

INTERNATIONAL OLYMPIC ACADEMY

51st INTERNATIONAL SESSION FOR YOUNG PARTICIPANTS

25 JUNE – 9 JULY 2011

PROCEEDINGS



ANCIENT OLYMPIA



Commemorative seal of the Session

Published by the International Olympic Academy
and the International Olympic Committee

2012

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Photographs

IOA Photographic archives

ISBN: 978-960-9454-13-1

Published by: **EPTALOFOS S.A.**

 12-16 Ardittou Str., 116 36 Athens, Greece
Tel.: (0030) 210.921.7513, 210.921.4820 • Fax: 210.923.7033
www.eptalofos.gr • e-mail: info@eptalofos.gr

INTERNATIONAL OLYMPIC ACADEMY

51st INTERNATIONAL SESSION
FOR YOUNG PARTICIPANTS

SPECIAL SUBJECT:
*INTERNATIONAL OLYMPIC ACADEMY:
50 YEARS OF OLYMPIC EDUCATION*

ANCIENT OLYMPIA

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*«I would like to congratulate the IOA
for the educational work it has performed for the last 50 years.
May I pay tribute here to all the IOA presidents,
including several IOC members, as well as to the members
of the Ephoria, teachers and lecturers who have followed
in each others' footsteps to disseminate the educational values
of sport, with determination and perseverance».*

Quotation from the address of the IOC President

Dr Jacques ROGGE

at the Opening Ceremony of the 51st International Session
for Young Participants of the International Olympic Academy

Hill of the Pnyx, 26th June 2011

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FOREWORD

On 16 June 2011, the International Olympic Academy celebrated 50 years of outstanding operation and contribution to the Olympic Movement. The educational ideas of the two men, Pierre de Coubertin and Ioannis Chrysafis, who had the inspired idea of creating the Academy, were fulfilled by its pioneers John Ketseas, Carl Diem, Otto Szymiczek, Cleanthis Palaeologos, Nicolaos Nisiotis, Nicolaos Gialouris a few decades later. Distinguished foreign scientists and IOC Presidents Avery Brundage, Lord Killanin, Juan Antonio Samaranch and Jacques Rogge also gave their support to its work.

The fact that participants lived right next to the important archaeological site (originally in tents 1961-1967), added magic to the Academy's Sessions. Gradually a complex of buildings and sports facilities was constructed that blended harmoniously with the natural landscape of Olympia, a few hundred meters away from the archaeological site and the ancient stadium of Olympia. In the space between the ancient stadium and the facilities of the International Olympic Academy, the stele of Pierre de Coubertin was erected as a symbol of the legacy and all human mission of the Olympic ideal.

The educational and life experiences of the participants during its 50 years of activity were sources of inspiration and creation for Olympism and the Olympic Movement. The intense educational and cultural experiences, the vivid memory of young people from all over the world living together and getting to know the principles of Olympism leave an indelible mark on their future life and as a result many students have played a leading role in their countries for the creation of National Olympic Academies and Centres for Olympic Studies.

All these years, the support of the Hellenic Olympic Committee and its managing bodies who participated as members in the Ephoria of the IOA was extremely valuable.

Since 1961, starting with the Session for Young Participants, the IOA has made a major contribution to Olympic education by organising the following Sessions:

- 51 International Sessions for Young Participants (1961-2011)
- 9 International Sessions for Educators of Higher Physical Education Institutes (1978-1991)
- 3 International Sessions for Directors and Officials of Higher Physical Education Institutes (1986-1990)
- 9 International Joint Sessions for Educators and Officials of Higher Physical Education Institutes (1993-2011)
- 8 International Sessions for Members and Officials of National Olympic Committees and International Federations (1978-1991)
- 11 International Sessions for Directors of National Olympic Academies (1986-2011)
- 10 International Joint Sessions for Directors of National Olympic Academies, Members and Officials of National Olympic Committees and International Federations (1992-2010)
- 18 International Post-graduate Seminars of Olympic Studies (1993-2011)
- 12 International Seminars for Sports Journalists (1986-2009)
- 3 International Sessions for Olympic Medallists (2007-2011)
- 3 International Master's degree Programmes on "Olympic Studies, Olympic education, Organisation and Management of Olympic Events" (2009-2012).

The idea and concept of Olympic education were created by the International Olympic Academy. They were the result of collective effort, dialogue, the exchange of ideas and the principles of equality, egalitarianism, freedom of opinion and expression that govern the Sessions' work. These are the principles that guide its educational activities in the painting, dance, sculpture, poetry and pho-

tography workshops. Furthermore, sport remains, through time, the main pillar of its educational process.

During the 50 years of the IOA's operation, the International Olympic Committee was a staunch supporter of its work. The Ephoria of the IOA wishing to express its gratitude awarded to the International Olympic Committee in the person of its President Jacques Rogge, an honorary distinction for the IOC's continuous support to the work of the IOA during the ceremony on the Hill of the Pnyx, on 26 June 2011. The Ephoria also decided to confer to Dr. Jacques Rogge the title of Honorary President for Life of the International Olympic Academy.

The Hellenic Olympic Committee (originally Hellenic Committee of the Olympic Games) was the main contributor of the Greek State to the IOA's operation. The Ephoria of the IOA awarded to the Hellenic Olympic Committee and, in particular, to its President Spyros Capralos, an honorary distinction for their continuous material and moral support to its work.

For his steadfast support for many years to the work of the International Olympic Academy, from all the positions he held within the Olympic family, the Ephoria of the IOA awarded to IOC member Lambis Nikolaou an honorary distinction in recognition of his contribution to the Academy's development.

Former Greek Prime Minister Constantinos Mitsotakis and many other luminaries honored with their presence the opening ceremony of the Session's proceedings on the Pnyx.

The National Orchestra of Greek Music under the direction of renowned composer Stavros Xarchakos with singer Elli Paspala and the choir of the Commercial Bank of Greece added a special note to the festivities for the IOA's silver jubilee.

The special theme of the Session was "International Olympic Academy: Fifty years of Olympic education". Distinguished lecturers developed topics related to the role of Olympic education, Pierre de Coubertin's vision, the contribution of the pioneers of the IOA, Olympism as a social medium and the role of the UN and NOCs for the propagation of its principles. The 15 lectures of the programme were completed by four remarkable short papers from athletes who participated in the Olympic Games.

The Session's report also includes the presentations of the coordinators of the poetry, literature, fine arts, dance workshops and social evenings and live Internet broadcasts of the Session's work, which enriched its educational activities.

170 participants (87 men, 83 women) and 19 coordinators attended the Session; the coordinators cooperated harmoniously for the coordination of the 12 discussion groups (1 French-speaking, 11 English-speaking) which presented their high level conclusions during the Session's closing ceremony.

With the support of its staff, the Ephoria, the HOC and the IOC, the International Olympic Academy fulfills, for the 50th consecutive year, the Olympic Movement's expectations for a better society. It will pursue its tireless efforts with the same enthusiasm in the future.

