national identity and cultural power in order to strengthen appeal

and competitive power of the nation-state. The modern art of nation branding succumbs to a market logic that adopts corporate benchmarking systems, proprietary measurement indices and property rights regulations; as a consequence, decision-making with regard to the nation brand is increasingly transferred from the political to the corporate sphere (Aronczyk 2008:42-45). The professional class of public relations specialists, advertisement agencies and consulting experts that captures central position in an attention economy where “a wealth of information creates a poverty of attention” (Herbert Simon, quoted in Aronczyk 2008:42), switches back- and forward between corporations, cities, states and other dissimilar clients. While they may be less effective in changing or making the national image, they have certainly been successful in winning the media and popular belief over to the claim that hosting the Games will have a transforming impact.

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OLYMPIC EDUCATION PROGRAMME IN CHINA AND ITS POST-OLYMPIC IMPLEMENTATION



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Introduction

Olympic education is the core of the Olympic Movement, intended to spread the Olympic values of excellence, friendship and respect among the ordinary people, especially the youth, over the world. It is cross-national and cross-cultural in nature. The importance of Olympic education has increasingly been recognized in the last two decades with the rapid development of globalization. It is not coincidental for the hosts of Olympic Games to promote Olympic education in their preparing and staging the mega-event with globalization speeding up its pace. Globalization as Giddens (1999) referred as a “runaway world” and there is no “a global order driven by collective human will. Instead, it is emerging in an anarchic, haphazard fashion, carried along by a mixture of influences.” Globalization calls for a conceptualization of “the world as a whole”. Olympic education echoes this call and provides a necessary tool to compensate the current education based on nation states focusing too much on national values rather than the common global interests. Education oriented programmes have gradually integrated into the Games preparation. This trend was initiated in 1976 Montreal Olympics and gradually took the solid roots since the 1998 Nagano Winter Olympics and

reached its peak in the 2004 Athens Games where the cultural and educational activities played an essential part in the Games' success.

Nowadays, the question faced by host cities and countries is no longer whether educational programmes should be included in their endeavor of staging the Games, but how to integrate Olympic education into the Games preparation according to their particular social settings.

China is the largest developing country in the world with 1.3 billion population, vast territory, rich eastern cultural heritage and strong economic growth and sweeping social reform during the last 30 years. It turned out that an impressive Olympic education programme was carried out around the 2008 Olympic Games and its significant impacts have extended into the post Games era as the IOC Evaluation Commission for the Games predicted in the 2001, *"It is the Commission's belief that a Beijing Games would leave a unique legacy to China and to the world sport."* A paper in the Olympic Review commented "This is a great programme. It makes the spread of Olympic values in China much wider than any other country in the world."

My presentation is intended to brief what Beijing did in promoting Olympic education in China so as to provide a reference to educators over the world and the hosts of the future Olympic Games.

I. Challenges faced in Olympic education in China

How to disseminate Olympic knowledge and values in the host country - China was certainly a big challenge due to the following reasons:

1. China is the most populous country and there were also great gaps existing among various regions in terms of their economic, social and educational development, which would mean gigantic scale and effort needed in promoting Olympic education.

2. Lack of knowledge of the Olympic Movement. China is an Eastern country with its own cultural heritage and the general public including most educators

had little knowledge about the Olympic Movement, less to say the Olympism and values it represented. It would mean great difficulties in carrying out the Olympic education programmes.

3. Underdevelopment of non –governmental organisations. NGOs had played an important role in Olympic education in the previous Games preparation, but NGOs in China were still not in fully growth stage due to the unfinished social transition.

II. Strategies for Olympic education

1. Selecting target groups and key locations.

It would be unrealistic to provide undifferentiated educational programmes for all social groups in all geographic locations in China. The Olympic education had to select some key groups and key areas. Since Olympic education focused mainly on the youth, the school students especially the primary and secondary ones, were chosen as the main target group. Geographically, the cities directly connected to the Games were selected as the key areas for Olympic education and they were Beijing, Qindao (host city of sailing events), Qinhuangdao, Shenyang, Shanghai and Tianjin (host cities of preliminary soccer events). Hong Kong as the host city of equestrian events with its own educational programmes was not included in this presentation.

2. Setting up examples for demonstration.

In order to carry out the largest Olympic education in the world the crucial strategy was to let the schools, companies, communities and all social groups to share their experiences and to teach each other. So it was important to set up some examples to demonstrate what Olympic education was and how it was carried out.

3. Strong government involvement.

Traditionally the government in China played an important role in all social affairs. It was especially true in Olympic education due to the fact that education

was concerned with national policies and the lack of sufficient NGOs at the current social settings. Therefore, the education authorities at different levels played important roles in the Olympic education related to the 2008 Olympics.

III. Olympic education design and preparation

Shortly after the successful bidding for the 2008 Olympic Games, the Beijing Municipal Educational Committee and Beijing Academy of Educational Science organised academic research personnel to conduct research on the relationship between Olympic Games and education. Even though Olympic education around the 2008 Games covered a great variety of social groups and all sorts of educational activities being carried out, the main attention was firmly focused on school students.

November 3, 2005 the BOCOG and the Education Ministry jointly issued the 2008 Beijing Education Programme for Primary and Secondary Schools with the purpose to disseminate Olympic knowledge and ideals among 400 million Chinese youth particularly 230 million school students nationwide.

December 6, 2005, the Beijing Municipal Educational Committee and the BOCOG jointly promulgated the Olympic Education Action Plan for Schools in Beijing and this plan developed the strategic framework for Beijing Olympic education and had great impact on Olympic education in the rest of the areas in China.

Considering the fact that Olympic knowledge was relatively new to most Chinese teachers and students it was necessary to set up explicit goals and clear framework. The Olympic Education Action Plan for Schools in Beijing based on the guiding principle of “Seizing Opportunity, Making Contribution, Promoting Development and Leaving Legacy” set up five major tasks:

- Spreading Olympic Knowledge
- Strengthening Olympic Etiquette Education
- Bringing Olympic Sports into the Campus

- Training Olympic Special talents
- Carrying out Heart to Heart International Partnership Programme

Massive Olympic education demands massive educational materials. Since January 2004 a series Olympic educational books, journals were turned out in a huge amount with the support of the BOCOG and the Beijing Municipal Education Committee. The books used extensively were the Olympic Readers for Primary School Students, Olympic Readers for Secondary School Students and Olympic Readers for College Students. 1.1 million such books were distributed. In addition, starting in 2006, an Olympic education column appeared at the BOCOG official website, Olympic education websites were opened by the Beijing Municipal Education Committee and its affiliated branches at various levels; many schools also included Olympic resources into their school websites. In addition, all forms of major Chinese mass media set up Olympic columns. Olympic educational resources became available everywhere.

Owing to the fact that most school teachers were lacking Olympic knowledge it was essential to have teachers trained first and enable them to fulfill their duties assigned to guide the Olympic educating of the youth. On August 29th 2006, the Beijing Olympic Education Training Programme was officially launched with the training materials compiled by the BOCOG and the Municipal Education Committee. By May 2008, three thousand school administrators and all PE teachers (about 6800) in Beijing had been trained through various courses offered at universities. This unprecedented training project of Olympic education also attracted wide attention of the whole society.

IV. Key Olympic education programmes

1. *“Olympic Education model school”*

It was a creative programme in Beijing Olympic Education and the most important operational platform for Olympic education. The programme intended not only to make these “model schools” the proper institutions for Olympic education but also to have profound impacts on the rest of the schools and communities in

the country. The programme was launched in 2005 and 556 primary and secondary schools (152 primary ones and 404 the secondary) were selected from 400 thousand schools nationwide by the BOCOG and the Ministry of Education. Of them about 200 schools were in Beijing, each of the provinces and municipalities where Olympic co-host cities located had 20, and each of the remaining provinces had 10. The model schools covered diverse types of schools. It is worth noting that special education schools were included in order to share the Olympic Spirit and healthy lifestyle with disabled young people.

The assessment process was under the guidance of an authoritative group and the final decision was made after the appraisal by the experts sent by the BOCOG and the Education Ministry.

The model schools had integrated Olympic knowledge into their curriculum, especially physical education sessions. In addition they had two class hours per month exclusively for Olympic education. The schools organised a variety of activities featuring Olympic topics thus to pull the students closer to the Games.

The Model schools got tremendous media exposure and frequently on the TV and the internet.

As it was expected from their name the model schools had an important function to influence the others. There were three linkages referred as the “Hand in Hand”, being built up for the Model Schools to demonstrate their experiences in order to promote Olympic education in other schools and local communities:

- *Hand in Hand with ordinary schools* in order to share experiences of Olympic education. Starting in September 2006, the 200 model schools in Beijing had set connections to 395 non-model schools including 210 rural schools. In addition, 65 model schools in Beijing also made partners with 104 schools in 22 provinces, Hong Kong and Taiwan areas.
- *Hand in Hand with special education schools* in order to strengthen values of respect, courage and sharing the joy brought by the Olympic Movement with disabled teenagers.
- *Hand in Hand with local communities* in order to share Olympic knowledge with local residents and promote their healthy lifestyle.

2. Heart-to-Heart Partnership Programme

This programme was developed jointly by the BOCOG and the Ministry of Education, which was based on the activity of the “One school one country” initiated by the Nagano Winter Olympics. The idea was to let primary and secondary schools in Beijing linked as one-to-one partnerships with their chosen nation’s or area’s schools accordingly. The programme was composed of exchanging activities, greeting activities in the Team Welcome Ceremony at the Olympic Village and Paralympic village and cheer leading activities for their partner delegation at the competitions venues. The programme encouraged the Chinese youth to widen up international vision and raise awareness of being the Olympic host. The programme was carried out in three stages:

Before the Games: The Programme was launched in mid-December 2006; the main task was to establish the partnerships with the NOCs, NPCs and corresponding partner schools overseas, which was mainly done through three approaches: Olympic organisations like the NOCs; the countries’ embassies in Beijing or the Chinese embassies in their countries; other contacting parties such as enterprises, educational institutions, foreign students, media agencies etc. Once the partnership was set up the exchange activities would start, such as invited guest visits, studies on partner countries and areas in terms of their geography, history, culture and sport. The schools also began direct student-to-student communication by carrying out a series of activities. More than 20 corresponding schools sent representatives to Beijing and communicated face-to-face with Chinese students before the Games.

During the Games: Starting July 27, 2008 to the end of the 13th Paralympic Games the Heart-to-Heart partner schools in Beijing mainly involved the following activities: all 210 schools greeted their partner NOC athletic delegation in the Team Welcome Ceremony at the Olympic Village; to support their corresponding athletes at sport venues and to invite the corresponding delegations to visit their schools.

Post Games: The programme left valuable heritage by establishing extensive international relations for schools in Beijing. It is expected more exchange activi-

ties will be conducted such as mutual visits of the partner schools and joint cultural and educational programmes like Olympic camps.

The Heart-to-Heart Programme played a significant role in Olympic education related to the Beijing Games by promoting Olympic spirit, deepening mutual understandings and strengthening the friendship between the children of China and across the world. Beijing used to have 126 primary and secondary schools partnered with 245 schools overseas. But the range of geographic locations was quite narrow, only covering 23 countries; in addition, 72.25% of the total old partners were from developed countries, like Japan (39), Australia (36), UK (30), USA (27), Germany (26) and Canada (19). The Heart-to-heart Programme enabled the schools in Beijing to set partnerships with 205 NOCs of the Olympic family and 161 National Paralympic Committees and set up sister relationship with 161 partner schools in all five continents. It was certainly a great breakthrough and expanded the international relationship of the Chinese youth.

V. Other Olympic education programmes

1. *Fitness project*

Sport is the essential tool for Olympic Movement so it was natural for schools to promote sport activities on campus as a statement in Olympic education referred to as “One hour exercise every day, healthy work for 50 years, happiness for whole life”. The fitness programmes were quite colorful due to blending some Olympic elements. For instance, the mini pentathlon Olympics imitating the ancient Olympic Games were hosted in some schools, which not only aroused students’ curiosity to the historical origin of the Olympic Games but also provided a unique physical exercise activity for teenagers.

The Olympic cultural flavor also made some endurance fitness activities attractive, for example, a long distance running named “Heading to 2008 - run for the Olympics” received positive reactions from school students who usually showed no enthusiasm to such exercise.

2. Olympic Education Ticket Project

This project offered about one million tickets (14% of Olympic tickets) with low fare (5 RMB for preliminary rounds and 10 RMB for finals) to young audiences so the youth could collectively watch Olympic events at venues to experience the Games, feel the Olympic spirit, and also demonstrate what they learned from the Olympic education. The project made students of primary and middle schools across China to send their representatives in Beijing to experience the Olympic joy. Their catering and accommodation was arranged by the Beijing Municipal Commission of Education.

3. Various educational topic activities

The Olympic movement is rich and colorful; consequently its educational methods should be diversified. In addition to integrate Olympic education into the school curriculum, all kinds of competitions were organised in photography, painting, calligraphy and sports. Olympic summer camps were also quite popular. Students loved these activities and took part in them eagerly. Moreover, various activities with specific themes were implemented year around to encourage students' participation; taking 2006 as an example the following activities were staged:

- January, the long-distance race named "Running for the 2008 Olympic Games";
- February, Painting Contest named "I Go along with the Olympic Games";
- April, the Composition Contest named "Olympic Games in my Heart" among millions of capital students, and 2006 Beijing Secondary School Track and Field Sports Games named "Welcoming the Olympics";
- May, Olympic Knowledge Contest for Beijing Primary and Secondary Schools and logo solicitation activity for Heart-to-Heart Programme;
- July, the Olympic English Contest for College Students;
- September, serial activities named "I am a Lovely Olympic Angel" for pre-school children;
- October, Model School Website Contest;
- November, "The Olympic Angel Selection" activity.

Some schools had their own programme created by teachers and students. For example, the No. 65 Middle School in Beijing formed an environment protection team upon the Beijing successful bidding in 2001. The team, through the website, set up a “Green Bank” to collect paper and empty cans and exchanged them with seeds for planting. Ultimately it involved 1.38 million volunteers in 15 provinces participating in this initiative and a lot of trees were planted in this way.

VI. Olympic education in post – Games period

It is apparent that Olympic education boomed in China due to the 2008 Beijing Games, it is not exaggerative to say that the whole Chinese society experienced a baptism of Olympic Movement mainly due to the extensive Olympic education programmes carried out in the seven years of the Games preparation and their final staging. Now the mega event was over and all social aspects returned back to normal again. What will happen to Olympic education in China? Even though it is too early to answer the question, some trends may be identified.

1. The values spread across the country by Olympic education will certainly continue to play a special part in the Chinese educational system and social life. For example, the three very known themes of the 2008 Olympic Games: “Green Olympics, People’s Olympics and Hi-tech Olympics”, have now been officially transformed to “Green Beijing, People’s Beijing and Hi-tech Beijing”, indicating the lasting impacts of the Games.

2. Schools rather than government educational agencies will take more responsibility to Olympic education. It is obvious that schools benefited from the Olympic education in various ways and the Olympic education vitalizes Chinese education in terms of its educational concepts, curriculum formats, sport organisational structures and so on and more importantly the students liked what Olympic education brought to them.

3. Some programmes initiated in the Games preparation stage will continue. For instance, both the schools and government educational agencies agreed to

continue the international partnership expanded by the Heart-to-heart Partnership Programme.

Final remarks

Taking the advantages of 2008 Olympic Games and Paralympic Games China developed a series of Olympic education programmes trying to disseminate Olympic knowledge and values among its vast population, especially the youth. These programmes were impressive not only for their large scales but also for their creativities which were typically embodied in the programme of Olympic education model schools.

The Olympic education is basically experience-based so it is important to provide the youth with various Olympic oriented experiences so they may benefit in various dimensions.

Olympic education brought about refreshed vitality to education in China while Beijing's practice in turn further enriched the Olympic Movement, especially the area of Olympic education and culture, which is the most valuable legacy of the Beijing Olympic Games.

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THE PANHELLENIC GAMES AS A FESTIVAL



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The Olympic and the other Panhellenic Games were not independent events as is the case today. They were staged as part of religious feasts and fairs for the worship of a divinity. The idea of common religious ceremonies was born very early in ancient Greece. Groups of people from neighbouring city-states would gather in a place in order to honour one of their common gods. There, in addition to rituals, prayers, sacrifices, etc., they would also hold athletic contests. The ancient Greeks believed that the gods themselves were present and followed the games, enjoying the sight of the beautiful bodies of the athletes who were competing in their honour.

Of these contests, the Olympic Games were the oldest, the most important and the most splendid. Their origins can be dated to the 11th century B.C. when worship started in the sanctuary. The year 776 mentioned in sources as the date of their establishment was certainly invented by their organisers, the Elians and does not correspond to reality. Many centuries later, at the beginning of the 6th century B.C., other games were launched, three of which, the Pythian, the Isthmian and Nemean games for reasons unknown to us acquired panhellenic status and were closely associated with the Olympic games, forming a closed, compact group *the circuit (periodos)*, at a time when no other festival could be integrated until Roman times.

It seems that the Actia, the festival established by Augustus in 31 A.D. after his victory against Anthony and Cleopatra, joined the *periodos* in the 1st century A.D.

The time period for staging the games was carefully selected so that no festival would coincide with the other. The Olympic and Pythian games were held every four years, with a two-year interval between them. The Isthmian and Nemean games were also held every two years, but the Isthmian games were staged in the spring of the Olympic year to be followed by the Olympic games in the summer, whereas during the year of the Nemean games, there were no other contests.

Because of the great success of these games, little by little, tens and even hundreds of smaller and larger local contests were organised in all the regions of the Mediterranean where Greek civilization flourished. In Roman times, there were about 500 contests in Asia Minor alone. These events were the largest window to the outside world and an opportunity for organisers, athletes and spectators to draw entertainment, fame, prestige, money and status. In fact, some of these games like the Panathenean developed into a prestigious event with a major contribution to history, art and culture. This was of course due to the role that Athens, the metropolis of Greek civilization, played during the largest part of its history.

The games were a prominent institution in ancient Greece with a major role in the development of society, politics and arts. In particular, they contributed to success by creating leading personalities, which is one of the outcomes of sport and competition. The word *agon* (contest) is rightly considered to be one of the key words for understanding the phenomenon of ancient Greek civilization.

The Olympic games

Being the oldest, they always enjoyed precedence throughout their history. Sports laws, provisions and regulations for the events were laid down in Olympia and copied by the other contests inside and outside Greece. They were always respected in antiquity by all rulers and states even by mighty Rome.

They were staged every four years during the second full moon after the sum-

mer solstice, i.e. in the first fortnight of August. The *Olympic fair* was so successful because it offered what people of all times want: entertainment provided by participation in a major event and the pleasure of an exceptional experience, a festive atmosphere combined with the reverence and piety of religious ceremonies, a visit to a wonderful place full of famous buildings and works of art and, most important of all, a grandiose sports show featuring the world's best athletes.

Of course, the image that we have today about this festival, an image of dream-like grandeur and glory corresponds to the dim and embellished image we usually have of the past. Things were certainly not so ideal, not at daily, practical level at least. The arrival of about 40,000 people, judging from the ancient stadium's capacity, in close contact with thousands of animals (for transportation and sacrifices), the absence of sanitation, the warm and humid climate near the rivers etc, certainly did not create the best conditions for the staging of the festival and the games.

According to an ancient anecdote, a miller from the island of Chios was threatening his slave that if he did not do his work properly he would send him to Olympia to watch the Olympic games. And the Stoic philosopher Epictitus (1st - 2nd century A.D.) writes: *"So, what do you do in Olympia? Aren't you melting with all this heat? Don't you have to squeeze in this big crowd? Don't you encounter myriads of difficulties if you need to wash? Don't you get soaking wet when it rains? Don't you suffer from the noise, the shouting and all other inconveniences? I do believe that you endure and tolerate all this because what you are about to see makes it worthwhile."*

The athletes and spectators who came to Olympia were usually members of the ruling class from all the Greek cities of Greece, lower Italy, North Africa and Asia Minor.

At the top of the social ladder one would find the delegations sent by the different cities at their own expenses. They were usually composed of prominent citizens who attended all events officially, wearing flashy clothes. Each city made sure to impress by its presence not only the gods and priests but also the other Greeks and to create in this way a favourable ideological context and positive climate in

its “international” relations. The competitors were another important group; they came with their escort: city officials, family members (relatives and friends) and assistants. For example, a chariot racer would bring with him, in addition to the horses, charioteers, grooms, stable-boys and slaves. Finally, there was also the large crowd of anonymous spectators.

They all traveled on foot, by coach or by boat and often needed several days before reaching their destination. A Greek from Marseilles would spend about 10 days on the boat, while an Athenian would have to walk for one week approximately. At a time when traveling was difficult and dangerous because of robbers and pirates, getting to Olympia from faraway regions must have been a tough decision.

It also meant that people would have to leave their work and incur a lot of expenses, which only wealthy people could afford. There is impressive information, though, that a Macedonian attended 10 Olympic games, which means that he traveled from Macedonia to Olympia 10 times within a period of at least 40 years.

There were permanent accommodations only for the athletes and their coaches who stayed in the western portico of the gymnasium. The cities’ official delegations would stay in luxurious tents that they brought with them and pitched outside the sanctuary. It was only in the 5th century B.C. that the first baths were built, but probably only for the athletes’ use. The first large hotel of Olympia, the Leonideon, was built in the 4th century for distinguished visitors and, finally, in Roman times large *thermae* and taverns were constructed for lodging and meals, as well as fountains that solved the site’s water supply problem.

Most visitors, however, would live and sleep outdoors under the trees or in tents, have makeshift meals and barely satisfied their essential needs. Of course, all this did not bother the ancients much as they were tough and could rather easily live under strenuous conditions. What interested them was to move constantly from the sanctuary to the stadium and from the temples to the hippodrome, in order to take part in the religious ceremonies and sacrifices and watch the games included in the rich programme.

The festival's programme

The Olympian festival usually lasted five days but we know that athletes and their coaches had to spend one month in Elis in order to prepare for the games. Special attention was given there to the teaching of the rules that governed each event, the control of physical abilities, as well as the impeccable and ethical behaviour of all athletes. Only the *crème de la crème* of sporting youth could compete in Olympia and this is why any less talented athlete or someone who had committed any ethical or other offence was immediately punished with exclusion. On the first day of the festival, organisation procedures were initiated. All games officials had to take the sacred oath that they would abide by the rules, compete fairly and not try to win by deceit, bribery or even by sorcery. Then the competitors were entered, the pairs for combat events and the order for throws and jumps drawn by lot. By the afternoon the whole programme had been posted written on white tables. At the end of the day, there were sacrifices to the gods and invocations that they may favour and give victory to their athletes.

On the second day, the boys' contests were held in the stadium, while on the third day all attention was focused on the hippodrome where successive horse and chariot races were held with horses of different types and ages. If we think that in the quadriga race there were usually about twenty chariots competing, we can imagine that this must have been one of the most spectacular events of the Olympian games. Those of you who have seen the movie *Ben-Hur*, only got an inkling of the grandeur of this event.

In the afternoon, spectators moved to the stadium to watch the pentathlon events and in the evening, under the August full moon, religious ceremonies were held in honour of Pelops, the hero and founder of the games.

The fourth day, the most splendid of the festival, started with religious celebrations in honour of Zeus. At the altar a munificent sacrifice of one hundred oxen (the hecatombe) would take place, followed by the grilling of the meat and its distribution to spectators. They all waited patiently for their turn to receive their piece. The most faithful believed that they were putting the god himself inside

them, whilst the others simply enjoyed an excellent meal because we know that only the best animals were chosen for the sacrifice to the gods.

Immediately after that they rushed to the stadium for the men's events. First came the foot races and in the early afternoon the wrestling, boxing and pancration events. The last sports event of the day was the hoplite race.

The fifth and last day of the festival was devoted to the announcement and crowning of the victors. This ceremony was held in the pronaos of the temple of Zeus, in front of the god's statue who was considered to be present and other the metopes depicting the labours of Hercules who was a symbol of heroism. At noon, the Elean organisers would offer an official meal at the Prytaneum in honour of the victors and then in the evening there would be revelries and banquets.

At these festivals were also present people who had been commissioned for a high fee, to immortalize these victories: sculptors like Myron, Polycleitus and Lysippus, who created the beautiful nude statues of the Olympic victors and poets like Pindar, Bacchylides and Simonides who glorified with their music and verses the winners of the great games.

The Pythian games

This was an old festival, originally celebrated every eight years. In addition to the religious ceremonies it only included music contests because of the special relationship of the god of Delphi with music. At the new festival that was revived in 582 B.C., sports and equestrian games were added, but music, dance and song remained the core events.

The preparation of the festival

The Pythian games were staged during the third year of the Olympiad, at the end of the summer, but preparations for the festival began six months earlier. Nine citizens of Delphi would travel in different directions to announce to all the Greek

cities of the Mediterranean the opening date of the Pythian games. This was absolutely necessary as there was no single calendar in the different city-states and absolutely no order when it came to dating.

This was also the time when the truce began for the protection of the envoys and pilgrims who had to be able to travel without problems and in safety. Any city involved in conflict or robbery would have to pay a heavy fine and was excluded from the sanctuary and none of its citizens had the right to take part in the games or consult the oracle.

Another obligation of the organisers was to ensure the maintenance and preparation of the buildings and facilities. An inscription of the year 247/6 B.C. listing the conditions of a building contract, informs us that 23 small entrepreneurs and craftsmen undertook to complete about 40 different jobs: contractors had to clear the gymnasium and stadium, plough them, level the ground and spread on the surface a coat of fine and soft earth 8 cm thick. In addition they also had to install, at the starting and finish line, the special posts that determined the runners' position, as well as the wooden elements of the starting mechanism.

The celebration of the festival

The Pythian games usually lasted five days, the first two of which were devoted to worship and the other three to athletic contests. On the afternoon of the first day, the festival began with an official sacrifice at the altar of Apollo. It was then followed by the sacrifice of the hundreds or thousands of other animals offered by the cities or private people. After that, there was a musical and theatrical performance enacting Apollo's combat with the Python.

Music was predominant on the third day as well with contests that were held in the stadium in the 3d century and then, from the 2nd century, in the theatre. They included song contests to the accompaniment of guitar, as well as the presentation of the *Pythian law*. This was a music piece for one pipe and its rhythm imitated the phases of Apollo's combat with the snake, which means that it was divided in five

parts (similar to the parts of more recent classical music: prelude, allegro, andante, etc.), that recalled, each with a different rhythm, the god's attacks, the killing of the beast, the god's triumph, etc. At the 8th Pythian games a contest of guitarists who only played the guitar, without singing, was added. The Pythian games were for music lovers what the Olympian games were for sports lovers: a unique opportunity to enjoy the best musicians, singers, orchestras and choirs in the world. We should imagine an atmosphere similar to that of the Mozarteum in Salzburg, Bayreuth or other great festivals.

The music contests of the Pythian games played a major role in the development and evolution of ancient Greek music. These festivals were not just a demonstration of musical works and skills by distinguished composers and performers; because of their competitive character they also led to many innovations and significant evolution in ancient Greek music.

On the fourth day of the festival, there were sports events, originally staged in the plain of Krisa before being moved to the stadium, above the sanctuary.

The last day was devoted to equestrian competitions held in the hippodrome in the plain of Krisa. The importance of the equestrian events at the Pythian games is confirmed by the fact that Pindar dedicated seven of his twelve Pythian Odes to the winners of the equestrian events, some of whom were famous leaders of the time. In his description of the victory of Arcesilaus, king of Cyrene at the Pythian games, in 466 B.C., Pindar reports that there were 40 chariots taking part in the race, a figure that we can't prove to be correct or just poetic exaggeration.

The Isthmian games

In 582 B.C., the tyrants of Corinth, who controlled the sanctuary of Poseidon, revived an old festival on the model of the Olympian games. The Isthmian games were held every two years, in the spring and their programme included athletic and equestrian contests, as well as a kind of rowing event that could not be found in any other panhellenic festival. There were also music, recitation and painting com-

petitions. The Isthmian games were not as important as the Olympic games but they attracted large crowds since Corinth was the most accessible part of Greece with ports on the two sides of the Isthmus. Because of its wealth and cosmopolitan character it also contributed to the sanctuary's development as an important religious centre and to the games' panhellenic and later worldwide fame. This happened when the Romans were granted the right to participate in the Isthmian games already since the end of the 3rd century B.C., earlier than in the Olympic games where they first participated in the 4th century B.C. The permission was given to them by the Corinthians as a token of gratitude for ridding the seas from the pirates, which the Roman fleet did in 229 B.C.

The Nemean games

The Nemean games were held every two years, in the second and fourth year of each Olympiad, in the month of August. They included practically all athletic events, but only the quadriga race and one horse race from the equestrian contests. During the Hellenistic and Roman times, music contests with guitar and flute performances were added to the games. The difference compared to the other panhellenic games was that athletes were divided into three age categories, boys (12-16 years of age), adolescents (16-20 years of age) and men (over the age of 20). Moreover, in later times, women were also allowed to take part in the athletic contests of the Nemean games. An inscription in Delphi of 47 A.D. informs us that Hedeia, one of the daughters of Hermesianactos from Tralles in Asia Minor, placed first in the virgins stadium race at the Nemean games.

We do not have any information regarding the games' programme or duration. It seems that after the formal ritual with sacrifices to Nemean Zeus, the events were staged in succession, as they were in Olympia, in the stadium that you visited. This stadium has been renovated and now, every four years, one month before the Olympics, it hosts the modern revival of the ancient Nemean Games. It is cleaned, the runners lanes are marked in white, the turning post for the long distance races

has been erected in its original position and, finally, the hysplex, the ancient starting machine has been put in place. It was possible to reproduce it because most of the parts of the starting gate were found in good condition.

Modern athletes, as well as spectators enjoy participating in an ancient athletic contest in its original venue and get an idea of what it had been like in ancient times as they share fresh feelings of emotion and satisfaction: the athletes for their victory and prize and spectators for experiencing all these events in a local and historical setting that continues to offer, despite the changes, what it offered in the past: new sensations, important relationships, deep experiences from our contact with the divine, nature, people and our own selves.

BEIJING OLYMPIC GAMES: MASS MEDIA AND THE ROLE OF THE INTERNET



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Introduction

The Olympic Games are now a powerful globalising force because of the way the media in general and television in particular delivers them (Tomlinson: 1996). Through the Olympic Games, China presented an image of a modern country with global reach, starting with its ancient culture and projecting itself as a major global player. The power of global media turns local experiences into global phenomena. The media are producers and disseminators of the cultural reality of sport (Bellamy: 2006) (Bryant & Raney: 2000) and the Olympic Movement. They sell spectacle to their audiences and, through the emotion intrinsic to such spectacle, they transmit the positive values associated with sport, which are an element of extraordinary power in the expansion (or the distortion in some cases) of the spirit and values of the Olympic Movement (Moragas et al: 1995). On the other hand, the media, through their coverage of the games, are the primary architects of the value systems associated with the Olympics: mutual understanding, a spirit of friendship, solidarity and fair play. As Miquel de Moragas has indicated: “the media are not interpreters of the sporting events, but rather their co-authors” (Moragas: 2008). The media act like a huge magnifying glass that amplifies, for the

rest of the world, what is happening in the city where participants have gathered from all over the globe. However, the media need heroes in order to construct their epic tales, so they select and amplify the virtues of leading sports men and women in order to turn them into universal heroes.

Beijing Olympic Games: The old broadcasting rights formula

Two types of actors have traditionally broadcast the Olympic Games. First, public television operators, who assure free terrestrial access to images of the Olympic Games. This has been the traditional model for European countries, where public television operators occupy a significant place in their audiovisual systems. Second, private television operators, led by the American network NBC, who seek financial profitability from the investment they make when buying the rights to broadcast the Olympic Games in a country – the United States in this instance – where Public Service Broadcasters (PBSs) have traditionally played a minor role.

Public television operators with public service obligations opted in many instances for simultaneous delivery of Beijing Olympic Games on both the Internet and television, using a digital television model with several generalist channels and specialist sports channels. The European public television operator that best grasped the notion of the Internet's complementary nature was the British Broadcasting Company (BBC), an acknowledged point of reference for all public television operators. The BBC chose television to broadcast sports in which the United Kingdom's athletes took part and set aside the Internet for full coverage of other sports and events, playing very astutely with audiovisual convergence. With regard to Spanish public television operator Televisión Española (TVE), the criteria for using one delivery medium or another were not quite as clear, and some sporting events and the Opening and Closing Ceremonies were broadcast simultaneously on the Internet and several of the network's television channels (TV1, TV2 and Teledeporte).

For its part, private television operator NBC played with the complementary

nature and the synergies created between a number of generalist channels and specialist pay-TV channels, and set aside the Internet for repeats, hours after they had been broadcast on some of the NBC communication group's channels. To be more precise, the American network used nine different television channels to broadcast the Ceremonies and the various sporting events: NBC, CNBC, MSNBC, USA, Telemundo (in Spanish), Universal HD and Oxygen, plus two new multiplex digital channels which, on occasions, offered the same programming at different times throughout the day. NBC broadcast 225 hours of Olympic Games coverage in the afternoon, in the prime-time slot and until the early hours of the morning, focussing mainly on gymnastics, volleyball, swimming and diving. All of these sports tend to attract female viewers, and thus they ensured that the network had a good, sustained audience share. For their part, the NBC group's other channels honed in on different areas. USA specialised in broadcasting the American teams' basketball and men's and women's football, while CNBC focussed on broadcasting boxing matches, Oxygen on equestrian events and repeats of gymnastics, and Telemundo and MSNBC on other minority sports. Finally, all of these sports were broadcast in high definition on Universal HD 24 hours a day (Sadomir: 2008).

Google, Olympic too!

In an ecosystem like the Internet, with a vast amount of content just a click away – though users may know little about its existence – search engines like Google, the world's number one provider of this type of service, take on a fundamental role. For the Beijing Olympic Games, Google and other services belonging to the company, like YouTube for example were very significant actors because of their ability both to create imaginaries and to become a portal to the content of this huge sporting event. Google and other search tools, like YouTube for audiovisuals, guide the user through this maze of content and services which would otherwise be inaccessible. The results that Google and other search engines provide always appear in order of relevance from among the hundreds of thousands of content

items. Since users usually only follow the links to the first few results, generally the first five, the universe of information as prioritised by the search engines consequently constructs the Internet for users.

Google, as the market's number one search engine, is perfectly assimilated into our culture today (Battelle: 2005). Google knows everything our civilisation is thinking about. It also gathers and processes the results of the thousands of millions of searches that transit through its servers each and every day, thus allowing it to know exactly what the Internet public is interested in. While the Olympic Games were being held, every day it offered a new collection of thematic logos (Google Doodles) focussing on the most representative sport in the Games' calendar. Google therefore 'positions' us in a virtual context when we access its search tools, thereby connecting its corporate image and popular culture through a sort of new 'Pop Art'.

Google is able to offer a full range of services from its various divisions: information about the Olympic Games on Google News, videos on YouTube, spatial position and location on Google Maps and so on, yet it is neither a news nor an audiovisual content producer. Google and its sister companies help us find and access information, in the widest of senses, that others produce (news, websites, wikis, blogs, comments, videos, photos, etc.).

For its part, Google Inc.'s audiovisual service YouTube is a web application fed by videos that users create, record from the television or capture from the Internet. It is a collaborative communication tool that came about with the advent of 'Web 2.0', and is capable of offering Olympic Games' content that users record from their local television channels. Given the value of this content for television operators and in an attempt to protect their main source of revenue, the International Olympic Committee (IOC) acted diligently: several weeks before the Beijing Olympic Games, it created a television channel with YouTube for 77 countries in Asia, Africa and the Middle East, where the Olympic Games' Internet rights had not been sold. The Google service was only accessible from those parts of the world and, consequently, only YouTube users in those geographical areas could access images of the Olympics Games. YouTube's Olympic channel was fed by

content from the Olympic Games' institutional signal, because neither YouTube nor Google are content producers, but rather portals to it or, in this instance, simply disseminators of it.

This strategy of collaborating with Google turned out to be the right way to protect television operators' broadcasting rights, as journalist Brian Stelter from *The New York Times* pointed out:

"As dancers and acrobats whisked across the National Stadium in Beijing, anonymous users uploaded more than 100 video clips of the ceremony to YouTube, but the site, owned by Google, swiftly removed as many as it could. Similarly, some live video streams on Justin.tv, a popular source for international video, were also removed. According to International Olympic Committee guidelines, the television networks with the local rights to the Games are the only legal sources of video in each country". (Stelter: 2008).

Audiovisual consumption of the Beijing Olympic Games on the internet

The Sydney Olympic Games were the first to take advantage of synergies between television and the Internet. At those Games, American network NBC used the Internet as a tool to complement its audiovisual services, offering results or photos, but still not video (Moragas: 2003:11). For their part, the Athens Olympic Games offered the first Internet video experience while the Beijing Olympic Games allowed the Internet's potential as a medium for broadcasting television pictures to be unleashed.

Citizens in the United States use the Internet more and more often to watch television. In the last two years, the number of people watching television on the Internet has doubled. According to Michael Saxon, Vice-president of TNS: "Fundamentally, consumers expect content to be available when they want it, and on the screen of their choice – TV, PC, or mobile. The favourite sites for watching original contents from television are Internet viewers' top two destinations for online broadcasts were official TV channel home pages (65%) and Google Inc.'s

(GOOG) YouTube (41%). Other sites used for TV and video viewing included Apple Inc.'s (AAPL) iTunes, NBC Universal and News Corp.'s (NWS) Hulu, file sharing sites, social networking sites, and Limewire." (CNN Money, 2008).

These were the first Olympic Games for which TVE broadcast audiovisual content on the Internet in a generalised manner. The TVE website received more than 10 million hits and users viewed more than 50 million pages and 11 million videos. Besides viewing images and finding information, the potential to interact with athletes via online interviews added new value to the Spanish public television operator's website.

Furthermore, as alluded to earlier, NBC clearly followed the 'logic' of exploiting audiovisual windows. The NBC network itself offered images in the first window and then, twelve hours later these images were made available to users on its website. The aim of this strategy of putting the Internet in second place was both very clear and, in the light of the revenue results, a very good choice: its total revenue from advertising was over \$1 billion, of which only \$5.75 million came from Internet advertising (Scott: 2008).

The Internet made the way these Olympic Games were consumed more flexible. Traffic on the NBCOlympics.com website peaked at midday, coinciding with lunchtime in the United States, and on Monday mornings when workers went back to work after the weekend (Stelter: 2008). Yahoo! – another of the Internet's native companies – did not spend anything on buying Olympic Games' broadcasting rights, yet it clearly benefitted from the link, taking advantage of the traffic its services are capable of generating. As a result, from its blog on the Olympic Games, Yahoo! offered links to two websites where videos of Usain Bolt winning the 200-metre sprint just a few hours after it had been broadcast by NBC were available. This fact highlights two issues that need to be taken into account. First, an event with such power to attract an audience as the Olympic Games is, in itself, able to make the consumption of all types of media shoot up. Second, despite the IOC's and right-holding networks' efforts to prevent other non-right-holding media from broadcasting images of the Olympic Games, one thing is very clear: the Internet is an open network that is hard to control.

Beijing Olympic Games and the Media: Some general reflections

Television is not an appropriate medium for debating complex issues or expanding on facts. It offers a sort of mosaic of a complex reality like the Olympic Games, rendering it incomplete despite hundreds of hours of broadcasts. The televisual construction of China through the Beijing 2008 Olympic Games has left the world with an image of a modern, efficient country with impressive organisational ability. Criticism of the Chinese regime was frequent in Spanish media, not only after the Torch Lighting Ceremony in ancient Olympia and during the Torch Relay, but also during the build-up to the opening of the Games, particularly in relation to Internet censorship of accredited journalists and the Tibet conflict. However, most of this criticism was eclipsed by a sporting spectacle that became virtually the only star of the show throughout the celebration of the Games. This was not the general tone, however. For example, criticism of human rights and fundamental rights violations was constant throughout the first week of the Olympics Games (Cashman: 2008).

The audiovisual production of the Opening and Closing Ceremonies directs the remarks made by commentators, who only narrate what viewers can see. There is a lack of in-depth analysis of what viewers are watching, so television as a traditional audiovisual format may not be an appropriate medium for expanding on facts and their context. That has traditionally been the role of the press, and in the near future it will probably be the role of the Internet, accessible through numerous devices (computers, mobile phones, games consoles, etc.) and television sets too. In future, an audiovisual broadcast may possibly be constructed in accordance with the same criteria of spectacularity whilst allowing viewers to get on-demand additional contextual information about what they are watching. The same goes for any of the sporting events broadcast throughout the Olympic Games.

In its Olympic Opening and Closing Ceremony broadcasts and daily news programmes, TVE – the holder of the broadcasting rights for the Beijing Olympic Games for Spain – hardly makes any criticism. Telecinco is slightly more critical,

with news items referring to the poor Chinese people, to an incident with pro-Tibetan rights demonstrators and to the athlete Maribel Moreno, who had a positive test result in an anti-doping control. Privately owned Telecinco presents the facts in a very emotive way. The facts, which are almost always negative must reach the viewers' hearts and be recounted in a direct, simple way, in some cases shying away from any sort of nuance. The reason being that nuance can occasionally make a fact complicated, rendering it more difficult to decipher for some viewers, who also want to be entertained by the news. That is the narrative of a television operator whose goal is to get large audiences, since its advertising revenue depends on its success with the general public.

Usain Bolt and especially Michael Phelps were the great heroes of these Games judging by the comments made during the Closing Ceremony and their presence in news programmes broadcast by the channels analysed (TVE and Telecinco). The media's hero preparation process started a while before these Games and was consolidated during the Ceremony with their presentation to viewers. The Closing Ceremony became a homage to the winners. Spanish television news programmes focused on national heroes and occasionally highlighted certain athletes who had managed to achieve global success because of their feats. For the general public, many of the Games' great athletes remained in the shadow.

The amount of time and space given over to the Olympic Games is dependent on the commercial interests of large communication groups and on them holding television broadcasting rights for the Games, because television feeds the remaining media. Consequently, the Madrid-based newspaper *El País* devoted almost twice as many pages to the Olympic Games as the Barcelona-based *La Vanguardia*. The reason being that the *El País* communication group broadcast the Olympic Games in high definition on its pay-TV satellite platform Digital +. The media belonging to each communication group offer their content to any other group company that might be interested in it. For its part, and as the days went by, Telecinco cut down on the amount of news items on the Games, for which it did not hold broadcasting rights.

Regarding the analysis of Olympic programming on 17 and 21 August 2008,

TVE broadcast events that had Spanish athletes in them. The Americans were the second most important national group of athletes for TVE. Interest in national athletes is common to all countries (Billings: 2007).

The type of sport was another deciding factor in terms of whether or not an Olympic event was given coverage. Both press and television mainly favoured athletics, and the nationalities of athletes had little to do with that choice. The analysis contained in our own research shows that there are some minority sports that do not hold much interest for the general public. These sports were only broadcast when a Spanish athlete was in a final or semi-final, or when there was some type of incident unrelated to the sport.

Television constructed the reality of the Beijing Olympic Games live, the press introduced some reflections and the Internet created a permanent context providing access to information and images of the Games. The ubiquitous access offered by the Internet led the online versions of major Western newspapers to position the Games as the main topic of coverage while they were being held, with continuous updates of results and information.

The agreement between Google Inc. (YouTube), the Spanish company Telefónica Terra and the IOC to broadcast images of the Olympic Games on the Internet created a new public service model led by the private sector, which allowed some users in developing countries to access images of the Olympic Games. For the IOC, this agreement had the advantage of ensuring that YouTube would do more to prevent television images recorded by users from being broadcast. However, controlling YouTube, the Internet's largest audiovisual content website, is not the way to control the broadcasting of videos without permission on an open network like the Internet. To do that, other formulas will need to be found so as not to jeopardise the business of operators who pay huge sums of money to buy broadcasting rights.

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BEIJING 2008: IMPACTS ON CHINESE SOCIETY AND CULTURE



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Introduction

The Beijing Summer Olympic Games in August 2008 attracted over 4 billion TV viewers worldwide. Despite some complaints by the media over Chinese human rights, the Games was widely applauded for the state-of-the-art logistics, astounding athletic feats, flawless organisation and the spectacular Opening and Closing ceremonies.

Arguably the Games might “have far more influence than any other Games in history”¹ – on both China and the world. The Games was “a priceless 17-day advertisement for the ‘Made in China’ brand.”² “The Games sent a clear signal to the world: the revival of Chinese nation has started”, claimed one Chinese academic.³

What did Beijing do to ensure the Games’ success? What has happened dur-

1. Michael Penn, ‘aoyun: rang shijie chongxin renshi “zhongguo” pingpai’ [The Olympic Games: let the world know “China” brand], *Fortune China*, No.1, 2008, 80-81.

2. ‘Made in China’ brand reaps Olympic dividend, http://en.ce.cn/subject/beijing08/oe/200808/24/t20080824_16596458.shtml

3. Fang Ning, ‘zhe yang de ao yun hui zhi neng chu xian zai zhong guo’ [Such an Olympics can only occur in China], *zhong guo qing nian bao* [China Youth Daily], Aug. 26, 2008.

ing the Games? What impact has the Games had, and will have on the host city, nation and the world? In particular, did the Games signal the onset of 'the China's era'? These questions deserve serious consideration. This article, based on both personal observation and participation in the organisation of the Games, analysis of the media coverage both in Chinese and English, and some interviews with Chinese and non-Chinese Games volunteers and staff, will consider these Games-related issues in order to explore the overall impacts of the Beijing Games on Chinese society.

1. Economic impact: vast investment in the Games

After the policy of economic reform and opening up to the outside was adopted in China in the late 1970s, economic development was on the high speed track. China's real per capita income--both in cities and in rural areas--has multiplied more than five times in the past three decades. China is expected to be the world's leading economic power by 2025.⁴

Rising economic power provided a foundation for the success of the Beijing Games which in turn facilitated economic development. More than US\$40 billion were invested to the Games. Some industries, such as the construction industry and tourism, clearly benefited from the Games. The Beijing construction industry, for example, increased its gross production by about US\$19 billion between 2004 and 2008, creating 795,900 extra jobs. In addition, between 2002 and 2007 some 1.92 million jobs were created in the Beijing hospitality industry.⁵ Inbound tourists to Beijing increased from over 3 million in 2002 to 4.355 million in 2007 and the figures for 2008 (not yet available) will certainly be better.

While investment in real-estate surged dramatically (50.12%) after Beijing

4. Hawksworth, John and Gordon Cookson (2008). The world in 2050 Beyond the BRIC economies: a broader look at emerging market growth prospects', PricewaterhouseCoopers LLP.

5. Zhonggong Beijing shiwei zhuzhi bu, Beijing shi renshi ju, Beijing shi kexue jishu weiyuan hui (eds.), 'xin Beijing, xin aoyun' zhishi jiangzhuo [Lectures on New Beijing, Great Olympics], Beijing Chubanshe [Beijing Publishing Press], 2006, p. 69.

was awarded the right to host the 2008 Games in 2001, housing prices in Beijing soared. The Games injected additional tremendous growth in the cost of Beijing real-estate.⁶ The annual percentage increase of house prices in Beijing in 2001 and 2004 was 3% and 6.7% respectively, but in 2005 it leapt to 20%,⁷ and reached a peak in 2007 with 46%. However, 2008 saw a decrease of 7.53%, a result of significant decline after October 2008. The reasons might be multiple, but the State policy on real estate and the international financial crisis played their parts.

Billions of dollars of direct investment in infrastructural construction and related activities have boosted Beijing's economy with a two digit growth in terms of GDP. The per capital GDP reached the target US\$6000 in 2006, four years earlier than the planned year 2010, and by 2007 it reached over US\$7000.⁸ Though the actual cost of the Games might be over US\$2.2 billion (exact figure not available at moment), surpassing the budgeted US\$1.625 billion announced in 2004 the Games could well have a surplus according to Chinese officials.⁹

Dramatically increased economic strength has resulted in China becoming a leading player on the world stage. Now virtually all the World Top 500 enterprises have invested in China. China for some time has been the largest purchaser of US Treasury Bonds. The total value of imports and exports in 2008 reached US\$2.561.6 trillion. By the end of 2006, China invested directly US\$75 billion in more than 160 countries. China and the world have become economically tightly entwined.

6. Zhonggong Beijing shiwei zhuzhi bu, Beijing shi renshi ju, Beijing shi kexue jishu weiyuan hui (eds.), 'xin Beijing, xin aoyun' zhishi jiangzhuo [Lectures on New Beijing, Great Olympics], Beijing Chubanshe [Beijing Publishing Press], 2006, p. 69.

7. 'baogao cheng quanguo fangjia jiang changqi shangzhang, Beijing qunian shangzhang jin 20%' [The Report claims that the house price of the country will grow for a long time and it rose nearly 20 percent in Beijing], <http://www.sina.com.cn>, April 25, 2006.

8. Wang Hailiang, 'ren jun GDPtu po qi qian mei yuan' [per capita GDP reached more than US\$7000], Beijing cheng bao [Beijing Morning Post], January 22, 2008.

9. Xu Changan, 'beijing ao yun chi chu 22 yi chao yu suan shou ru jiang gao yu yu qi' [The spending of the Beijing Olympics reached 2.2 billion, higher than budgeted, and revenue will be higher than expected], <http://www.sina.com.cn> Aug. 21, 2008.

2. Impact on modernization: the state-of-the-art infrastructures

Through the Beijing Games, China wanted to show the world its new image reflected in its bid slogan “New Beijing, Great Olympics”. A vast investment and construction programme was immediately put in place after winning the 2001 bid. Direct investment in the construction of Olympic venues and facilities amounted to some US\$1.7 billion in the lead-up to the Games. Some US\$11.25 billion was invested to the construction of subways, light railways, express ways and airports, including eight new subway lines in the urban area.¹⁰ This infrastructural development, together with Olympic-specific driving regulations,¹¹ made the pre-Games worries about the transport system¹² unwarranted. The eye-catching stadiums such as “Bird’s Nest” and “Water Cube”, the modern airport terminal and subway lines with other architectural development, have changed the appearance of Beijing - from an ancient capital city into a modern metropolis.

3. Political Impact: integration into the world

Coincident with Beijing’s successful Olympic bid was China’s entrance into the World Trade Organization, which greatly facilitated Chinese integration into the global community. The fact that world leaders from over 80 countries attended the Opening Ceremony of the Games in 2008 itself speaks volumes about China’s political influence in the world today.

The Olympic Slogan: ‘One World, One Dream’ demonstrated Chinese eagerness to be part of the global community. To organise the Beijing Games success-

10. By the year 2008, the urban railway system is expected to carry 1.8 ~ 2.2 billion passengers per year, the capacity of Beijing’s buses and trolley buses will reach 4.5 billion passengers per year and the number of vehicles will reach 18000.

11. Such as odd-even day driving regulation according to the number of car plates and the Olympic special driving lanes.

12. Min Jie, Ding Yimin, diaocha faxian, shijie yulun pubian guanzhu Beijing aoyunhui saishizhi wai de shiqing [Surveys Show that the World is concerned about the issues beyond the Olympic Games], guoji xianqu daobao [International Herald Tribune], Dec. 18, 2006.

fully, a sizable number of foreign experts in design, security, environmental protection, competition administration and media were employed as Olympic advisors, consultants and evaluators. Half of the 900 Olympic News Service workers were from other countries. In the Chinese delegation to the 2008 Games, there were 28 foreign coaches from 16 countries for 17 sports.

In recent years, the world has turned its attention to China with ever more intensive concentration. More non-Chinese are learning Mandarin. Publications on China flow off the world's presses. Increasingly worldwide conferences, lectures and seminars cover China.

The Beijing Games attracted the record number of media representatives: 21600 accredited and 30,000 non-accredited media personnel. Presence of such scale international media in China itself illustrates the extent of the world's interest in the Beijing Games and China's relaxed control over media. In late 2006 China issued '*Regulations on reporting activities in China by foreign journalists during the Beijing Olympic Games and the preparatory period*'. According to the regulations, from 1 January 2007 to two months after the Games, 'foreign reporters will be allowed to travel anywhere in the country without prior permission from local authorities'.¹³ The Games appear to have played a part in the acceleration of the process of media freedom which is still far from ideal.

4. Impact on culture: changes and continuity

Most Chinese feel proud of their long historical heritage and wish to revive it and retain it. One clear demonstration of this was the emphasis on Chinese traditional culture via the symbols of the Beijing Games. The Olympic emblem, entitled "Chinese Seal--Dancing Beijing", featured a single Chinese character on a traditional red Chinese seal with the words "Beijing 2008" written in an eastern-style brush

13. Kirsten Sparre, China relaxes rules on foreign reporters in the run-up to the Olympics, 22 December 2006. http://www.playthegame.org/News/Up%20To%20Date/China_relaxes_rules_on_foreign_reporters_in_the_run_up_to_the_Olympics.aspx.

stroke. The official mascots of the 2008 Games consisted of five little children [Fuwa] embodying the natural characteristics of the Fish, the Panda, the (Tibetan) Antelope and the Swallow together with the Olympic Flame. Collectively and individually, they carried a Chinese message of friendship, peace and blessings to children all over the world.¹⁴ The Opening and Closing Ceremonies of Beijing 2008 emphasized the five-thousand-year Chinese culture through an impressive and applauded choreographic display.

With the rising nationalism among the Chinese since the second half of the 1990s, some foreigners voiced their fears of possible chauvinism by the Chinese. However, chauvinistic behavior was hardly seen during the Games. Instead, the Chinese applauded excellent performances no matter whether by Chinese or foreign athletes although they wanted to see Chinese athletes winning medals and cheered their athletes enthusiastically. The fact that the American basketball player Kobe Bryant, the American Swimmer Michael Phelps and the Jamaican sprinter Usain Bolt were the most popular athletes in Beijing is the best illustration of this.

Changing attitudes might be related in part to the rising confidence of China and the unprecedented Olympic Education Project across the country. According to a survey in 2008, some 86 percent of respondents were satisfied with China's current situation and 82 percent were optimistic about China's economy, higher percentages than most other countries in the world.¹⁵ While the Chinese become more confident, they have become more internationally tolerant. Another factor is the Olympic Education Project that was launched throughout the nation in 2002 and lasted until the Games. The project, accompanied by media coverage on various Olympic topics, involved 400 million students from 500,000 schools.¹⁶ As a result, Olympic ideas such as peace, fair play, friendship have gradually rooted in many minds. Nationalism and Olympism certainly co-exist in today's China.

14. 'The Official Mascots of the Beijing 2008 Olympic Games', <http://en.beijing2008.com/80/05/article211990580.shtml>

15. (Pew Global Attitudes Project, 2008)

16. Huang Yong, "zhongguo jiang zai gengduo de xuexiao zhong kaizhan aolinpike jiaoyu" [China will promote Olympic education in more schools], <http://www.xinhuanet.com>, Sept. 18, 2007.

5. Impact on human power: talent pool

Hosting the Olympic Games required hundreds of thousands of qualified personnel in various fields including architecture, marketing, finance, trade, transport, security, the environment, tourism, sport and many others. The Games demonstrated the competence and potential of Chinese people. The highly unified and co-coordinated Beijing Organising Committee for the Games of the XXIX Olympiad (BOCOG) was established at the end of 2001 and employed over 4,000 staff with very different career backgrounds. The Games not only provided a platform for them to demonstrate their commitment, expertise and abilities, but also a great opportunity for them to learn advanced ideas, technology and management skills. These Olympic staff constitutes an important talent pool for China's future development.

In addition, virtually all the institutions and industries that were directly and indirectly involved in the Games made concerted effort to train their personnel. For example, to ensure the safety of the Olympics, some 110,000 police, riot squads and Special Forces were mobilized and trained to counter various terrorist attack scenarios. "The security bill for Beijing alone was estimated in excess of US\$300 million".¹⁷

Another source for talent pool is volunteers. Though the Games directly needed only 100,000 volunteer workers, more than one million people applied. In total, over 1.5 million volunteers, directly and indirectly, were involved in the Games. These volunteers were praised for their enthusiasm, friendliness and helpfulness. In recognition of their services 12 volunteer representatives for the first time in IOC history were presented with bouquets of flowers by the four newly elected members of the IOC Athletes' Commission at the Closing Ceremony of the Beijing Games. More importantly, the young volunteers changed people's attitudes towards those who were born after the 1980s. In the past there were fears that they were spoiled, overindulged and self-centered as most of them were single child in their families.

17. Yi Min, Beijing ao yun hui an bao fei yong yi ji tour u san yi mei yuan [It is estimated that the cost of the Beijing Games' security reached US\$300 million], Zheng quan ri bao [Stock Daily], Aug. 13, 2008.

Their Olympic service proved they could be unselfish, helpful and reliable. The experience proved of value to them. One student volunteer spoke for many when she said: “I learned a lot. I became more practical and more meticulous”.¹⁸ It is expected that Olympic volunteers will be the vanguard of socially concerned citizens who will set new standards of civic concern in the future.

6. Environmental impact: increased awareness of environment

Environment-related issues had been a major concern of the international community from the moment that Beijing won the bid to host the 2008 Games. To keep its promise of a “green Olympics”¹⁹, Beijing adopted a series of measures including adjusting the industrial economic structure, controlling industrial pollution, suspending or closing seriously contaminated plants, removing the most ‘purulent’ plants from within the four ring-road systems, intensifying industrial pollution source management and stressing clean manufacture and recycling. For example, 60,000 taxis and buses were removed from the roads by the end of 2007 and 200 local factories including the prominent Capital Steel Factory, were relocated. To reduce air pollution another 40 factories in Tianjin and 300 factories in Tangshan, two cities close to the capital, were asked to suspend operations in early July, 2008. On 20 July, additional factories were shut and odd-even license plate car restriction was imposed.²⁰ As the Games began, air quality in Beijing improved significantly contrary to expectations. Air quality throughout the Games reached the official target: API scores under 100. Out of 16 days of the Games, ten

18. Interview to a volunteer student from China Media University in the National Indoor Stadium, August 19, 2008.

19. “Green Olympics” was one of the three goals put forward in Beijing’s bid report. It aimed at incorporating the concept of sustainable development into the preparations and the organization of the Games, protecting the environment, conserving resources and maintaining the ecological balance..

20. Beijing motorists could drive on alternate days, depending on whether the last number on their license plate was odd or even. This policy was to reduce daily traffic by two million vehicles.

days recorded Grade I and six days Grade II air quality according to demanding Chinese standards.²¹

Similar environmental action was taken in other co-host cities. To clear the 'plague' of algae in Qingdao, the venue of the Olympic sailing event, 1,200 boats and many thousands of troops and volunteers were mobilized to clear more than a million tons of algae within one and half months.²² This demonstrated the part that the centralized system of nation-wide support played in effectively tackling thorny issues. Beyond any doubt, much needed to be done about the environment but at least the Chinese became increasingly conscious of this. The Games raised awareness and produced action.²³

7. Impact on sport: popularisation of both elite and mass sport

To become an Olympic power had been the persistent and ultimate dream of China as Olympic victory was regarded as the public embodiment of national strength. After Beijing was awarded the right to host the 2008 Games, China at once began an all-out effort to upgrade its athletic performance. "The Programme of the Plan to Win Olympic Glory 2001-2010" was drafted. To maximize eventual Olympic performances in 2008, membership of the national teams expanded from 1316 to 3222.²⁴ Liu Peng, the director of the National Sports Administration, acknowledged that the state invested 800 million yuan (US\$116.79 million) each year into sport.

21. "Official: air quality for Olympics Beijing's best in a decade", 2008.sina.com.cn, August 19, 2008.

22. "Chinese race to clear algae from Olympic sailing venue", www.guardian.co.uk, June 30, 2008.

23. To fulfil the promise of "green Olympics", thousands of student volunteers joined the relay of Green Long March which started on August 6, 2007 and lasted one and half month. Ten squads marched through villages and towns for a total of 2008 kilometers covering 22 provinces to conduct public environmental awareness campaigns. (see: Tie Zheng, qing shao nian sheng tai zhi yuan zhe qi dong lv se chang zheng' [Young ecological protection volunteers start up the Green Long March], <http://www.student.gov.cn/hddh/123762.shtml>).

24. Observer, 'yi kuai jin pai de cheng ben gu suan: 3000-8000 wan' [the cost evaluation of an Olympic gold medallist: 30 to 80 million], quan qiu chai jing guan cha [Global Financial Observer], Aug. 21, 2004.

²⁵ Apart from the state budget, lottery money was also used to support the Olympic athletes, for example, 362.50 million yuan (US\$52.92 million) in 2007.²⁶ At the Beijing Games, 639 Chinese athletes participated in all 28 sports competitions. China won 51 gold medals topping the gold medal list for the first time in history, and 100 medals in total, just behind the United States. Clearly, the Beijing Games further facilitated the development of elite sport in China.

The 2008 Olympic Games also promoted grassroots sports development in the country. China combined a national fitness programme with the build-up to Beijing 2008. A 'National Fitness and Move with the Olympics' campaign was launched across the country in 2006. An annual National Fitness Week was extended to an annual National Fitness Month. Various kinds of activities such as an Ice and Snow Event for a Million Teenagers, a National Display of Hundreds of Millions of Women Fitness, a National Sunshine Physical Education and Sport for Hundreds of Millions of Students and a National Display of Exercises for Hundreds of Millions of the Aged were organised. Attention was not just given to the urbanites, but also farmers. In 2003 the 'Construction Plan of the Sports and Fitness Projects for Peasants During the 11th Five-Year Period' was issued jointly by the General Administration of Sport and the Financial Ministry, with investment of US\$22.5 million. Between 2002 and 2007, public sports venues increased by 20 million square meters [and] financial input into such projects reached US\$270 million'.²⁷ There can be no doubt that staging the Games has helped raise the generally low level of popular participation in sports, especially among the young.²⁸ That legacy is already in place.

25. Chen Weisheng, 'ti yu zong ju fu ju zhang: guo jia jian li jin pai xuan shou mei ren 35 wan' [Deputy Director of the National Sports Administration: the state will award each gold medalist 350,000 yuan], Beijing Qingnian Bao [Beijing Youth Daily], August 24, 2008.

26. Guo jia ti yu zong ju [The National Sports Administration], '2007 nian di guo jia ti yu zong ju cai piao gong yi jin shi yong qing kuang gong gao' [Report on the use of the national sports administration's sports lottery commonwealth money in 2007], <http://www.sports.cn/> 2008-08-25.

27. China Encourages People to Exercise More, 2007-10-13 [crienglish.com](http://www.crienglish.com)

28. Chinese IOC member stresses good manners March 20, 2006, http://www.boston.com/sports/other_sports/olympics/articles/2006/03/20/chinese_ioc_member_stresses_good_manners

Concluding remarks

The Beijing Games has become history. The IOC president Rogge stated: “I believe that history will view the 2008 Olympic Games as a significant milestone in China’s remarkable transformation”. The Games was a festival that Chinese had waited for over a century. It has left many legacies – social, political, economic, cultural, environmental and sporting. The Games was not just a dream fulfilled, but a vision anticipated. If everything goes well the world will witness in the future a modern, strong and open China: the Beijing Games is a harbinger of the future China.

However, there will be severe challenges facing China, especially in the current global financial crisis. How to maintain the legacy of the Games and use it to serve the future community, how to blend Green, Hi-tech and Humanistic values with modernization, how to act on the lessons learned from the Games to upgrade management skills and to promote the liberal, harmonious interaction of citizens and society, how to mesh Chinese custom and Western practice in order to find a place in the world without compromising its independence but at the same time being more acceptable to others are some of the challenges.

THE OLYMPIC EDUCATION PROGRAMME OF THE VANCOUVER 2010 WINTER GAMES



Don BLACK (CAN)

Director, Education Programmes, VANOC

Introduction

“Communications and educational programmes are among the most important responsibilities entrusted to an OCOG. Inspired by Baron Pierre de Coubertin, the Vancouver OCOG programmes will take the Olympic message to the world: in schools, through the media and – to an unprecedented degree – over the Internet.” (Vancouver 2010 Bid Book, p. 125)

In this lecture, I want to introduce you to some of the components of the Vancouver 2010 education programme – to show you how we are taking the Olympic message to the world.

I have organized the lecture along three of the major design principles that have been driving the development of our education programme since the Bid, and that will continue to drive the development of our education programme right up to the end of the Vancouver 2010 Games. These three design principles are:

1. Maximum use of the Internet
2. Partnerships and legacy
3. User-generated content

Taken together, these design principles have resulted in a unique, programme

rich, and very cost-effective Vancouver 2010 education programme. They also generate what I think are some interesting questions related to Olympic education and OCOG education programmes, which I would like to explore with you in the discussion.

1. Maximum use of the Internet

The first design principle driving the development of the Vancouver 2010 education programme was to make maximum use of the Internet.

Canada is a very large country with a small population.¹ Perhaps for this reason, Canada has one of the highest rates of Internet usage in the world. In 2000, when we were first designing our education programme as part of the Bid, only 40% of the Canadian population was connected to the Internet, but the percentage was growing very rapidly. By 2007, when we launched our education programme, almost 85% of Canadians were connected to the Internet. Moreover, Canadian students were already ranked among the highest in the world in terms of access to computers both at home and at school in 2000. Today, virtually all elementary and secondary schools in Canada have computers and are connected to the Internet.²

This high level of Internet access has made it possible for us to develop the first-ever fully online, interactive, bilingual Olympic and Paralympic Games education programme. The hub of our programme is /EDU: the Canadian school

1. Canada is the second largest country in the world. The distances are vast. For example, it is more than 5,000 kilometers from Vancouver on the west coast to Saint John's, the capital of Newfoundland, on the east coast. As a comparison, it is roughly 2,400 kilometers from Athens to London (site of the 2012 Olympic Summer Games) and 1,500 km from Athens to Sochi, Russia (site of the 2014 Winter Olympic Games). During the 2010 Olympic Torch Relay, the Olympic Flame will travel more than 45,000 kilometers across Canada - the longest Olympic Torch Relay to take place in a single country.

2. For information on Canada's access to the Internet, see www.internetworldstats.com/am/ca.htm; www.statcan.gc.ca/daily-quotidien/060815/dq060815b-eng.htm; www.statcan.gc.ca/daily-quotidien/021029/dq021029a-eng.htm; www.statcan.gc.ca/daily-quotidien/040610/dq040610b-eng.htm; www.ccl-cca.ca/pdfs/E-learning/E-learning_Factsheet_EN.pdf

portal for the Vancouver 2010 Olympic and Paralympic Winter Games (www.vancouver2010.com/EDU). Using the Internet makes it easier for us to connect all schools, teachers and students across Canada to each other and to the Vancouver 2010 Games. All our education programmes are accessed through /EDU. We provide no print resources.

Launched in September 2007, /EDU is now the hub of a substantial network of Olympic and Paralympic education programmes, resources and activities for teachers and students (of all ages). Teachers and students from around the world are also accessing the Vancouver 2010 education programme through /EDU.

2. Programmes and Legacy

The second major design principle was to use and strengthen existing resources where possible and to partner with organizations that would continue to deliver the Olympic education and related programmes developed as part of the Vancouver 2010 Games.

These programme partnerships have generated a wide range of content, from core Olympic education programmes, to education programmes related specifically to the Vancouver 2010 Games, to a wide range of topics related to the three Olympic pillars of sport, culture, and sustainability. These specific programmes also span all levels of education, from K-12 to college and university.

Chief among these partner organizations is the Canadian Olympic Committee. Other programme partners include the Historica Foundation of Canada, Ministries of Education, and colleges and universities across Canada.

Canadian Olympic Committee

The Canadian Olympic Committee (COC) has delivered an Olympic School Programme since 1988. In fact, the COC school programme was one of the legacies of the 1988 Calgary Winter Games.

As part of the design of the Vancouver 2010 Education Programme we decided to use and strengthen the existing COC school programme rather than build another Canadian Olympic education programme for the Vancouver 2010 Games.

One of the more “radical” decisions we made was to turn down potential funding for our education programme from sponsors. Instead, we encouraged RBC, a sponsor of the COC school programme since 1988 and one of the national sponsors for the Vancouver 2010 Games, to invest more resources in the COC school programme, which they did.

The result is a completely new, interactive, COC school programme website and a wide range of new resources for teachers.

The COC’s new elementary curriculum consists mainly of a series of Olympian stories. The Olympian stories focus on the Olympic Values of excellence, fairness, respect and leadership, and include four stories about Canadian aboriginal Olympians. Each story is available in three different reading levels: Bronze (grade 2-3), Silver (grade 4-5) and Gold (grade 6-7).

The COC’s new secondary curriculum is comprised of cross-curricular project packs where students solve real-life Olympic Games problems. Each project pack contains handouts, teaching tips, an evaluation rubric and a list of links to provincial learning outcomes. At the secondary level, students are able to link to applied learning projects, which will require them to use acquired skills and theory in hands on ways to solve real life Olympic problems.

The COC school programme website also includes links to online education resources available from the IOC and the Olympic Museum on a wide range of core Olympic topics, including Olympic Origins and History, Olympic Charter, The Olympic Games in Ancient Greece, The Olympic Flame and Torch Relay, Olympic Symbols, and The Olympic Movement.

Historica Foundation of Canada

Like all Olympic Games, the Vancouver 2010 Games are in themselves a major historical event. To capture this history in the making dimension of the Vancouver 2010 Games, we are partnering with the Historica Foundation of Canada. Founded in 1999, the mission of the Historica Foundation is to encourage the best possible Canadian history education and to provide or support programmes and resources that inspire Canadians to explore their history.

Rather than build new programmes, we have connected the Vancouver 2010

Games to a number of existing Historica programmes, including Encounters Canada, Historica Fairs, and The Canadian Encyclopedia.

Encounters Canada

Every week of the school year, 120-138 teens from across Canada (ages 14-17) travel to Ottawa, Canada's capital, where they spend a week learning about Canadian institutions, meeting famous and accomplished Canadians, and developing their civic leadership skills. Over 78,000 youth have participated in the programme to date.

During the Vancouver 2010 Games, the Historica Foundation will hold an Encounters Canada programme in Vancouver for thirty students. While attending the Games for one week, these students will learn about Olympism, the Olympic movement and the Vancouver 2010 Games. They will also cover history in the making. Participants will be provided with digital camcorders and cameras. They will blog on the things they see – sport, cultural and other events, as well as the feeling of being part of an Olympic Games. They will conduct interviews with athletes, artists, and Games' officials. They will share their experiences with the entire world - live from Vancouver and Whistler - with their best videos and articles posted on [the Historica website] FYICanada.ca.

Historica Fairs

There are currently 1,000 Canadian communities involved in the Historica Fairs Programme. Fairs begin as hands-on classroom projects. Students research an area of Canadian history and present their discoveries using the medium of their choice. Student presentations range from tabletop dioramas to performance pieces to web-based projects. More than 200,000 Canadian students participate in Fairs at their schools each year.

To celebrate the Vancouver 2010 Games, Historica Fairs will create a new bilingual achievement award called: "Canada's Games: The Heritage of Sport and Culture in Canada." This award will be presented to students who have prepared a Fairs project dedicated to the Olympic and Paralympic Games or Movements in Canada. It will be developed with a pan-Canadian focus and criteria, and will be adjudicated at regional fairs between April and May 2010.

Canadian Encyclopedia

The online Canadian Encyclopedia provides the most comprehensive, objective and accurate source of information on Canada for students, readers and scholars across Canada and throughout the world.

As part of the Vancouver 2010 education programme, the Canadian Encyclopedia will compile a complete list of comprehensive articles and images relating to the Vancouver 2010 Games and to former and upcoming Olympic and Paralympic Games, and provide them as resources for students, teachers and the general public.

Ministries of Education

The Olympic Games are also a great opportunity to explore issues relevant to youth that relate to the three pillars of the Olympic movement: sport, culture and sustainability. This broader perspective makes it easier to engage a wider spectrum of young people.

To this end, we have partnered with the 13 Ministries of Education in Canada and others to promote and, in some cases, develop new education programmes related to sport, culture and sustainability as part of the Vancouver 2010 education programme.

The BC Ministry of Education has been an especially strong programme partner, developing a number of 2010-related education programmes, including the “Sharing the Dream” webcast series.

Sharing the Dream Webcasts

This webcast series includes at least six student led interviews with prominent Canadians. Students help select the people to be interviewed, develop questions relevant to young people, interview the webcast guest, and, working with technical experts, operate the cameras and staff the control booth. The webcast series is designed to provide as many opportunities as possible for students to demonstrate learning and display leadership.

The interviews are webcast live from a local high school and are available to students across Canada and around the world. Students viewing the live webcast have an opportunity to send in questions. Following the webcasts, students

can continue the discussion on TakingItGlobal, “the largest online community of youth interested in global issues and creating positive change.” Teaching materials are provided for each webcast to help teachers integrate the live or archived interviews into their classrooms.³

The last webcast, scheduled for May 2010, will include a handover to the London 2012 education programme.