Prof. Konstantinos GEORGIADIS

Honorary Dean of the IOA

**Opening Ceremony
of the 51st International Session
for Young Participants
HILL OF THE PNYX, 26th June 2011**



Opening ceremony of the 51st Session on the hill of Phyx.



Guests and participants during the opening ceremony of the Session.

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

Mr President of the International Olympic Committee,
Dear Participants,

On behalf of the Ephoria of the International Olympic Academy I warmly welcome you to the opening ceremony of the 51st International Session for Young Participants in the sacred site of the Hill of Pnyx, the symbol of Democracy and also the symbol of Olympism. Throughout these fifty years, this ceremony has been a starting point for thousands of young people from all over the world, who had their first date with the history of the modern Olympic Movement. This year's opening ceremony of the International Session for Young Participants is very special because, in addition to its established symbolisms, it is also a celebration of the Academy's 50th anniversary.

This anniversary operates, on the one hand, as a lever for enhancing the Academy's work during these 50 years and, on the other hand, it is an opportunity to revive the feelings and expectations it has generated in the heart of all those who participated in its Sessions all these years. It is, in fact, a history lesson for all the official guests, the friends and the participants of the Academy among whom I want to particularly thank the President of the International Olympic Committee, Dr Jacques Rogge, who honors us with his presence here today, thus confirming the continuous support offered to the Academy by the IOC, under the auspices of which it is operating all these years. I would also like to thank the Hellenic Olympic Committee and its President, Mr Spyros Capralos, as well as



The opening ceremony of the Session was organized on the hill of the Pnyx, exactly

the IOC Member in Greece, Mr Lambis Nikolaou, for their support throughout all these years to the work and the aims of the IOA. It is for their contribution that we honor them today. I also wish to thank for their presence all the members of the political and sports leadership of the country, the members of the academic community and all the friends of the Academy who, by being present here today, give their support to its work for the promotion of the educational values of Sport and Olympism.

The difficult days that all of us are experiencing in Greece during this period, because of the terrible economic situation, have naturally affected the function of the IOA. However, thanks to the support of the International Olympic Committee we have managed to overcome the operational dead ends and organise the Sessions of 2011 without any serious problems. In parallel to the ongoing support of the John Latsis Foundation, we have successfully completed the second year of the Master's Degree Programme in Olympic studies and we are looking forward to the start of the third study series next September. The continuation of this postgraduate programme generates broader expectations about the Academy's



at the same point where the assembly of the city was taking place in ancient Athens.

future as an established research center for young people from the whole world, on the core subject of Olympism and the Olympic values depending on the new conditions and adapted to each specific culture. The Master's Degree Programme represents a very important educational innovation of the Academy and our goal is to continue its implementation with the same success in the future.

Dear friends, I will not hide the fact that I am moved, as I stand on the podium from which distinguished members of the International Olympic Academy and the International Olympic Movement have spoken, who have laid the foundations of this institution that occupies today a privileged position in the educational and cultural dimension of the Olympic Movement worldwide. I also feel some bitterness, however, because this institution, which is so important at international level, has not yet been able to find a place in the heart and the mind of my fellow citizens! The Academy's contribution at the international level is not yet known to the wider Greek public, not even to the political authorities of our country who should feel proud that such an institution has its seat in Greece, an institution that is not simply the bearer of Olympic messages but a unique



Students of the Master's Degree Programme organised by the University of Peloponnese and the IOA, are reciting a poem in Greek.

instrument for promoting the image of Greece. In this respect, I also have a deep sense of responsibility and concern about the Academy's future course after the new social and economic conditions that are taking shape in Greece and in the world, in general.

Fifty years of the Academy's ongoing activity has ended today and tomorrow a new era begins for this institution with the aim of enhancing its role in the Olympic Movement. Our vision for this new era of the Academy is far reaching and covers a wide range of actions. Our ambition is to make the IOA a permanent research laboratory on the problems which the implementation of Olympic education, in every corner of the world, faces today and to contribute through specific studies to its sustainability and effectiveness. In this way, this cultural institution will have fulfilled its mission as it was conceived by its founders, thus, strengthening the progress of the Olympic Movement.

Ladies and Gentlemen, the International Olympic Academy needs the sup-

port and love of us all in order to continue to exist and broaden its future objectives. The Academy represents a haven of humaneness and hope for tomorrow's youth who should not lose their faith in the values and ideals of Olympism and Humanism. The International Olympic Academy cultivates cooperation, solidarity, understanding and friendship through the acceptance of common values that are none other than the Olympic values. The Young Participants who are here with us today will travel to the Academy's facilities in Ancient Olympia in two days for the proceedings of this year's Session whose special theme will be "50 years of Olympic education". For them, this will be a unique opportunity to get to know the place where the Olympic Games were born and enjoy the rare possibility of living together with young people from all over the world in a magic setting; this experience along with the educational process they will share might be a small intellectual Odyssey for them but it will be compensated by the journey into knowledge, history and self-awareness.

Dear friends, I welcome you to Athens and Greece and hope that you will have a pleasant and creative stay in Ancient Olympia.

The great Nikos Kazantzakis described, in a very eloquent way, the significance of the site of Ancient Olympia:

"A sacred landscape, nobility, calm reflection. A happy valley between low, tranquil mountains, protected by the wild Northern wind and the hot Southern wind, open only in the West towards the sea from where, along the Alpheios river, the wet sea wind rushes in. There is no landscape more sublime in Greece that calls us so sweetly and persistently to peace and reconciliation".

Ending, I want to wish you personally to always keep alive the innocence of your soul and remain militants and ideologists for a better and peaceful society.

Thank you very much.

HONORARY DISTINCTION to the International Olympic Committee

The International Olympic Academy is celebrating the 50th anniversary of its foundation and looks with optimism to the new era that begins with today's commemoration during the 51st International Session for Young Participants.

Since the period when the German philhellene Carl Diem and the Greek IOC member at the time, John Ketseas, accomplished the vision of Baron Pierre de Coubertin who wanted to create "a cultural and educational center for the protection and propagation of the Olympic idea", the IOA has gone through many phases as regards its composition and operation before reaching its present form.

In the course of these 50 years, the International Olympic Committee was always at the IOA's side, supporting and highlighting its work, a solid Olympic pillar for the dissemination of the Olympic values, making Coubertin's vision a reality.

The Ephoria of the IOA, at its meeting of 16 February 2011, decided to award an Honorary Distinction to the International Olympic Committee and, in particular, to its President Dr Jacques Rogge, a staunch supporter of the Olympic Movement, in order to express in this way its gratitude for the lasting support to its work.

The Ephoria also decided to confer to President Rogge the title of Honorary President for life of the International Olympic Academy.

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

Dear Friends,

Dear Young Participants,

It is always a great pleasure for me to be with you on the Pnyx hill, which represents so much both for Greece and for Olympism.