Colleges and Universities

VANOC has partnered with colleges, universities and other postsecondary stakeholders to develop two major post-secondary programmes as part of the Vancouver 2010 education programme:

1. Intellectual Muscle: University Dialogues for the 2010 Games

Intellectual Muscle: University Dialogues for the 2010 Games was developed by VANOC in collaboration with 20 major universities from across Canada, and with the *Globe and Mail*, Canada’s largest-circulation national newspaper and Canada’s newspaper of record.

Intellectual Muscle will be officially launched at the end of September 2009. The series will consist of at least twenty podcasts (20 minutes each) of talks given by distinguished intellectuals from universities across the country all touching on issues related to the Vancouver 2010 Games.⁴ The podcasts will be uploaded to

3. Three interviews have been completed: 1. 2008 Olympic gold medallist Carol Huynh (Carol’s inspirational story speaks to the multicultural nature of Canadian society, as well as the Olympic values of excellence and universality); 2. Michael Furdyk, co-founder of the youth social action website TakingItGlobal (Michael spoke about technology, global citizenship and how to get involved with projects in your local community or communities around the globe); and 3. Severn Cullis-Suzuki, a young environmental activist, speaker and author, and the daughter of well-known environmentalist David Suzuki (Severn informed students about environmental issues and suggested ways that students can become community leaders in environmental protection).

4. Two examples of the quality of speakers participating in *Intellectual Muscle*: Bruce Kidd, Dean, Faculty of Physical Education and Health, University of Toronto, a member of the 1964 Canadian Olympic Team in track and field, and a current member of the COC (his talk will focus on the emerging movement of sport for development and peace); and Margaret Somerville, Founding Director of the Centre for Medicine, Ethics and Law at McGill University, she also currently serves as a member of WADA, the World Anti-Doping Association (her talk will likely focus on the ethics of gene-testing for sport).

the *Globe and Mail* website on a weekly basis, where they will then be used to support national online and interactive dialogues on the topics.

2. E-Legacies: Learning Resources for the 2010 Games

Developed under the leadership of LinkBC, a network of 20 post-secondary tourism and hospitality programmes across British Columbia, this web-based programme will be launched in September 2009. It will include a comprehensive set of online learning resources (“Discussion Starters”) that capture the applied learning opportunities presented by the Vancouver 2010 Games (e.g., in areas such as tourism, graphic design, architecture, community development). College and university faculty from across Canada, and possibly from other countries, will develop the online resources.

The E-Legacies site has the potential to become the archive of educational material related to the Vancouver 2010 Games. It could also make an innovative contribution to the knowledge transfer requirements of the Games. Although the final reports of past Games are available online, no past host of the Games has continued an online presence for higher education and learning from the Games. The E-Legacies repository will likely continue as an educational resource, and could be built out to include other related subjects (e.g., sustainable tourism, events management, Aboriginal tourism development).

There is also a possibility that the E-Legacies repository will continue as part of the London 2012 and Sochi 2014 education programmes. In March 2009, the project leads signed an MOU with the UK Higher Education Academy to jointly develop Games-related online resources, and the UK partners have agreed to use the web platform being developed for the 2010 E-Legacies project. Initial interest has also been received from Sochi 2014.

3. User-Generated Content

The third major design principle was to provide teachers and students with an opportunity to contribute their own user-generated content directly to the Vancouver 2010 education programme. This has taken three forms to date.

1. Teachers' Forum

The Teachers' Forum on /EDU is a professional online community inspiring teachers to share ideas, best practices and classroom resources. Teachers have the opportunity to interact with guest educators, as well as with each other. The University of British Columbia's Faculty of Education is facilitating the forum, providing useful topics for discussion as well as suggesting new and relevant education resources in the areas of sport, culture and sustainability to bring into the classroom.

2. Project Showcase

The /EDU Project Showcase features school projects that relate to the Vancouver 2010 Olympic and Paralympic Winter Games or to the pillars of sport, culture, and sustainability.

Projects within the "sport" pillar include, for example, those dealing with active and healthy living, and competitive sports activities. Sport is not just a topic for Phys-Ed class. Teachers also share projects that examine the history and culture of sport, or issues related to the place of sport in society.

Projects in the "culture" pillar include, for example, activities reflecting particular ethnicities or the multicultural nature of Canada and other countries, or activities that shine a spotlight on society and issues of common interest, as well as a range of activities in the fine and performing arts.

Projects in the "sustainability" pillar lens deal with environmental, social and economic topics. Given the "green" commitments of the Vancouver 2010 Games, environmental projects are especially interesting for students.

The /EDU Project Showcase also includes projects relating directly to the Vancouver 2010 Games, or more generally to any aspect of the Olympic or Paralympic movements. As 2010 nears, many schools are developing their own projects and activities that involve their school communities in events that celebrate and build on the Olympic and Paralympic spirit.

To showcase their projects on /EDU, teachers can submit images, Microsoft Word or PowerPoint files or PDFs. They can also provide links to related content on other websites, such as blogs or video/audio/photo-sharing websites.

3. Student Host Reporter Programme

There is no doubt that some of the story of the Vancouver 2010 Games will be told by young people using social media. To encourage and support this, we are collaborating with a local school district to develop and deliver a local student host reporter programme.

Twelve students from local Olympic host communities will be selected to cover the 2010 Olympic Winter Games from a student perspective.⁵ These twelve students will host an interactive web space, applying a variety of social networking tools that allow them to share their experiences and help create the foundation for an online student community. Students attending the Games from across Canada and around the world will be invited to contribute to the site.

While many traditional news organizations will be covering the Games, this project will help students connect with their peers through many of the web 2.0 tools that have become a very key part of their lives (e.g., YouTube, Facebook and Twitter). We expect hundreds, if not thousands, of visiting students will share their Vancouver 2010 experiences on the student host reporter site.

Conclusion

I have introduced you to just a few of the education programmes that are or will be available through /EDU between now and the end of the Games. There are many other education programmes in development, and I suspect that more, unexpected, programmes will emerge between now and the end of the Vancouver 2010 Games.

Rather than design an overall education programme and then build it, the development of the Vancouver 2010 education programme has been driven in real time by the application of three design principles: maximum use of the Internet, partnerships and legacy, and user-generated content. As a result, the development of the Vancouver 2010 education programme has been a somewhat unpredictable process. Nevertheless, it has produced what I think is an innovative and rich

5. Students will be enrolled in grades 8 to 12 and at least two will file their reports in French.

suite of education programmes that are accessible to students and teachers across Canada and around the world.

Possible Discussion Questions

The application of the three design principles to the development of the Vancouver 2010 education programme has also generated what I think are some interesting questions related to Olympic education and OCOG education programmes. For example:

- Now that there are so many Olympic education resources available on the Internet, should we be creating new OCOG education programmes?
- Should there be an online repository of Olympic education learning objects that OCOG's could use in their education programmes?
- What is the difference, if any, between Olympic education programmes and OCOG education programmes?
- What is the difference between NOC, IOC and OCOG education programmes? Should they be linked?
- When an OCOG partners with a non-profit or government organization to develop Olympic education programmes, who should own the programme after the Games?
- To what extent are OCOG education programmes country and Games-specific?
- To what extent can OCOG education programmes be transferred to other Games?
- How can user-generated content best be used in Olympic and OCOG education programmes?

*Short presentations
by the participants*

MY OLYMPIC EXPERIENCE IN SPORTS ADMINISTRATION

Maria CARUSO (AUS)

*Event Coordinator, Victorian Olympic Council
Representative of the Australian Olympic Committee*

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

Olympic Charter, Fundamental principles, paragraph 2

Many times have I seen this paragraph over the past two years, each time more meaningful and significant than the previous. It has been a feature, reflected in our annual Pierre de Coubertin awards ceremonies and Olympic academies.

Previous to my position as Event Coordinator for the Victorian Olympic Council (VOC) I was aware that sport contributed to society in more ways than the competition, that there were endless training hours and commitments involved in achieving that end result. Though I never realised how much of an impact sport and the Olympics had on society, culture and how this could affect any adolescent's everyday life.

I commenced work with the VOC on the 50th Anniversary of the 1956 Olympic Games in a voluntary capacity as part of my studies in the Diploma of Tourism and

Event Management after which I was employed as Event Coordinator and have since been immersed in the Olympic Movement through various programmes, most recently as Duty Village Manager for the 2009 Australian Youth Olympic Festival.

The role as Duty Village Manager was strenuous but rewarding. It was overwhelming to see so many young but mature athletes from various countries involved in sport at such a high level. Some athletes had never travelled to Australia let alone competed overseas and to be part of such a festival was exhilarating for them as well as me.

My current role involves coordinating, implementing and developing the content of the Pierre de Coubertin Awards Ceremony and State Olympic Academies and most recently working on the Active Girls Leadership Programme (ALP), which also involves liaising with local contacts to assist in scoping, developing and implementing the content for the ALP in both metropolitan and regional Victoria.

Listening to Olympians present to young athletes at these Programmes is moving not only to the students but to me personally. Seeing these values portrayed on the court and then hearing about the impacts of these values in sport from students as well as Olympians is inspirational. These Olympians epitomise success, optimism in achieving a goal; encouraging young athletes to strive to succeed and fulfil their dreams.

In 2000 the Australian Olympic Committee Athletes Commission, a board of current and past athletes who as one of their priorities communicate athletes' concerns, opinions and suggestions on education and career aspects; outlined a set of values.

a.s.p.i.r.e is the name of the Australian Olympic team's set of values. The values were developed for the Sydney 2000 Olympics and have remained an integral part of all Australian Olympic Teams since.

These values are discussed in the AOC and respective State Education Programmes. (BK, 'Boxing Kangaroo' is the Australian Mascot who represents these values.)

The a.s.p.i.r.e. values are what drive the Australian Olympic Team for success on the international sporting stage. The acronym stands for;

Attitude

“My positive attitude is essential in overcoming obstacles to help me improve and give of my best. My positive attitude is a key ingredient to success and leadership.”

Sportsmanship

“I recognise that sport is greater than the individual; that cheating reduces the stature of sport and all who love it; that class, race and creed are never factors in the attitude of true sports people and those who respect the virtues and values of sport.”

Pride

“Pride drives me when the temptation is to settle for something less. I am proud to have been chosen to represent our country.”

Individual responsibility

“I alone am responsible for my performance but I will be generous in acknowledging the support of others.”

Respect

“I respect sport, the efforts of my competitors, my team mates and officials. I respect Australia, our Olympic past and the spirit of Olympism.”

Express yourself

“I have an opinion and will express my view with thought and consider-

ation to others. In showing my emotions I do so with individuality and, where possible, good humour.”

My passion has been driven by the values of the Olympic Movement; pursuit of excellence, joy of effort, fair play, respect for others, and balance between body, will and mind. These five values have been conveyed in many of our programmes and have become apart of my personal outlook not only in the odd game of soccer but in everyday life.

The IOA session is definitely a marvellous and unique opportunity to further immerse myself in the Olympic Movement. The upcoming lectures and discussions will allow the opportunity to learn about your programmes and take back to Australia an insight of your views. This is a once in a lifetime opportunity to develop your knowledge to benefit yourselves and most importantly your country's sporting ethic.

SPORT, OLYMPISM AND ITS THREATS: AN AUSTRALIAN PERSPECTIVE

James EDWARDS (AUS)

*General Manager Sponsorship Services & National Fundraising
Australian Olympic Committee*

Olympism

I am inherently interested in the Olympic Movement. I regard the Olympic Games as the world's pinnacle sports event and the more I discover whilst working at the Australian Olympic Committee, the more my understanding of Olympism continues to build.

My background in sport was not at an Olympic standard, but as a former competitive swimmer (making age national finals) the concept of the Olympic Games was always an aspiration. At a fundamental level, I understand the sacrifice and commitment athletes make to devote their lives.

Before working at the AOC, I had the privilege of being close to many athletes competing in the 2000 Olympic Games in Sydney, including my brother who competed in Sailing. My experience in seeing him devote his life to his Olympic sailing campaign since the age of 15 was incredible to witness – as was seeing the genuine thrill he and his crew had in making the 2000 Australian Olympic Team. From the highs of selection, followed by the tense lead up to the Games as current World Champions, their Sydney 2000 campaign started very strongly, however they were eliminated in the quarter finals. Although naturally disappointed, they took the loss in their stride and moved on. It was an amazing journey to ride with

them and they are still immensely proud of being part of the 2000 Games. The experience taught me a great deal about Olympism – that each of the 10,000 athletes who compete at the Olympic Games each have their own unique stories of a life sacrificed to sport and the highs and lows which inevitably come their way.

Sport's Place in Australia

In Australia, sport is a way of life. Sport gives Australia a sense of national pride and transcends all levels of social interaction. It would be fair to say that most Australian children have grown up enjoying the outdoors and playing sport. Physical exercise and team sport are an important element of the school curriculum.

Sport has a wonderful ability to bring together Australian communities. Most people have more than a passing knowledge of how their local teams are going and of major sporting events taking place. On a national level, a sporting achievement by a National Team will dominate the media and general social discussion. The Olympic Games are immensely popular in Australia, with a universal understanding of the sacrifices Olympians make to compete on a world stage. For a nation with a relatively small population of approximately 20 million people, it is with an enormous sense of pride that we have achieved results in the top five nations for the past few Olympiads.

Our pride in our athletes is of course not limited to the Olympic Games indeed we tend to make national heroes of all our successful athletes. Athletes in our domestic competitions are incredibly popular role models for society as are our National Teams, especially in Cricket, Rugby, and more recently our Football Team, since qualifying for the previous World Cup (after a 20 year absence). However, our Olympic Team certainly holds a unique and esteemed presence in our valued sports community.

Threats to Olympism

Of course, now that I am working at the AOC I am acutely aware of the issues facing Olympism – and the aspirational image of human endeavour which Olympians embody.

Whilst Australians hold our elite athletes as role models in society – indeed we see international athletes as role models too, there is a general consensus of alarm in the number of athletes who are increasingly getting themselves into trouble with the law through drugs (performance enhancing and recreational), gambling, criminal and anti social behaviour which has an enormous impact on the credibility of all athletes.

Athletes are becoming increasingly scrutinised in the media, and the more the media search, the more bad behaviour they are finding. The domestic football codes especially are under enormous pressure to deal with the erratic behaviour of their athletes who continually breach player ‘codes of ethics’, especially with excessive alcohol.

An interesting debate is now transpiring as to the role of the athlete in our society. Whereas athletes were once unquestionably given the responsibility of being role models due to their athletic prowess and supposed altruistic life styles in the pursuit of excellence – it would seem the current professional athlete is more and more becoming exposed as having less and less ‘Olympic ideals’ driving them. Of course, I suspect the great majority of athletes are competing in their sport in that pursuit of excellence however many are being exposed now as simply great athletes, not role models.

I also feel that Olympism (whether in Olympic sport or sport in general) is being eroded by the ultra-professional era of sport whereby athletes are shielded from their behaviour by teams of managers, lawyers and sports clubs who attempt to quarantine their athletes from their responsibilities.

This threat to the values of athletes, and indeed of the idea of Olympism has the potential of a significant impact in Australian sport and society in general. Con-

sidering the value we place on sport, the role of our athletes and their leadership has a very real place in the fabric of our society.

However, I feel the core reason of what drives athletes to aspire to make an Olympic Team and what attracts sponsors to the Olympic Movement is the idea of Olympism. It is represented in the Olympic rings and is the differentiator in what the Olympic Movement is, as opposed to every other organisation.

There now exists an increasing challenge to deal with the threats to Olympism in Australian sport.

SPORT FESTIVAL - "SMALL OLYMPIC GAMES"

Hanna KURANAVA (BLR)

Olympic movement is one of the mass and popular phenomena in a social life in the world. Its aim is to develop and improve a man and make him a person. Today's society needs healthy, educated, push and go people, who can make decisions and predict consequences.

At the same time, modern youth should be tolerant to the surrounding world, should be able to cooperate, should be mobile and should have feeling of responsibility for themselves and for the fate of a country. The search of ideological, valuable reference points that have humanistic potential signified the purpose and the aim of the Olympic movement, the formation of which actualized the development of Olympic movement in our country. Belarusian Olympic Academy's mission is to introduce the Olympic education through the propagation of Olympic ideals and values.

Public organisation "Belarusian Olympic Academy" was established in 1993.

The aims of the Public organisation "Belarusian Olympic Academy":

- to research, spread, popularize and develop the humanistic values, principles, ideals of Olympic movement and Olympic games;
- to propagandize Olympic ideas, ideas of physical training and sport, ideas of healthy way of life just for the strengthening of health of nation;
- contribution to realization of spiritual, moral and physical perfection of a person for the strengthening of peace, friendship between nations of whole countries and continents;

There are 5 sections in the Belarusian Olympic Academy:

"Sport and Culture", "Olympics and Youth", "Fair Play", "Regional Representatives", "Sport Psychology".

Basic courses of activity of the Belarusian Olympic Academy:

- research and educational-methodical activity
- informational and propaganda activity
- international cooperation
- editorial and publishing activity

Priority problem of the Belarusian Olympic Academy's activity is to develop a national system of Olympic education.

The Olympic movement became a part of the state policy in the formation of priorities, directed on the preservation of health of the nation, on moral, professional, civil development of a person and creating the conditions for self-realization. It updates the subject of physical education on the basis of its traditions, of its experience of the arrangement of the integrated training and family upbringing, provides the connection between generations in a spirit of physical training on the basis of universal and national values; maintains the ideas of peace and rivalry on the basis of respect.

It is not a secret that the Olympic Games is a majestic and surprising festival of youth and beauty, health and strength. That it is a grandiose show of world-wide action that unites all of mankind for 2-3 weeks, keeps the attention of millions of people of different countries of our planet. The competitions grasp the spectator's attention, but they are not the main point in the understanding of most ancient tradition. Skill, proficiency, splendid training skills, experience of the athlete-all that makes the real festival.

The introduction and distribution of Olympic ideals and principals into pre-school education (that is the primary level of the Belarusian education system), provide comprehensive child development help to solve the primary problem of a state and nation, directed on the formation of the health of the growing up generation. That is why the main actions that the Belarusian Olympic Academy carries out in the pre-school institutions are thematic and subject occupations on Olympic sports: sport festivals "Small Olympic Games" –one of the innovational forms of adopting the Olympic education.

As the international festival, Small Olympic Games begin with the opening

ceremony where the organisers save the main traditions of the ceremony. Children with the leading sportsmen of the republic lift the Olympic flag under hymn, present teams, light the Olympic flame. The opening ceremony is accompanied by colorful displays of children and invited sportsmen- members of national teams on art and sports gymnastics, combat sports, football and others.

During five days children compete in dexterity, force, beauty and grace. Children will be able to show their best qualities participating in quizzes, in drawing and hand-made articles competition on sport theme.

The ending of the festival goes by in solemn condition. The results of the sport and creative competitions are drawn at the last day of the competitions. The Olympic champions and prize-winners of Olympic Games give awards to the participants.

The main aim of the Small Olympic Games is to create and improve a certain system of knowledge about the potential of sport, its aim in a healthy way of life, about Olympic Games and Olympic movement.

Problems:

- Creation of interest to practice physical training and sport, the necessity to practice physical training and sport regularly in the context of the healthy way of life.
- Coordination of efforts focus on strengthening the family and pre-school institutions' cooperation on the theme of education of growing up generation in a spirit of the universal values, morals, friendship and peace between nations of whole countries and continents.
- Perfection of the subject of physical education in preschool institutions, improving the interpersonal and interethnic relations, forming the system of education taking into account national features on the basis of Olympic traditions.

Sport festival- "Small Olympic Games" helps to bring up growing up generation in a spirit of universal values, morals, friendship, peace between nations of whole countries and continents.

THE LEGACY OF THE BEIJING OLYMPIC GAMES

Hiu Wai Sherry TSAI (HKG)

Introduction

There is no doubt that the 2008 Beijing Olympics was a great success. Jacques Rogge, the President of the International Olympics Committee said the Game was “truly exceptional” and the Prime Minister of Great Britain, Gordon Brown, believed that the Beijing hosted the best Olympics ever, and it has lifted the standard of Olympic Games (Li, 2008). Although there were a lot of controversies before the start of the Game, Beijing managed to keep everything under control and the Game was peacefully conducted. However, it is debatable that whether the success of the Olympics could become Beijing’s legacy. It is because the ‘short sprint’ transformation of Beijing into a world-class city may be too aggressive for the city to absorb. Although the Game was well organised, the development after the Olympics is also crucial to the long-term transformation of the city. Therefore, this paper will investigate the ‘true’ legacy of the Beijing Olympics and the challenges that Beijing faced after the Olympics.

Legacy of the Beijing Olympics

“All recent Olympic Games have their own distinctive ‘legacy’ plan, or built-in characteristics that respond to and reflect particular cultural, economic, environmental and social needs or aspirations” (Moller, 2008). It was a very true statement from the *Beijing This Month Publications*. Beijing was not an exception, the Olympics offered

the host city's best opportunity to 'show off the city and 'communicate' to the rest of the world. China's stereotypes were developed throughout its history of more than 4,000 years, and it was best known with its Communist party and its closed-door policies. Since the Olympic Games provided a stage for the host country to get the world's attention, China successfully hosted a perfect show to its audiences. There were three main themes of the Beijing Olympics, they were: the 'Green Olympics', 'Human's Olympics', and 'High-Tech Olympics'. Although the promises of the themes were successfully demonstrated during the Games, some people argued that they couldn't become the 'legacy' of the Beijing Olympics. It is because 'legacy' is something that will be known forever in the future, so the short term effect of the Olympics will not be considered as legacy.

Constructions

The most impressive part of the Beijing Olympics was the constructions. The Bird's Nest and the Water Cube have become the new landmarks of Beijing. The Beijing Olympics Organising Committee did a good job on 'recycling' the stadiums, and was able to reduce the problem of 'post-Olympic white elephant'. In fact, many of the Olympics venues will be given to five Universities in Beijing (including Beijing University of Technology, China Agricultural University, Peking University, Beijing Science and Technology and Beijing University of Aeronautics & Astronautics) so that the venues can be recycled. Moreover, with better venues provided to Universities, it can help to promote the sport culture and participation in sports. Moreover, 'green materials' and energy-saving technology were used to build the competition venues. In order to consider the maintenance and construction costs of the venues, the materials used were economy and environmentally friendly, "including the use of green construction materials, the use of green lighting, heating, underground heating and wind power systems and the use of recycled water" (Cheng, 2008). The advanced constructing technology was part of the 'High-tech Olympics', which is going to be the legacy of the Beijing Olympics.

The “Bird’s Nest Generation”

The Beijing Olympics has definitely created a new image of China. It not only has showed the quality of China’s new generation, it also reflected the teamwork of Chinese people. “The most important legacy of the Beijing Olympics is the ‘people’s legacy’ ... a positive, harmonious legacy for the people would create a ‘ripple effect’” (Li, 2008). The volunteers at the Beijing Olympics showed the quality and spirit of China; not only were they fluent in English, they also demonstrated the people’s passion and gratefulness in hosting the Olympics. Apart from the volunteers, the public also ‘behaved’ well during the Games. For example, spitting and cutting in line were seldom seen in Beijing. Although it is not promising that people would behave the same way after the Games, it was definitely a learning experience and educational opportunity for them. At the Olympics, the “performances” of the Chinese people demonstrated their “open mindedness”. The stereotypes of Chinese were closed-minded and communism. However, the Olympics helped to establish a new image and ‘opened the door’ of China. Although there were still little restrictions on the Internet, the wide coverage of the Games was a ‘record breaking’ of media freedom in China. Moreover, the volleyball match between the U.S. and China also demonstrated the Olympic spirit of China. The match was called the ‘Battle of Peace’ because Lang Ping, the head coach of the U.S. team, was a former member of the Chinese National Volleyball team. Before the game, people worried that the ‘shift of loyalty’ of Lang Ping may lead to disappointment of the Chinese people. Instead of disagreement, the Chinese audience showed great sportsmanship and respect to the U.S. team. According to the *China Times* of Taiwan, “With 1.3 billion people so open-minded, we may safely say that the Beijing Olympics will help China attain the ultimate goal of modernization ten years earlier than the country has planned” (Li, 2008). In addition, the Olympics was also an educational opportunity to the new generation of China. Some people called it the “Bird’s Nest Generation” (Li, 2008). Through the Olympics, not only was the world able to gain a better understanding of China, it was also an opportunity for China to understand the rest of the world. With seven years of preparation to the Games, the new generation of China grew up

receiving a total different prospective of the country. With the change of attitude and living style of the Chinese people, it showed that the Olympics was a stepping stone for China to achieve a modern society, and the process will become the legacy of the Beijing Olympics.

Sport Culture

At the Beijing Olympics, China won a total of 100 medals, of which 51 were gold, was a big breakthrough of its Olympics achievement. The results also reflected China's ambition in becoming a sport country. In fact, China has a very 'special' sport culture. Sport to them is more like a 'mission', rather than a physical activity. It is because many athletes devoted their whole childhood to the sport in order to achieve good results. Since China was awarded to host the 2008 Olympics in 2001, the government developed a 'winning strategy' and produced many 'sport machines'. The approach was very similar to Communist East Germany and the Soviet Union in the 70s. The system was supported by government funding and a "single-minded sports system dedicated to churning out champions" (Kwok, 2008). The medal-winning project was called 'project 119', which is the total number of gold medals combined in that China traditionally did poorly, e.g. track & field and swimming. Although some people argued that the 'gold medal winning strategy' was a conspiracy to dominate the medal chart, it also showed China's ambition in becoming a superpower in Sport. The success of the medal winning strategy may be controversial, but it would still be considered as a legacy.

Conclusion

The Olympic legacy is difficult to define and different people may apply different standards. The Beijing Olympics was, undeniable, one of the best organised Olympic Games ever. China was able to establish a new image to the world. However, the challenges would be how to maintain the benefits after the Olympics. In this

article, the constructions, open-mindedness, and sport culture were discussed. There are many other legacies of the Beijing Olympics, but these three areas were the most significant and important to the future development of China.

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ASPECTS OF THE POLISH SPORTS AND OLYMPIC CULTURE

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The aspects of the Polish Sports and Olympic Culture will be presented in two features. The first refers to the Polish Olympic Committee (PKOl), its multidimensional activity promoting the ideas of sports and Olympic Culture among the people of different breeds and social statuses. We will present our Polish bonds with the global Olympic movement, and emphasize the greatest achievements of the Polish Olympic Committee (PKOl), over the last 9 decades of its activity. We shall also briefly discuss the opportunities for self development, which the PKOl offers not only to the young and promising sportsmen, but also to those of the talented artists, who in their works make references to the idea of the Olympic Culture.

These aspects presented, shall concern the unity of art and sports. The examples of artistic activity, promoting the Olympic movement and referring to the Polish Olympic traditions, will be drawn to attention. We will also discuss the “Olympic Laurel” competition that since 1969 annually takes place in Poland, at the year of the Olympic Games. The works of the Polish most acclaimed sports-

men-artists, who through the arts of painting and literature have contributed to the expansion of the Olympic spirit, both on the Polish soil and in the World, shall also be presented here. Moreover, we introduce some exemplary collections of the Olympic Museum in Poland, and demonstrate the examples of spreading the Olympic spirit amongst the youngest (e.g. collections of stories), which enables them to participate in the events of a sports and Olympic character. Within the area of interest, reconstructing the humanistic, cultural and social values of the sports, we shall make reference to the Polish institutions which work for the welfare of the Olympic movement. We will also talk about the two bodies of: the Polish Olympic Academy that for 25 years has existed as an active body of the PKOl, and the Olympian's Central Club, both endeavouring after reincorporation of the art's contests into the programme of the Olympic Games.

MY OLYMPIC EXPERIENCE

Olivia Aya NAKITANDA (UGA)

All protocol observed, goodmorning to you all. It is a great honour for me to be given a chance to share my olympic experience with the scholars of this great academy. Allow me to begin my presentation by introducing myself to you. My name is Aya Olivia Nakitanda. I was part of the 10 athletes from Uganda, one of the two female athletes on the team, who represented the country at the recently concluded Games of the XXIX Olympiad in Beijing, China. Our best performance there was a 4th place finish in 5000m by Mr Moses Kipsiro. However, we boast of featuring in the medal table in the past, the last occasion being a bronze medal in the 1996 Games by Mr. Davis Kamoga in the 400m event.

I made my international debut in 2002 at the Commonwealth Games in Manchester and have since competed in the World Championships, World University Games and the 2007 Commonwealth Games in Melbourne, Australia. Currently, I am also a final year student in Human Medicine at Makerere University, Uganda's oldest and largest public university. I have not yet officially retired from active sport.

As a family, we have always been great fans of sports and each of the family members had taken up a discipline for leisure. Like my brother before me, I began swimming at the tender age of four with no prospect or hope of ever reaching the level that I did. I continued swimming because of my passion for the sport and for health. I always knew I would always get the Games live on television every four years. And indeed every four years was both touching and painful to see com-

mentators narrate the fate of athletes who had made it or narrowly missed out on that edition of the world's largest sporting event.

Swimming is not a popular sport in Uganda. It does not pull mammoth crowds like football and remains an elite sport for most of her population. There is not much investment or facilities, as we do not even have any Olympic sized swimming pool, to dare say that I was hoping to be the next Olympic champion. As I prepared for the Games after the exciting news of qualification, I knew my goals were humbly different. I did not have a personal coach and being a medical student in clinical rotation did not make things any more exciting than it seemed. Although I can now say that because of this experience, I was able to discover my strong will to be better and reached a new potential as an athlete, this is the plight of many athletes who come from developing countries, especially Africa.

The games were simply amazing from the beginning marked by the culturally rich yet modern extravaganza of the opening ceremony and being part of it was a unique experience versus catching it live on TV as had been my norm. The athlete's village was beautiful in every aspect, physically and embraced multicultural heritages of talented people from all walks of sport. It was indeed an actualization of the global village of this era. The confines of this village was a miniature world and I could not help wishing that the world be as peaceful as the village was during the 15 days of the Olympic Games. I practically embraced sport as a tool for unity and peace in this world.

On the 15th of August, 2008 I swam my 50m freestyle event. I hardly slept the previous night as I spent it thinking about whether I would live up to expectations: the nation's, the federation's and of course my own. And when the inevitable time came, I just did my best. I swam the one lap of my life to national record, personal best and a first place finish in the heat. It was more than I had set out for, definitely not the miracle the people back at home anticipated me to perform but I couldn't have been any happier. I also became only the second female Ugandan swimmer ever to successfully compete at the quadrennial games. I declared myself a proud Olympian. I did not win, but it is then that I sincerely appreciated the true spirit of Olympism that 'The important thing in life is not victory, but the fight; the main

thing is not to have won, but to have fought well.’ and I cherish this as one of my most important virtues in life.

The 15 days of the games were like a dream. My profound memories in Beijing are still vivid and I continue to relive the dream with my family, fellow athletes, friends and with everybody around me, like you, with the hope that it will inspire them to make it a reality one day in whatever capacity, as an athlete, event organizer, volunteer or a spectator. The Olympic Games were a turning point in my life and will always remain special to me.

‘For God and My Country’

“SPORT FOR PEACE AND DEVELOPMENT” PROGRAMME OF THE NOC OF HAITI

Enite JOSEPH (HAI)

PES graduate, Cuba (5 years)

Technician at the Ministry of Youth and Sports and Civic Action

Regional Coordinator of the Sport for Peace and Development project of the HINOC

Thank you for this opportunity to present this project and I also want to thank the staff, the president, the dean, the regional governor, the lecturers, participants, etc.

Before I start, it is important that I present to you the Haitian Olympic Committee.

The Haitian Olympic Committee was established in 1914 and was recognized by the IOC in 1924 on the occasion of the Paris Olympic Games.

Its mission is to develop and protect the Olympic Movement in the country, in accordance with the Olympic Charter.

To carry out its mission it must:

- Promote the fundamental principles of Olympism at a national level within the framework of sports activities and contribute to the propagation of Olympism in the teaching of physical education at school
- Encourage the development of Sport
- Develop activities that respond to the country's needs
- Become involved in actions in accordance with the IOC's directives on sport and development
- Commit to act against any form of discrimination and violence in sport.

The IOC is also fully aware of sport's impact on development. It therefore

wishes to implement, through the NOCs, actions in favour of sustainable development, environmental protection and the prevention of HIV AIDS.

To this end, the IOC has prepared two documents in order to reconcile Sport and Development:

- The Guide to Sport, Environment and Sustainable Development
- Together for HIV and AIDS prevention. A toolkit for the sports community.

The HNOC is relying on these directives in order to implement national actions in Haiti.

Since 2006, the HNOC has launched an ambitious programme called: *Sport For Peace And Development*.

This programme includes three activities spread over a whole year:

1. The Games of Haitian-Dominican friendship

Jointly organised by the Haitian Olympic Committee and the Dominican Olympic Committee, the Games are, above all, a friendly sports meeting among young people, 12 to 18 years old, in two border cities of Haiti and the Dominican Republic, in the very heart of the recurring tensions between the two populations.

These Games represent a magnificent opportunity for conveying the message of Peace and Friendship and encourage Cooperation between the two countries.

2. The second aspect of the project is our school programme entitled * Sport is the school of life*

This programme introduces in the school environment seven sports disciplines (judo, taekwondo, volleyball, basketball, handball, mini tennis and athletics) for young people 12 to 17 years old from several communities. These moments of relaxation are an opportunity for educators to teach these young people the following subjects: prevention of HIV AIDS, environmental protection and education in peace and the Olympic values.

3. The project's third activity is the summer camps.

The summer camps propose sports activities to underprivileged city youths during the holiday period between July and August.

This keeps them busy during their holidays but is also a good opportunity to teach them the values of respect, fraternity and sharing associated with sport. Moreover, the HNOC, in cooperation with the World Food Programme (WFP) handles the distribution of food to participants; this means that at least one daily meal is given to these children, thus relieving their families.

Finally, we can note that the overall project's objective is to use sport as an instrument for promoting development and Peace, with the view to:

- Contributing to the creation of a climate of peace and fraternity between the Haitian and Dominican people by involving their youth in sports activities along the borders
- Making these games an annual event that is part of the two countries' programme
- Encouraging active cooperation between the two countries
- Promoting the practice of sport in public and non public school establishments
- Facilitating the attainment of the millennium development goals (MDGs)
- Stopping the propagation of HIV AIDS by 2015 and starting to reverse the present trend
- Stopping the degradation of the environment and ensuring the sustainability of environmental resources
- Promoting a culture of Peace and tolerance
- Enabling the creation of national sports venues and facilities
- Spreading Olympic values.

It should be noted that the "3d celebration of the Haitian-Dominican Friendship Games" is scheduled for July 3-5 next year.

I cannot conclude without thanking the ioc that has helped us a lot in implementing this project.

LET THE WIND OF THE OLYMPIC SPIRIT BLOW

Simon LÉVÊQUE (FRA)

For Pierre de Coubertin, “*The important thing at the Olympic Games is not to win but to take part, just as the important thing in life is not victory but the battle. The essential thing is not to win but to have fought well*”.

Excellence that is practised through seeking new challenges, respect for the rules, friendship, loyalty... All these values that permeate the work of Pierre de Coubertin and underpin the Olympic Charter are particularly important for building young people’s identity. It is therefore logical to propose their diffusion in the sector of education.

In 2006, after the handing over of the Olympic Flame of the Olympic Games of Turin to the city of Grenoble, an Olympic host city¹, the Olympic and Sports Committee of the Department of Isère (CDOS Isère) took the initiative of developing programmes of education in Olympic values in order to keep the fascination for the Olympics alive in the region.

By means of this programme, CDOS Isère and the CNOSF² wanted to promote Olympic culture, the values of Olympism and facilitate access to the practice of sports. During the year 2006, at the meetings we had with future partners, they presented their priorities that had to be taken into consideration in return for their involvement. The School Inspectorate of Isère, wanted closer links between primary and secondary education establishments to promote interdisciplinary work and encourage skill acquisition. The General Council of Isère for its part wanted all

1. Grenoble organised the Winter Games in 1968.

2. French National Olympic Committee.

13 territories of the region to be covered with secondary schools playing a role in citizens' education. The Department Youth and Sports Directorate wished through this project to develop relations with sports clubs and support projects in problem areas. Finally, for USEP³ and UNSS⁴, it was essential to make pupils the actors of the projects by assigning roles and responsibilities to them.

The strength of this programme was its ability to set out common objectives for all the partners involved in the project, despite their different priorities. Two main courses of action could thus be determined:

- establish links between institutions at a district and local level in support of regional educational projects ;
- use sport as a vehicle for education and Olympism as a medium for general education in the context of interdisciplinary work that allows skill acquisition.