And especially so this year, as we are celebrating 50 years of Olympic education by the International Olympic Academy.

There is no need for me to remind you here that this area of Olympic education, which you will explore over the days to come, is of particular, heartfelt interest to the IOC.

It is an area in which the active collaboration of you all plays an essential role, if we wish to pursue the main aim of the Olympic Movement: to promote, cultivate and disseminate the Olympic spirit and ideal among the young generations.

This was already one of the main concerns of our founder, Pierre de Coubertin, more than 100 years ago.

For the last half-century, the IOA has tirelessly sought to reach this goal.

Thanks to the IOA, thousands of young people from throughout the world have been able to learn about the history, increase their knowledge, and discover or learn more of the philosophical, educational, ethical and social aspects of sport and Olympism in general.

With the main objective being that some of them play an active role in our Olympic family.



Awarding of an honorary distinction to the International Olympic Committee and in particular to its President, Dr Jacques Rogge by the IOA President Isidoros Kouvelos on the occasion of the IOA's 50th anniversary.

Young participants in the 51st session, today it is your turn to join this group.

Because the IOC was founded on the conviction that sport is more than just pleasure and a game.

Through sport, we can teach young people a set of traditional and human values, which are very important, not only for building their characters, but also for educating the communities in which they live.

I would like to congratulate the IOA once again for the educational work it has performed for the last 50 years.

May I pay tribute here to all the IOA presidents, including several IOC members, as well as to the members of the Ephoria, teachers and lecturers who have followed in each others' footsteps to disseminate the educational values of sport, with determination and perseverance.

They all greatly deserve our recognition.

To all of you, young participants, I am convinced that you will further increase your understanding of the importance of Olympism for sport and society.

May your participation in the 51st IOA Session be a further step towards your commitment to being an ambassador of the Olympic Movement and its values.

My best wishes for this session! Enjoy your stay in Olympia!



The IOC President, Dr Jacques Rogge, honours the IOA President, Isidoros Kouvelos, on the occasion of the IOA's 50th anniversary.

HONORARY DISTINCTION to the Hellenic Olympic Committee

Since its inception, in 1961, the International Olympic Academy has based its operation exclusively on the second Olympic pillar, the Hellenic Olympic Committee. Until today, although it has acquired the status of an independent legal entity, the IOA remains an essential part of the HOC whose Plenum elects every four years the IOA's Ephoria, i.e. its administration structure.

From an historic perspective, the greatest contribution to the Academy's work has been the free use of its facilities in Ancient Olympia and the ongoing renovation and extension of the guests' accommodation quarters, which has allowed the Academy to continue its valuable work of propagating the Olympic values and promoting Olympic education for fifty years now.

Until 2001, the HOC was the Academy's most important financial sponsor before it became independent and started to rely on the Greek state's annual grant and the IOC's occasional contributions.

The 50-year history of the Academy's operation has shown that thanks to the Hellenic Olympic Committee and its competent officials who have given their full support to the objectives of this international cultural and educational institution, the dissemination of the Olympic values has become easier and more constructive.

The Ephoria of the IOA, at its meeting of 16 February 2011, decided to award to the Hellenic Olympic Committee and, in particular, to its President Spyros Capralos, a distinguished personality of Greek sport, an Honorary Distinction for their ongoing support to its work and objectives.

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

Dear President of the International Olympic Committee,
Dear President of the International Olympic Academy,
Dear friends,

On behalf of the Hellenic Olympic Committee, I wish to thank the IOA for recognizing on the occasion of this anniversary the contribution of the HOC to its work.

Fifty summers ago, a cultural institution with an international presence and scope, which had the privilege of being the first educational Olympic centre was established with the main object of studying, propagating and applying the principles of Olympism and Sport all over the world.

In 1949, when the International Olympic Committee unanimously approved the creation of the International Olympic Academy in Ancient Olympia, it also decided to place it under the supervision of the Hellenic Olympic Committee and entrusted us with its organisation and administration.

During these fifty years, the Hellenic Olympic Committee was the IOA's fellow traveler, supporting all its efforts and offering in every way and at all times its full support to it.

The ideals of peace and fair play were born in the sacred land of Olympia, timeless ideals which represent even today mankind's greatest need. These ideals underpin the International Olympic Academy's mission as the world academic center for the development and dissemination of Olympic education.



The IOA President, Isidoros Kouvelos, is awarding an honorary distinction to the Hellenic Olympic Committee and in particular to its President, Spyros Capralos, on the occasion of the IOA's 50th anniversary.

This is the place where you will be staying for two weeks and where you will be invited to present your ideas and proposals on the way in which the Olympic Movement can contribute to the efforts for social normalization and world peace.

In conclusion, I want to wish from my heart the best success to the Session's proceedings and I invite all the people of the Academy to continue, in the future, their outstanding work with the same incomparable passion.

Dear Young Participants, I wish you my very best for the works of your Session!

Happy birthday IOA!

HONORARY DISTINCTION

to Dr Lambis NIKOLAOU

Lambis Nikolaou was born in Athens and studied civil engineering at the Technical University of Munich. He was awarded a doctorate honoris causa in Sports Sciences by the University of Mainz, Germany and in Humanitarian Sciences by the ARCADIA University of Philadelphia, USA.

In the field of sport he became a member of the International Olympic Committee in 1986 and a member of its Executive Board in 2001. In 2005, he was elected Vice-President and in 2009 1st Vice-President of the IOC.

He was a member of the IOC's Commission for Culture and Olympic Education from 1988 to 2009 and its President from 2010 to this day, a member of the IOC's Marketing Commission from 1955 until today, as well as a member of the Nominations Commission since 2010. In 1989-1993 and then from 1997 to 2009, he was elected member of the Executive Commission of the European Olympic Committees.

In Greece, Lambis Nikolaou was elected President of the Hellenic Olympic Committee during 1985-1993 and 1997-2004 and a member of its Executive Board from 1985 until today. He was appointed Vice-President of the Organising Committee of the Olympic Games ATHENS 2004 and participates as a member in the activities of the National Gymnastics Association and other Greek sports associations.

He was awarded the title of Archon Eftaxios of the Holy Church of Christ by the Ecumenical Patriarch Bartholomew of Constantinople and was decorated with the Gold Cross of the Order of Honor by the President of the Hellenic Re-



The IOC Member and President of the IOC Commission for Culture and Olympic Education, Dr Lambis Nikolaou, is receiving an honorary distinction by the IOA President Isidoros Kouvelos, on the occasion of the IOA's 50th anniversary.

public. He was also given the title of Honorary Commander of the Italian Republic and has been honored with the Gold Medal of Merit of the City of Athens.

Since his first election as the President of the Hellenic Olympic Committee, Lambis Nikolaou has given his full support to the IOA and to the Ephoria of which he is an ex officio member since 1989, which culminated in the construction of a modern Conference Center in the HOC's facilities in Ancient Olympia that hosts all the International Sessions of the IOA.

The Ephoria of the IOA, at its meeting of 16 February 2011, decided to award an Honorary Distinction to Lambis Nikolaou for his support to the IOA's work, in all its fields of activity, from all the positions he held within the Olympic family all these years.

ADDRESS
by the President of the IOC Commission for Culture
and Olympic Education,
Dr Lambis NIKOLAOU

I am particularly pleased and happy to be with you here today for the celebration of the 50th anniversary of the International Olympic Academy.

Since its foundation, in 1961, the International Olympic Academy has been one of the most important organisations, with a leading role and significant contribution in the field of Olympic education.



The hundreds of thousands of athletes, educators, officials and young people, who attended the different sessions of the IOA and then became the best ambassadors of Olympism, are the best proof of the IOA's contribution to education and its efforts to build a better world based on Olympic ideals.

As the President of the International Olympic Committee's Commission for Culture and Olympic education, I cannot but refer with respect and appreciation to the IOA's work.

I have been following the IOA's progress for many years as a member of the Ephoria and as the President of the Hellenic Olympic Committee and within my remit I believe that I have contributed to its evolution as a leading centre of Culture and Education.

It is with a joyful disposition that I accept the prize you have awarded me this evening and I am happy and honoured to be part of the IOA's historic progress.

I wish that the IOA may pursue its work, unhindered and more creatively in the years to come and continue to create armies of disinterested pioneers, inspired by the Olympic values, which they shall disseminate throughout the world.



Commemorative photo with Acropolis in the background.



The Olympic Medallists, who participated in the 3rd International Session for Olympic Medallists, were present at the opening ceremony of the 51st Session for Young Participants.



In the framework of the celebration of the IOA's 50th anniversary the composer Stavros Xarhakos directed the Greek Music State Orchestra and Elli Paspala interpreted pieces of great Greek composers.

**Opening Ceremony
of the 51st International Session
for Young Participants**

ANCIENT OLYMPIA, 28th June 2011



Commemorative photo.

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

Dear Young Participants of the 51st Session,

I welcome you again to the International Olympic Academy in Olympia and wish you a creative and pleasant stay here. I believe that for all of us it is a nice challenge to spend 12 days together in a place with such a significant historical legacy and a wonderful natural environment, strangers at first but friends forever at the end of the Session. I believe that we are lucky to be so close to the ancient cradle of the Olympic Games, whilst living as modern people in the present, literally playing with the time machine and acquiring a unique experience, which only archaeological sites of major historical significance can offer to the people who come in contact with them.

The International Olympic Academy, the first educational International Olympic Center whose objective is to study and apply the pedagogical principles of Sport and Olympism, incorporates in its identity aspects of antiquity and contributes to the promotion of the ancient history of the Games because it believes that by learning about the past we can build a better future. At the same time, however, it offers a contemporary approach based on the revived history of the Olympic Movement. A Movement of which the Academy is an organic part as its work is based on the Movement's broader philosophy. The role of the Academy within the modern Olympic Movement is decisive with a worldwide impact. Its activities focus, essentially, on culture and education and the propagation of these values among the young participants it welcomes every year in its facilities.

At the beginning of the 21st century, as a result of globalization, we are all con-



The IOA Honorary Dean Konstantinos Georgiadis is referring to the history of the stele of Pierre de Coubertin.



Coordinators are reading extracts from the work of Pierre de Coubertin.

cerned about the attainment of the IOA's objectives, as the demands and the challenges of our times are many. Deeply rooted in the past but also looking at the future, the Academy's aim is to expand its activities at international level, taking into account social, economic, political and cultural aspects worldwide. In order to fulfill the wider educational and scientific role it is claiming the Academy has established an



Laying of wreath at the stele of Pierre de Coubertin by Professors Norbert Müller and Maria Bulatova (on the left) and the IOA President Isidoros Kouvelos (on the right).

international Master's degree programme for the development of academic research. Today, after two successful years, this programme operates as an open university for the ongoing training of all Olympic education institutions in Greece and abroad.

Dear friends, the goal of the pioneers of the International Olympic Academy was to reach out to world youth through education, research and the propagation of the Olympic ideals. Our duty and our vision is to work in this direction, by educating more and more ambassadors of these ideals and of the civilization of ancient Greece, thus contributing to the creation of a healthier global cultural environment. As for you, your duty will be to contribute, through your opinions, to



*Laying of wreath at the monument
of John Ketseas and Carl Diem
by Helen Brownlee, Jürgen Buschmann
and Kevin Whitney, lecturers
of the Session.*

the improvement of the conditions and content of education. It will be interesting for us to study the views of the young people who attend this Session on the content and the impact of Olympic education on them. This is what we expect from you this year, hoping that you will show us new paths of reflection and research. The Academy was, is and will remain the vibrant expression of the Olympic ideas and values and the most attractive and hospitable place in the world for all the young people who visit it. Do not, forget, however, that this is a concern that we all share. The future of the Academy is in your hands. You are the Academy's future.

I do not want to tire you further. I wish you a pleasant stay and a constructive participation in all the activities of the Session and I will be

here to share every moment with you all these days. Above anything else, I wish that you may remain dedicated to high ideals in your life and realize that we are all jointly responsible in our efforts to change the world. And do not forget that the "people who move forward in this world are those who will stand up and look for the conditions they want and who, if they do not find them, will create them themselves" as the great writer Bernard Shaw so aptly put it.

Thank you for your attention.

ADDRESS
by the Deputy Commissioner of Eleia,
Haralambos KAFYRAS

Mr President of the International Olympic Academy,

Distinguished guests, Lecturers and Young Participants of the 51st International Session of the International Olympic Academy,

On behalf of the people of Eleia I wish to welcome you all to this sacred place where the sporting ideal united the Ancient Greeks during their competitions for fair play, peace and civilization.

Eleia, the place where the Olympic Games were organised for 1200 years, was hit three years ago, as you know, by a huge disaster. The Olympic site that “gave birth” to Olympia and its values was devastated by the fire of 27 August 2007. Today, however, thanks to the mental stamina of the people of Eleia, the full support of the Greek state and the international Olympic community, the Olympic landscape is being recreated and will continue to hold its irresistible attraction on the visitors-pilgrims to the cradle of the Olympic Games.

Dear participants,

I welcome you to this ideal place where you will obtain all the necessary resources for initiating your wonderful action so that the Olympic Movement can continue to play its pacifying role in these critical times. More than ever before, our society needs hope and ideals and Olympia should continue to be a point of reference for these great human values.

I believe that this meeting takes place at a highly critical moment for the Olympic Movement. The value crisis at world level is generating a form of in-



Young Participants in front of the temple of Zeus.

dividualism that needs to be overcome and sport is called upon to play its unifying role. Let us hope that in the end all people will think about their responsibilities and that the god of light Apollo will prevail over Ares, the god of war, as has always been the case in Olympia.