This kind of collaborative initiative at a local community level, unique in France in the field of education through sport, is implemented by a steering committee on which every partner is represented⁵ ; the programme's objectives are detailed in a Partnership Charter that was signed on 27 March 2007.

The programme "Let the wind of the Olympic spirit blow" was thus applied by teachers in 7 secondary school projects during the first year and in about fifteen school establishments each year since 2007. It provides teachers with a tool for their Olympic education project, information resources (pedagogical media and exhibitions), contacts, interventions by top level athletes, nutritionists, volunteers... The clubs that were invited to take part in the school projects responded positively thus creating a dynamic relationship between sports clubs and educational institutions at a local level. This was particularly true when youngsters discovered the practice of sports for the disabled.

3. Sports Union for First Level Education.

4. National School Sports Union.

5. Attali Michaël, Saint-Martin Jean, Lévêque Simon, Bizet Jean, Brunetti Lucien. *Les valeurs de l'Olympisme. Un modèle éducatif en débat.* (The values of Olympism. An educational model under consideration) Condé-sur-Noireau, L'Harmattan, February 2009. p. 257-258.

The students of participating schools could explore Olympic culture throughout the year thanks to the loan of the CDOS Isère's roving exhibitions, documentary research work, visits to the Olympic Museum in Lausanne, or meetings with champions. The children then proposed a lecture or organised mini-Olympics in mixed teams with respect to age and gender. Through team work and participation they could put into practice the values of mutual assistance, solidarity, friendship and excellence⁶...

Finally and most important, this programme allowed young students to become the real actors by taking on the role of young lecturers, young organisers, young referees, judges or officials during the conferences or mini-Olympics aimed at youth. Students were thus able to acquire skills, by applying concepts and knowledge they had learned from other subjects on the school curriculum. Interdisciplinary work can be achieved even though it is often rather difficult to implement. The best example of interdisciplinary work was the students' written papers inspired by one of the CDOS Isère exhibitions set up with the help of the Olympic Museum in Lausanne and the French NOC's support: The Summer Olympic Games from 1896 to 2008, The Winter Olympic Games from 1924 to 2006, fair play, women and sports, the Torch Relay.

Discussions concerning this programme during the symposium on "The values of Olympism, an educational model under consideration", held in Grenoble on 8 March 2008 and the indicative evaluation carried out in 2009 allowed adjustments to be made to the programme. As it proved to be quite expensive, direct funding of actions was abandoned in favour of activities that were much more profitable from an educational point of view. It was indeed necessary to refocus the project on the training of teachers in Olympic culture and the implementation of Olympic education projects and to encourage cooperation with clubs and interventions by top level athletes or experts. The CDOS Isère should also reward every year the best projects from now on.

Sports practice as such does not directly contribute to young people's civic

6. Lévêque Simon, *Transmettre les valeurs olympiques aux jeunes*, (Conveying the Olympic values to young people) in *1st volume of the proceedings of the IOC Congress*. Copenhagen. October 2009.

education. A survey report by Sébastien Roché, Research Director at the National Scientific Research Center (CNRS) of Grenoble, confirms it⁷. It therefore appears necessary to implement sports programmes that give an important role to education: awareness-raising workshops on respect for the rules, the values of Olympism, debates on health and ethics, exchanges with champions on their experience, school support, programmes for combating uncivil behaviour or discrimination ... There are endless possibilities allowing young people to develop their own intellectual approach and acquire social and civic skills in order to make sound personal choices.

Synergy between formal and informal education thus leads to a truly dynamic educational process in the regions concerned. Because they are the actors of the Olympic education projects, the “Let the wind of the Olympic spirit blow” programme allows children to improve their education and acquire real social and civic skills through sports. Moreover, the IOC’s Olympic Value Education has included the Isère programme among the 20 best projects worldwide, alongside the other French Olympic education programme: the National Olympic Youth Camp, which is implemented, also since 2006, by the French National Olympic Academy with the support of the French NOC.

7. Roché Sébastien. “Plus de sport, plus de délinquance chez les jeunes” (More sports, more delinquency among young people) in *Recherche et prévisions. Bulletin CNAF*, n° 82, December 2005.

OLYMPIC BUSINESS CYCLE AND THE GAMES OF THE XXIX OLYMPIAD

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Olympic Games is the brightest part of the sporting movement. The study of this event impact on the industry, politics, science, culture, religion, etc. is becoming increasingly important. Consideration of this issue to evaluate the costs and benefits and effectively allocate financial resources of the host-country.

The fact that the Russian resort city of Sochi was elected as the capital of the Olympic Winter Games in 2014 is given a greater significance attached to the study of this problem. Each new Olympic Games not only gives a powerful impetus to the development of the host-country sport industry, but also have a significant impact on its economy.

In analyzing the impact of the Olympics on the host-country national economy it is necessary to introduce the concept of defining the period of high state, society and business activity, giving the impulse to the economy and aimed at achieving two main objectives in the Games preparation: to maximize the gains and reach positive externalities. Private business is more interested in the first goal; the State is more interested in achieving the second one. The introduction of such concepts will help clearly define the period of higher economic activity in each Olympic Games host-country and to use this definition in the works for the Olympic theme.

The analysis of literature and Internet resources have shown that in the Olympic movement, there is no certain time period, except the Olympics, which does not include the selection phases of business activity.

The existing definitions of the Olympic cycle which concerns a sport preparation can not be used in our analysis because they do not reflect the behavior of economic agents of the host-country on the preparation period and did not reveal the mechanism of macroeconomic factors' influence on the host-country economic growth.

Let's try to use the economic definition of "business cycle" in the Olympic Games analysis. The business cycle is the fluctuations in economic activity. These fluctuations occur around a long-term growth trend, and typically involve shifts over time between periods of relatively rapid economic growth, and periods of relative stagnation or decline¹. Thus, the *Olympic business cycle* is the period of time between the country's decision to fight for the right of the Olympic Games hosting and the point of recession in economic activity related to the Games. During this period the variation in levels of economic activity in the host-country national economy is caused by the preparation to the Olympic Games. At various stages in the development of the international Olympic Movement, Olympic business cycle varies in length (see Table 1): from 3-4 years at the beginning of XX century to 10 years nowadays.

In the Olympic business cycle 3 phases can be defined:

- pre-Olympic stage - from the date of filing a formal application from the city and the country to host the Olympic Games till 30 days before the start of the Olympic Games;
- Olympic stage - from 30 days before the start of the Olympic Games till 30 days after the closing date of the Olympic Games at the official closing ceremony;
- post-Olympic stage - from 30 days after the closing date of the Olympic Games at the official closing ceremony till the end of the next season (the summer - for the Olympics and the winter - for the Olympic Winter Games) after completion of the Olympic Games.

1. Sullivan, Arthur; Steven M. Sheffrin (2003). *Economics: Principles in action*. Upper Saddle River, New Jersey 07458: Pearson Prentice Hall. pp. 57, 310. ISBN 0-13-063085-3.

TABLE 1. Olympic business cycle length (years)

The Games of Olympiad	Olympic Winter Games	Host-city and country	Starting of procedure	Olympic Games capital announcing	Olympic business cycle length (years)	Year	Host-city and country	Starting of procedure	Olympic Games capital announcing	Olympic business cycle length (years)
1896		Athens (Greece)	no data	no data	3-4					
1900		Paris (France)	no data	no data	3-4					
1904		Saint-Luis (USA)	no data	no data	3-4					
1908		London (Great Britain)	no data	no data	3-4					
1912		Stockholm (Sweden)	no data	no data	3-4					
1920		Antwerp (Belgium)	no data	no data	3-4					
1924		Paris (France)	no data	no data	3-4	1924	Chamonix (France)	no data	no data	3-4
1928		Amsterdam (Netherlands)	no data	no data	3-4	1928	St. Moritz (Swit- zerland)	no data	no data	3-4

1932	Los-Angeles (USA)	1923	1923	10	1932	Lake-Placid (USA)	1928	1929	5
1936	Berlin (Germany)	1933	1933	4	1936	Garmisch-Partenkirchen (Germany)	1933	1933	4
1948	London (Great Britain)	1948	1948	1	1948	St. Moritz (Switzerland)	1948	1948	1
1952	Helsinki (Finland)	1946	1947	7	1952	Oslo (Norway)	1946	1947	7
1956	Melbourne (Australia)	1948	1949	9	1956	Cortina d'Ampezzo (Italy)	1948	1949	9
1960	Rome (Italy)	1954	1955	7	1960	Squaw-Valley (USA)	1954	1955	7
1964	Tokyo (Japan)	1958	1959	7	1964	Innsbruck (Austria)	1958	1959	7
1968	Mexico City (Mexico)	1962	1963	7	1968	Grenoble (France)	1962	1963	7
1972	Munich (Germany)	1965	1966	8	1972	Sapporo (Japan)	1965	1966	8
1976	Montreal (Canada)	1969	1970	8	1976	Innsbruck (Austria)	1969	1970	8
1980	Moscow (USSR)	1973	1974	8	1980	Lake-Placid (USA)	1973	1974	8
1984	Los-Angeles (USA)	1977	1978	8	1984	Sarajevo (Yugoslavia)	1977	1978	8

1988	Seoul (South Korea))	1980	1981	9	1988	Calgary (Canada)	1980	1981	9
1992	Barcelona (Spain)	1985	1986	8	1992	Albertville (France)	1985	1986	8
1996	Atlanta (USA)	1989	1990	8	1994	Lillehammer (Norway)	1987	1988	8
2000	Sydney (Australia)	1992	1993	9	1998	Nagano (Japan)	1990	1991	9
2004	Athens (Greece)	1995	1997	10	2002	Salt-Lake-City (USA)	1994	1995	9
2008	Beijing (China)	1999	2001	10	2006	Turin (Italy)	1997	1999	10
2012	London (Great Britain)	2003	2005	10	2010	Vancouver (Canada)	2001	2003	10
2016		2007	2009	10	2014	Sochi (Russia)	2005	2007	10
1996	Atlanta (USA)	1989	1990	8	1994	Lillehammer (Norway)	1987	1988	8
2000	Sydney (Australia)	1992	1993	9	1998	Nagano (Japan)	1990	1991	9
2004	Athens (Greece)	1995	1997	10	2002	Salt-Lake-City (USA)	1994	1995	9
2008	Beijing (China)	1999	2001	10	2006	Turin (Italy)	1997	1999	10
2012	London (Great Britain)	2003	2005	10	2010	Vancouver (Canada)	2001	2003	10
2016		2007	2009	10	2014	Sochi (Russia)	2005	2007	10

Calculated by the author on the materials from: www.gamesbids.com www.olympic.org

So, referring to the location of Olympic business cycle in economic cycles, it is important to note that it coincides with the length of Juglar economic cycle, which is associated with the cycle of attracting investment into the economy, which directly influences on the GDP growth, which is one of the main macro-economic factors. Another feature of the Olympic business cycle compared with the classical understanding of business cycles is that the Olympic business cycles in the Olympic Games host-country do not replace each other but are a unique specific business cycle.

It is necessary to emphasize that the Olympic business cycles for the International Olympic movement, by contrast, have one after another Olympic business cycle (in different countries) and in parallel for different countries. The reason is: 5 Olympic Games host-cities and countries at one moment are on one of the Olympic business cycle stages. Their number is equal to 5 because the Olympic business cycle equal 10 years (as noted earlier), and the new host-city and country are determined by 1 every 2 years. For example, at the time of the Olympic Winter Games in Italy (Turin, 2006), also the following Olympic business cycles were in dynamics: in China (Beijing, 2008), Canada (Vancouver, 2010), Great Britain (London, 2012) and Russia (Sochi, 2014) (see Figure 1).

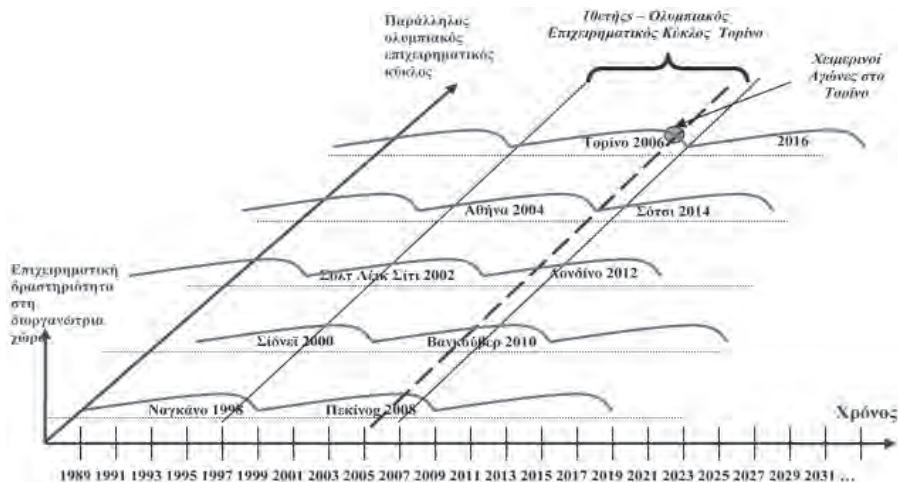


Figure 1. Olympic business cycles: Olympic movement stage.

Created by the author.

The end of Olympic business cycle of one host-country means the beginning of a new Olympic business cycle, but for other Olympic Games host-country (for example, the Olympic business cycle in Russia began after the completion of the cycle for Greece). Thus there are 5 Olympic business cycles in which the IOC has been actively involved and partially financed by The Organising Committee of Olympic Games and receive a share of the profits.

So, let's see now on the main macro economic indicators of China and Beijing during the China's Olympic Business Cycle.

The planned costs for the Games were equal to \$14.3 billion but ultimately the Games cost \$42 billion (5 - Olympic Games; 37 – city and country infrastructure). Direct benefit from the Games – \$2 billion². Indirect will be defined later. It is going to be great.

During the Olympic business cycle there was a high China's GDP growth from 2000: from 7.6% per year (2000) to 11% (2008)³ and high Beijing GRP growth from 11.8% (2005) to 12.3% (2007)⁴. Olympic Games contribution in Beijing GRP growth was equal to 1.14% annually. Other main economic indicators had also been demonstrating a positive dynamics during the Olympic business cycle.

Thus the Olympic business cycle allows to strongly investigating the period of Olympic Games preparation in different countries and describes the Olympic Games influence on the host-country economy.

2. The Games have finished // Smart Money, 28.07.2008, No 27 (117).

3. World Bank statistics (www.worldbank.org) and International Monetary Fund (www.imf.org)

4. A Great China's Work // Kommersant, Bosco-sport, 07.08.2008, No138.

CENTRAL OLYMPIC ACADEMY OF RUSSIA

Darya KLIMENKO and Evgeny MARKIN (RUS)

The Central Olympic Academy (COA) was established in 1987. Since 2005 the president of COA is professor N.Y. Melnikova.

The COA main goals are: dissemination, promotion and development of humanistic values, principles, ideals of Olympism, the Olympic Movement and Olympic Games, to promote the implementation of spiritual, moral and physical perfection of the individual in the name of strengthening peace, friendship among peoples of all countries and continents.

The main tasks of COA:

- Propagation of humanistic values, ideals, goals and objectives, principles of Olympism in Russia, to study the history of Olympic Movement, Olympic Games in Russia;
- Promotion of development of physical education and sports;
- Organisation and coordination of research work on international sports and Olympic movement, including the philosophical, historical, sociological, educational and other aspects;
- Peer review and peer evaluation, in agreement with the university theses, scientific articles and other publications on the Olympic theme;
- Assistance of Russian and foreign specialists in their research of international sports and the Olympic Movement;
- Participation in the activities of the International Olympic Academy, the maintenance of relations with national Olympic academies, scientific and educational institutions and organisations all over the world.

The COA is continuously expanding its international contacts, participations in scientific sessions, conferences and symposia. The Academy has an active information exchange with different foreign Olympic Academies.

The COA works in accordance with the Russian Olympic Committee (ROC). All Russia scientific sessions for young scientists and students are taking place annually. These events are traditionally held on the basis of Russian State University of Physical Education, Sport and Tourism (RSUPES&T). Different Academies and Institutes of Physical Education, Faculties of Physical Education of pedagogical universities and other higher educational institutions of Russian Federation participate in the Sessions. In 2009 the COA representatives took part with success in XX Olympic Jubilee scientific session of young scientists and students of Russia and become winners.

The COA promotes Olympic education in Russia. In many schools and kindergartens in Moscow and other regions take place the so called Olympic lessons. These lessons are aimed at introducing the history of the Olympic movement, the basic ideals and values of Olympism, the Olympic Games and their heroes.

According to the recommendation of the Russian Olympic Committee the Russian Ministry of Education included the Olympic theme in the programme of physical education. In accordance with this the COA has developed questions on the history of the Olympic movement, which had been included in the exam tickets for entrance exams to RSUPES&T. Also the manual of the Olympic movement history was published for students.

The “Olympic Newsletter” is the main informational bulletin of the COA. It provides the information about various aspects of the Olympic movement.

In November 2008, the University delegation led by rector professor A.N. Bleer visited Lausanne (Switzerland). The delegation was met by the President of International Olympic Committee (IOC) J. Rogge who expressed his desire to visit the University; and to continue and develop contacts with the Russian State University of Physical Education, Sport and Tourism and the Central Olympic Academy. The Head of COA presented to the IOC President her new book: “From Vikings to Olympians”. At a meeting with Nuria Puig Brandes, who is Head of Universities

Relations and Head of the Olympic Center for Scientific Research, an agreement was reached with the COA for the information exchange and further research.

The Russian Central Olympic Academy pays great attention to supporting the scientific research in Olympic themes among the students and post graduate students.

In April of 2009 the COA delegation and the winners of XX Olympic Jubilee scientific session of young scientists and students of Russia arrived at Lausanne. They were received by the leadership of the Olympic Museum, Olympic Scientific Research Center and the administration of IOC.

Young scientists and students had the unique opportunity to see the exclusive archive materials, Olympic Museum library, as well as contact information for further research. A meeting and conversation with the IOC General Director Urs Lacotte took place. He wished to the delegation further success in exploring and promoting the Olympic movement and the ideals of Olympism.

THE LEVEL OF UNDERSTANDING ABOUT OLYMPISM IN ESZTERHÁZY KÁROLY COLLEGE

Miklós JAMBRICH (HUN)

Hungary has a really active NOA, but we do not have an Olympic education programme in the schools. Thanks to the Olympic Education workshop I can share with all of you a research from Hungary. This research was made by Hajnalka Pécsi who was studying in Eszterházy Károly College and represented Hungary in the 48th International Session for Young Participants. She was helped by Dr. Melinda Biró who introduced the Olympic Education subject in Eszterházy Károly College and participated at the Post Graduate Session in Olympia. They wanted to measure the level of understanding about Olympism in Eszterházy Károly College.

Topics of interest

1. What is the level of understanding regarding Olympism?
2. Is there awareness of the differences between the Ancient and the Modern Olympic Games?
3. What is the view about the Olympic Games being hosted by Budapest?
4. Does visual memory make a difference?
5. How important are Olympic Values for P.E Teachers
(are they going to teach Olympic education in schools)?

Hypotheses

That...

1. ...the level of understanding about Olympism will be low

2. ...there will be awareness of the main difference between the Ancient and the Modern Olympic Games
3. ...there will be a positive attitude towards hosting the Games in Budapest
4. ...there will be no awareness of past Hungarian Olympians and past results
5. ...there will be no knowledge of Olympic values

Materials

1. Open ended questions
2. Yes and no questions
3. Face recognition test
4. Symbol recognition test
5. Sorting task

Participants

Eszterházy Károly College Physical Education students, taking an Olympic Education class. Research conducted in 2007 and 2008 by Hajni Pécsi (N=103), 63% males, 37% females Part time students (40%), full time students (60%)

Conclusion

P.E. students had low awareness of Olympism, they had low awareness about past Olympians, they think Budapest will not host Olympic Games, but they will support if we would. They do not have knowledge about Olympic Values, they will not teach it in the schools.

My suggestion

Hungary has got such an Olympic history, everyone knows something about the Olympic Games, but our P.E. Teachers must take the Olympic Spirit to the school. They have to educate themselves right at the beginning of their studies to understand Olympic Values and how to share it with their students. I recommended more credit for this subject.

We have to take responsibility about what and how we teach our students and take the Olympic Spirit in the schools is just a simple way to create a better world.

YOUTH OLYMPIC GAMES

Isabella BURCZAK (IOC)

The birth of the YOG

Inspired by the International Olympic Committee (IOC) President Jacques Rogge, the Youth Olympic Games (YOG) took the first step towards becoming a reality when the IOC Executive Board unanimously welcomed the President's idea on the 25th of April 2007. At the 119th Session in Guatemala City, the IOC members approved the project on the 5th of July 2007. The first edition of the Summer Youth Olympic Games will take place in 2010 and the Winter Youth Olympic Games in 2012.

In February 2008, the IOC announced Singapore as the first Host City for the Summer YOG. Singapore was selected over Moscow in the final by 53 votes to 44. The first Winter YOG Host City was elected in December 2008: Innsbruck (Austria) was selected over Kuopio (Finland) in the final by 84 votes to 15.

The vision and key elements

The vision of the YOG is to inspire young people around the world to participate in sport and adopt and live by the Olympic values. This is why the event that the IOC created for young athletes between the ages of 14 to 18 balances sport, education and culture. The YOG is envisioned to work as a catalyst in these fields throughout the Olympic Movement and encourage young people to play an active role in their communities. The YOG will add a new dimension to the Olympic ideal.

The YOG's main objectives are the following:

1. to bring together the world's best young athletes and celebrate them
2. to offer a unique and powerful introduction to Olympism
3. to innovate in educating and debating Olympic values and challenges of society
4. to share and celebrate the cultures of the world in a festive atmosphere
5. to reach youth communities throughout the world to promote Olympic values
6. to raise sports awareness and participation among young people
7. to act as a platform for initiatives within the Olympic Movement
8. to be an event of the highest international sporting standard.

The Summer and Winter Youth Olympic Games alternate every four years, the Summer YOG will be staged in the years of the Olympic Winter Games and vice versa.

The organisational effort made by a city to host the YOG will be significantly lower than for the Olympic Games. The first edition of the Summer YOG will gather around 3600 athletes and 1200 officials compared to the 10500 athletes at the Olympic Summer Games. About 1000 athletes will participate at their Winter counterpart. The Summer and Winter YOG will last a maximum of 12 and 10 days respectively. They will be held at a time of year that fits in with the sporting and climatic calendars.

The participation of all 205 National Olympic Committees (NOCs) is the key factor in ensuring the universality of the YOG. As such, "Universality Places" for NOCs will be reserved to ensure that at least four athletes from each NOC have the possibility to participate in the YOG.

As with the Olympic Games, the World Antidoping Code will be applied during the Youth Olympic Games. The current list of the prohibited substances can be found [here](#).

As with the Olympic Games, the YOG will be held in accordance with the Fundamental Principles of Olympism and the rules of the Olympic Charter.

Focus on education through sport

In addition to the sports competitions programme, the YOG will feature an extensive Culture and Education Programme (CEP), which aims to introduce young athletes to Olympism and the Olympic values in a fun and festive spirit, and to raise awareness on important issues such as the benefits of a healthy lifestyle, the fight against doping and their role as sports ambassadors in their communities.

Young people who live the YOG experience could either go on to become future Olympians, or ambassadors in society for sport and Olympic values, having learnt their relevance and meaning today.

Application and election procedure of host cities

The IOC Candidature Procedure and Questionnaire outlines what is required of the YOG Candidate Cities, as well as the procedures, rules and deadlines to be respected. It also contains the detailed questionnaire which provides the structure of the Candidature File to be submitted to the IOC by each Candidate City.

The following 15 topics are covered:

1. Concept and legacy
2. Political and economic climate and structure
3. Legal aspects
4. Customs and immigration formalities
5. Finance
6. Marketing
7. Sport
8. Culture, education and ceremonies
9. Youth Olympic Village
10. Medical services and doping control
11. Security
12. Accommodation
13. Transport

14. Technology

15. Media operations

The YOG Candidature File consists of a compilation of a YOG Candidate City's answers to the IOC Questionnaire as well as guarantees and photographic files. It provides the basis for a technical analysis of each city's project.

Candidature files are studied by a panel of experts. Their analysis is used to draw up a short list of Candidate Cities to be evaluated by the IOC Evaluation Commission. This Commission is appointed by the IOC President and is formed by representatives of the Olympic Movement. At the end of this process the Evaluation Commission issues a report for the IOC Executive Board which draws up the list of finalist Candidate Cities to be submitted to the vote by the IOC Session for election as Host City.

The respective roles and responsibilities of all parties involved in the organisation of the Youth Olympic Games are formalised through the signing of the Host City Contract by representatives of the IOC, the elected city and the NOC concerned.

Infrastructure

Venues

The infrastructure and service levels have to fit the purpose of the Youth Olympic Games, ensuring conditions adapted to suit young elite athletes. Sports venues will be located in the same city, and no new venues will be built. The use of existing multi-sport venues (e.g. one venue for different sports/disciplines) is encouraged.

Other venues include a small Main Media Centre (4,000m² for the Summer YOG, smaller for the Winter YOG) and a number of amphitheatre facilities for the workshops and forums of the Culture and Education Programme of the YOG.

Youth Olympic Village

A Youth Olympic Village with a capacity of 5,000 beds (2,000 for Winter YOG)

will be provided. Design can include existing, refurbished or new urban development, a residential housing project, campus style villages, or a block of hotels.

The village will be the heart of the Youth Olympic Games and a privileged place for participants to rally and share their experiences and cultures between themselves and also with their relatives and youth communities through digital means of communication located in an internet centre.

Transport

There are no requirements to upgrade road and railway infrastructures as the Transport System of the YOG will be based on a single and common shuttle service for all accredited persons.

The 1st Summer Youth Olympic Games in 2010

The City of Singapore will host the first ever Youth Olympic Games from the 14th to the 26th of August 2010.

In October 2007, nine cities submitted their candidature files for the 1st Summer Youth Olympic Games in 2010: Athens (Greece), Bangkok (Thailand), Debrecen (Hungary), Guatemala City (Guatemala), Kuala Lumpur (Malaysia), Moscow (Russian Federation), Poznan (Poland), Singapore (Singapore) and Turin (Italy).

The result of the postal vote by the 105 IOC members eligible to vote was unveiled by the IOC President Jacques Rogge at the Olympic Museum in Lausanne on the 21st of February 2008.

Sports programme

Around 3600 athletes will compete in 26 sports comprising 201 events. The sports in the programme are identical to the London 2012 Olympic Games programme.

The events, however, differ significantly from the Olympic Games in order to match the age groups and interests of the young athletes. Basketball will, for example, be played according to the 3 on 3 formula, with teams of three athletes playing against each other on one half-court. The most important particularity of the YOG

is the numerous mixed-gender or mixed-NOC team events in archery, athletics (medley relay), cycling (combined BMX-mountain bike-road event), equestrian, fencing, judo, modern pentathlon (relay), swimming (relay), table tennis, tennis and triathlon (relay).

See table A for further information

Age group and limit

Depending on the sport/discipline they compete in and their gender, athletes participating in the YOG sport competitions must be 15, 16, 17 or 18 years old on the 31st of December in the year of the YOG.

The age groups eligible for participation in a sport or discipline were defined together with the relevant International Federation (IF). For example, for modern pentathlon, athletes born between 1 January 1992 and 31 December 1993 are eligible.

See table A for the full detail of age groups eligible per sport/discipline/event

Qualification process

The qualification system for each sport and discipline, which was prepared in close collaboration with each IF, strives to guarantee participation of the best athletes in their age category and to respect the principle of universality.

The participation of all 205 NOCs is the key factor in ensuring the universality of the YOG. In each individual sport, a specific number of places for NOCs (referred to as “Universality Places”) will be reserved to ensure that at least four athletes per NOC have the possibility to participate in the YOG.

For all disciplines, competitions such as Junior World Championships, Continental Championships or official junior ranking lists will allow athletes to attempt to qualify for the YOG.

The four team sport tournaments (football, handball, hockey and volleyball)¹ will consist of one national team per continent as well as a sixth team which will either represent the NOC of the host country or be proposed by the relevant IF for

1. For qualification purposes, Basketball is considered as an individual sport for which Universality Places apply

IOC approval. An NOC will be limited to having two teams (one boys' and one girls' team) competing across all four team sports.

In addition, and irrespective of the number of athletes qualified, an NOC delegation may include no more than 70 athletes in individual sports.

Young athletes interested in competing in the YOG should contact their respective National Olympic Committee for eligibility questions. NOCs are in charge of the selection and the management of the delegation of their territory.

The International Federations will be in charge of the technical aspects of their sport. They are also responsible for the definition of the age categories and the qualification criteria.

General timeline for YOG 2010

December 2008	Qualification Systems for all sports approved by IOC Executive Board
March 2009 to May 2010	YOG 2010 International Federation qualification period (14 months)
15 July 2010	Entries deadline (by name) for all sports
14-26 August 2010	1st Summer Youth Olympic Games

The 1st Winter Youth Olympic Games

On the 12th of December 2008 the IOC President Jacques Rogge announced at the IOC headquarters in Lausanne that Innsbruck was elected as the host city of the 1st Winter Youth Olympic Games in 2012. The four Candidate Cities applying to host the 1st Winter YOG were: Harbin (China), Innsbruck (Austria), Kuopio (Finland), and Lillehammer (Norway).

Following the 1st Summer YOG in Singapore in 2010, Innsbruck will be responsible for staging the 1st Winter YOG. A Coordination Commission has been designated by the IOC President to assist Innsbruck throughout the three years of preparation.

Approximately 1,000 athletes and 500 officials will attend the Winter YOG.

Sports Programme

The programme of the 1st Winter Youth Olympic Games will be established on the basis of the seven sports included in the Vancouver 2010 programme (biathlon, bobsleigh, curling, ice hockey, luge, skating and skiing), provided that the venues allow for it. The number of disciplines and events will, however, be limited.

Age Group and Limit

As for the Summer YOG, depending on the sport/discipline they will compete in and their gender, athletes participating in the Winter YOG sport competitions must be 15, 16, 17 or 18 years old on the 31st of December in the year of the YOG.

The detail of the age group per sport/discipline and further information about the Winter YOG will be available at the following dates:

General Timeline for YOG 2012

August 2009	IOC Executive Board to confirm: sports programme, age group for each sport/discipline and Qualification Systems Principles
September 2009	IF to submit Qualification Systems by sport
October 2009	IOC Sports to review Qualification Systems sport by sport
December 2009	IOC Executive Board to approve Qualification Systems sport by sport

Table A: Sports Programme of the 1st Summer Youth Olympic Games in 2010 in Singapore:

International Federation	Sport - Discipline	No	Events	ATHLETES	
				Total Number	Age group
Fédération Internationale de Natation (FINA)	Aquatics – Diving	4	Individual 3m springboard (M&W) Individual 10m platform (M&W)	48	1/1/93 - 31/12/94
	Aquatics - Swimming	34	Freestyle: 50m, 100m, 200m, 400m (M&W) Breaststroke: 50m, 100m, 200m (M&W) Backstroke: 50m, 100m, 200m (M&W) Butterfly: 50m, 100m, 200m (M&W) Medley: 200m (M&W) 4 x 100m medley and freestyle relays (M&W) 4 x 100m medley and freestyle relays (mixed gender)	400	1/1/92 - 31/12/93 (M) 1/1/93 - 31/12/94 (W)
International Archery Federation (FITA)	Archery	3	Recurve Individual (M&W) Mixed gender and NOCs team event	64	1/1/92 - 31/12/93
International Association of Athletics Federations (IAAF)	Athletics	36	100m, 200m, 400m, 1000m, 3000m, 2000m steeplechase, Hurdles (110m M/100m W), 400m Hurdles, High Jump, Pole Vault, Long Jump, Triple Jump, Shot Put, Discus Throw, Hammer Throw, Javelin Throw, Race Walk (10,000m M/ 5,000m W), Medley Relay (100m, 200m, 300m, 400m)	680	1/1/93 - 31/12/94
Badminton World Federation (BWF)	Badminton	2	Singles (M&W)	64	1/1/92 - 31/12/93
International Basketball Federation (FIBA)	Basketball	2	20-team tournaments (M&W)	160	1/1/93 - 31/12/94
International Boxing Association (AIBA)	Boxing	11	M: 48kg, 51kg, 54kg, 57kg, 60kg, 64kg, 69kg, 75kg, 81kg, 91kg, +91kg	66	1/1/92 - 31/12/93

International Canoe Federation (ICF)	Canoe/Kayak Head to Head	6	Canoe Sprint K1 (M&W), C1 (M) Canoe Slalom K1 (M&W), C1 (M)	64	1/1/93 - 31/12/94
International Cycling Union (UCI)	Cycling	1	Combined BMX-Mountain Bike-Road Mixed gender team event (3M, 1 W)	128	1/1/92 - 31/12/93
Fédération Équestre Internationale (FEI)	Equestrian - Jumping	2	Individual event Mixed NOCs team event	30	1/1/92 - 31/12/93
Fédération Internationale d'Escrime (FIE)	Fencing	7	Épée Individual (M&W) Foil Individual (M&W) Sabre Individual (M&W) Mixed gender and NOCs team event	78	1/1/93 - 31/12/94
Fédération Internationale de Football Association (FIFA)	Football	2	6-team tournaments (M&W)	216	1/1/95 - 31/12/95
International Gymnastics Federation (FIG)	Artistic Gymnastics	14	Individual all-around (M&W) Individual apparatus finals (M&W) Trampoline individual (M&W)	108	1/1/93 - 31/12/94 (MAG and TR) 1/1/95 - 31/12/95 (WAG)
	Rhythmic Gymnastics	2	Individual all-around (W) Group event (W)	42	1/1/95 - 31/12/95
International Handball Federation (IHF)	Handball	2	6-team tournaments (M&W)	168	1/1/92 - 31/12/93
International Hockey Federation (FIH)	Hockey	2	6-team tournaments (M&W)	192	1/1/93 - 31/12/94
International Judo Federation (IJF)	Judo	9	M: - 55kg, 55-66kg, 66-81kg, 81-100kg W: - 44kg, 44-52kg, 52-63kg, 63-78kg Mixed gender and NOCs team event	104	1/1/93 - 31/12/94

SHORT PRESENTATIONS BY THE PARTICIPANTS

Union Internationale de Pentathlon Moderne (UIPM)	Modern Pentathlon	3	Individual event (M&W) Mixed gender and NOCs relay	48	1/1/92 - 31/12/93
International Rowing Federation (FISA)	Rowing	4	Single sculls (M&W) Pairs (M&W)	96	1/1/92 - 31/12/93
International Sailing Federation (ISAF)	Sailing	4	Windsurfer (M&W) 1 person dinghy (M&W)	100	1/1/94 - 31/12/95
International Shooting Sport Federation (ISSF)	Shooting	4	Air rifle 10m (M&W) Air pistol 10m (M&W)	80	1/1/92 - 31/12/93
International Tennis Table Federation (ITTF)	Table tennis	3	Singles (M&W) Mixed gender team event	64	1/1/94 - 31/12/95
World Taekwondo Federation (WTF)	Taekwondo	10	M: - 48kg, 48-55kg, 55-63kg, 63-73kg, +73kg W: - 44kg, 44-49kg, 49-55kg, 55-63kg, +63kg	100	1/1/93 - 31/12/94
International Tennis Federation (ITF)	Tennis	4	Singles (M&W) Doubles (M&W)	64	1/1/92 - 31/12/93
International Triathlon Union (ITU)	Triathlon	3	Individual sprint distance (M&W) Mixed gender and NOCs relay (2M, 2 W)	64	1/1/92 - 31/12/93
International Volleyball Federation (FIVB)	Volleyball	2	6-team tournaments (M&W)	144	1/1/92 - 31/12/93
International Weightlifting Federation (IWF)	Weightlifting	11	M: 56kg, 62kg, 69kg, 77kg, 85kg, +85kg W: 48kg, 53kg, 58kg, 63kg, +63kg	110	1/1/93 - 31/12/94
International Federation of Associated Wrestling Styles (FILA)	Wrestling	14	Greco-Roman (M): 42kg, 50kg, 58kg, 69kg, 85kg Freestyle (M): 46kg, 54kg, 63kg, 76kg, 100kg Freestyle (W): 46kg, 52kg, 60kg, 70kg	112	1/1/93 - 31/12/94
Total		201		3594	

Glossary: M=Men, W=Women

MY EXPERIENCE IN IMPLEMENTING OLYMPIC EDUCATION IN MY SCHOOL AND PUPILS

Rodney MOHAN (SIN)

Good Morning & Kalimera to the Dean, distinguished speakers, coordinators and fellow charming participants of the 49th International Session. Let me begin by thanking Dean Kostas Georgiadis for giving me this opportunity to share about my experience in introducing Olympic Education in my school and how it has made an impact to the pupils.

As a Physical Education teacher, I have always been very passionate about sports and especially the Olympics. My journey in Olympic Education (OE) began in earnest 2004 when I was a participant in the Olympic Academic Session for Educators held annually by the Singapore Olympic Academy (SOA). From 2005 onwards, I have been an active member of the academy and have been a coordinator in their annual Olympic Academic sessions thereafter. Then in 2006, I represented Singapore as a delegate in the 9th NOA Session in Kuala Lumpur. It is with this knowledge and foundation that I was able to carry out a successful and fruitful Olympic Education programme in the school that I am currently teaching in.

Spirit of Olympism in Yew Tee Primary School since 2004

After graduating from the National Institute of Education (NIE), I was posted to Yew Tee Primary School in 2005. One of my first assignments in the school was to help organise the school's Sports Carnival which is held annually for the upper

primary pupils. Fresh with ideas from the Olympic Academic session I attended in 2004, I wanted to seize this opportunity to start an Olympic education programme in the school. I proposed the idea of having an Olympic theme for the Sports Carnival to which the committee was rather sceptical. Upon further elaboration on the idea, they were keen to let me embark on this new journey of spreading Olympism in the school.

I ran this idea by my colleagues and was posed these questions, “What is the Olympics and when does it take place?”, “What goes on in the Olympics?” For a moment I was completely taken aback by some of their questions and thought to myself, “Am I the only one here who knows there is a sporting event called the Olympic Games?” I remembered asking myself that if this was the reaction of some of the teachers, what should I expect from the pupils. It was with this mindset that I was determined to carry my pursuit through and thus my rationale, ‘If we cannot bring you to the Olympics, we are going to bring the Olympics to you’.

When the Sports Carnival day arrived, everyone was eager to see what I had planned for the opening ceremony. I had also extended my invitation to the pupils and teachers from the School of the Deaf to be part of our school’s celebration.

It began with the marching-in of pupils and teachers in their different House groups and their House banners. Selected pupils from each House were dressed in togas complete with laurel wreaths on their heads to lead their house members in to the assembly ground. As the music played to welcome the arrival of the guests of honour, torch bearers stationed themselves at designated points around the school compound waiting for the signal to start the torch run. As the torch bearers made their entrance to the assembly ground with a live torch, everyone was in awe as they cheered and clapped for them. The torch was then passed to the principals from both schools, who were the guests of honour, to declare the Sports Carnival open. For the closing ceremony, we had the different Houses take part in a Cheerleading Competition. After the overall House was declared the winner, the Carnival was brought to a close by the Principal of the school, Mrs Brenda Tan. It was indeed a meaningful and memorable experience for one and all as the media

reported on the event in the local newspaper and congratulated the school on its effort to promote Olympism.

In the subsequent years, I continued with the Olympic programme in the school adopting different values such as sportsmanship, friendship, fairplay and unity.

In 2006, we had new additions and some changes. I wanted to make the Olympic experience more authentic for the pupils and thus the Yew Tee Primary torch was created. It had the look of an antique bronze torch and it could also be lit to ensure that we could have a live torch run. 2006 was also the year when my school started the Sports Carnival at the stadium. The event opened with a torch run by the school's Sports Leaders and a marching-in parade of the various Houses entering the stadium accompanied by pupils dressed in togas represent their house colours. It was also the first year that we had the reading of our very own Athlete's Oath and the House Cheer Competitions.

Seeing how much of a positive impact the Sports Carnival had made on the pupils, I also went ahead and planned the Primary 6 Olympiad Games as part of the pupils' post exam activity in that year. The P6 Sports Leaders ran a mini-torch relay into the hall as part of the opening ceremony and recited the Athlete's Oath before the commencement of the Games. Pupils from each class participated in various team sports and competed against each class in the true spirit of sportsmanship. These Games provided an avenue for the pupils to de-stress after their exams and build better bonds among their peers before they graduate from their primary school.

From 2007 to 2009, our sports day progressed to become grander. The name of the event changed from Sports Day to Sports Fiesta. The opening ceremony progressed from a modest on-site event to one that is held at the stadium with fiesta-like atmosphere using confetti canons and releasing helium-filled balloons into the air. The torch run also became more elaborate as we engaged the collaboration of our affiliated secondary school. The run stretched from the premise of the primary school, to the premise of the secondary school and finally to the stadium grounds.

Working in partnership with SNOC & SOA

In 2008, SOA had its unveiling of the Olympic Flame Sculpture at NIE. My school was invited by the academy to set up a booth to showcase our OE programme to the guests-of-honour, Mr. Jacques Rogge, President of the IOC, and Mr. Sergei Bubka, Olympic champion & World champion in Pole Vault. Having enthusiastic pupils in colorful togas and laurel wreaths presenting on their involvement in the school's OE programme clearly impressed Mr. Rogge and all other distinguished guests.

My school also continued to actively participate in the annual Olympic Day runs organised by the Singapore National Olympic Council (SNOC). Every year, the Sports Leaders run in the event and take part in the other sporting activities planned for the pupils during the event. We also took part in the National School's Sports Challenge in 2008 in which we showcased and presented our OE programme.

The OE programme benefited the school, especially the pupils. Important aspects of sporting behaviour such as responsibility, fairness, respect and civility were some of the values that they experienced and learnt to apply in their daily interactions with their peers. This programme further heightened the pupils' awareness in the Olympic Movement and its values.

The Olympic Education Programme (OEP) Resource Package

The Youth Olympic Games, a new Olympic sporting event, balancing sport, culture & education is the brainchild of Mr. Jacques Rogge, President of the IOC. In Feb 2008, Singapore was given the honour to host the world's first YOG. Its aim was to inspire young people around the world to participate in sport and adopt and live by the Olympic Values. With this aim in mind, a group of educators came together and developed an Olympic Education Programme (OEP) called 'Living Olympism' for all students at the primary, secondary and college levels. The objectives of the OEP package were to enable pupils to:

- 1) Acquire the necessary knowledge to better appreciate the YOG in 2010

- 2) Embrace the Olympic values of Excellence, Friendship & Respect and see the relevance of these values in their daily lives
- 3) Understand the various themes that are related to sports and the YOG.

As educators, this resource package presents opportune learning for our students about Excellence, Friendship & Respect from and through sports. It also helps us equip students with the necessary knowledge & values in Olympic Education. The package also enables educators to inspire and open the students' mind through Olympic Education and motivate them to embrace the Olympic spirit for life.

The package presents two different approaches which schools can use to implement OE in their annual work plan. The first approach is to have an Olympic theme week/month where you can have an Olympian in your country share about their personal experience and challenges in their area of sport. The second approach is to have a cross-curricular integration where OE is infused into the different subjects taught in school.

Conclusion

Starting an Olympic programme and delivering Olympic Education to pupils is not an easy feat. One could face budget constraints, opposing views from peers and find the whole idea of conducting Olympic Education overwhelming. However, I would like to say that we should be mindful of the end product which is ensuring that the pupils embrace and benefit from the values that Olympic Education promotes. At the end of the day, if one pupil is able to link his Olympic experience in school to the actual Olympic Games and tell his parents in excitement that he was part of the Olympic celebration in his school, our job as Olympic Ambassadors is fulfilled. With these words, I'd like to show you a short video presentation of my school's Sports Fiesta 2009. I hope you enjoy it.

Efharisto! , Merci! , Gracias! & Thank You!

OLYMPIC MASCOTS

Chun-Chih CHAN (TPE)

Good morning everybody. My name is Chun-Chih Chan from Chinese Taipei. Today I am going to talk about Olympic mascots. I hope you will enjoy it.

First, I would like to introduce my sport background.

I was born in 1976. That was an Olympic year. I come from Chinese Taipei. The most popular sport in my country is Baseball. We won the silver medal in Barcelona Olympic Games in 1992. At school, I majored in Chemical Engineering and I was also a member of the track & field team. After school, I used to be a chemical engineer. Because I am so interested in sports, I quit my job and do some sport business now.

About my Olympic experience, I was an Olympic volunteer in Athens in 2004 and I visited Beijing Olympic Games in 2008 for 20 days. I have published a book about my volunteer experience in Athens. I am sorry that it has been published only in Chinese.

Could you find any mascots and which Olympic Games do they belong to?

Olympic organisers have always had unique ideas for promoting and financing the Games; traditionally posters, stamps and logos have been both symbols and moneymakers. The Munich Games yielded something new – an official Mascot.

- The first official Olympic mascot is called Waldi from 1972. He is a dachshund dog. After that, every Olympic Games have a mascot.
- Amik is a beaver in 1976 in the Montreal Games.
- Misha is a bear in 1980 in the Moscow Games.
- Sam is an eagle in 1984 in the Los Angeles Games.

- Hodori is a tiger in 1988 in the Seoul Games.
- Cobi is a sheepdog in 1992 in Barcelona.
- Izzy (Whatizit) is an abstract figure in 1996 in the Atlanta Games and also the first Computer-generated mascot.
- Olly, Syd, Millie are the kookaburra, Duck-billed Platypus, echidna in 2000 in the Sydney Games.
- Why not a Kangaroo or Koala in Sydney? This is because their products are already everywhere in Australia. Athena and Phevos are the ancient Greek dolls in 2004 in the Athens Games.
- 5 Fuwas are fish, panda, torch, Tibetan antelope, swallow in 2008 in Beijing Games.

Mascots should be:

- Cute, Friendly looking
- Relating with host country or city
- People would like to take them home
- IOC approved

Mascot can add color and revenue to the games.

Finally, I would like to share a short story.

If you take this glass for 3 minutes — Nothing special.

If you hold this for 3 hours, people think you are strong.

But if you hold this for 3 days, most people think you are crazy.

If you continue to hold it for 30 days???

You will be sent to museum.

People come to buy tickets and want to see the man who holds glass very well

2004: I was in Athens.

2008: I was in Beijing.

2009: I was in Olympia and IOA.

Let's go Olympic. See you in London 2012.

VOLUNTEERS IN BEIJING OLYMPIC GAMES

Jing YU (CHN)

Firstly, I would like to express my gratitude towards the IOA who provides us with such an opportunity here to share our experience with friends from all over the world.

With the Opening Ceremony of the XXIX Olympiad staged in Beijing on August 8, 2008, the Chinese fulfilled their bid commitment of presenting a unique and high-level Olympic Games to the world. At the Closing Ceremony, IOC President, Mr. Jacques Rogge, hailed the Games as “truly exceptional”.

I am proud to be part of the millions of staff working for the Beijing Olympics. From the perspective of an ordinary staff, now I'll draw your attention on “the volunteers in Beijing Olympic Games”, because they are the irreplaceable cornerstone to the success of the Games.

1. General introduction of the volunteers in Beijing Olympics

1.7 million is such an astonishing number, but it is true. Over 3.5 million people applied for volunteer in the Beijing Olympics, which certainly exceeded the number that is required. It fully shows the charms of the Olympics and Chinese people's great enthusiasm.

When Mr. Rogge addressed at the Opening Ceremony of Beijing Olympics, he expressed his gratitude towards the volunteers, “As we bring the Olympic dream to life... Our special thanks also go to the thousands of gracious volunteers, without whom none of this would be possible.”

He also paid “particular homage to the thousands of volunteers for their re-

markable dedication, patience and endless smiles” in his message to the closing ceremony. “You made the Games,” he said.

Transnational friendship, intermingled culture, common pursuit of unity and peace--- Volunteer makes the Olympics “a grand party imbued with love”.

Volunteers served as the true ambassador for the Olympics with their highest-quality service, their embracing heart and their selfless devotion.

Volunteers in the Beijing Olympics were divided into 4 parts:

a) Games Volunteers: 100 thousand

74 thousand for the Olympics and 44 thousand for the Paralympics (18 thousand worked on both). Among them, 76% are university students and 91% are people under 35 years old. They come from 98 countries and regions, including 299 from Hong Kong, 91 from Macau and 935 from foreign countries. They worked on 61 sections and over 2940 posts at the competition venues, non-competition venues, training centers and service centers to provide various services.

b) City Volunteers: 400 thousand

As one of the objectives of the Beijing Olympics is to provide services outside the venue as good as the service inside the venue, City Volunteers in Beijing Olympics were distributed on over 3000 posts of 550 stations. They offered services for

- information enquiry,
- language translation (and)
- emergency services.

Unlike Games Volunteers, the requirement of age and serving time for City Volunteers seems to be more flexible. The applicant for Games Volunteer is required to be older than 18 years old. However, an applicant who is no younger than 14, can apply for City Volunteer, which allows more and more secondary and high school students in Beijing to participate in the Games. To complete their duty, they are required to provide a 4-hour-service for 3 times.

c) Community Volunteers: 1 million

They worked on all kinds of service on over 30 thousand posts in the city communities, along the bus route, and even on the smallest points of community security station or bus stop.

The duty of the community volunteers is to maintain the social peace and safety. Each of them bears the obligation of “Peaceful Olympics”.

d) Cheerleading Volunteers: 200 thousand

In the previous Olympics, only few events such as basketball, beach volleyball, etc. had cheering squad performance.

During the Beijing Olympics, 169 sports displays such as cheering squad performance, wushu, acrobatics, dancing, mascot performance, etc. have taken place in over 30 different events.

(Since many of you here come from universities, students and teachers, I would like to brief you on some information on university volunteers.)

2. The introduction of university volunteers

The Games Volunteers in the Beijing Olympics and Paralympics are mostly selected from universities. 50305 volunteers from 79 universities in Beijing participated in 8 categories of services, such as

- Spectators Service,
- VIP Accompany,
- Competition Organisation Support,
- Medical Service,
- Language Service,
- Media Operation Support,
- Sports Display, and
- Awarding Ceremony.

Participating in volunteering in the Beijing Olympics is a valuable opportunity for university students, as it provides a platform for them to fully show the image of

themselves as well as their university. The experience of working for the Olympics will meanwhile enhance their competitive strength for future job hunting.

For example, in Beijing Sports University, over 4,300 students served as Games Volunteers and City Volunteers during the Games, as well as volunteers working on over 20 testing competitions since July 2007.

3. The impact of the volunteers

The city volunteers and community volunteers are created for the first time by the Beijing Olympics.

Once the project for city volunteers comes out, it received a warm welcome among Beijing citizens. More people can easily participate in the Games by means of volunteering.

Pierre de Coubertin once said: "The important thing in the Olympics is not victory but participation; the important thing in life is not to ask for but to strive for." It is also a spiritual motivity for volunteers.

"I participate, I contribute and I enjoy", it is not only the slogan of the Olympics and Paralympics, but also the landmark of the enhancement of the consciousness of civic duty and social civilization of China.

95.7% of the university students expressed that they will participate in the volunteer services after the Olympics.

Now the *Rules of Beijing Volunteer Service Promotion* has been issued by the Beijing Municipal People's Congress. It guarantees the volunteer services be widened and pushed forward in all social circles.

One world, one dream. As the smiles of the volunteers show up in the Olympic venues, the spirit of volunteerism perfectly mingled with the principle of the Olympics, which is unity, friendship and peace. Just as Kofi Annan, former Secretary-General of the United Nation once said, "the core spirit of volunteerism lies in service, ideal of unity and common faith that makes the world a better place for mankind."

That's the end of my presentation! Thank you!

**THE NEW STRATEGY TO TEACH OLYMPIC VALUES -
THE GENTLE WAY AS A MODEL TO APPLY PHILOSOPHY THEORY'S
IN PRACTICES OF SPORT FOR ALL**

Dr Leonardo MATARUNA (BRA)

Gama Filho University

This abstract explains how some Brazilian Judo Teachers are using the sport pedagogical system to apply Olympism to children. The research presents a pedagogical method to teach Judo, which can offer tools to combat urban violence in order to build support to the education of children and young people. Making a ransom of oriental culture and comparing with the Brazilian culture, is promoting the concepts of employment with the teaching of Judo and applies the system of communication bilingual Portuguese-Japanese. The philosophical values found in the Olympic Charter proposed by Pierre de Coubertin and the methodology of physical exercises developed by Jigoro Kano (JUDO), was added to the sociological doctrine proposed by Philippe Perrenoud and with the educational purposes developed by Rogério Sampaio (ex-participant in the 1st Olympic Medallists Session) and Professor Leonardo Mataruna (education built on issues of Brazilian society), to convert the proposal of Judo teaching method. Given the public from different social classes has its greatest penetration in people who are socially vulnerable. The Judo teachers give in the major part of the lectures, games and happy activities. Everything is building using the informal education to elaborate the formal concepts and techniques of Judo. The theoretical background is reflected in the warnings of the United Nations (UN), United Nations Children's Fund (UNICEF) and United Nations Educational, Scientific and Cultural Organization (UNESCO)

for the promotion of humanity. We use the parameters with regard to education, fight against drugs (doping and others), promotion of fair play, accessibility for the disabled, protection, health promotion, equal treatment, antiracism, pluralism, multiculturalism, internationalism, among others to seek a more decent education that assists in the training of citizens active in promoting positive actions through the development of inter-human relations and the protection of the planet. The idea of this method started after the IOA sessions now is a public tool; in some parts of Brazil attended by more than 1.400 children and teenagers. Rogério Sampaio was gold medallist (Judo - half lightweight) in the 1992 Barcelona Olympic Games and proposed this method as a form to promote health to young people using their experience in the sport to be victorious in life. The principal aim is to show that it is possible to apply a double philosophical way (Judo and Olympism) besides the schools' parameters using low costs. Respect the differences, respect the genders, accept the other and the opposition, work with victory and defeat, recognize your skills, feel the adversary as a complementary person that you need to practice sport, is the intention of this project that want to attend all persons. Other social and human values in the life of young people are using applying sports, games, theater, music and paint together to be part of a citizen proposal to complement the education and reduce urban violence.

UNITED STATES OLYMPIC COMMITTEE OVERVIEW

Carlee WOLFE and Lisa SWEET (USA)

We work at the United States Olympic Committee in Colorado Springs, CO. Let me start off by saying that it has been a great honour and pleasure to be a participant of this programme with all of you. We cannot thank the Academy enough for this once-in-a-lifetime opportunity.

A large part of this programme is about the sharing of information, ideas, and our passions. Because of this, we would like to spend the next few minutes sharing a bit of information on how our organisation operates.

The mission of the United States Olympic Committee is to support United States Olympic and Paralympic athletes in achieving sustained competitive excellence and preserve the Olympic ideals, and thereby inspire all Americans.

Through this mission, our organisational initiatives are:

- Leadership and Organisation
- Relevance
- Sport and National Federation performance
- International Relations, and
- Revenue

This diagram illustrates the USOC's relationship with the National Federations. As you can see, the USOC operates as an umbrella organisation to support thirty nine Olympic sports and seven Pan American sports federations. For example: USA Volleyball, USA Judo, and US Speed Skating.

Within the USOC we operate under three main categories:

- Sports (sport performance and Paralympics)

- Operations, and
- Revenue generation (network and new media, fundraising, and marketing)

A few days ago, my discussion group posed the question: *How can we improve Olympic Education?*

While I don't want to give anything away prior to the presentation of our group's conclusions, one solution discussed was the need to work more closely with our governments.

As a testament to exactly how relevant the discussions we are having are, the following day, the Obama Administration announced the creation of the Office of Olympic, Paralympic and Youth Sport.

This office creates a great opportunity for our NOC to work hand-in-hand with our government, to promote the values of the Olympic Movement and encourage increased youth participation in sport in the United States.

However, the U.S. Olympic Team and NOC operations are not currently funded by our government. Our NOC's top five funding sources include the following:

- Sponsorships
- TV Broadcast
- Private Donations
- Foundation
- Licensing

The revenue we generate is distributed into three areas:

- National Federations
- Athletes
- USOC Programmes and Services

As Carlee mentioned earlier, one of our main initiatives is to drive relevance in the U.S. To provide an example of how our organisation does this, we have a short video.

One year ahead of the Beijing Games, the USOC released our new positioning statement, *Amazing Awaits*.

Amazing Awaits is intended to tell the story of how Olympic and Paralympic

hopefuls get to the Olympic and Paralympic Games, and to help communicate the unique values of the Olympic brand to Americans. *Amazing Awaits* inspires the courage to dream big.

The text of the video is as follows:

amazing awaits.

where we least expect it,
or after training for it all our lives.

it awaits in 1500 meters,
in two-hundredths of a second,
in our courageous first steps,
and with our every last breath.

it awaits on the shoulders of our teammates,
in the footsteps of our heroes,
when we shatter records,
and our spirits prove unbreakable.

amazing awaits
when a small-town playground takes us
to the world's stage,
and when that distance is measured in effort.
when hope makes us hopefuls,
and bravery carries us on her back.

it awaits when we cross finish lines,
and when the journey has just begun.
when we come from nothing, from nowhere,
over hurdles, over mountains.

amazing awaits in our Olympians,

in all Americans.
in the honour of victory
and the glory of pursuit.

it awaits when we work hard enough,
want badly enough,
and refuse to say we've had enough.

with a nation behind us,
with a world before us,
and within us all...

amazing awaits.

As Lisa mentioned, this video was to show the journey of an Olympic or Paralympic athlete into the games. However, *Amazing Awaits* is also told through our stories. Here, at the IOA, amazing awaits around every corner of this beautiful campus and in the opportunities that we have been provided on this two week journey. Amazing truly awaits in us all. I hope you can carry this notion with you for the rest of our time together and beyond. Thank you.

THE TUNISIAN EXPERIENCE IN DISSEMINATING THE OLYMPIC VALUES

Ahmed ALLOUCH (TUN)

Since 2004, the Tunisian National Olympic Committee (TNOC) has been developing an educational and cultural programme whose aim is to promote the Olympic Movement and contribute to the propagation of its ideals among primary and secondary school children, students of higher sports and physical education institutes and young people in general.

The Corps of Young Olympians

Wishing to attract as many highly educated young intellectuals as possible who love sports and want to contribute to the propagation of the Olympic ideals and the sports movement, the TNOC has taken the initiative of welcoming young people of both sexes (totalling 300 today), 18 to 30 years old and holding at least a secondary school certificate or a baccalaureate. These young people were recruited on the basis of individual qualifications in order to receive an adequate Olympic training and be ready to join the Tunisian sports network (clubs, leagues, federations or unions). For this purpose, young people attend symposia or training clinics during which they receive free education in different sports disciplines under the direction of Olympic movement experts.

During a first experiment in 2006, courses were distributed among 16 two-hour sessions over a period of four months.

At the end of these teaching cycles, participants obtained diplomas and commemorative medals.

This programme opened new horizons for participants, allowing them to become acquainted with the Olympic movement and its principles, expand their sports and Olympic education, in a dynamic and rewarding context, under the guidance of prominent lecturers, trainers, experts and specialized academics.

The best students in the group (60) were able to enjoy a supplementary, more targeted training on sports management, the organisation of sports events, sports facilities, the financial and budgetary management of sports associations, federations and sports bodies in general, sports refereeing, in addition to embedding their Olympic knowledge and information; at the end of this training provided by distinguished Tunisian and foreign lecturers, participants received an official sports diploma issued by the IOC and signed by IOC President Jacques Rogge and the President of the Tunisian NOC.

In the context of the cooperation between the Ministry of Youth, Sports and Physical Education and the Tunisian sports federations, it was agreed to allow “Young Olympians” to join the different commissions of these federations, for a period of at least four years, in order to then be able to present their candidature for election as Bureau members during the General Assemblies of sports federations held every four years for that purpose and become qualified officials with the necessary theoretical and practical training. This measure also applies to young Olympians who are members of the TNOC’s commissions.

Moreover, this measure was officially introduced by means of a circular that was sent on 2 November 2007 by the Ministry of Youth, Sports and Physical Education to all Tunisian sports federations, which have all incorporated it in their statutes.

Publication of «the Olympian»

Publication of «The Olympian», (94 pages) in Arabic, French and English. In this book, the hero «Tolympe», the imaginary name of a Tunisian boy, depicts the his-

tory of the Olympic Games and the development of sports in Tunisia, highlighting the ethical, social and sporting values of the Olympic Movement and the history of the Olympic Games, the Olympic emblem, the Olympic torch and the symbols of the Olympic Games.

«The Olympian», which is a children's book is accompanied by a volume entitled: «The teacher's manual», whose aim is to guide the teachers of the Olympic culture programme through the educational topics, information and recommendations adapted to the pupils' age and education level.

It has also been agreed with the Ministry of Education and Training to promote the Olympic Movement, its ideals and content during the teaching of human science courses that promote Olympic values such as Arabic, French, civic education, history, philosophy, etc.

Olympic culture clubs in primary and secondary education establishments.

The Tunisian National Olympic Committee, in cooperation with the Ministry of Education and Training has established 240 «Olympic education and culture clubs», in primary and secondary education schools and gradually, on a broader scale, in all the Republic's governorships, by assigning to one of the teachers in these establishments the task of supporting these clubs and ensuring their good operation and development.

The objectives to be attained through these clubs are the following:

- Make known the history of the Olympic Movement and enhance its significant contribution in bringing people closer together beyond the diversity of their nationality, race and culture.
- Teach Olympic values to school children by ensuring their respect in the school environment, sports fields and public life in general.
- Impress on people the universal values of the Olympic Movement and its contribution to Education, understanding, tolerance and mutual respect.

It was, moreover, agreed with the Ministry of Education and Training to close the school year with a nationwide event during which the best initiatives in the field of Olympic education would be recognized under the auspices of the Ministry of Education and Training, in cooperation with the Ministry of Youth, Sports and Physical Education and the National Olympic Committee of Tunisia.

REFLECTIONS ON THE BEIJING 2008 OLYMPIC GAMES

Anthony WRIGHT (CAN)

Thank you for the opportunity to share some of my thoughts.

My name is Anthony Wright and I realized my foremost ambition by representing Canada at the Beijing Olympic Games in the sport of hockey. As I could share a thousand stories on my experience both at the Games and as an athlete aspiring to compete at the Games, I would like to take this opportunity to share only a few that I hope will open a window of perspective into the life of an Olympic athlete. I invite you all to ask me questions or use me as a resource in the coming days.

I started playing field hockey when I was five years old and have always had the dream to represent Canada at the Olympic Games. Although it may seem like a lofty ambition for a five year old, I come by it honestly. Both in body and in spirit, I am a product of Olympism. I am privileged that my mother, my father and my grandfather represented Canada at the Olympic Games (Thelma Wright 1972, 1976 Athletics; Lee Wright 1964, 1976 Hockey; Harold Wright 1932 Athletics). Consequently, there has never been a shortage of Olympic memorabilia to feed my imagination or of support and guidance to help me achieve my goals. In representing Canada in Beijing along with my brother Philip, my family became the first Canadian family to have three generations compete in the Olympic Games.

As an athlete aspiring to compete at the Olympic Games, two recurring visions guided my passion and embodied my dreams: walking into the opening ceremony and singing my national anthem before my first game. These were the visions that awoke the full force of my emotion, fueled my hope and saw me through when my

will and confidence were tested. After realizing my Olympic dreams in Beijing, true to myself, these visions are now my two fondest memories.

Please try to visualize the excitement of being one of ten thousand athletes waiting to enter the opening ceremony; athletes who have been anxiously waiting and herded between holding areas for six hours towards the small opening in the stadium and into the spotlight of the world thereafter. This is your moment and within it, you cannot help but laugh off any hardship endured. In this moment, your dreams are born into life. And in this moment, you find ecstasy when you say to yourself for the very first time, “I am an Olympian”.

All too soon, the competition begins and your mind and body return to the task at hand. Imagine now, on the day of the first game, you cannot sleep nor eat, your body overwhelmed by the adrenaline that saturates your blood. Your body is trained, ready and pining for action. But before the first game can begin, each team must line up and slowly walk to the center of the field for the singing of the national anthems.

Standing at the center of the pitch, the team arm in arm with hearts racing and legs pumping, I found a moment's pause that filled me with pride and inspiration. Looking up at the Canadian flag my eyes strayed down to the crowd where all the Canadian fans, family and friends were gathered. It was there that I saw my two sisters jumping and screaming my name and my eyes met the gaze of my parents; with eyes welled up with tears, my parents were choking on their emotion. In this pause I came to fully understand and appreciate that I was also living the hopes and dreams that they had for me since the day I was born. Here at the Olympic Games I was about to enjoy the fruits of their labour and of all those who had strived to support me in the pursuit of my dreams. At this zenith, I was full of confidence and prepared to compete at my best.

Reflecting upon my Olympic experience, it is easy to see how the legacy of Olympism prepared me for my success and for continued success in the future. As a beneficiary of this legacy, it is now my pleasure and responsibility to be a strong proponent and ambassador of the Olympic Movement. By sharing messages of

passion and hope, of failure breeding success, and of determination of body, mind and spirit, I hope I can have a profound impact on my community.

Here at the IOA, we have an exceptional opportunity to expand our community. By engaging our curiosity, resolving our misconceptions, and discovering new perspective we can contribute to our mutual holistic development and afford one another a wealth of experience from which to affect change.

It is a true pleasure to be here with those of you, who each in his or her own way, has come to find and share my passion for the Olympic Movement. It is a privilege to be one the select few who represent the hopes and dreams of so many and I thank you so much for your support.

CURRENT PUBLICATIONS OF OLYMPIC ACADEMY OF UKRAINE

Denys BYELOKUROV (UKR)

The Olympic Academy of Ukraine is eighteen years old — the same age that our young state has got. During all this period of time the Academy has been actively developing its activities on spreading the Olympic education. In all regions of Ukraine there have been established regional branches of the Academy, published books and posters, such as the following:

- o “OLYMPIC SPORTS” — a first fundamental textbook intended for university students;
- o A series of books – edition de luxe, on Olympic sports;
- o Journal “Science in Olympic sports” has been publishing since 1994 under the auspice of the IOC;
- o In 2005 there was published five-volume “Encyclopedia of Olympic sport”;
- o A series of Olympic posters;
- o “YOUR FIRST OLYMPIC GUIDEBOOK” for junior pupils and teachers at secondary schools, lyceums, gymnasia and for a wide range of all those interested in the Olympic sport;
- o “Olympic races” table game;
- o “Olympic lotto” table game;

Ukraine has joined the Olympic Education Programme (OEP) and Friends@YOG of “twinning schools” project

- to build international friendship through collaboration and cultural exchanges among youths;

- to promulgate the Olympic Values of Excellence, Friendship and Respect;
- to cultivate among youths a global outlook, a passion for sports and good habits that are part of a healthy lifestyle.

Today I'd like to attract your attention to the following two educational projects of the OAU. Before the Olympic Games in Beijing a collective of authors ° members of the Academy, created a book "The Games of the XXIX Olympiad", Beijing, 2008. It was published in 10 000 copies and distributed among the secondary schools in Ukraine. The book tells about peculiarities of preparation and conduct of the Olympic Games in Beijing, Olympic symbols and signs, athletic facilities, the Games programme, and also with history, culture, and traditions of China. The main points are as follows:

- o Olympic symbols;
- o Pictograms;
- o Olympic torch & torch relay;
- o Mascots;
- o Olympic medals;
- o Olympic village;
- o Sports facilities;
- o Problems of Beijing Olympic Games organisation;
- o Population and ethnic structure;
- o Beliefs and traditions;
- o Festivals;
- o Horoscope;
- o Language and writing;
- o Food;
- o Historical places;
- o Pupil worksheets.

Now we are on the eve of the XXI Winter Olympic Games in Vancouver (Canada) which will be held on February 12-28, 2010. The OAU would like to pay attention to this sports festivity and use it for propagation and dissemination of Olympic knowledge. We have already elaborated a new educational book (intended for

schoolchildren), which describes peculiarities of organisation and conduct of the XXI Winter Olympic Games, and it also tells about the Olympic programme, signs and symbols, ceremonies of the Games, and, of course, informs the readers about history, culture, customs and traditions of Canada.

This book will be given to Ukrainian schoolchildren during the conduct of Olympic Lessons, Olympic Days and Olympic Weeks.

In accordance with the results of the surveys done by the Olympic Education Laboratory affiliated with the National University of Ukraine on Physical Education and Sports such educational projects considerably enrich a lot of children with Olympic values in Ukraine.

Coordinators' reports

REPORT

on sports activities

Nikos CHOUTAS (GRE)

During the 49th International Session for Young Participants of the International Olympic Academy, a series of sports activities were organised once again. Living in the idyllic setting of the International Olympic Academy in Olympia for twelve days, participants enjoyed the unique opportunity, in addition to the Session's educational programme that included very interesting lectures by distinguished professors and prominent figures of the Olympic Movement, of taking part in sports and artistic activities, whose main purpose was to build closer ties between them directly related to the Olympic philosophy.

The sports activities, which were planned and organised by a team of six coordinators, proved to be extremely popular attracting a large number of participants. It should be noted that for team sports the decision was made to include in each team participants from different continents in order to further enhance the feeling of multiculturalism and fraternity, away from any competitive models. Moreover, each participant could take part in one individual and one team sport.

The sports programme was immediately available and already from the third day of the Session the football, basketball, volleyball, tennis and table tennis tournaments could begin. Their organisation had been entrusted respectively to coordinators Jurgen Spihlmann Freiberg, Panos Vasilaras, Max Francisco and the last two to Maria Karali. Track and field events were held on a separate day, with participants entered according to the discussion group to which they belonged. Coordinator Miklos Jambrich was in charge of the overall supervision of the track



and field competitions. It should be emphasized that a large number of participants followed the team and individual sports events as fans, while at the finals there was an even larger crowd who warmly cheered and applauded the athletes' performances.

We should underline the fact that the high quality of the sports facilities significantly facilitated the staging of the sports events and, above all, allowed participants to enjoy the competition, fully and safely. It would be an omission not to recognise at this point the valuable contribution of the Academy's staff during the organisation of the sports activities, which made the coordinators' task much easier.

Finally, as already mentioned, the 6 members of the coordinators' team that was responsible for the organisation of the sports activities worked together harmoniously, in a positive spirit and a truly festive atmosphere. In addition to the author, the team was composed of Jurgen Spihlmann Freiberg, Max Francisco, Maria Karali, Miklos Jambrich and Panos Vasilaras. They all deserve warmest thanks.

The names of the winners in the sports events organised during the 49th International Session for Young Participants of the International Olympic Academy are listed below.

FOOTBALL

"Solidarity" Team

Marcelo D'Ambrosio (Uruguay)

Harris Georgiadis (Greece)

Yaiza Abad Martin (Spain)

Steven Marrero Rodriguez (Puerto Rico)

Oscar Anibal Canas (El Salvador)

Ronald Philip (Barbados)

Laura Paiz (Guatemala)

Nikos Choutas (Greece)

Maria Caruso (Australia)

Peter Garcia Sjogrim (I.O.C)

Osama Sadek Mohamed Khalil (Egypt)

Carlos Javier Morales Arellano (Peru)

Maxwell Claude Evenor (Mauritius)

BASKETBALL

“Black” Team *

(*from the color of one of the five continents’ ring on the Olympic flag)

Gilang Vega Oriedhina (Indonesia)

Karl Johann Gardarsson (Iceland)

Alexandre Castello Branco (Brazil)

Terris Tiller (U.S.A)

Marcela Gutierrez (Costa Rica)

Marko Pantelic (Serbia)

Rocio Fragoza (Mexico)



VOLLEYBALL

"Guinea" Team

Neil Beecroft (Switzerland)

Zsuzsa Hegyi (Hungary)

Razvan Silviu Dumbrava (Romania)

Cindy Hollenstein (Austria)

Marcin Siewierski (Poland)

Bannasit Sittibannakul (Thailand)

Salim Said Mansoor Al Mufadhali (Oman)

TRACK AND FIELD

100m.

Men: Maxwell Claude Evenor (Mauritius)

Women: Melinda Guiste (Dominica)

Long jump

Men: Steven Marrero Rodriguez (Puerto Rico)

Women: Darya Klimenko (Russia)

Discus

Men: James Edwards (Australia)

Women: Zsuzsa Hegyi (Hungary)

Walking

Christiana Ashley (Ghana)

Arm Wrestling

Men: Denis Byelokurov (Ukraine)

Women: Sandra Soldan (Brazil)

TENNIS

Victor Johnson Ouarzun (Chile)

Julien Buhajezuk (France)

Manuel Mino (Spain)





TABLE TENNIS

Aurimas Medonis (Lithuania)

Osama Sadek Mohamed Khalil (Egypt)

Ashish Rajeev Bodas (India)





REPORT on the dance workshop

Anita STEREA (ROU)

Dance workshop enjoyed great popularity among young participants. During the 7 meetings the people learned various dances such as: Korean dances, Romanian dances or dances from Singapore, offered by the participants from different countries.