Young Participants of the 51st International Session,

The Olympic Movement is basically an educational movement and the International Olympic Academy has played a major role in it. On the occasion of its 50th anniversary, I want to congratulate, Mr President, you personally and all the people who have contributed through their efforts to its success. I also want to assure you of the support of the region of Western Greece so that you may continue your valuable and multifaceted work with the same success in the future.

I wish you a pleasant stay in our Land.



Commemorative photo at the stele of Pierre de Coubertin.



Young participants in front of Erechtheion.

ADDRESS
by the Mayor of Ancient Olympia,
Efthymios KOTZIAS

Mr President of the International Olympic Academy,
Distinguished Guests, Lecturers and Young Participants of the 51st session,

On behalf of the people of Ancient Olympia, I welcome you all to this sacred place to which both the ancient and modern history of the Olympic Games have entrusted their noble memories.

We are gathered here, just 300 meters away from the ancient stadium where the Olympic Games were staged for 1200 years and from the temple of Hera where the Olympic flame is lit, since 1936, for the modern Olympic Games.

Your presence here in the magnificent facilities of the International Olympic Academy, the Global Cultural Centre of Olympism, which celebrates its 50th anniversary, reflects the debt that we all have, in addition to the educational goal, to the monuments of Olympia, which represent the world's cultural heritage, since this was the place where 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 both in ancient and in our modern times. This is why I believe that your presence here today is the most important starting point of the beautiful adventure you have chosen to live within the Olympic Movement.

Dear friends,

The Olympic Games are unique and should remain so. For this reason, the protection of the Games and, above all, of their symbols is of vital importance

for their prestige as the most important sports event, the world's greatest festival in modern times. We believe that in order to achieve its objectives within different cultures and social systems, the Olympic Movement has to keep its unity, its autonomy and, above all, its worldwide recognition. Olympia should remain its point of reference and the Olympic flame its sacred symbol.

Young participants of the 51st International Session,

Olympism as we know is essentially an educational movement that focuses on you, the young people of the world and the International Olympic Academy has every reason as it celebrates its 50th anniversary to feel particularly proud for



From the participants' guided visit at the archaeological site of Delphi.



From the participants' guided visit at the archaeological site of Ancient Olympia.



Young participants in front of the Parthenon during their guided visit at the Acropolis.

its essential contribution to Olympic education. Its primary objective should now be to enhance its operation in order to play its important role under the best possible conditions. And for this, we shall support all the efforts of its President.

Dear friends,

During the following days, your excellent teachers will provide you with the necessary knowledge that will allow you to take on the difficult task of promoting the Olympic ideal. Above all, however, you will draw strength from the land of Olympia, which will accompany all your efforts so that you too can help the Olympic Movement achieve its peaceful purpose among the people and, in particular, among the youth of the world.

I wish you a pleasant stay in Olympia and every success to the work of your Session.



*At the ancient
stadium.*





**Works
of the 51st 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.

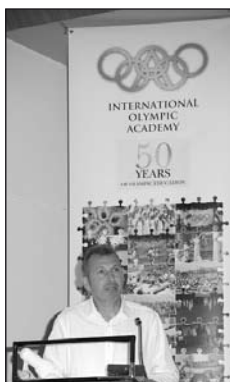


From the works of the Session in the lecture hall. On the panel from left to right: the lecturer Dr Ursula Plassnik, the IOA Director Dionyssis Gangas, the IOA President Isidoros Kouvelos and the IOA Honorary Dean Konstantinos Georgiadis.



Lecture by the IOA Honorary Dean, Prof. Konstantinos Georgiadis.

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



Prof. Konstantinos GEORGIADIS (GRE)

IOA Honorary Dean

Vice-Rector of the University of Peloponnese

The Department of Sports Organisation and Management of the Faculty of Human Movement and Quality of Life Sciences of the University of Peloponnese in collaboration with the International Olympic Academy organised for the first time during the Academic year of 2009-2010 a Programme of Postgraduate Studies with the title “*Olympic studies, Olympic Education, Organisation and Management of Olympic Events*”. The Master’s Degree Programme for the Olympic Studies constitutes an innovation in the Olympic Movement at an international level.

The **International Olympic Academy** functions as a multicultural interdisciplinary centre that aims at studying, enriching and promoting Olympism. The foundation of such an institution was inspired by the ancient Gymnasium, which shaped the Olympic ideal by harmoniously cultivating body, will and mind. 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 international level.

The mission of the IOA is:

- To further explore and enhance the contribution of Olympism to humanity.
- To act as an International Forum for free expression and exchange of ideas among the Olympic family, intellectuals, scientists, athletes, sport administrators, educators, artists and the youth of the world.
- To bring together people from all over the world, in a spirit of friendship and cooperation.
- To motivate people to use the experiences and knowledge gained in the IOA productively, in promoting the Olympic ideals in their respective countries.
- To serve and promote the Ideals and principles of the Olympic Movement.
- To cooperate with and assist the National Olympic Academies and any other institutions devoted to Olympic education.

The **University of Peloponnese** has its seat in Tripolis and is being developed at the level of complete Faculties in the five capitals of the Prefectures of the Region of Peloponnese (Tripolis, Kalamata, Corinth, Nafplio, Sparta). It includes six (6) Faculties with ten (10) Departments that cover an ample variety of subjects and disciplines: science and technology, humanitarian sciences and cultural studies, social and economic sciences, fine arts and human movement and quality of life sciences. Additionally, ten (10) master's degree programmes are offered in the cities of the University. Furthermore, the operation of the Research Institute of Byzantine Culture in Mystras, at the Laconia Prefecture, is very important.

The purpose of the establishment and operation of the University of Peloponnese is its creative contribution to the development of the tertiary education in Greece, with high quality standards in the curriculum, research and teaching, which will meet the demands of a modern University of national, European and international impact.

The philosophy underlying the Master's Degree Programme in 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 for the Olympic studies will be granted in the birthplace of the Olympic Games, in 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 more than 80 countries around the world. The challenge for the International Olympic Academy and for the University of 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 Peloponnese, the Master's Degree Programme for the Olympic studies could become a source for the production of ideas for Olympic education issues at a world level.

Foreign and Greek University professors specialized in Olympic issues are 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 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 is 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 relevant subjects.

The programme's duration is 3 semesters, each corresponding to 30 credits. Courses are given in English. The number of enrolled students has been set at 30 each year. The curriculum includes 8 mandatory and 2 selection 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.

Selection courses (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.

Selection courses (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.

The first year of the Master's Degree Programme's Operation

31 students from 25 different countries attended the Programme for the academic year 2009-2010. All the courses of the 1st Semester took place in Ancient Olympia from the 2nd of October to the 5th of December 2009 while during the 2nd Semester that lasted from the 17th of April to the 17th of June 2010 some of the courses took place in Sparta.

Although the duration of the courses in each semester was two months with

a daily intensive schedule, the evaluation of the programme showed that the participants were satisfied in almost all the aspects of the programme.