A dance with great demand and popularity was the salsa which was taught by representatives of Puerto Rico. More than 100 participants were happy to learn salsa in Olympia.





Dance workshop ended by learning Greek dancing, a dance that was presented at the *Arts happening* night. During the whole workshop period a large number of youth participants, lecturers or members of the staff were present and enjoyed the moments spent together.



REPORT

on the Internet live transmission of the Session

Dr Leonardo MATARUNA (BRA)
and Vagelis ALEXANDRAKIS (GRE)

This year during the works of the 49th session for Young Participants, we were assigned with the very interesting and challenging task of being responsible for the internet live transmission of the session. As it has been the case since the 40th session in 2000, all the lectures of the 40th session for Young Participants organised by the International Olympic Academy were broadcasted live through the internet. Beyond the lectures, also the opening and closing ceremonies, the laying of the wreaths at the Pierre de Coubertin Stele, the short presentations by the Olympians and the art happenings were transmitted, giving the opportunity to people all over the world to be a part of this session and be informed for both our academic and social life during our stay in the Academy. The video archives along with a huge photo-material were placed for public access at www.ioa-sessions.org.

We should also mention the online discussion group which was held over the internet. This discussion group enabled people from all over the world to have an active role in the session. Indeed, they had the chance to make comments and pose questions which were forwarded to the lecturers, who answered them immediately. Also, occasionally, these questions were further discussed in the discussion groups and constituted in this way a part of their conclusions. So, the online discussion group, which has been organised since 2001, is of pivotal importance, since it enlarges the number of the actual participants of the session.

This year the number of the online participants was bigger than any other

year! In total there were 58 registrations from 30 different countries and on average there were 15 participants in the online discussion group. The vast majority of the questions were about the China Beijing Olympics and especially about the ability of China to create a legacy after the Olympics. The Coubertin's Olympism, the involvement of the media and the Olympic experiences also triggered a lot of questions. In order to continue the discussions, we created a blog (www.olympic-friends.blogspot.com) where the interesting discussions among the participants could go on.

To conclude the importance of the online transmission of the session is huge taking into account that it gives the chance to people all over the world to participate actively in the session and it also leaves the legacy of the digital archives of the session, which can be accessed by anyone interested in finding out about the academic and social activities of the session.



REPORT

on the social evenings

Thomas JUNOD (SUI)

Before the first social evening, the participants always wonder what they are going to see. Some brave participants registered to present something about their countries and nobody knows what exactly is going to happen. The lights switch on, let's get the show started! Traditional sports, dances and songs, sketches, the participants are going from surprise to surprise, amazed by the hidden talents of their roommates and friends. After a few minutes, half of the audience is already on stage in order to learn a new dance (we do not fear any dance floor around the world any more!), get a free Tai-Chi course or take part in a crazy game.

After such a magic party, everybody has just one single wish. Let's have more! The enthusiasm gave new ideas to the participants and now, nearly all of them intend to present something about their countries. The travel around the world goes on and no less than three extra social evenings had to be organised. From Africa to South America, from Europe to Oceania, from North America to Asia, the desire to share its culture with the other participants is the same.

At the end of the two weeks, more than 50 presentations were given on the brand new stage of the International Olympic Academy (thanks to the participants of the art workshops, the stage was entirely repainted in a fashionable style). Participants also demonstrated their creativity. We will always remember the hilarious presentation from the Nordic countries which intended to explain the differences between their respective languages. Collective presentations from the Asian, African and Hispanic countries will also remain in our memories. Thanks to the British and the Mexican



The artworks of the participants at the Arts Workshop.



delegations, we could also compare the bingo (and its jokes associated with each number) and its Hispanic counterpart; the lottery and its beautiful cards. Olympic people are generous; the number of prizes was so amazing that each participant finally got a little souvenir. The social evenings were also a fantastic opportunity to discover wonderful traditional costumes from all over the world.

The third social evening was organised in the old lecture room and officially re-branded “audiovisual social event”. This allowed the participants to present pictures or short videos about their countries. For sure, some of the participants immediately changed their plan for their next holidays! But there is one single place in the world where you can discover so many cultures at the same time: Olympia, the International Olympic Academy and its unforgettable social evenings!





Conclusions of the discussion groups



Presentation of the discussion groups' conclusions in the amphitheatre.



CYCLE A´

English-speaking discussion group 1

Question 1: What does Olympism mean to you?

Olympism is:

- The pursuit of excellence in a person's character.
- A way of life, balancing mind, body and spirit.
- Discipline, respect and union aiming at peace and friendship.
- Joy of participating, not only focusing on victory.
- A process, a development.
- A role model for society.

Question 2: What are the Challenges to the Olympic Movement?

1. Olympic Values & Olympism - All activities that rail against the ideal of a virtuous life, such as doping and athlete's anti-social behaviour. The degradation of Olympism diminishes the value in the Olympic brand and therefore the potency of the message of Olympism.

2. Encouragement of youth – There is a need to promote sport; in particular those sports in the Olympic programme as opposed to doing nothing or non active activities.

3. Terrorism – the threat of a major incident at an Olympic Games and the ramifications including the incident itself, the dramatic increase in security budgets to run an Olympic Games, and the lack of political will to bid for future Games.

4. Media – The need to gain more media and promotion for the Olympic



Discussion groups during their works.



Movement (including athletes and sports), especially in the 'down time' outside of the general Games Period.

5. Commercialisation of the Games – the Olympic Games are still in the market place and need commercial relationships to survive and remain the world's premier sporting event. However, the balance needs to be reviewed world wide so the Games are not over-run by commercial interests but rather are better presented to reflect the virtues of Olympism.

Question 3: What are the Solutions to these Challenges?

1. Regarding the Olympic Values & Olympism - Education through schools including Olympic Days and Olympians visiting schools in order to reach children early and in a meaningful way. Introducing stricter controls and punishments for doping offences.

2. Regarding the encouragement of youth to take up sport - The promotion of sport to young children needs to be maintained or increased through regular methods at a community level, and possibly through the media which they consume – such as a great television show.

3. The threat of terrorism – Whilst host nations will deal with the practicalities of security, the Olympic movement can be active in promoting the virtues of Olympism to a positive role model and basic set of values for people to live their lives by. A lack of encouragement for 'good' could lead impressionable people to go astray.

4. To gain more media and promotion for the Olympic Movement – Appoint media managers at the NOC and Olympic Sports to encourage media to report on positive news, whether that be focusing on athletes, recent events... etc. A regular promotion of news to media outlets will assist in maintaining a presence for the Olympic Movement, especially outside of the Games period.

5. Regarding the commercialisation of the Games - At the Olympic Games, the OCOG and government(s) of the host city needs to ensure the balance is kept in check. Further around the world the NOCs need to have the power and authority

to keep the commercialisation of the Games in check (Nb. The Olympic venues are already 'clean' of branded commercial interests).

Question 4: How to implement an Olympic Education programme (Primary, High School and Tertiary)?

Olympic Education Programmes need the financial backing and political will of NOCs, sport administrators and government educators to be implemented in a meaningful way. In practical terms, they need human resources, marketing collateral and media to distribute. Activities should be targeted to the audience, whether primary, secondary or tertiary level. Whilst a similar message can be conveyed, the content needs to suit the targeted age group.

Suggestions for implementation include:

- Visits to schools by Olympians to speak with children face to face.
- A web site run by the NOC as a source for Olympic Education, including web based lessons, interactive web streaming, lesson plans for teachers and general information on the Olympic Games.
- Increasing the number of work shops, seminars and Academies located in every country.
- There is a need to 'teach the teachers' to ensure a consistency of message.
- Producing a template of basic information developed by the IOA to ensure consistency of message throughout the world.
- Every country should look at staging a Youth Olympic Games to engender the ideals of Olympism in young athletes.
- The best way into a child's mind is through media they consume, including television, books and films, therefore, the addition of Olympic messages within the media would be a useful way to reach children.

English-speaking discussion group 2

Question 1: What does Olympism mean to you? Define the spiritual and moral character of the Olympic Philosophy.

The following provides the concepts that helped us form our definition of what Olympism means to us:

- Something that is joining the old times and the new times.
- Respect and tolerance between people.
- Powerful movement that can survive almost every obstacle.
- Uniting nations and developing cultures.
- Celebration of sport in general.
- Ideology - not just sport but a way of life.
- Holistic development of the body and mind of an individual.
- Using the principles from the Olympic Philosophy to improve one's personal character & make the best of their daily life.

After considering all these concepts, our definition is, *“Olympism is a theory and a way of life which includes social, cultural and political factors all with equal value. It is also a network of people who share the same passion for sports overall.”*

Question 2: How is it possible to further enhance the relationship of Olympism and Humanism at future Olympic Games?

To gain immediate impact it is vital to build awareness of current programmes and initiatives which have been developed by all stakeholders within the Olympic Movement. For example, Olympic Solidarity Scholarships, Sport for All programmes and Olympic Education Programmes in schools.

The principle idea is to work with the sponsors, media and the schools. For example, we need to encourage the media to dedicate more Olympic Games coverage to stories that demonstrate Olympism. This could be achieved in the media by writing in the contracts when negotiating broadcasting rights that they must dedicate a specific percentage of the coverage to Olympism projects around the globe.

To change cultures and the sociological factors that we face today, we must concentrate more upon education; it is only by educating young people who have not yet developed their character can we show them the right way to live their lives based on the principles of Olympism. Athletes can work in schools as ambassadors or teachers and share their Olympic experience to teach others.

Some athletes are quoted as saying that if they could be told that they could win the gold medal by manipulating the rules, they would be willing to do *anything* to achieve it. We could start educational programmes and organising sports for professional and recreational events to avoid this mentality!

Question 3: How can we include Olympic education in our youths to ensure our holistic development of body, will and mind?

- Encourage volunteer programmes to help people learn the value of team work and gain experience of events.
- In schools around the world, time should be dedicated on a weekly or monthly basis to learning about the values and how they relate to our lives and to sport.
- The IOC Sport for All programmes to push the idea of an Olympic Day on the 23rd June around the world.
- Schools should be able to enter into championships where the young people are placed into mixed teams upon arrival so that it is not school against school but rather the young people compete with new people to learn the concept of Olympism in a practical sense.
- Establish sport specific Olympic Training & Development Camps for athletes. For example, an Ice Hockey Olympic Training & Development Camp. Each NOA would send two ice hockey athletes to learn about Olympism in their sport specific setting.
- Young people use their computers a lot more than they used to and this medium should be explored with interactive websites and computer games to spread the message of Olympism.
- Bring younger participants into the Olympic Movement, for example NOCs to recruit more young participants into their Academies.

- In reference to young professional athletes, every ministry of sport in every country should provide education specialised towards the athletes but this school will have flexibility to train and learn at the same time according to their schedule needs.
- We must have certification for coaches, trainers, sporting ambassadors and sport administrators within the Olympic Movement so that they can teach their athletes.

Question 4: When is it a good time to begin teaching the philosophy of humanism, as it relates to Olympism?

If we develop a model similar to that of Istvan Balyi's *Long Term Athlete Development*, we can demonstrate to the world when and how Olympism ideals should be taught. By teaching the world about Olympism, many of the humanistic values will be learned as a consequence.

So for example, from a very early age, children would learn practically through the participation in sport and through modelling by copying their parents and peers in all aspects of their lives. When young people have developed their literacy skills sufficiently, philosophical debate can be introduced to school curriculums and then encouraged further in universities.

By introducing these philosophies at a young age with the appropriate materials, it is a good time when they are more susceptible to learning new things. This is a time when they have not yet formed opinions thus developing "habits" so by the time they become older, these philosophies have already become a way of life or at least have a distinct knowledge of humanism as it relates to Olympism.

English-speaking discussion group 3

Question 1: Are the Olympic Games now bigger than the Olympic Values?

As you know, an image is worth more than a thousand words. In this presentation

we will present a number of short clips that truly reflect what the Olympics is in the minds of our group. The first comes from a group of clips produced by the IOC called Celebrate Humanity.

In our group we saw this as a very true statement but we questioned how those involved directly in the Games would view it. Formally the IOC recognizes the 3 core values of *Friendship, Respect and Excellence* but these were selected from a list containing more than 100 values which Olympism encompasses.

The games are growing at a rapid rate in terms of: participants, profile, media attention, political focus and spectators. All this leads to the honour of winning becoming increasingly greater and the 'drive for gold' within athletes going beyond the original Olympic values. Some athletes will see that morals and values are low in priority when training to win, as they strive for profile and money to support their further development. As a platform, the Olympic Games however, gives us an opportunity to make statements to the world; as it happened with North and South Korea walking as one in the 2008 Opening Ceremony.

In the past some of the most famous Olympic moments are not ones involving gold medals but ones where a country has made a sporting statement such as the Jamaican Bobsleigh Team, 'Eric the Eel' and 'Eddie the Eagle'. Each of these were in fact success for the individuals involved, however more recently qualification processes have been tightened to try to avoid repetitions of these happening again. Is this in line with the Olympic Values?

The Olympic Games will continue to grow but we must ensure that the original values are not lost.

Question 2: Are the Olympics really about participation or is it performance dominated?

In this matter I can speak based on my own experience. Most of the athletes that go to the Olympic Games know that they won't win a gold medal. They go with nothing to lose and hope to win the worlds' attention and affection. For a country that has never sent a representative to the Olympics, the fact of being there is

already a success. For an athlete that trained for four years looking forward to the Olympics, the reality of actually being there is an achievement within itself.

Those in the Media and at the very top end who have already won a gold medal may have a different perception. They have an enormous amount of pressure on them: from their families, their friends, their sponsors and their countries. They want to win. In a way, they need to win. They can not afford to lose, because the expectation gets bigger and bigger, and as an athlete you don't want to disappoint the pride of your nation.

The idea that everyone goes to the Olympic Games to win is an illusion, but improvements can be made to start to shift this cultural approach. One example of this could be a change on the format of the medal table to recognize silver and bronze medals, or maybe a publicized list of 'Country First Achievements'.

If you are in a race on your own you wouldn't 'win'. You always need somebody to compete against in order to gain a victory, so therefore participation and winning go hand by hand, they complement each other and both should be respectful to one another.

Question 3: What is the role of the Mass Media in the Olympic Games?

Only those who attend get the Olympic experience directly, the rest of the world has to watch it through the media. According to Nielsen Media Research, 4.7 billion viewers worldwide tuned in to the television coverage of the 2008 Olympic Games. This puts the Media in a very powerful position therefore it is important that the coverage is accurate and reflective of what actually happens.

Our group saw the role of the media as; build pre-event hype, spread the word of Olympism, celebrate the successes and report on the negative happenings. However at present there is an uneven portrayal between the 4 stated areas with far too much focus in coverage being put on the negative aspects. It is common place for the Media to oversize happenings to create scandal. The media world is a competitive market so they look to exaggerate on things to make their newspaper the most appealing to readers.

We see the wider issue as the culture of the human race. As the media are only conforming to public preferences of being more interested in scandal than success. The Olympic Movement has a role for the Mass Media in the Olympic Games so we need to ensure that we use them to get the right messages across, however, working with them can be seen as a double edged sword.

It is important to ensure that as a population we demonstrate the Olympic Values to our youth for the greater good of our world.

English-speaking discussion group 4

Question 1: Can the Olympic Games change the culture of a host city/country? If so is this a temporary or permanent change?

- The core culture of a host country will not be changed by hosting the Olympic Games, but rather the Games will add a new dimension to the culture of the host country.
- Change can only take place if the people and the government are open to it.
- The affect of the change can be likened to a tree. Hosting the Olympic Games can be seen as planting a seed and the water that makes the seed grow is the will of the people and the government. The Olympic tree will become part of the host country like in a forest, with some trees dying and new ones growing.

Question 2: What is the legacy of the Beijing Games?

There are both tangible and intangible legacies of the Beijing Olympic Games:

Tangible legacies include:

- Sports facilities
- Transport
- Infrastructure change
- Accommodation from Athletes' Village

Intangible legacies include:

- Well trained volunteers
- More openness to foreign media
- Greater consideration of environmental issues at government level
- Increased knowledge of other cultures within the wider population

Question 3: What would we suggest to the IOC?

- The use of volunteers at the Games from countries around the world.
- More education about Olympism for all people involved in the Games, including athletes, coaches, officials, team managers, volunteers and spectators.
- Spread the message of Olympism to all people of the world. This could be a worldwide television campaign, online advertisements or other media.
- More women to be given the opportunity to become a member of the IOC board.

Question 4: What should the IOC not do?

- The Olympic and Paralympic Games should not be held separately, but together at the same time.
- The host cities should not be restricted to developed countries. Developing countries could be supported to host the Olympic Games by the IOC.

Question 5: What other major sporting events have the same philosophy as the Olympic Games?

The following sporting events share the same philosophy as the Olympic Games: Commonwealth Games, Mediterranean Games, Pan-American Games, University Games, European Youth Olympic Festival, European Youth Winter Olympic Festival, Special Olympics, Islamic Solidarity Games, Extreme Games, South American Beach Games, Asian Games, Asian Beach Games, South East Asian Games, South Asian Games, Small States of Europe Games, International Chil-

dren's Games, Alps and Adriatic Games, World Masters Games, Arafura Games, and Island Games.

Question 6: What is Olympic Education?

- Olympic Education is about sharing Olympic Values and promoting the message of Olympism around the world.
- This can take place in many formats and locations such as National Olympic Academies and in schools. Olympic education is important for many different target groups such as children, athletes, officials, team managers and coaches.
- The content of Olympic Education should include the history of the Olympic Games and should be targeted at athletes, spectators, coaches and of course young people.
- Confirming and developing your personality.
- Body and mind development, peace, respecting cultural diversity, excellence and friendship.
- Encouraging cultural dialogue and the exchange of cultural ideas.

English-speaking discussion group 5

Question 1: What does Olympism mean to you?

Olympism is a way of life. It is a symbol of friendship, cultural experiences, solidarity, fair play, and sportsmanship. In the Olympics we see Olympism as never giving up, representing your country with honour, and achieving life long goals. Through Olympism we gain experience, learn about other cultures, participate in new traditions, and build interest in ourselves. Olympism does not represent winning, but to join in, and to have a strong body, soul and mind. Olympism brings people together from all over the world so we can discover different points of view. Olympism is a celebration of the games, and the Olympic ideals. Olympism has

the power to educate all minds about fairness, peace, and friendship. We believe Olympism is integrated into one's whole life, and not just in sport. Through these beliefs, one can overcome many obstacles and live a life that betters the world.

Question 2: What are the positive and negative aspects of creating a youth Olympics?

Negative:

- By competing at an elite level at a younger age, athletes are more prone to injury because of added stress on the body.
- Athletes may have shorter careers due to increased injuries.
- Training could be borderline child abuse – between the physical and mental strains that the child could endure.
- Doping control at a younger age will produce additional challenges.
- Athletes might have less interest in going to the Olympics if they have competed at the youth Olympics.
- Use of prohibited substances may start at a younger age if children are preparing to compete in the youth Olympics.
- If athletes are preparing for the youth Olympics, education may take a lower priority over training. If education is lost these athletes will fall behind in mental development over their peers.
- While the concept of educating the youth on Olympic ideals is positive, it will be difficult to manage this component of the games.
- Sponsorship and TV coverage may be difficult to obtain.
- Currently, there is no plan to host a Paralympic youth games, therefore furthering the notion that only able bodied athletes can compete at an elite level.
- It is unclear if the goal is to fulfill “Olympic dreams” for athletes or for coaches.

Positive:

- Athletes will want to compete in the Olympics because they have had exposure to a similar “Olympic experience”.
- Youth games would instil the principles of goal setting at an earlier age.
- Athletes would get to experience higher levels of responsibility by attending an event on the world’s stage.
- The youth games would provide an opportunity to prepare for the Olympics.
- They would be able to compete in sport and experience the culture of other countries.
- Non popular sports might have an opportunity to be more publicised.
- There is opportunity to include non traditional sports that are not included in the Olympics.
- It would be possible to create a “new image” for an athlete by showing positive aspects of a young person.
- By allowing athletes to compete in such an important competition early in age, they will be more motivated and interested to keep training.
- You can educate coaches, volunteers, referees, etc to become better in their professional lives.
- The youth games would create social investment for the host cities.
- There would be the opportunity for developing countries to host a youth games because of the lesser cost, therefore, creating world exposure to those unique cultures.
- Create additional sport opportunities for youth around the world.

Question 3: What recommendations would you provide to the organising committee for the youth Olympic Games?

- Host an international youth culture competition.
- Provide social activities for networking, discussion groups and fun.
- Have a grade qualification from school for athletes to be able to participate.

If grades are not reached, the athlete will not be showing their ability to achieve in the ‘mind’, therefore, should not be able to participate in the ‘body’.

- Give out points for victories in education and culture not just in sport.
- Make the webpage much more accessible. Show visitors how all of the events work and why the youth Olympics is important.
- Provide a sound security system for safe games.
- Host a cultural exchange where countries can show off their traditions.
- Organise mixed sex and country events with sport. For example, run a decathlon with different representations of countries and sex competing in each discipline.
- Develop legacy discussion groups with specific sports. These groups will come up with work to bring back to their countries to help grow their sport.
- Run on a total point system to include culture, and education, not just 1st, 2nd, and 3rd in sport.
- Put information about the youth Olympic Games into the school systems to increase participation.
- Develop an educational website solely for the youth Olympic Games. IOA to assist with educational materials and countries that do not have monetary support of their own.
- Create social activities in the Olympic village for athletes to participate in after competition.
- Countries can host individual art and culture competitions. These art works or cultural pieces will be displayed or discussed at the Youth Olympic Games.
- Provide volunteering experiences for youth to learn about the games and experience something unique, also to help educate volunteers on how to perform well in their job.
- Give prizes so countries can give back to their communities. For example, give away sports equipment.

- Host cultural exchanges.
- Allow participants to teach each other different sports.
- Combine teams from other countries to compete.
- Allow developing countries who cannot afford to host a game to participate culturally in the opening ceremonies.

Question 4: How can we improve Olympic education?

- Build education into three categories: athletes, teachers, and students.
- Create courses for people to register for and attend.
- Encourage students to embed the Olympic values into their everyday lives through programming and literature.
- Organise collaborative groups to discuss Olympic education.
- Train professional volunteers for the Games.
- Use art and music as a tool to learn more about culture and their Olympic history.
- Use athlete role models and ambassadors to teach Olympic values and demonstrate Olympic and Paralympic sports to create awareness.
- Start the education programmes in kindergarten or at an early age.
- Build Olympic education into all subjects at school.
- Olympic education can start in schools but will also be available to everybody. By engraining Olympic programmes into schools every person will be able to touch the movement at some point in their lifetime.
- Host conferences for learning.
- Create literature for athletes, coaches, researchers and the general public.
- Educate athletes about Olympism and the history of the Olympics.
- Connect younger athletes with an Olympian so they can see their role model compete on the world's sporting stage.
- Run a full week of Olympic events in school and include Olympic sports into PE programmes.
- Run "Olympic Summer Camps" for kids.

- Teach university students about the Olympics and the Olympic values so they can build it into their curriculum when they become a teacher.
- Organise the curriculum into quadrennial cycles so that it parallels with the Olympic Games.
- Material can be created by the IOA to share with all countries in the world.

English-speaking discussion group 6

Question 1: Are the Olympic Values as defined by Pierre de Coubertin still relevant today?

- The Olympic Values as defined by Pierre de Coubertin are: respect, friendship, solidarity, joy of effort (to be part of the Olympic Games) and fair play.
- P. Coubertin thought of Olympism as a philosophy of life, he saw the problems in the society and wanted to provide the youth with new values for the society; therefore the values of Olympism do not only comprise the sport but the whole life.
- In the public mind, Olympism is mainly linked to the event of the Olympic Games and not seen as a way of living.
- Nowadays there's a broken balance between mankind and environment, there are problems within the economic system, political frictions, and over population.
- The respect for other religions, countries and ethnicities is still too low.
- Olympism as a unifying factor for the entire world is still relevant, but the focus has shifted from the single person (the athlete) to the nations, the joy of effort of a single person is replaced with the desire to have a successful performance and win, to be on top of the medal list and to earn money (e.g. advertising contracts).
- Some improvements have been achieved in terms of equality and solidarity (equality between races, women are allowed to participate in the same way as men), but still not at the point where it should be.

- Coubertin's values are still relevant today, but are not present in peoples' minds.

Question 2: How did the media affect the image of (Beijing) Olympic Games?

- Forms of media include: print and electronic media (tv, radio, internet, press)
- **Pre-Games image:** Beijing was not well known in Western countries, China as a communistic country was a "black box" with no free speech and no foreign investment. This created a difficult working environment for independent media. The world's perception of China was restricted to ideas of cultural heritage, tourism; the whole image was mainly negative. The Beijing Olympic Committee raised the expectation level for the Games: they aspired to be "the best games ever" and the media was largely involved by publishing this idea. People in the West thought that the perceived unity of Chinese people can only be achieved with governmental pressure, and not free will.
- **Post-Games image:** the "black box" was (partly) opened, Beijing is known now throughout the world and the overall image of China has improved. They met the expectation of organising "the best games ever" and the reality even topped the pre-Games expectations. People in the West realized that the basis of the unity in the Chinese folk is their desire for individual personal excellence and not governmental pressure.
- How media can positively affect sport events: BOCOG allowed everybody to know what was happening and allowed the less popular sports to receive attention as well and gave the opportunity to know new cultures.
- Media coverage of sport events is an affordable way to follow them without being there, but still living the experience. However, the main goal of the media companies is to earn as much money as possible, the media can put a lot of pressure not only on governments but also on athletes (who may

also lose their privacy) the media don't have access to certain regions and leads to distortion of information.

Question 3: What are the benefits of implementing an Olympic Education Programme (OEP)

- Not everybody can make it to the Olympics, but Olympism can be brought to people through education.
- OEPs are necessary to increase the knowledge of Olympic ideals (excellence, respect, friendship), improve friendship amongst individuals and nations, create a bridge between sports and character development.
- Through OEP one can reach people at an age where they can probably be influenced in their way of thinking, thus a long term influence and benefit is achieved.
- Olympism offers an integral way for personal development and a philosophy that emphasizes all aspects of the self. It improves the physical shape and the mental level of individuals and gives children a perspective and an aim or goal.
- OEPs can even have an influence on the sports results and increases desire to participate.
- Paying attention on the physical condition of children is important, because the lack of physical activity has a negative influence on the body and the mentality.

English-speaking discussion group 7

Question 1: What does Olympism mean to us?

- Olympism is the hammer that brings down the walls of segregation, discrimination and language; it is the glue that brings friendship and culture

together. Olympism celebrates effort, unity and fair-play, encouraging the development of body, mind and soul in the pursuit of excellence.

- Olympism is a powerful unifying cultural force, celebrating the inclusion of all, which at its heart promotes effort, unity and sportsmanship to achieve the holistic development of people through the shared pursuit of excellence.
- As Olympism may often be misunderstood, the champions of the Olympic Movement should strive to bring both clarity and transparency to the global perception of Olympism.

Question 2: What is the potential impact of Olympic Education for today's youth? A comparative analysis.

One of the main differences between some nations represented in our group was the strength, availability and funding of the domestic education system.

Although the primary and important focus is to provide Olympic Education in traditional school settings (primary and secondary schools, universities) the Olympic Movement should also target athletic clubs, associations and coaches to act as secondary vehicles for Olympic Education. Coaches and teachers were considered as influential role models for athletes and students.

In spite of the different levels of integration in various countries, there is an agreement that Olympic Education could have powerful personal and social impact. Olympic Education can serve as a compass which provides guidance for youth to move away from destructive social behaviour (such as drugs, violence, early pregnancy and the spread of HIV / AIDS etc.) and towards a healthier and balanced lifestyle that offers greater opportunity and participation in constructive social behaviour, in particular through participation in individual and team sports, volunteerism and mentoring programmes. In doing so, the students will gain valuable lessons in self discipline, goal setting and leadership that will reward the value of effort and breed self confidence.

We were inspired by the example set by Rodney Mohan from Singapore. In his presentation at the IOA he explained that “If we can’t bring you to the Olympics,

we are going to bring the Olympics to you". The Olympic Festival and competition Rodney Mohan organised in his school was a great example of indirect and cost effective Olympic Education.

Question 3: How inclusive are the winter Olympics? What is its role in the greater Olympic Movement?

Although the winter Olympics are not exclusive by design, geographic considerations have proved to be a major hurdle to matching the inclusion of the summer Olympics. Nevertheless, the winter Olympic community should be seen as an equal partner and ambassador of the Olympic Movement.

To achieve the aim of greater representation, energy and policy should be directed at increasing the participation in winter Olympic sports by non-traditional countries. Some examples discussed were:

- To educate and support the training of cross over athletes from sports such as Athletics and Gymnastics to Bobsleigh and Ski Jumping in particular the aerial discipline of ski jumping.
- To develop a mentoring programme and partner dry land and winter training between non-traditional and traditional winter nations.
- To target more inclusive sports when adding new events such as ones that are performed indoors.

English-speaking discussion group 8

Question 1: Is there a conflict between the ideals of the ancient Olympics and the modern Olympic Games?

Ancient Ideals:

- Join mind, spirit and body (harmony).
- Arts, poetry, reading, music.

- Spirit: warship of gods.
Body: physical sport / strength.
- Central aim: glory, honour, harmony.
- Stop conflict\ war: Peace in the Greek / Hellenic world.
- Equality: except women, prisoners and slaves.

Olympic Games of today:

- Unification of mind, spirit and body but in a different way.
- Mind: psychological aspects of sports.
- Spirit: “goosebumps” the Olympic spirit.
- Body: physical sports\ body = engine.
- Central aim: winning seems to override.
- Stop conflict/war: improve relationships. BUT: does not create world peace!!
- Equality for all: race and religion + equality.
- Amateurs/professionals minus equality.

Points of conflict:

- Aim of winning vs. mind/body/spirit/harmony
- Glory/honour vs. financial rewards/commercialism
- Equality vs. concept of professionalism

Times have changed, Olympic Games have changed but mainly the “secret” values were preserved.

Question 2: Is it possible to have better Olympic Games in the future than those in Beijing?

After the games in Beijing the question that many people asked was “can London do better than Beijing?”

What is better?

- Big games.
- Run smoothly.
- Impressive facilities.

- Olympic Spirit.
- National spirit and culture.
- Better sports performance.

Conclusion

In the end, what most of the people remember about the Olympic Games is their “spectacular façade”. In this respect, the Beijing’s Games were the best, but that’s not all what the Olympic Games are about.

Question 3: What are the roles of the IOC & the IOA for Olympic education? How can global strategies for Olympic education be implemented on multiple levels?

“The future of civilization rests at this moment neither on political nor on economic bases. It depends solely on the direction which will be given to education.” Pierre de Coubertin

- IOC / IOA mission is to enhance the position of Olympic education in every country.
- IOC / IOA to work with each country to develop Olympic education plans.
- IOC / IOA to put two plans: for athletics and for general population.
- IOC / IOA to make sure that every country to have/create its own NOC/ NOA to spread the Olympic educations in the nations.
- Get some foundation from Olympic Games TV Rights to spread the Olympic educations. Making three levels for sessions directed by IOC / IOA like:
 - 1st level to be in every country for general concepts of the Olympics;
 - 2nd level to be regional (advanced topics in Olympics);
 - 3rd level (high level) to be in IOC / IOA in Olympia (special studies).
- And the participant should pass an exam in every level to go to the next level.
- Making short presentations during the world youth championships to spread the Olympic education between the athletics.

- Understanding the Olympic history for the country and the history of the Games.

English-speaking discussion group 9

Question 1: Which are the fundamental principles of Olympism?

- Our group defined Olympism as a true way of life for all that combines the balance of body, will and mind. We saw a strong relationship between Olympism and Humanism. Olympism is not only for athletes or people involved in sport, but a philosophy of life for all of humankind. It embodies the values of equality, diversity, peace, respect and friendship. We believe that the most important principle is that the practice of sport is a human right. This means that sport is for everyone, free from discrimination, combining all the other principles of Olympism and promoting peace throughout the world.
- However, we discussed how there are many people from all different areas that don't have the right to participate in sport on the basis of gender, disabilities and their economic situation.
- We believe advancements should be made beyond the Paralympic Games, to raise greater awareness for the Special Olympics and create the Deaf Games for example.
- All the members of our discussion group agreed that the principles of Olympism are very good in theory, but unrealistic for some parts of the world. We are still seeing much racism, prejudice and discrimination within and between nations.
- Our group also discussed the form of discrimination in the dress code of female athletes. Women from certain cultures aren't able to expose their bodies in the ways that others from different cultures can. This is a problem that needs to be addressed to respect the rights and values of their cultures in keeping with the true spirit of Olympism.

- Our goal should be to spread the message of Olympism throughout our nations and subsequently the world to improve humanity as a whole.
- We agreed that it was extremely important for each country to have an equal balance between sport, culture and education. It seems that in some countries, there is more emphasis placed on sport over the other two.
- By each individual making a conscious effort to live by the Olympic principles and values, all of humanity can improve and work towards a more peaceful future.
- One suggestion that was made to integrate culture and education more greatly into the Olympic Games was to hold artistic competitions during the Games as well. We realized there could be a problem of subjectivity with the selection of pieces and prize winners, but the idea of an ARTS AND CULTURAL OLYMPIC GAMES awarding literature, songs and artwork could help equal the balance of sport, culture and education nationally and internationally.
- A major problem is that the younger generation does not even think about Olympism. Many of them think sport is just about winning medals.
- We also all strongly agree that we need to expand the education of our youth. It was suggested that in the future, Olympic Education should be mandatory in every school across the world.
- The question of whether it is even possible to achieve peace through the Olympic Games arose.

Question 2: Have the Olympic Games changed China?

- We discussed how it seems as though the media influenced the West in a more negative way than the East.
- The general attitude the media portrayed in the East was one of great change for China, emphasizing the nation opening itself up to the world and becoming more capitalistic.

- The media from the West tended to focus on the negative aspects of China, regarding their human rights and environmental policies.
- We agreed that the media had a great amount of power in influencing how people viewed the Games.
- It was also mentioned that opinions towards China could be affected by the presence of the country in certain nations in the form of economic development and foreign aid, Africa for example.
- We also discussed the legacy left behind for China and how it hasn't seemed to change the country, but over time, slowly, it will begin to show the affects of the Beijing Olympics.
- The Games brought so much attention on to the nation, good and bad, that it may force China to look at their country more closely and see where they can improve themselves for the future.

Volunteerism

- Lastly, we discussed the importance of volunteerism in sport.
- In some countries, the sport system relies on volunteers to function while in others it is not possible to have volunteers.
- However, there are nations in this world where its citizens can't afford to volunteer and need the financial compensation to survive.
- It was mentioned that selfless acts of giving to others to promote Olympism will help future generations participate in sport and physical activity in the future.

English-speaking discussion group 10

Question 1: What is the purpose of the Olympic Movement?

The Olympic Movement is a universal movement committed to the cause of peaceful and harmonious development of the human race through sport, with respect to individualism and human rights. It thereby encourages the exchange

of culture and breaking down of barriers to friendship, gender and race devoid of discrimination and achievement through unfair means.

Further, it is a philosophy of life that utilizes sport as a tool of development incorporated into everyday life with Olympic ideals, whereby the goals and achievements made would be an inspiration to life itself. These ideals would be achieved through the promotion of the right to a healthy life, education, arts and culture.

Question 2: What is NOT the purpose of the Olympic Movement?

The ideals of the Olympic Movement strongly stand against its use towards economic and political gain with sport as an end in itself. Further, while it recognizes victory in order to the betterment of the human race; it also is committed to universal participation in the attempt.

Its purpose should also not recognize the pure entertainment value of sport and does not engage itself as the dictator of sports nor its achievements through unfair means and the breaking of rules. It shall also not be used as a tool of separation by the recognition of overall victory and will not be mutually exclusive and the sole Movement towards this cause.

Question 3: Was there any legacy left for China after the Beijing Games?

There was a broad agreement that the legacy left for the country after the Beijing Games included the following:

- Strong dissemination of knowledge and awareness about Olympism and Olympic sports across the country for all age-groups.
- Build-up of new infrastructure such as facilities, transport, housing, etc.
- Creating a more open culture and newer perceptions of China globally.
- Opening up of access to information and media both pre and post Games.
- Establishing China's capability in organising global events.
- Improved awareness around the need for human rights.

- Loss of historical culture due to Westernization of the country from the Games experience.
- Increased awareness and proactive initiatives on the need to be sensitive about the environment.

The group also noted that the legacy identified above is still only a year old and that it may not remain in the longer term.

Question 4: Should there be a budgetary control on the organisation of the Olympic Games?

A number of reasons were identified as to whether or not a cap should be exercised on the expenditure by the OCOG. These reasons included:

For:

- Allows the cities to spend beyond their means and becomes a competition for the 'best Games' by itself.
- Enables less wealthy countries to bid for the Games.

Against:

- Different cities have varying needs of infrastructure development prior the Games.
- Budgetary Control would compromise the standard of the Games and may impact the excitement in the event.
- Budgets have historically been exceeded by significant amounts due to changes in economy and evolving needs.
- The city should bear the responsibility of managing its resources in a way that creates the greatest benefit for the city.

French-speaking discussion group 1

Question 1: How can we define Olympism today?

Olympism, a carrier of universal values and symbols is an instrument for education, unity and cultural exchange through sport, in harmony of body and mind.

Question 2: How does commercialisation affect the Olympic Games?

The present organisation of the Games includes both advantages and disadvantages, in particular with respect to their commercialisation. The following negative aspects have been observed:

- The offsets given to the media by the Olympic Games often lead to changes in the planning of events. These changes make it necessary for athletes to change their habits. Moreover, in order to please sponsors, athletes often focus more on their image than on their performance.
- TV networks operate in rich countries. TV broadcasts therefore give priority to the image of rich nations, to the detriment of underprivileged countries and their athletes.
- The gigantism race of the Olympic Games contributes to the increase of organisation costs. Although the facilities that are built for that purpose may improve citizens' quality of life, the investment required is now so huge that only a few countries can host the Olympic Games. Sponsors' demands compel athletes to strive for the best performance, often at any cost. This explains why the resort to doping methods and substances. The race for high tech sports equipment (clothing, implements, ...) is another aspect that has to be watched to prevent abuses.
- Thanks to worldwide coverage, host countries can benefit abusively from the Olympic Games for purposes of political or ideological propaganda.
- The Olympic spirit is sometimes supplanted by materialism.
- The environmental and cultural legacy seems to be leaving its place to modernity.

- We should, however, underline the following positive aspects:
- Media broadcasting of the Olympic Games generate revenues that make it possible to finance a large part of the organisation of the Olympic Games. They also allow athletes to obtain financial backing from sponsors.
- The media impact of the Olympic Games encourages sponsors to conclude agreements with the IOC. Financial resources thus finance the IOC's operation and are redistributed for more than 90% among National Olympic Committees, international federations and athletes, through Olympic Solidarity.
- The Olympic ideal and the Olympic values are disseminated everywhere in the world thanks to media coverage of the Games. This is also a means of promoting Olympic sports disciplines.
- By organising the Olympic Games host countries enjoy certain benefits, in particular from the construction of infrastructures, higher tourist activity and the legacy of the Olympic spirit.

Today, in a capitalist world, the Olympic Games without the media and sponsors would be unthinkable especially when such commercialisation of the Olympic Games despite its disadvantages, also brings significant benefits, provided abuses can be avoided.

Question 3: Which strategy should be adopted in order to safeguard the Olympic spirit not as an abstract value but as a behaviour model?

Values are concepts that determine the way we are, our behaviour and attitudes. They must be handed down from generation to generation. For this, however, it is important to put them to practice in order to inspire humankind.

Increasing educational programmes is a fundamental way of highlighting these values. We therefore propose:

- To encourage the development of Olympic education programmes in all countries and in all geographical areas. To this end, the organisation of and participation in Olympic Games with mixed teams (gender, age, level) between schools, although difficult in some cases, would contribute to higher

students' participation and the acquisition of skills and respectful behaviours. The creation of educational kits is a must for supporting teachers and students in their projects.

- To raise awareness and invite governments and sponsors to fund the operation of National Olympic Committee or other non-governmental organisations in favour of peace and sustainable development through sport.

Sport should be accessible to all, without discrimination, in a spirit of tolerance, respect and solidarity. It is therefore important to promote fair play and positive behaviour:

- By introducing sporting spirit trophies within the Olympic Movement, sports associations and federations, schools and universities...
- By strengthening the combat against intolerance and racism through drawing contests, advertising campaigns, intercultural sports events...
- By facilitating sports meetings between able-bodied and disabled persons (equipment, organisation).

Finally, *the values of friendship and team spirit*, sources of harmony and feelings, should be further promoted through:

- The planning of convivial meetings during sports events.
- The introduction of a national Olympic anthem for each National Olympic Committee, using words that enhance the Olympic values (excellence, respect and friendship), while celebrating unity and humanism.

French-speaking discussion group 2

Question 1: What is Olympism?

Olympism is a state of mind that concerns everyone, not only the athletes taking part in the Olympic Games. This philosophy promotes universal values like: peace, harmony, tolerance, solidarity, fraternity, equality, fair play, friendship, sharing and respect for the environment. These values are opposed to any form of discrimination on grounds of race, gender, religion, ethnic origin or social condition.

Olympism uses tools like education, culture and sport in order to convey its values. The Olympic Games are one example.

Question 2: Pierre de Coubertin's heart lies here in the cradle of the Olympic values. In your opinion, what would be his sincere and deep feelings about what the Olympic Games have become today if he were to participate anonymously in a literary contest?

After discussion, we noted that Olympism has evolved in the course of more than one century and we realize that there are both positive and negative aspects. Pierre de Coubertin would surely have been happy and thrilled to know that his philosophy has spread and reached the four corners of the world.

Positive aspects:

- **Universality:** the Olympic Movement has developed significantly between 1937, the year of Baron de Coubertin's death and today. Indeed, the Olympic Movement numbers 205 National Olympic Committees today. Moreover, the Games bring together more than 10,000 athletes. People's fascination for the Games confirms this universality thanks to media coverage and popularization that raise awareness and reach a larger public around the world.
- **Excellence:** sports performances at the Olympics are more and more impressive and the pursuit of personal satisfaction is ever present.
- **Olympic education:** education in Olympic values is provided by National Olympic Academies, the International Olympic Academy and National Olympic Committees.
- **Culture:** even though the art contests have disappeared, culture has kept its place in the Olympic Games through the Cultural Olympiad programme. Furthermore, each country brings its own personal touch to the Games as Pierre de Coubertin was saying: "It would be useful and advisable for the Games to wear the costume that each people creates in its own way during four years" (1936)

- Olympism's resistance to external pressure: politics are often intrusive but nevertheless the Games continue to be held.
- Openness: Pierre de Coubertin always wanted to fight against any form of discrimination as confirmed by the establishment of Paralympic competitions that represents a major breakthrough.
- New values: the Olympic Movement evolves with the times and has been able to integrate new values that respond to the present concerns of society such as: sustainable development, environmental protection, social responsibility and improvement of living standards.
- However, he would probably not have liked and certainly deplored some of the aspects of Olympism today because they have moved away from his own vision of Olympism.

Negative aspects:

- Cheating: it is true that cheating problems have always existed but unfortunately they are still very much current. Doping is the most striking example: a continuously mutating virus that requires significant resources for its elimination. Moreover, corruption problems have been associated with certain Games.
- Media coverage: Olympism, a victim of its success, has been used as a springboard by lobbies that want to project their own messages.
- Political conflicts: they may affect the staging of the Games as a result of the attitudes and reactions of athletes who may refuse to compete or fall victims to boycotting. Pierre de Coubertin would probably not have liked the growingly closer links between politics and Olympism.
- Art contests: Pierre de Coubertin had launched the art contests, which appeared for the first time at the Stockholm Games in 1912. He shall never know that these contests disappeared after his death.
- Nowadays, the role of money is predominant in the organisation of the Olympic Games. Pierre de Coubertin's philosophy was based on amateurism but professionalism is now taking over.

Despite these negative aspects, at the end of the day the Olympic values are

keeping the gold medal. The success of the Beijing Games, probably the most resounding in Olympic history, reflects sport's victory over political strife. Pierre de Coubertin would certainly have been overjoyed.

Question 3: What are the resources and tools for disseminating and strengthening Olympism and the Olympic values? What ongoing actions could be implemented?

These are the ideas that came out of our group's discussion:

- Collaborate with the Ministries of Sports, Youth and National Education for the development of a cultural and educational programme to acquaint school children, students, athletes and young people with the Olympic Movement. This programme could be outlined as follows:
 - publication of educational books on Olympism and the Olympic Movement;
 - creation of Olympic culture clubs in schools and colleges;
 - organisation of national events on Olympic education;
 - Implementation of micro-projects promoting Olympism.
- Make the establishment of National Olympic Academies compulsory in order to underscore the importance of the educational dimension of Olympism over and above sports participation in the Olympic Games. Support the training of NOCs and NOAs, as well as the training of trainers to provide them with the instruments they need to propagate the Olympic spirit in their country.
- Involve the media from the beginning until the end in the activities and events to be implemented. Use new technologies, Internet in particular and the websites of the Academies.
- Find local contacts in order to create a network to better disseminate information. We could, for example, involve former participants of the Olympic Games (athletes, coaches, volunteers, officials...).

CYCLE B´

English-speaking discussion group 1

Question 1: What are your recommendations to the IOC for the Olympic Sports Programme?

- The Programme should be representative of the world's more popular sports, thereby giving more young athletes encouragement to compete at the Olympic Games.
- Steering the focus to a younger audience would make for a more vibrant programme, such as the inclusion of BMX in Beijing 2008, and Skier Cross in Vancouver 2010.

Question 2: What are the positive and negative aspects of the Youth Olympic Games?

Positive:

- By competing at the YOG, athletes are given the opportunity to participate in a multi sport, international event, preparing themselves for the Olympic Games.
- Athletes will receive the message of Olympism and will have the opportunity to grow into being role models for their peers.
- It is anticipated that through participation, athletes will learn the lessons of goal setting, determination and overcoming challenges.
- The YOG may encourage more children to take up, and stay in sport.

- It is a great opportunity for the host city (which is not in a position to host the Olympic Games).

Negative:

- The heightened pressure on immature athletes and possible negative impact from media coverage will need to be monitored during the YOG.
- Hopefully during the YOG, the coach's expectations will stay in check, for example: winning is not everything.
- Possible negative impact in the athlete's health / development.

Question 3: What are the positive and negative elements for a host city of running an Olympic Games?

Positive:

- Economic impact from the Games is overwhelmingly positive, especially in tourism.
- Political recognition strengthening relationships for the country.
- Positive impact for Olympic education.
- Positive impact on the economy and an increase in job opportunities.
- Stadiums can be reused with a little creativity.

Negative:

- Hosting the Games will put pressure on the political and economic system. Potential political and commercial interference could redirect funds away from regular budgets to fund the Games.
- Unused stadiums post Games. The size of and frequency of use cannot be sustained post Games.
- Unwanted media attention.
- A city needs to be able to accommodate the needs of a massive amount of people visiting, during the Games period.
- The extensive security overlay would stretch all forces involved, and cost a fortune.

- Small nations (small cities) are limited in capacity to host a Games, in terms of venues, transport, accommodation etc.

Question 4: What is more important: ‘winning and fame’, or ‘participation’?

Athletes are admired if they possess virtuous qualities of a positive attitude, fair play and dedication, as opposed to simply being good at sport. The lessons learned from winning and losing graciously are just as important.

An athlete’s moral standing is more respected by their peers, and most people, rather than their victories or records.

Question 5: Recommendations to the IOC in order to improve the Olympic Movement:

- Ensure the athlete’s goals are held as sacrosanct and the Olympic Programme is not compromised by commercial interests.
- Frequent visits by IOC to all nations to review and assist Olympic Education. IOC should set criteria for all nations, to assist allocating resources, such as money and materials – to make meaningful programmes.
- Organise a World Congress to set the criteria & discuss Olympic Education, comprised of delegates from all nations, representing all interested parties to spread the Olympic philosophy, including the IOA Olympians, NOC’s, sports officials, teachers, physical educators.
- The IOC, together with WADA need to be stronger in doping control, and to allocate funds for scientific research and testing in all Olympic sports, world wide, all year.
- Allocate funding to build infrastructure (e.g. training facilities) in developing nations.
- Establish courses to teach Olympism in each country to properly spread the Olympic message, by several different groups, such as coaches, sports administrators etc.
- Educational Programme – targeted at kids, secondary students, athletes.

- An Academy in each country running from the same criteria.
- Spread values of Olympism by establishing Academies in all countries.
- To use mass media to combine athletes and values for a global advertising campaign to promote Olympism.

English-speaking discussion group 2

Question 1: What has the Olympic Games done for China in regards to social and economic factors and what lessons can be learned from them for future Olympic Games?

In hosting the Olympic Games, the social and economical development of China improved tremendously. Many positive factors contributed to these developments namely:

- Olympic Games changed the face of China to the outside world.
- The Chinese citizens were more comfortable to embrace Western policies. They had a better understanding of foreign cultures and they taught us the spirit of multiculturalism.
- Chinese people also changed their way of life. Their attitude changed as they became more confident of themselves in successfully organising the Beijing Games.
- New possibilities for working, educational programmes and building infrastructure has had a profound effect on China's economy.
- They used the Olympic Games as a vehicle for change for social reform.
- The games changed the attitude of the youth towards sports. This contributed to the success of the Olympic Educational programmes in China.
- Olympic Games have shifted China's focus to environmental issues.
- The training of thousands of volunteers and development of sport and cultural knowledge.
- A positive environmental impact and measures to improve air quality.

- Olympic Education in schools was further enhanced and improved with the focus of sports.

The lessons learnt from these things to take forward into future Olympic Games are:

- Beijing taught us how to blend old and new culture.
- Keeping in tradition of the Olympic Games, it is still possible to showcase the local culture of the hosting city & country.
- The Olympic Games can be used to instil national pride among the citizens of the hosting country.
- The Beijing Games demonstrated to the world that a country isolated from the West was able to deliver a fantastic Games which in turn opened its doors to the international community.

Question 2: How has the Olympic celebration changed from the ancient celebration to the modern ones?

To understand this question we have to start by defining the concept of Olympic Celebration. It signifies the expression of all values and principles of Olympism being fulfilled.

First of all we need to underline that we are talking about two completely different eras but what they have in common is the sharing of the same values of peace, understanding, tolerance, respect, honour and excellence. The structure of the modern Olympic Games appears to have many drawbacks in relation with the fundamental principles of the Olympism. For example, we can start saying that before the Olympic Games were celebrated to please the gods but now they are celebrated to please who? Is it celebrated to please the athletes, the countries, the hosting cities, the spectators, sponsors?

We need to remember that Pierre de Coubertin revived the Olympic Games not to please a specific someone but to celebrate and achieve international understanding and peace through sport. In other words, to find a common language and religion between all cultures.

Question 3: Does the IOC and the international mass media have the same objectives for the coverage of the Olympic Games?

To answer this question we have to explain the objectives of the mass media and the objectives of the IOC.

Both of them want as many viewers as possible but for different reasons. For instance, the IOC wants to spread the idea of Olympism while the mass media want to make money and so the mass media try to find the scandals or to concentrate only on performance.

For example, they do not talk about those athletes that don't win but who are there giving their best, they just talk about those who win medals or the "celebrity athletes."

Is this point of view the fault of the mass media or is it the viewers fault? It's true we like to see who is falling, who is failing, who couldn't make it or who was caught in a doping violation. Can or should the IOC regulate this?

The more money the IOC earns from broadcasting rights, the more money they can invest in their projects. Therefore the IOC is in a difficult position where they have to consider compromising their values for financial gains.

So, for this reason we dare to say that the mass media and the IOC have a symbiotic relationship, meaning that they rely on each other to achieve different outcomes.

English-speaking discussion group 3

Question 1: What are the challenges facing Great Britain in hosting the 2012 Olympic Games in London?

Beijing staged the biggest Summer Olympic Games to date and the bar has been raised for London in 2012. The challenge of following this has been set for Great Britain especially with it being the 3rd time for London to host the event.

China set about making a statement to the world by marketing the "Made in China" brand but with London already established on the world stage their focus was slightly different. The London 2012 bid showed that their event would be less extravagant but more focused on the sports. Their main aim was to use the event and Olympism to encourage more young people to take up sport around the world.

However, the challenges cannot be ignored and these include:

- Economic challenges: In view of the global economic recession and the continuing high cost of living in London, the host nation will not be able to commit the level of investment towards the Games that China did.
- Demography: China boasts of having a population that equals a fifth of the world's population. With a population of approximately 58.9 million, Great Britain will face more challenges in recruiting the total number of volunteers.
- Sports excellence: China has risen to be a sensation on the world's sporting stage as reflected by an amazing 51 gold medals in Beijing. Britain managed 19 and achieved their target of 4th on the Medal table, but have they peaked too soon; can they achieve this again in 2012?
- Home 'Advantage': As the world's sporting focus shifts towards London for 2012, British athletes will be faced with massive pressure when performing in their home country and the 'fear of failure' for some could be too much due to the Spectator and Media pressure.
- Sporting Venues: After the problems experienced during the building of Wembley, the new National Football Stadium, can the sporting venues be built on time and on budget?
- Climate: Finally, the climate in London through the summer months is variable but this is obviously out of their control!

Question 2: Are athletes really winning for themselves?

Athletes all around the world are constantly living in a state of conflict; this conflict does not take place in a certain stadium, but in the athletes themselves.

Only 300 years after the start of the Ancient Olympic Games, politicians were using the competing athletes for their individual gain.

Now we can see history repeating itself. Governments, such as the ones from Cuba or the Former Soviet Union use them as propaganda, coaches use them as a flag, brands use them as a salesman or woman.

It is up to Olympic Education to prevent this from continuing to escalate. The primary tool that should be used is education; by providing the correct information to the athletes about the challenges that they will face in the future.

Are athletes really winning solely for themselves?

Question 3: What can we do to fight against doping in Sport?

A survey done during the Olympic Games in Sydney 2000 showed that 85% of the athletes would resort to doping if it assured them a place on the podium, even if they knew that it is harmful and against the ethics of the sport. Prominent people including Arnold Schwarzenegger have admitted to using drugs, in his case anabolic steroids for every gold medal he won as a bodybuilder.

The group members suggested the following:

- Exposing those found guilty by blacklisting them, including their name, sport and country, as in the ancient games where athletes who did not observe fair play had their names written on plates. This may require more tests to be done on athletes contrary to the random manner as per WADA protocol.
- Implementation of programmes by National Olympic Committees to increase awareness of doping in sport, more so with the aim to protect the image of their countries e.g. defaulters participation in doping awareness conferences.
- Reinforcement of policies to regulate the distribution of drugs, which are illegal in sports. In some countries some drugs can be purchased over the internet and off counters without prescription making doping more accessible and tempting.
- Increase awareness about doping in all sectors of sport.
- Educate all stakeholders in sport about the spirit of Olympism as the ignorance or failure to appreciate these values drives athletes to illicit use of drugs.
- Introducing greater penalties for offenders such as fines, community service to people who are found guilty of doping, rather than just a period of ban imposed on them.

English-speaking discussion group 4

Question 1: What is the meaning of Olympic Education?

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

Question 2: How can the International Olympic Committee improve on the Olympic Education Programme at the Youth Olympic Games?

- Conduct a seminar for participants based on the International Olympic Academy in Olympia. This would have a schedule similar to the International Olympic Academy and encourage participants to exchange ideas and learn about each other’s culture.
- A toolkit should be developed for the Youth Olympic Games and put on the website to be accessible by all.
- Sponsors to co-operate in spreading the message of Olympism.
- More education in National Olympic Academies to educate parents, school teachers, and coaches.
- Use integrated media for communication with young people.
- Conduct research with young people to ensure that the youth education programme is relevant at the Youth Olympic Games at a national and international level.
- Use athlete role models at the Games to inspire young athletes.
- Create a slogan and use it in an advertising campaign with famous athletes. This will not be in the classroom but could be used in new media and online. This will focus on teaching athletes to dream again.
- Place Olympic messages in games like Nintendo Wii athletic games to encourage more people to understand Olympic Education.

Question 3: How can the IOC attract more attention to the Youth Olympic Games?

- Make sure that the television rights for the Youth Olympic Games are free and that the Games are shown on free-to-air television.
- Create a video campaign that shows sportsmen and women participating at the Youth Olympics at a young age and then as Olympians or Paralympians to inspire young athletes.
- Use traditional publicity methods such as flyers and news articles to raise the profile of the Youth Olympic Games.
- Use new media at the Games to encourage all people to be actively involved with the Games, for example facebook, twitter, and youtube. This will involve all people in the Games, including those who are not competing.
- Integrate disabled athletes within the Youth Olympic Games by hosting a Youth Paralympic Games concurrently and within the Youth Olympic Games.

Question 4: Do you believe it will be possible to control doping in the future? What are the challenges for the World Anti-Doping Agency at the Youth Olympic Games and Olympic and Paralympic Games in the future?

- We do not believe it is possible to fully control doping in the future.
- The government needs to be actively involved in the fight against doping.
- It is necessary to persuade the Olympic family of the idea that success without doping is possible. This will be best achieved through education programmes.
- Use new media to educate young athletes, parents and educators in the dangers and consequences of doping.
- More funding should be available for studies to find new methods of detecting doping.
- Harder punishment for people caught doping. This could include things such as: zero tolerance politics, doping as a crime, paying back prize money, or even banning whole National Olympic Committees.

Question 5: How could we start new Olympic education programmes and what should be the contents?

- Basic information on the history of the Olympic movement and Olympism.
- Trial a new programme in one institution or in a local club with athletes to ensure that it is appropriate and achieves its aim.
- Develop an action plan and ensure the partnership of government and TOP partners (McDonalds, Coca Cola).
- Creating of CI and CD.
- Creating of target group education for Olympic programmes.
- Hero campaign – use role models.
- Establish National Olympic Academies in National Olympic Committees and encourage them to actively spread Olympic education.
- Use the hype from the Olympic and Paralympic Games to build on the education programme.

English-speaking discussion group 5

Question 1: What improvements can be made for Paralympic Movement?

- When media companies purchase the rights to any Games, a certain amount of air-time must be given to Paralympic sports.
- Create Paralympic sports demonstrations across respective countries.
- Make posters, billboards advertisements to get information out.
- Have mixed games/events with members of the Paralympics community with able athletes to create greater awareness.
- Integrate disabled people in the Olympic Games by working as volunteers or participating in the Opening Ceremony.
- Use private donors to get more Paralympic facilities and programmes.
- Create a curriculum in schools to learn about Paralympic sports.
- Include Paralympics in Olympic education programmes.
- Use Paralympic athletes to speak in schools about their sport.

- Use Paralympic sport in the Youth Olympics.
- The IOC should create an international governing body to standardize the Paralympics communities in respective countries.
- NOCs should create legacy programmes for Paralympics sports.
- Build community programmes for Paralympics.

Question 2: What are the inequalities that women experience in sport and how can we help with this?

- Women do not get paid as much as men in professional sports.
- In some countries, it is believed that men have a better potential to medal, so they send more athletes to competitions than women. Men have many more competitions scheduled to develop their skills in relation to women.
- In some countries, women are not allowed to do sports at all.
- In some countries, women have to wear clothing at all times, which can interfere with competitive performance.
- Men have a greater opportunity to make larger salaries in sport.
- Men can make enough money in professional sports to support their lifestyles while women need to work as an athlete and have a second job to compensate for the lower salary.
- There are not opportunities for women for head and assistance coaches. There are not any opportunities for women to develop into coaches
- In some countries women have to leave the sport to support their families.
- There is still a belief that heavy exercise on the women's body is bad for them.

Solutions:

- Provide equal pay for men and women.
- Have the men's sports support and watch the women sport competition.
- Do not have uniform restrictions in sports so all women can participate. For example, women's volleyball set a requirement to wear a bikini. It therefore excludes women who need to wear over clothing.

- Use female role models to increase interest in sport.
- Use the media to get more women involved.
- Drive change from the top down. This starts with the IOC, IOA, our NOCs, and NFs. Give women more opportunity to lead in sport so they can be the image for change.

Question 3: What is the role that mass media takes in the Olympics?

- The amount of media time that has been given to each sport can have a direct affect on the development of that sport.
- Mass media in some countries only focus on one or two sports instead of all of them.
- For the Olympics, World Championships, etc, only the best meets and matches seem to be broadcasted.
- Broadcasting of sports is sometimes driven by sponsorship not the athletic performance.
- Less popular sports seem to be discriminated against in not only air time, but in all mass media.
- In the IOC contracts put some guidelines around air time and promoting Olympic values.
- Use sponsors to promote things like Paralympics, and Olympic values since they own some of the advertising space.
- The mass media can drive a negative image for the Olympics if athlete doping is presented in the news. On the other hand, the mass media can be used to drive change and keep athletes from doping.
- Money from broadcasting the games can help promote the Olympics and keep the IOC running.

Question 4: What programming should we provide our athletes for when their career has ended?

- Athletes should learn how to market themselves in their sport and for when they retire.

- Show athletes what types of activities, programmes, and education they can attend post athletic career.
- Leverage relationships with other organisations to give athletes opportunities to work and learn from different people.
- Provide opportunities for university study.
- Make all athletes get a high school degree, and encourage them to keep attending school.
- Customize training and educational materials and courses for former athletes.
- Have athletes become a public speaker or coach.
- Help athletes use their “star status” to get a job in the media, or television.
- Provide athlete health insurance.
- Put athletes into positions within the NFs.

English-speaking discussion group 6

Question 1: How have political views, rituals and the qualifying procedure changed from the Ancient Olympic Games to now?

Political views in the past:

- The delegations were representatives of the cities. Each city made sure to impress the other Greeks by its presence and to create a positive climate in its “international” relations.
- Important politicians like emperors had a desire to influence the Games in such a way that they could win a competition and gain attention and power.
- The Olympic Truce played an important role in the ancient Games.

Political views now:

- The IOC still tries to stress on the importance of the Olympic Truce. Unfortunately it is not respected everywhere, as we have seen last year during the Beijing Olympics.
- The peaceful symbolism of the Games can be taken as an opportunity to

overcome political differences (e.g. Korea entering unified at the opening ceremony in Sydney).

- By organising the Games, a country can demonstrate its economical and technological power and strength.
- The media attention played to the Games can be misused by other parties for promoting their political views and concerns (e.g. Amnesty International in China, interruptions of the torch relay).

Rituals and music/theatre performance in the past:

- Music and theatre competitions were the core of the Pitian Games and took place every 8 years.
- In the past the Games were largely determined by rituals and sacrifices. Even if they lasted only five days, the first three days were dedicated to religious rituals and sacrifices to different gods.
- Only men were allowed to take part in the Games and were all naked at that time. The prizes (an olive wreath) were only rewarded at the last day.

Rituals and music/theatre performance now:

- Nowadays music and dance performance is mainly restricted to the opening and closing ceremonies of the Games. Apart from cheerleading, they have no place in the modern Olympic Games.
- The Games are no longer a religious festival but rather a professionalized sport event and take place every four years. They are, of course, open to women as well.

Qualifying procedure of the athletes in the past:

- The athletes needed to be Greek by birth and were not allowed to participate if they had been accused of any crime.

Qualifying procedure of the athletes now:

- The athletes represent a National Olympic Committee and go through a more intense training period (both physically and mentally) before they even get selected.

Question 2: Which will be the role of the new media in the future Olympic Games?

- Up to now, the internet is mainly used for education purposes in the field of sports itself. Both athletes as well as coaches and other sport staff rely on the internet as a source for training ideas and analysis.
- The youth is highly dependent on the new media. Initiatives like the live streaming of the IOA sessions as well as the interactive platform created by the Vancouver OCOG (/EDU) are pioneers in this field. The IOC can certainly take advantage of these new possibilities when it comes to spreading the Olympic values.
- As the development of the new media is fast and very dynamic, its future and in particular its impact on the Olympic Games is highly unpredictable.

Question 3: Why are the Paralympic Games not as attractive as the Olympic Games?

There are many similarities between the Paralympic Games and the Olympics. Each takes place every 4 years, represents and spreads Olympism, the same message and values, has an opening and closing Ceremony, displays the same symbols (torch relay, lighting the cauldron, procession of athletes). People require being educated about the Paralympics to increase awareness.

We live in a world of perfection. Olympians and athletes are seen as role models. In saying this, some spectators may think that Paralympians are not attractive to watch.

Question 4: How can the participation of athletes in the Paralympic Games be improved? Is it possible to grant them equal importance to the Olympic Games?

Even though the Paralympics Games are held after the Olympic Games, each NOC should combine the Welcome Home Parade, so both Paralympians and

Olympians can participate and receive the same level of acknowledgement for their achievements.

Paralympic sports should be promoted by the national Paralympic Federations. Governmental and private funds should provide facilities, equipment and coaching for disabled athletes.

English-speaking discussion group 7

Question 1: Consider how the organisation, programme, location and rituals of the ancient Olympic Games illustrate the meaning, values and philosophy of Ancient Greek society.

The Ancient Olympic Games celebrated the personification of warrior poets who represented both physical and intellectual prowess of Ancient Greek civilization. The Games demonstrated the complexity and integration of Greek society. Participants from all the surrounding lands were invited to compete in athletics and the arts. The victors, such as Heracles, were immortalized in art and oral tradition and were elevated to the status of a God. Athletes competed to honour the Gods and to best embody their essence. Perhaps the oils and perfumes used by the athletes were used in part to make the competitors appear more representative of the Gods.

Commencing in late August under the second full moon, the Ancient Olympic Games may also have evolved from an earlier pagan ritual or gathering when the harvest was plentiful. The tradition of coming together for large feasts and celebrations would have been an important part of any developing civilization fostering the exchange of ideas and unification of people.

The Olympic Games were the representation of the philosophical and collective thinking of an entire group of people. The universal masterpiece *The Odyssey* by Homer embraces the way of thinking at the time. The figure of an athlete in this work is much alike to the ancient athletic heroes: they have to travel long distances to face his contender to defend the honour of their nation.

Question 2: What was the legacy left behind for China after the Beijing Olympics? To what extent did media impact this legacy?

“I believe that history will view the 2008 Olympic Games as a significant milestone in China’s remarkable transformation” – Jacques Rogge – President IOC.

The Beijing Olympic Games was an outstanding sporting event and left a great legacy for China. A legacy can be understood in broad terms as anything left over from an era or event and can be evaluated in terms of tangible and intangible factors.

Infrastructure:

The stadiums built for the Games were architectural masterpieces. The outer shell of the stadiums itself made a huge impact on how the rest of the world viewed the Olympic Games making their bid slogan *New Beijing, Great Olympics* a reality. All the buildings and stadiums and transport infrastructure continued to be used after the Games for general use by the public.

Economy:

Vast investments were made for Beijing 2008 Olympics. Out of the US\$40 billion spent on the Games, US\$19 billion was spent on construction creating 795,700 jobs during the time period 2002-2007. 1.92 million Jobs were created in the hospitality industry during 2002-2008. Foreign Currency inflow to the country during this period increased and hence balance of trade was managed well. About 4000 staff directly linked with BOCOG continue to be in high demand in both local and international blue chip companies, creating a young talent pool for the future of their country.

On the other hand, about 500 factories were closed down for months in order to make sure that the pollution levels were kept at a minimum. 60,000 taxis and busses were removed from the main city, resulting in low economic activity and business transactions. Old cities were demolished and people who were living in the areas used during the Games lost their houses and business premises. Huge compensations had to be given to those who lost their house and business premises. This was an added cost to the budgets set for the Games.

Information and Education:

Greater awareness on Olympic Education was a legacy of the Games providing education for about 400 million students, targeting 500,000 schools throughout China. State of the art technology was used for the Games. And 24 hour broadcasts were made in order to provide up to date information to the rest of the world.

Culture:

China represented their cultural heritage at the Opening and Closing Ceremony of the Games. Cultural souvenirs transmitted their culture to the rest of the world. English language proficiency amongst the Chinese people improved and an increase in the education in mandarin world-wide occurred. 1.5 million volunteers involved with the Games continue to be social vanguards for China, able to transmit the true values of Olympism across the nation.

International Relations:

The World Trade Organization (WTO) viewed the Beijing Games as a positive step for Chinese integration into the Global community. China partially succeeded in re-branding and positioning itself on the world map and was able to change international perception of China. Their theme “One world, One Dream” created East West collaboration illustrated by the presence of 80 presidents including the US president at the Opening Ceremony of the Beijing Olympics. More emphasis is now made on China in worldwide forums, conferences, lectures, seminars, etc after hosting the games. The topic discussed in such forums are both supporting and opposing, but the important fact remains that China has become a critical topic to discuss in important forums.

Environment:

The “Go Green” concept for the Games made the citizens of China more conscious about the environment (e.g. 20% of the electricity for the Olympic village was gained from wind mills). Long-term projects include: setting new standards for vehicle emissions, adding more railway lines, and recycling projects.

Managing Media:

China re-set their laws and regulations to minimize the barriers imposed on the media over a period of about two years. 21,600 accredited and 30,000 non accredited media personnel were recorded during the Games.

It was debatable whether the media projected the reality of the Games or whether they manipulated the images to suit their own agenda and goals e.g. the young girl who sang the song at the opening ceremony and who was shown on media were two different children.

Question 3: What is the purpose of Olympic Education? Can we have a universal education programme and how would you implement the programme?

The purpose of Olympic Education is to provide or rather enhance the quality of life of people throughout the world. Olympism is viewed as a way of life. It is an effective tool for personal development and to learn how to find a balance between mind, body and soul. Sport and Olympism acts as a universal language and has the capacity to bring the whole world together as one. Many important messages can be transmitted through sport. People agree on common grounds, rules and good governance must be maintained at all times. It was agreed that the **content** of an Olympic Education was universal however the **context** of the programme differs throughout the world. An Olympic Education programme must meet the needs of each country in order to be relevant and make a positive impact and be sensitive to the cultural, economic and social differences. It is important to keep in mind that *“Differences are part of Olympic education”*.

One good example for bringing Olympic Education under one umbrella is the Young Participants Session held by the IOA. Although delegates from almost 100 countries participate in this programme, we act as one big family sharing our values, cultures and most importantly respecting and caring about each other. As we all know Coca-Cola is a global brand which is available in every country. What makes the difference is how you make it available. If Olympic Education is standardized it is then all about how you disseminate information and best integrate it to fit to the needs of your own country.

English-speaking discussion group 8

Question 1: How can New Media spread Olympic Education in a more effective way?

What is new media?

New media: two-way media (instead of one-way media like TV, newspaper, journal etc.). New media is not only available in a certain place at a certain time.

Some examples include:

- I-tunes (PODcasting)
- Web-streaming
- Internet (interactive) – evolving (for instance Wikipedia, Facebook etc.)
- Web-based video games (for instance Wii)
- Mobile phone technology

What is important to consider?

The NOCs / NOAs should carry out the programmes of the IOC in every country. The methods should depend on the country (for instance based on an evaluation of community resources). The IOC alone cannot reach every part of the world; it relies on new-media.

How do we do it?

- Make Olympians blog on their experiences, their efforts, their goals. Children will be encouraged to read about their idols and their efforts and understand their perspectives.
- TV programmes for the kids about their Olympians.
- Interactive video games (for Mobile phones, PC, Nintendo etc.) that encourage children to create their own Olympic Team. Fair play, values, team spirit etc. could be integrated into the games.
- Olympic festivals with sports & video game tournaments in a community with events about Olympism, Olympic history, Olympic values etc. This will

encourage understanding of different sports and knowledge about Olympism.

- Olympic days in schools. IOC could make interactive resources available on the internet for the teachers to use – including manuals, instructions etc.
- IOC decision making and meetings online, so that people can feel closer to the movement.
- Interactive websites of the NOCs. Possibility to follow the national athletes during the 4-year Olympiads, play games, watch clips etc.
- Online chats with athletes, coaches and others involved with the Olympic movement.

Question 2: How do we build up an educational programme in “Farawayland”? (An imaginary country without an Olympic education programme).

Step 1:

Gather a group of people that are in some way involved with sports, education & communication for a three day seminar. IOC will be present at the seminar to offer advice and help with the creation. During (and after) the seminar, different working groups with separate focus will be formed.

Groups to be involved in the seminar: Ministry of Education, school teachers, (NOA), NOC, media / press, athletes, ex-athletes, specialists possibly from countries that already have an Olympic Education Programme and others that may apply including sponsors. The foreign specialists from Olympic Academies should of course be available after the seminar.

Step 2:

Making an action plan of first steps to be taken in relation to the many different groups.

Selected examples:

Schools:

- Create teaching material on Olympism to be distributed and integrated into already existing structures (education of teachers, teacher seminars,

courses. The material should operate on three different levels (for instance age 7-10, 11-15 and 15+). The education of teachers is the key for reaching young people.