Some of the positive elements that the participants identified were the good organisation, the innovations and the quality of the lectures, the contemporary issues that were examined and analyzed, the scientific grounding of the professors, the excellent accommodation, the service of the staff, the knowledge and the experiences that the participants got and generally the positive multicultural atmosphere that prevailed during the whole duration of the Master's Degree programme.

The organisation of the programme works in combination with the visits to archeological sites and the cultural – sporting activities contributed largely to the success of the organisation of the Master's Degree programme works.

The cohabitation in Ancient Olympia with people from different geographical and cultural background gave the participants the possibility to meet new people and to exchange views and experiences in common interests. Additionally, the innovative and interesting subjects that were examined or discussed contributed to the accomplishment of the goals of the Master's Degree Programme. Thus, the participants acquired a more ample knowledge, gained a more clear view of Olympism and the Olympic Movement, won new educational experiences and obtained more self-confidence after the completion of the courses.

The advantages that the participants gained from their participation to the programme will help them extend their career and use this knowledge in their country aiming to promote the Olympic ideal and the Olympic education.

In the current academic year of 2010-2011, 28 students from 20 different countries are attending the Master's degree Programme in the facilities of the International Olympic Academy in Ancient Olympia. At the same time the students that completed successfully the first two semesters, are in the process of writing their master's thesis. By the end of the third semester they will be the first to receive the Master's Degree Graduation Diploma.

The Master's Degree Programme is privately financed by the John S. Latsis Foundation therefore no costs are incurred by the students regarding course fees and accommodation.

I wish to point out that the University of 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 Degree programme in 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 this gymnasium of virtue young people from all over the world are trained in Olympic education in order to bring the timeless message of the Olympic idea to their countries.

THE UN AND THE IOC, A PARTNERSHIP FOR DEVELOPMENT

Wilfried LEMKE (GER)¹

*Special Adviser to the United Nations Secretary-General on Sport
for Development and Peace United Nations Under-Secretary-General*

I am happy to return to Olympia and speak to a truly international group of over 200 young leaders and role models of the sports movement.

I chose to come back:

- In because last year, in This Room, *I Felt International Unity and Atmosphere*; this year again I FEEL the *Power of Sport*.
- I am *here, to speak to you about this Atmosphere* in the Room: It *proves Sport is a unique tool for Peace and Development*.

Before I speak about: “*the UN and IOC partnership for development*”, I wish to, first, *direct the attention to You. To Every Individual in this room*, whether you are an *elite athlete, an ex-athlete, a volunteer, a student, a teacher, a leader, an administrator or just involved in the Olympic Movement*: it is important that you realise the *strong relation between the Olympic family and Development and Peace*.

People say *You Are the Future...*

I am here to acknowledge that You Are the Present. This is an Important part of the UN and IOC Legacy.

1. Mr Lemke could not be present at the Session for reasons beyond his will. The text of his lecture was distributed to the participants and it is published here in the form it was sent by the writer.

The Olympic Academy through its “sessions” promotes: *solidarity and peace by Bringing People from very Different Realities Together, to Share* a unique experience and memories.

It is *my Hope* that *after these two weeks together* you will: build strong ties, create deep friendships which will last *forever* and embrace true fraternity in the spirit of Olympism and Peace.

The Mandate

Let me briefly introduce my functions as Special Adviser:

- Advocate
- Facilitator
- Representative of the Secretary-General

The Millenium Development Goals

In 2000 the United Nations introduced the 8 Millennium Development Goals (MDGs). *Sport has an important role to play* although it *cannot solve all questions* for development, it *can contribute* to the achievement of international development objectives.

EXAMPLE **SPORT AND MDG's**

SDP and the Olympic Movement

The IOC involvement in development and peace through sport initiatives:

- *the United Nations General Assembly granted the IOC status of Permanent Observer in October 2009.* Giving the IOC the right to take the floor in the U.N. General Assembly and participate in work meetings alongside the Member States.

- In May, last Month, *members of the Olympic family together with UN representatives met: For the 2nd International Forum on Sport, Peace and Development. To discuss and proceed with our important partnership.*

This co-operation reaches beyond the UN in New York, Geneva or the 13th Olympic Congress in Copenhagen 2009:

- *Concrete initiatives and programmes have taken place in support of MDGs and peace-building efforts.*

A Communication Platform: The UN and the IOC work together to use Global mega sports events such as the Olympic Games as a window of opportunity to promote a culture of peace and international friendship.

- The events create a space for dialogue to help build relationships.
- Connect individuals to communities, and communities to other communities.
- The United Nations cooperates with the IOC to revive the tradition of the Olympic truce.

I would like to make my last point about YOUTH

Youth and Sport Need Role Models and Future Leaders:

- *For work: I visit disadvantaged regions of the world and I have seen much poverty and youth with few opportunities.*
- *It gives me hope however, to address you today and see how people from very different backgrounds and countries can simply come together, be friends, learn from each other – and have fun.*
- *This is the power of sport: we do not have to look further it is here in this room.*
- *I hope you will remember these 2 weeks for the rest of your lives and keep in good contact with your friends from across the globe.*
- *I am confident that before me are some of the great Youth role models and leaders of our time, and I am excited for you to take the Olympic Movement forward.*
- *And Remember, you may be the future, but you are also present today*

and you already have a very large network to make a difference, I encourage you to use this great privilege!

I would like to conclude this lecture by thanking you for your interest in Sport for Development and Peace, and encouraging you, to act as role models for those who are less privileged, to share your knowledge and ideals with your local communities all over the world, and to help others becoming role models in their own communities and countries themselves.

THE ESTABLISHMENT OF THE NOAs AND THEIR ROLE IN OLYMPIC EDUCATION



Prof. Maria BULATOVA, Ph.D., D.Sc. (UKR)

President of the National Olympic Academy of Ukraine

First of all let me congratulate the International Olympic Academy and its Ephoria with a great jubilee – the 50th anniversary of its founding. Let me greet you on behalf of the Olympic Academy of Ukraine, as well as on behalf of all national structures of Olympic education, which in all continents are productively conducting their activities on

spreading the Olympic ideals, the dissemination of comprehensive knowledge about Olympism as an inexhaustible source of human values. I'd like to emphasize that we feel constant attention to our activity on the part of the IOA and its leaders, thank you very much for your support and assistance and wish the Academy prosperity and progress.

The Olympic sport is one of the most amazing phenomena in the history of mankind. The Olympic Games originated in Ancient Greece in 776 B.C. and were held on a regular basis more than 1000 years being one of the most important components of general Hellenic civilization. Having completed their ancient cycle in 394 A.D. they were revived at the end of 19th century in absolutely new historical environment after almost 1500 years of complete oblivion.

Having analyzed more than 100-year history of the modern Olympic Movement it is easy to see that the ideals of the Olympic Games in Ancient Greece

are eternal and attractive for the mankind. The struggle for these ideals made it possible not only to revive the Olympic Games but made the Olympic sport an exclusively popular event embracing all the continents and countries – some kind of a phenomenon of the social life of the world community.