- Create posters and flyers to awaken interest for Olympism in the schools. The posters and flyers should include national sport idols and reference to an interactive webpage with a few games etc.
- Create a webpage, where teachers can easily access information on Olympism (history, values, famous clips, games, teaching materials).

Example: www.ol-studiet.dk (Olympic studio = Danish webpage for educational purposes)

Sport clubs / National federation:

- Create a framework for educations of coaches, referees and volunteers within the federations. Ex-athletes should be involved.
- Make short Olympic messages visible in the clubs through posters.
- Utilize programmes and structures that already exist in the country.
- Create a governing body to make plans, follow up, evaluate & delegate.

English-speaking discussion group 9

Question 1: What are the advantages and disadvantages of the Youth Olympic Games? And what can we do to make it better?

Disadvantages:

- Considering the age of young athletes, they may be still not mature enough to perceive the idea of Olympic values and just think about winning.
- Since the athletes would be focused on the preparation for the competition mentally and physically, they may not be able to participate in the Olympic Education workshop; and once the athletes get back home they may be unable to share the knowledge they learnt from the workshop because the lack of exchange system.
- Youth Olympic Games could bring too much pressure on the young ath-

letes so that they were pushed too fast and too early. This may cause injuries or mental problems, overtraining or burn-out.

Advantages:

- The young participants would get international experience and feel more self-confident.
- Youth Olympic Games provides an opportunity for small countries to host the Games, which could increase the image of these nations.
- To promote sports among young people in each country.

Recommendations:

- To set up a fair play trophy for an outstanding athlete who respects the Olympic values the most.
- A strict regulation should be conducted to reinforce the promotion and respectfulness of the Olympic Values.
- Replace the title of the Youth Olympic Games with something more casual. Hence to ease the pressure and expectations on the young athletes.
- To propose an Olympic Youth Camp in a multicultural environment with workshops and lectures about Olympism from Olympians. This Camp could also include friendship games in mixed - nation teams and culture exchanging programme.

Question 2: How does Olympic Education look like in different countries and how it could be improved?

There are only a few countries that have a real programme for Olympic Education. And most of them are those that are going to host or have hosted the Olympic Games. In developing countries, in particular, Olympic Education is not popular or even known.

Suggestions:

- To include Olympism in school Education as an obligatory subject.
- To promote Olympic day in the primary school, which the older could teach the younger about Olympism.

- It needs not to be called necessarily Olympism, since the important thing is just to pass values, fair play, friendship, tolerance.

Question 3: Who is better to compete in the Olympics Games? Professionals or amateurs?

Definition:

“Amateur is the person who competes in the best spirit of sportsmanship: abiding by the rules, respecting opponents and judges, behaving graciously in defeat or victory.”

“The difference between a professional and an amateur athlete is that the former pays tax on his income from sports.” (Tennis player Pancho Gonzales)

Professionals:

- The athletes of the Olympic Games should be the best of the best.
- There should be no discrimination in the Olympic Games.
- The professional athletes attract more spectators.

Amateurs:

- Mostly the qualification quota for Olympic Games is acquired by the amateur athletes.
- They can also be the top athletes in the world.

Question 4: How do the media portray the image of an athlete?

The relationship between the media and athletes can be divided into two aspects:

- Positive: The media can present athletes as role models to motivate people and to raise the general interest for participation in sports.
- Negative: It is the nature of the media to “catch” the athletes when they don’t have their best performance, asking the most annoying questions to create a scenario.

Athletes didn’t ask for the publicity, but once they decide to be athletes they should know the consequences. Because they can’t control the media, athletes should be aware of their responsibilities: *with great power comes great responsibility*.

English-speaking discussion group 10

Question 1: Olympic Education in China and the rest of the world – Issues and Observations?

Issues:

- Need to educate the educators.
- Limitations on facilities in schools and other venues due to environmental and financial limitations.
- Olympic Education is not just about sports but also globalization, culture and philosophy of life.
- Programmes of different organisations such as International Federations, Olympic Movement, etc need to be integrated to bring about greater synergy.
- Quality and duration of physical education classes is a key to success of Olympic Education Programmes.
- Lack of political will in integrating Olympic Education into the school curriculum.

Observations:

- Integration of education systems of the country and the National Olympic Committee.
- Part of the emphasis and responsibility rests on the individuals who are involved in disseminating Olympic Education.

Question 2: Should the IOC be dictated by the Media?

In the light of the Olympic Movement's dependence on the revenue generated from the sale of broadcasting rights, the group raised the following observations.

- It was acknowledged that the IOC should maintain cordial relationships with the media.
- Athletes feel constricted having to change their training schedules to meet the needs of the media and the general public.
- Media needs to be told to ensure fair coverage as the official broadcaster.

- Media should cover all aspects of the Games not just the live telecast of the competitions.
- A balance has to be drawn by the IOC between commercialization and the athletes' rights.
- The rights of the audience also need to be considered; e.g.: People still wanted to see the 1980 Moscow Games despite the boycotts.
- "Olympics" is a brand by itself. As such, media will come to the IOC rather than IOC reaching out to the media.
- Conflicts between the local broadcasters of the host country in producing the coverage and the international broadcast staff needs to be resolved to ensure that coverage is not biased.
- IOC may have to subsidize the broadcast rights package to less- developed countries.
- Official websites were not effective in disseminating information.
- Paralympics is given inadequate coverage.
- Technological implications for countries in receiving information.
- All sports should be ensured a minimum level of coverage.
- Should take into consideration that media also is aware of the audience's needs.
- It is up to the IOC and related entities to provide the information to the media; e.g.: NOA sharing information about Olympic Education with the IOC.

Question 3: Is the second place or fourth place, a winner or a loser?

The group debated whether a second place finish is considered 'losing'. It was also discussed whether an Olympian who finishes fourth and does not receive a medal is a 'loser'. The group made the following observations:

- Depends on the context, the person, and how he or she takes it up – if it is a world champion it may affect him, but again it also depends on what he or she makes of it; e.g. Dara Torres (Swimmer) won Gold in Sydney 2000 and only Silver in Beijing 2008, but she went on to become an icon for

mothers, a television broadcaster, published her autobiography and is still competing!

- They may not be winners in the eyes of the media, but they are winners in their hearts; e.g. Anthony Wright's dream of getting into the Olympic team was to complete the 3rd generation of Olympians in his family and thus become the first Canadian family to achieve such a feat.
- Reflects the problem of achievement in modern Olympics – you could go from a Hero to Zero if you miss the medal.
- Encourages them to work harder towards a better result.
- How you became second or fourth matters; e.g. Milorad Cavic lost by the touch of a finger in the 100m Butterfly at the Beijing Games.
- The athlete is a role model by the mere fact of participating at the Olympics
- The position depends on how the nation treats the results – Liu Xing despite previous medal success was looked down upon for giving up at the final due to an injury.
- The negative aspect is that they may lose the sponsorship, commercial gain and popularity.
- The silver medalist still had his or her flag hoisted, even though the anthem wasn't played.
- Since there is only one winner, it is unfair to say that the others are 'losers'.
- It finally depends on the mentality of the athlete and the people's understanding of the Olympic spirit.

French-speaking group 1

Question 1: What actions should be taken in order to reduce the environmental impact of staging the Olympic Games?

The organisation of the Olympic Games requires massive use of resources and energy. The unavoidable effects on the environment can be reduced if we act carefully already from now.

Choice of host cities: The IOC is aware of the importance of environmental issues. Respect for sustainable development is now included in the conditions for the organisation of the Olympic Games. OCOGs are obliged to comply with the criteria set out in their bid (plant stoppages, selective vehicle use, planting of shrubs and trees in Beijing 2008). We believe, however, that criteria relating to sustainable development are not sufficiently taken into consideration when the Games are awarded to candidate cities. How is it possible today to award the Winter Games to regions that will have to extensively feed snow cannons with fresh water, a natural resource that is becoming scarce?

Proposals:

- Choose winter resorts that have sufficient snow for the Winter Games.
- Provide exceptional aid in order to finance part of the investment of cities that have complied with the environmental commitments made during their bid, or have achieved a low carbon emissions record.
- Reward with an “ecology trophy”, every 10 years, the host city with the best environmental performance.

Facilities: The facilities built for the Olympic Games are more and more used after the Games (Olympic villages converted into housing estates). Host cities also opt more and more for provisional installations. However, there are still some infrastructures that are not much used after the Games with high maintenance costs. Moreover, construction of sports venues might lead to the destruction of social or environmental heritage.

Proposals:

- Recycle demolition waste from the sites that will be used to erect sports facilities.
- Renovate and use existing facilities for staging the Olympic Games.
- Build all installations in accordance with the highest environmental standards (solar panels, insulation, re-use of rain water...)

Transport: In order to reduce traffic, Olympic cities are proposing several Olympic villages. New transport modes are being constructed or proposed for the Olym-

pic Games (metro in Athens and Beijing, catamaran links in Sydney...). And even if the mass transit of athletes reduces greenhouse gas emissions, rising numbers of tourists during the Games will certainly increase traffic significantly.

Proposals:

- Build Olympic villages close to the largest number of facilities.
- Opt for electric or hybrid mass transit systems (train, tram, electric buses...) to reduce CO₂ emissions in the atmosphere.
- Compel delegations to use mass transit.
- Propose the use of bicycles to Olympic athletes.

Communication: Encourage the use of electronic means instead of paper. In this way, the public will become more aware of environmental issues through the Games (games and colour codes of the Vancouver 2010 Games website, integrating respect for the environment in educational programmes).

Proposals:

- IOC sponsors who wish to communicate should undertake to broadcast advertising focusing on ecology and add a reference to environmental protection on all advertising material (posters, newsletters ...).
- Digitize all communication and information (digital match score sheets).
- Relay messages on respect for the environment during the opening and closing ceremonies.

Question 2: What should be done to allow the Olympic Games to be held one day in Africa and South America?

The Olympic Games have not yet been celebrated in Africa and South America for various reasons (absence of sufficient funding, excessively high budget for hosting the Games, unstable economic situation, lack of facilities, population sometimes not really involved in Olympism ...).

Proposals:

- Allow a joint bid from cities in several neighbouring countries.
- Formalize a rotation system for staging the Games among continents.

- Provide exceptional financial assistance for the organisation of the Olympic Games and the development of sports in these continents. Look for additional private financial contributions from sponsors or foundations.
- Encourage the organisation of international championships in developing countries so that they can acquire experience.
- Disseminate Olympic culture and its values through education.
- Further peace and institutions development in these countries.
- Bring back the Olympics to human scale.

However, some members of the group felt that it would be indecent to stage the Olympic Games in developing countries that have other priority problems to deal with. It would therefore be advisable to encourage closer contacts between these countries and the IMF, UNESCO and NGOs to ensure their sustainable development.

Question 3: To which aspects should we pay special attention to make sure that there will be no abuses at the Youth Olympic Games?

- No registration of records.
- No ranking of nations (reward national, as well as multinational teams).
- Keep the original sports events to allow young people to develop new skills and strategies or to participate with other nations in a multinational team.
- Maintain educational workshops on Olympic culture and its values.

Proposals:

- Allow young people (young volunteer administrators, students, young coaches, young Olympians, young officials or referees) to speak to the young athletes who have been selected.
- Award fair play or team spirit prizes.
- Provide national educational programmes to raise the awareness of young athletes who may compete in the YOGs of the values of Olympism.
- Develop national Youth Olympic Games by building on the experience of people who have taken part in the YOGs.

- Give nations an opportunity to present their culture during social evenings.

Although it may prove difficult to change the selection procedure, part of the group wished that the young athletes selected should not necessarily be the best in their country and their discipline, but also athletes who are deeply involved in or aware of Olympism.

French-speaking discussion group 2

Question 1: Why are certain sports that intrinsically reflect Olympic values not represented at the Olympic Games? How are sports selected?

During an extraordinary session in Mexico, the IOC decided to curb the Olympic programme's growth by restricting to 28 the number of sports included in the programme

There are 33 criteria for evaluating sports. Only sports that have adopted and apply the World Anti-doping Code may be included or remain on the programme. The Olympic Games, an event of extraordinary impact, recognized throughout the world, should provide an opportunity to participate in sports that respect Olympic values. These include, among others, squash, karate, rugby...

The IOC's Executive Board should carefully consider sports selection criteria thus putting an end to discrimination. Such discrimination does not promote the Olympic spirit and has never represented Pierre de Coubertin's ideas regarding the choice of sports.

There are 7 categories covering the 33 selection criteria and procedures:

- History and tradition
- Universality
- Popularity of a sport
- Image and Environment
- Athletes' protection
- Development

- Costs

The choice of sports and events should rather focus on the evolution of sport. For example, ski is becoming more of a recreational activity competing with the Freestyle (jumps) whilst at the level of recognized competitions the downhill racing remains strong.

Another aspect that needs to be considered is that we should not apply a voting policy for replacing a sport but rather allow the possibility of adding or withdrawing events or sports disciplines while keeping a limit ceiling.

What is important is to envisage the development of the Olympic education programme. Would it be possible for all NOAs to work on an Olympic education programme? The ideal would be to put together a joint international programme in order to develop new sports disciplines.

Why not choose new emerging sports disciplines that promote the Olympic values like for example Flag (a mixed sport that does not involve contact), Ultimate (mixed sport) or the Netball (Australian women's sport) and develop them through the NOAs in order to integrate them at a later stage among Olympic sports?

Question 2: How much can the Olympic Games be developed? Is this a case of gigantism? Haven't they become too big?

Since 1896, the modern Olympic Games have grown: from amateur competitions originally, financial considerations have progressively revolutionized their scale. As a result the landscape of the Games has changed in a paradoxical way.

At first, it was the cities and public authorities that financed the Games' organisation. However, after many cases of huge deficits, private budget funding (sponsors, advertising...) became necessary (the first time was in Los Angeles in 1984). Unfortunately, citizens had to pay for the losses through special taxes that were levied (Montreal needed more than 30 years to pay back its Games organisation costs). Citizens also have to face price inflation during the Olympic period.

There are of course direct investments in the form of sports facilities and, in an indirect way, through improved city planning, public transport networks, ac-

commodation and amenities. Recently, new parameters have emerged, such as environmental awareness (the example of Beijing in 2008). In future, sustainable development should be in the forefront (the example of Vancouver 2010). All this will have an impact on tourism, the creation of many jobs and the socioeconomic and cultural development of a region or a whole country. The Games' organisation should be adapted to the country's size and population. Non-sporting criteria are emerging for the choice of the host city.

This means that emerging countries that need this kind of development most will not be able to benefit from it. In fact, they do not have the financial means or the possibility to organise these Games. Indeed, during the choice of the host city, don't we witness an inequality of opportunities or a form of discrimination (contrary to the Olympic Charter)?

Let us note that the Winter Games remain less important in terms of events and athletes. This can be explained by a number of reasons such as climate differences that do not facilitate participation in these Games. It is regrettable that some countries will not have the chance to organise them, although they are less expensive and require fewer facilities and a more modest budget.

This gigantism leads to ever-growing media coverage. On the one hand, the media cover the Games' sports performances, while feeding on controversies on the other. Despite this, such broader media coverage allows more countries to be reached and also a better promotion of the Paralympic Games. We should not forget that nowadays, media coverage finances, to a large extent, the IOC, the NOCs, as well as all Olympic programmes.

Finally, the important thing is not to increase the scale of the Games or the number of competitors, but rather to offer enhanced equal opportunities to candidate cities. A more equitable distribution in favour of athletes from developing countries should be introduced. As to selection criteria, they are too much focused on elite performances.

Question 3: How will the symbolic handing-over of the Flame from Beijing 2008 to Vancouver 2010 take place?

There will probably be considerable differences between these two celebrations of the Olympic Games, at all levels: population, number of sports and athletes, infrastructure, society, culture, economy..., despite the presence of a large Chinese community in Vancouver. It is interesting to note that Beijing staged games for the country as a whole whilst Vancouver's conception appears to be rather limited to the city or its region (Canada has recently organised the Calgary Games).

Lessons will have to be drawn from the negative experiences encountered in Beijing (media, politics, soaring of real estate prices, socio-cultural problems ...) where the debate left the sports context and Olympic values were challenged. The media will probably be more lenient with Canada.

To conclude, with respect to the Olympic education programme we have noted two different approaches: Beijing was more focused on working directly with the schools, whilst Vancouver will capitalize on the Internet's interactivity.



Commemorative photo of a discussion group.



Presentation of the conclusions in the amphitheatre.

**Closing Ceremony
of the 49th International Session
for Young Participants
ANCIENT OLYMPIA, 22nd JUNE 2009**



Presentation of the participation diplomas by the IOA President Isidoros Kouvelos to the participants of the Session.



ADDRESS
on behalf of the participants of the Session,
by Sasini Naushara SENARATH (SRI)

Good morning to all of you,

On behalf of the participants of this session I am here to deliver a few words to express how we felt during this whole new experience at the International Olympic Academy. If I am to go back to the first day we arrived in Athens, we were warmly welcomed by the IOA team members. Well, at that point of time all we knew was there will be so many participants from different countries and we will spend two weeks together with them. But from the time we got on the bus until we arrived at the hotel, we had already made a few friends. From that point onwards we have been meeting different people from different countries, talking to each other, exchanging gifts and going shopping. But I think that all of you will agree with me that the bonding of the whole group happened once we got to the Academy.

On the day we arrived here at the Academy, we could feel the emotion and the thoughts which were running through our minds. Wow, what a beautiful place and how fortunate are we to be here to learn something special, which has the power to unite the whole world!

The opening ceremony we had at Olympia was very emotional for all of us. Especially when we went to lay the wreaths on the Pierre de Coubertin monument, all of us could feel what a wonderful man he was and the passion he had to unite the world, or rather, to bring peace to the minds of the people. For a moment we felt that we carry a huge responsibility on our shoulders that we need to do something special to make a difference in this world. That is the only way which

we could pay our respect and gratitude for this person who has made it possible for us to have such a wonderful experience here in Greece.

We would like to thank the President Mr. Isidoros Kouvelos, the Director Mr Gangas and the Dean Professor Georgiadis for all your great efforts to bring all of us together and to provide Olympic education to us. We all understand the gravity of the responsibility taken to host this session here and all of us greatly appreciate your untiring efforts. Thank you very much for being our guiding star and taking care of all of us. A special thanks goes out to all our lecturers who provided greater insights into the emerging topics in the sporting arena. The group discussions further enhanced our abilities to coordinate and communicate and most importantly taught us how to pay attention and respect to all members of the group. I need to mention something special about the coordinators as well. You all were great mentors for us; you all gave us direction, created a passion to become one of you and most importantly more than a coordinator you were just like our own brothers and sisters.

I believe everyone at IOA made life easier for all of us during our stay here in Olympia. There was great work done in organising this session. Although we were here for two weeks, we all know everyone here worked months ahead to make this event a great success. And today we are here to acknowledge the successful close of our session and with no doubt I say that we all believe this session was a great success and IOA has created a passionate young set of participants who will definitely bring change in the lives of many other people in every possible way.

Finally I would like to thank all of you who was part of the team in organising this session for making us feel like at home, for giving us greater insights and especially for having us at the International Olympic Academy in Olympia, “which is home away from home for many”.

Thank you very much once again!

ADDRESS
on behalf of the participants of the Session,
by Julien BUHAJEZUK (FRA)

Before I start, I wish to thank a number of people on behalf of all participants before telling you how I have lived this extraordinary experience together with you.

I would like first of all to thank the President of the International Olympic Academy for his presence during the Session and the time he devotes to the promotion of Olympism.

I would also like to thank the Director who, even when he was present, wasn't after all so dangerous.

Thanks also to the lecturers for allowing us to benefit, through their papers, from their knowledge and experience.

Finally, I wish to thank the Dean who was by our side throughout the Session and who contributed to its general atmosphere.

Finally, to round up the thanks and speak concretely about our stay, I want to thank the coordinators and all of you, the participants who have made this moment such a memorable one.

It is indeed true that no one will ever forget this moment and I personally hope that we will also not forget one another.

When I was asked about my expectations during the first working group, I replied, "to learn as much as possible about the others, their culture and their vision of things" and I was not disappointed; I discovered only open-minded men and women, ready to share their treasures - and I am not talking only about the ouzo or the Mexican lottery! I am sure that each of us will go home a more fulfilled human being, richer in friends, culture and Olympic spirit.

For me it was the Olympic spirit that gave life to our stay; it is true that many of us knew Olympism but often in a rather imprecise way, as we focused on its sports dimension. Here we were able to study it in greater depth and share its values during these last two weeks.

Taking part in an aquatic choreography, solidarity on the football field or the emotions we felt during the Arts Happening will remain forever engraved on our memory - and on facebook.

I would also like to tell you how moved I felt to be able to share all your cultures and meet so many people in this impressive and truly fascinating setting. To work in order to enhance universal values on the site of the first Olympic Games and to be able to benefit from this legacy and feel the impact of its history is an opportunity, which we should fully relish.

From the academic perspective, I believe that the lectures and, above all, our working groups helped us to make an investment, an investment that should allow us all to go back to our respective countries and draw on what we have learned in order to share it with others in the field.

I personally had the feeling that the working groups made an excellent choice of topics and talking to different people I realize that this was an impression that many of us share, which means that we have fulfilled our mission.

And to conclude, finally, I wish once more to thank you for the wonderful moments we've spent together and I hope that we will have the opportunity to meet again either as a coordinator or an IOAPA member in order to learn again from one another and share values, sports, games and pins of course.

Thank you again, Mr President, Mr Dean and dear participants and coordinators.

To conclude, a final thanks to Michael [Dominica] for the tie knot!

ADDRESS
on behalf of the coordinators of the Session,
by Max FRANCISCO (BEN)

Ladies and Gentlemen,

Mr President of the International Olympic Academy, Mr Dean of the International Olympic Academy, dear Lecturers, dear participants, dear Internet participants, dear coordinators,

I am particularly pleased to take the floor in order to share with you the concluding remarks of the coordinators' team.

Dear friends, participants of the IOA's 49th Session,

It is true that we have spent wonderful moments together.

From Athens to Olympia going through Delphi, we have tried our very best so that you could keep the loveliest memories from this journey.

When we came to Olympia, we have tried even harder to make sure that your stay would be a memorable one. In a remarkable spirit of solidarity, we have helped some of you, dear participants, to discover the Olympic ideal and others to embrace it by means of discussion workshops, sports and cultural activities.

We hope that our work has met your expectations. If, however, despite our efforts some of you - although I hope that this is not the case - were not fully pleased, allow me to convey to them the collective excuses of the coordinators' team.

This Session that is coming to an end was full of teaching and new ideas that will be taken up I am sure, by the next generations. We have learned a lot about the impact of the Beijing Games, the Master's programme, recently initiated by the

Academy, Olympic education in Canada. New cultural activities have been added to the already rich list of this coming together of world youth.

I hope that we have all enjoyed all these events and that when we return home, each of us, at different levels of commitment, will continue to promote Olympism thus allowing the Olympic flame to remain forever alive.

In conclusion, allow me to express my thanks:

- To you dear participants for making our task easier, for helping us and sharing with us your rich personal experiences. Thank you!
- To you dear Internet participants for being so many to take part in this Session. Thank you!
- To you dear coordinator colleagues and friends for your tireless work that has allowed each one of us to benefit the most from this Session. Thank you!
- To you dear professors for the quality of your lectures. Thank you!
- To the International Academy and all its teams for welcoming us here and allowing us to live this unique for some of us experience. Thank you!
- And to you President, Director and Dean of the International Olympic Academy for having placed your trust in us and been actively involved in the proceedings of these fifteen days through your questions, suggestions and presentations. Thank you!

To you all I say Akpé, Efharisto, Thanks, Merci, on behalf of all the coordinators.
Long live the Olympic Ideal!

ADDRESS
on behalf of the lecturers of the Session,
by Prof. Emilio FERNÁNDEZ PEÑA (ESP)
and Prof. Susan BROWNELL (USA)

Mr Isidoros Kouvelos, President of the International Olympic Academy,
Professor Kostas Georgiadis, Honorary Dean,
Staff of the International Olympic Academy,
Coordinators,
Participants,
Ladies and Gentlemen,
All friends,

On behalf of the lecturers we would like to express our gratitude to the Academy for the opportunity to be here these last days talking about Olympism, sharing personal experiences and learning the true Olympic Spirit through practice. These days have been unforgettable for all us. All of you will have an important place in our hearts even after we have returned to our home countries.

We will start with a brief summary of the lectures:

Mr Conrado Durántez opened the session by explaining the humanism in the thought of Pierre de Coubertin, ‘the greatest unknown person in history, who expresses the drastic, semantic and conceptual contradiction of being both “famous” and unknown.’”

According to Professor Jinxia Dong “if everything goes well the world will witness in the future a modern, strong and open China: The Beijing Games is a harbinger of the future China. (...) How to mesh Chinese custom and Western practice in order to find a place in the world without compromising its indepen-

dence but at the same time being more acceptable to others are some of the challenges”.

On the other hand, educational programmes have played an important role in this Session. Professor Hai REN has pointed out that “Olympic education brought about refreshed vitality to education in China while Beijing’s practice in turn further enriched the Olympic Movement, especially the area of Olympic Education and culture, which is the most valuable legacy of the Beijing Olympic Games”.

As Professor Don Black stated: “The development of the Vancouver 2010 education programme has been driven in real time by the application of three design principles: maximum use of the Internet, partnerships and legacy and user generated content (...) It is an innovative and rich suite of education programmes that are accessible to students and teachers across Canada and around the world”.

From a critical perspective Wolfram Manzenreiter pointed out that “the Olympic universalism is deeply entrenched within Eurocentric appropriations of fundamental human rights and modernisation, it fails to acknowledge alternative conceptions of society, modernity and development.”

Susan Brownell stated that “Because of the Olympics, China’s interaction with the outside world intensified (...). I believe that as we look back at these Games many years from now, we will realize that they were a turning point in China’s peaceful integration into the international community. And hopefully the world will be a better place because of it.”

Finally Emilio Fernández stated that “television offers an incomplete mosaic of a complex reality like the Olympic Games and the Internet with its interactive characteristics will make possible the creation of a most complete vision of this important event. It is not possible to forecast the future of the audiovisual rights and the role of the Internet in this environment”.

In your discussion groups you felt that the Beijing Olympics demonstrated the victory of sport over political conflicts. You discussed that Olympism is a powerful unifying force, a vector of universal values and symbols, a way to learn about other cultures and restore balance in political systems. You also argued that the practice of sport is a human right, and that the purpose of the Olym-

pic Movement is universal participation. We saw in Beijing that a non-Western, developing country organised an Olympics that was more spectacular than any developed country had ever done. These very days, here at the IOA, we could see the Olympic Movement growing outside of the developed West. The country of Bhutan sent representatives to the IOA for the first time, Sangye Zangmo and Ugyen Tshering, and they got onto an airplane for the first time in their lives and flew from Bhutan to Bangkok to Cairo to Athens. A group of African students held three meetings – the final meeting yesterday lasted three hours. They created an initiative called “Olympism for All Africa” and developed an action plan to develop and implement Olympic education programmes in Africa. “Olympism, Mama Africa cries for you.”

China considered these Olympic Games important, so the rest of the world considered this Olympic Games especially important. The world’s attention turned to the Olympic Games more than ever before. Perhaps the greatest legacy of the Beijing Olympics will be the renewed importance that the Olympic Games now have. *What shall we do with it?* Your discussion groups emphasized that Olympism is a process, it is a network of people who share a passion for sports. Remember that you are part of that process and that network. You stated that the Olympic Games provide a platform to make statements to the world, which can provide a role model for youth and encouragement for good. You said that the future of the world depends upon the direction of education. You realized that, through education, “If we can’t bring you to the Olympics, we can bring the Olympics to you.”

What I have said were your own thoughts. What shall you do with the renewed importance that China gave to the Olympics? You should have confidence that you can take what you learned here back to your countries - and what you do there will, in some small way, shape the future of this world that we all share.

Thank you to the IOA for giving us this opportunity.

ADDRESS AND CLOSING
of the works of the Session,
by the President of the International Olympic Academy,
Isidoros KOUVELOS

Dear participants of the 49th International Session, dear coordinators, distinguished lecturers,

Today, after 12 days in Greece and especially in the premises of the International Olympic Academy, our joint journey which started with the opening ceremony at the historical hill of Pnyx in Athens comes to an end. I must admit that I am really moved since for the first time, as the IOA President, I have had the honor to meet with so many young people from all over the world and even become a student myself, living according to the different philosophy of life that this wonderful area of Ancient Olympia offers!

What is so special about having lived here? And what would it mean for our lives if we had never experienced this? The common experience, my dear friends that this Academy offers through its educational and cultural activities, is unique. It is a jewel for our souls and it will be a unique memory for all of us. Having been strangers a few days ago, you have become lifetime friends. Maybe some of you will never come back to Olympia or even to Greece but I believe that you will never forget us.

Olympia is a sentimental place, its landscape and its ideas are important for peace and balance of our soul. Nowadays, even if money and consumerism are the fundamental values of our lives, let us open our hearts and search the joy in simple things as well as in the educational values of the Olympic Movement. The values that you experienced through the scientific works of the Session, but mainly, through its social and sport activities –mutual understanding, respect to

differentiality, tolerance, friendship, game, artistry, education – are, in my opinion, the most precious memory that you will take with you.

We all contributed to the success of this Session. First of all, you; the young people, through your participation and your spirit. Then, ourselves, as management, by offering you education, security, love, and respect. Also, the distinguished professors with their thorough lectures and the coordinators with their responsible presence and guidance. Last but not least, the IOA staff with their daily, diligent work and the manager of the premises with the excellent maintenance of this area. I want to thank you all from the bottom of my heart for supporting and promoting IOA's work.

I have to admit that I feel deeply moved during this closing ceremony for two reasons: Firstly, because your presence here has given me a feeling of warmth, which only the inspired young people can offer to the older ones, secondly, because from tomorrow, you will return to your respected countries and this place will be empty. One thing is certain; we will miss you a lot. We will miss your voices, your glances, the movement all around and the different way of living together.

Nevertheless, I would like to believe that in this common trip, we have achieved our aim. An aim which is no other than self knowledge, the love for the human being and the ambition to promote and support the fundamental values of Olympism, which remain a glowing star for those who wish to be inspired by this philosophy.

Finally, I would like to wish goodbye to you all, hoping that we all remain restless and romantic in other words like a poet says “poor stowaways on the wings of the birds that are falling wounded”. And if you are searching for the spare keys of the happiness, these are found in love and compassion, because they are the arteries which provide our heart with blood.

I wish you all a safe trip back to your countries and please remember that education through sport always bring us together.

I wish you all the best.

ACTIVITIES OF THE INTERNATIONAL OLYMPIC ACADEMY - 2009

MARCH

10-12/3	<i>Visit of officials from the Beijing Academy of Educational Sciences</i>	6 persons
30/3	<i>Official Announcement of the Master's Degree Programme "Olympic Studies, Olympic Education, Organisation and Management of Olympic Events"</i>	

MAY

6-13/5	<i>10th International Session for Directors of National Olympic Academies</i>	109 participants
26/5-1/6	<i>12th International Seminar For Sports Journalists</i>	36 participants

JUNE

10-24/6	<i>49th International Session for Young Participants</i>	204 participants

JULY

1 – 30/7	<i>17th International Seminar on Olympic Studies for Postgraduate Students</i>	50 participants
10 – 17/7	<i>2nd International Session for Olympic Medallists</i>	40 participants

NOVEMBER - DECEMBER

2/10-5/12	<i>1st Semester – Master's Degree Programme "Olympic Studies, Olympic Education, Organisation and Management of Olympic Events" organised by the IOA and the University of Peloponnese</i>	46 participants

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NATIONAL OLYMPIC COMMITTEES - ABBREVIATIONS

AFRICA

		Ghana	GHA
		Guinea	GUI
Algeria	ALG	Guinea-Bissau	GBS
Angola	ANG	Kenya	KEN
Benin	BEN	Lesotho	LES
Botswana	BOT	Liberia	LBR
Burkina Faso	BUR	Libyan Arab Jamahiriya	LBA
Burundi	BDI	Madagascar	MAD
Cameroon	CMR	Malawi	MAW
Cape Verde	CPV	Mali	MLI
Central African Republic	CAF	Mauritania	MTN
Chad	CHA	Mauritius	MRI
Comoros	COM	Morocco	MAR
Congo	CGO	Mozambique	MOZ
Democratic Republic of the Congo	COD	Namibia	NAM
Côte d'Ivoire	CIV	Niger	NIG
Djibouti	DJI	Nigeria	NGR
Egypt	EGY	Rwanda	RWA
Equatorial Guinea	GEQ	Sao Tome and Principe	STP
Eritrea	ERI	Senegal	SEN
Ethiopia	ETH	Seychelles	SEY
Gabon	GAB	Sierra Leone	SLE
Gambia	GAM	Somalia	SOM

South Africa	RSA	El Salvador	ESA
Sudan	SUD	Grenada	GRN
Swaziland	SWA	Guatemala	GUA
United Republic of Tanzania	TAN	Guyana	GUY
Togo	TOG	Haiti	HAI
Tunisia	TUN	Honduras	HON
Uganda	UGA	Jamaica	JAM
Zambia	ZAM	Mexico	MEX
Zimbabwe	ZIM	Nicaragua	NCA
		Panama	PAN
		Paraguay	PAR
		Peru	PER
		Puerto Rico	PUR
		Saint Kitts and Nevis	SKN
		Saint Lucia	LCA
		Saint Vincent & the Grenadines	VIN
		Suriname	SUR
		Trinidad & Tobago	TRI
		United States of America	U.S.A.
		Uruguay	URU
		Venezuela	VEN
		Virgin Islands	ISV
		British Virgin Islands	IVB
		ASIA	
		Bahrain	BRN
		Bangladesh	BAN
		Bhutan	BHU
		Brunei Darussalam	BRU
		Cambodia	CAM
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		
Costa Rica	CRC		
Cuba	CUB		
Dominica	DMA		
Dominican Republic	DOM		
Ecuador	ECU		

NATIONAL OLYMPIC COMMITTEES - ABBREVIATIONS

People's Republic of China	CHN	Thailand	THA
Hong-Kong, China	HKG	Turkmenistan	TKM
India	IND	United Arab Emirates	UAE
Indonesia	INA	Uzbekistan	UZB
Islamic Republic of Iran	IRI	Vietnam	VIE
Iraq	IRQ	Yemen	YEM
Japan	JPN		
Jordan	JOR		
Kazakhstan	KAZ	EUROPE	
Korea	KOR	Albania	ALB
Dem. People's Republic of Korea	PRK	Andorra	AND
Kuwait	KUW	Armenia	ARM
Kyrgyzstan	KGZ	Austria	AUT
Lao People's Democratic Republic	LAO	Azerbaijan	AZE
Lebanon	LIB	Belarus	BLR
Malaysia	MAS	Belgium	BEL
Maldives	MDV	Bosnia and Herzegovina	BIH
Mongolia	MGL	Bulgaria	BUL
Myanmar	MYA	Croatia	CRO
Nepal	NEP	Cyprus	CYP
Oman	OMA	Czech Republic	CZE
Pakistan	PAK	Denmark	DEN
Palestine	PLE	Estonia	EST
Philippines	PHI	Finland	FIN
Qatar	QAT	France	FRA
Saudi Arabia	KSA	F.Y.R.O.M.	MKD
Singapore	SIN	Georgia	GEO
Sri Lanka	SRI	Germany	GER
Syrian Arab Republic	SYR	Great Britain	GBR
Chinese Taipei	TPE	Greece	GRE
Tajikistan	TJK	Hungary	HUN

Iceland	ISL	Sweden	SWE
Ireland	IRL	Switzerland	SUI
Israel	ISR	Turkey	TUR
Italy	ITA	Ukraine	UKR
Latvia	LAT		
Liechtenstein	LIE		
Lithuania	LTU	OCEANIA	
Luxembourg	LUX		
Malta	MLT	Australia	AUS
Republic of Moldova	MDA	Cook Islands	COK
Monaco	MON	Federated States of Micronesia	FSM
Republic of Montenegro	MNE	Fiji	FIJ
Netherlands	NED	Guam	GUM
Norway	NOR	Nauru	NRU
Poland	POL	New Zealand	NZL
Portugal	POR	Palau	PLW
Romania	ROM	Papua New Guinea	PNG
Russian Federation	RUS	Solomon Islands	SOL
San Marino	SMR	American Samoa	ASA
Republic of Serbia	SRB	Samoa	SAM
Slovakia	SVK	Tonga	TGA
Slovenia	SLO	Vanuatu	VAN
Spain	ESP		