In the modern Olympic Movement the sportive and educational sides are closely interlaced with socio-philosophical, economical and political realities that has made it a universal phenomenon – a sample of efficient cooperation of the countries in the name of harmonic development of a human being, reinforcement of peace and friendly relations, mutual understanding between states and nations. All this has enabled the Olympic Movement to gain astonishing stability and authority, to achieve worldwide support from the international community in today's environment of political, economic, demographic exacerbations.

One striking manifestation of the authority and capacity of the modern Olympic Movement is a broad educational system consisting of the International Olympic Academy and working under its auspices, 140 National Olympic Academies including a huge number of professionals and actively collaborating with a variety of educational, cultural and sports organisations.

Today, celebrating the 50th anniversary of the International Olympic Academy, we must emphasize the important role that this organisation has played in promoting Olympic sports, in the creation of National Olympic Academies in the countries of all continents, in the uniting and co-operating people striving to study the rich history and modern issues of the Olympic sports.

And, of course, we must remember that the current reputation as the very existence and large educational and research opportunities for International and National Olympic Academies were the result of policies of the International Olympic Committee and its presidents, especially Pierre de Coubertin and Juan Antonio Samaranch, as well as through ongoing support rendered to the International Olympic Academy by the governmental organisations and people in Greece and the prominent experts of Germany, Spain, the United States and other countries whose activities have contributed to the establishment and development of Olympic research and education system.

Since 1960 many European countries attempted to establish national struc-

tures dealing with Olympic education. However, the main impetus came only in late 1960-70 when there began to operate the Centres for Olympic Studies in Spain (1968), and the USA (1974) which later followed the International Olympic Academy model and changed their names into National Olympic Academies. In 1977 there was founded the NOA in Chinese Taipei and in the Republic of Korea (1977), in 1978 –in Egypt and Japan, in 1981– in Chile and Ecuador. The IOC Commission and the International Olympic Academy welcomed and encouraged the creation of new national academies.

The impetus to a sharp expansion of a network of National Olympic Academies in the mid-eighties of the twentieth century was the attitude of the IOC President Juan Antonio Samaranch towards historical, cultural and educational components of the Olympic Movement and its strong recommendations to the National Olympic Committees as for the creation and development of the National Olympic Academies (1984) and their relationships with the IOA. Today we can proudly declare that there are 140 National Olympic Academies in all: in Africa there are 37 NOAs, in America – 31 NOAs, in Asia – 27 NOAs, in Europe – 42 NOAs, and in Oceania there are 3 NOAs.

The aim of each National Olympic Academy is, through Olympic education programmes, to cultivate and disseminate the Olympic ideal, study and apply the universal educational and social principles of the Olympic Movement, in conformity with the Olympic Charter, within the national and cultural boundaries of each National Olympic Committee, in cooperation with the IOA and the IOC.

National Olympic Academies are the IOA's extensions and operate as transmitters and receivers for the promotion of the Olympic Charter's ideals through the national Olympic education programmes.

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

National Olympic Academies develop not only the Olympic education programme, but also the programmes aimed at encouraging young people to learn foreign languages and cultural traditions of other nations, drawing public attention to global problems of ecology, economy, health and education.

To implement the Olympic Education Programmes National Olympic Academies collaborate with different organisations: the IOA, the National Olympic Committee, National Sports Federations, educational institutions of all levels, local authorities and the organising committees of the Olympic Games. That is the practical implementation of ideas and philosophy of Olympism and the main goal of the National Olympic Academies.

NOAs conduct their activities among all population segments, representatives of sports management, athletes, coaches, judges, journalists, teachers, school-children, students, doctors, artists, veterans of the sport, etc.

NOAs organise meetings with former participants of the IOA sessions for the exchange of experience in the field of Olympic education, and develop materials that promote spreading the Olympic education, conduct researches on the Olympic theme, take part in projects aimed at the integration of Olympism in the curricula of schools, institutions of higher education, skills' improvement system; develop the relationship between sport, culture and science, and take part in the creation of the Olympic Museum.

I'd like to offer to your consideration a sample model of a NOA – the National Olympic Academy of Ukraine which has a 20-year history.

After creating the OAU in all regions of Ukraine its 26 affiliates were established which are actively functioning.

The Academy aims to develop and strengthen the Olympic Movement in Ukraine, spiritually enriching people to share the values of Olympism.

The supreme body of the Olympic Academy of Ukraine is a session which is conducted annually (there are usually about 200 participants at each one). At the sessions there are discussed a wide range of issues relating to the activities of the Academy, as well as those which are themes of the educational programmes of the International Olympic Academy in the current year.

In order to ensure the universal development of the Olympic education system the Academy has developed a multi-year programme of research, educational and publishing activities, which in 1992-1993 was extensively discussed with the IOC President J. A. Samaranch, the IOC top officials and was totally approved and supported.

The first step in implementing the programme was the preparation and publication of the world's first official handbook "Olympic sport" (two volumes) for higher education. There was developed the Programme on Olympic education for specialized and non-specialized higher education institutions; there was introduced the discipline "Olympic sport" consisting of 135 academic hours, which is compulsory for students of all forms of learning, postgraduate students, students of seminars on qualification improvement. The course includes themes related to the Olympic Games of Ancient Greece, the revival of the Olympic Games, modern Olympic Games, the Olympic Movement in Ukraine, the structure of the international Olympic Movement, the legal aspects of the Olympic Movement, the economic programmes of the Olympic Movement, Olympic sports and politics, Olympic education, challenges and issues of the modern Olympic Movement.

Since 1992 we prepare specialists of higher qualification (Masters, PhD and D.Sc.) in "Olympic sport". It is important to note that Olympic sport is regarded as a separate branch of science and practice. Subjects of research are focused on the theory and methodology of preparation of athletes in Olympic sports, management and governance of Olympic sports, the key trends shaping the programmes of the Olympic Games, peculiarities of the formation of the training process of women athletes in Olympic sports, etc.

Using a large scientific potential of higher education in Ukraine there was established the Ukrainian Olympic Study and Education Centre, as well as regional centers based on other specialized higher schools. The Olympic Academy of Ukraine coordinates themes of research, exchange of experience of the Centres' specialists, to improve their proficiency, etc.

The Academy participates in conducting the annual International conferences "Young Sports Science of Ukraine", "Youth and the Olympism" "Sport. Spirituality. Humanism" holds all-Ukrainian University Student Olympiad in foreign languages "Student and Olympic sports", Olympiad on specialty "Olympic and professional sports", etc., organises lectures, symposia, meetings with the champions and Olympic medallists, prepares volunteers for spreading the ideas of Olympism.

An important part of the OAU activities is the introduction of Olympic edu-

cation in secondary schools. The issues of Olympic topics are included in the curriculum of the discipline "Physical Education" at 1-11 classes in secondary schools; they are in the textbook "Physical Education" for 4-9 classes and are included in the examination of tickets for students in the graduating class. The Academy jointly with the Ministry of Education and Science has developed and introduced a programme of special course "Fundamentals of Olympic knowledge" for 5-11 years.

In Ukraine there is a network of experimental schools (over 100), where the Olympic philosophy is laid in the foundation of educational work.

Twice a year for teachers and methodists of secondary schools there are conducted scientific-practical seminars on the integration of Olympic education in the school system (there are usually about 200 participants at each one). In order to optimize the teaching and educational process the schools are provided with didactic materials on the Olympic themes: posters, board games, methodical and educational literature.

A good tradition in Ukraine has become the conducting of the Olympic Day, the Olympic lesson, turned in recent years into the Olympic Week. Within these activities, the OAU organises the minor Olympic Games, drawing competitions on the Olympic themes, Olympic quizzes for different age groups, games "The Olympic race"; meetings with the champions and Olympic prize-winners, veterans of the sports, participants in the sessions of the International Olympic Academy, representatives of culture.

1-7 June 2011 in Ukraine there has been carried out a pilot project - the mass sports festival "Olympic stork-chicks" for younger schoolchildren, which will now become a tradition.

Every two years the Olympic Academy of Ukraine initiated all-Ukrainian contests of children's drawings and literary essays on the Olympic theme (almost half a million of young participants). Annually schoolchildren take part in a quiz "Connoisseur of Olympic sports". The winners of competitions and quizzes are awarded at the General Assembly of the NOC of Ukraine.

As an important component of the Academy, regular meetings are held of the

winners of Games of the Olympiad with schoolchildren and students which are staged under the motto "Relay of generations".

One of the main activities of the Olympic Academy of Ukraine is publishing. Since 1994, the Academy has been closely cooperating with the Publishing House "Olympic Literature". Thanks to that cooperation there came out a series of books on the Olympic themes, "The Encyclopedia of Olympic sports" (in 5 volumes), "Encyclopedia of the Olympic sports of Ukraine", "The Encyclopedia of Olympic sports in the questions and answers" (in Ukrainian and English), "Selected Writings by O. Boutowsky" (4 volumes), "The Olympic Constellation of Ukraine" (in Ukrainian and English), "The Olympic Sport" (2 volumes), and many others.

For school-age children there was issued fifth edition of the manual, "Your first Olympic Guide". For participants of the Youth Olympic Games and Olympic festivals there was published the book "Your Olympic Guide" and the Ukrainian-Russian-English phrase-book "Olympians speak English" (in 3 volumes) which contains about 30,000 words and expressions of general and special terminology on 50 Olympic sports.

Towards every Olympic Games the Academy prepares manuals telling about the upcoming games, their peculiarities, the cultural and historical heritage of the country in which they are held; e.g., there were published books entitled "The XXIX Olympic Games. Beijing 2008"; "The XXI Olympic Winter Games. Vancouver 2010", "The Youth Olympic Games. Singapore 2010", "The I Winter Youth Olympic Games. Innsbruck 2012".

On a regular basis, the scientific-theoretical journal "Science in the Olympic sport" is published highlighting the historical, philosophical, sociological, economic and legal aspects of Olympic sports, ethics and psychology of the Olympic Movement, theory and method of preparation of athletes, medical and biological aspects of Olympic sports.

The Olympic Academy of Ukraine issued a series of posters designed to promote Olympic sports in the secondary and tertiary education, as well as developmental and educational board games "The Olympic race" and "Olympic lottery."

The basis of the international relations of the Academy is close contacts with the Olympic Studies Centre (Lausanne), the International Olympic Committee, the Olympic Museum in Lausanne, Pierre de Coubertin Centre (Paris), the National Olympic Academies in other countries and, primarily, the International Olympic Academy (Olympia). The Academy strives to develop and consolidate its experience in the field of Olympic education through participation in annual sessions and seminars, which is conducted by the International Olympic Academy. For 20 years about 100 representatives of the Olympic Academy of Ukraine participated in the different educational programmes of the IOA.

On the initiative of the Olympic Academy of Ukraine since the early 90's of XX century there have been held International Scientific Congresses "Modern Olympic Sports". Now they have become traditional and regularly gather enthusiasts of the Olympic Movement from about 40 countries of all the continents.

Since 1996 the OAU members take part in the World Congresses on various aspects of the Olympic Movement ("Women and Sports"; "Doping and Sports"; "Sports for All"; Environment and Sport", etc).

The veterans of sports and Olympic Movement are also in the focus of the Academy's attention. The OAU collects the materials on the problems of the veterans' movement in Ukraine, organises athletic events for veterans, involves prominent athletes of past years to perform regularly with lectures for the young generation of Ukraine.

The Academy provides assistance in developing materials for TV programmes covering the Olympic Movement in Ukraine. There has been developed its own page on the web-site of the National Olympic Committee of Ukraine.

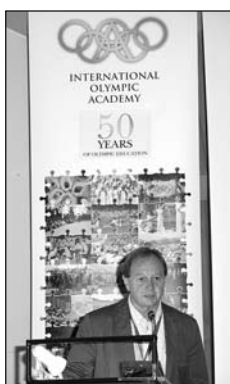
Museums occupy a very important place in the Olympic education system in Ukraine: there is the Museum of Sports Glory of Ukraine (more than 17,000 exhibits) and the Olympic Museum affiliated to the national University of Ukraine on Physical Education and Sport (3,500 exhibits). Currently, the efforts of the Academy are aimed at creating the Olympic Museums and Olympic Education Rooms\Offices on the base of regional educational institutions.

In the different regions of the country five Centres of Olympic Studies and Education with an Olympic Library in each of them have been created.

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INFLUENCES AFFECTING THE ESTABLISHMENT OF THE IOA –CARL AND LISELOTT DIEM–



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Preface

Fifty years after its foundation, the International Olympic Academy (IOA), as a result of its teaching orientation and its unique location, has undoubtedly become the central lyceum of the Olympic Movement. It enjoys worldwide acceptance and is also established within the statutes of the IOC and thus very much integrated within the Olympic family.

Despite of this, it is only known to a few people that the Olympic Movement in Germany has made a significant contribution to the idea, the realization and the content-related structure of the IOA. The importance of the German contribution to the existence of the IOA is highlighted at each of the opening ceremonies of international conferences such as the IOA wreath-laying ceremonies, the memorial column of Pierre de Coubertin and again with the memorial stones of John Ketseas and Carl Diem. Without Carl Diem, the IOA would not exist and for this reason it is important to concentrate on his decisive contribution to the foundation of the IOA¹ which are shown here in the following:

1. It did not take a lot of effort to find the sources and literature for the 50 years of IOA existence. Almost

Excursus: Vita Carl Diem

1882	Born on 24th June in Würzburg
1899	Founder of the Sports club <i>Marcomannia Berlin</i>
1903	Secretary of the <i>German Sports Authority for Athletics</i>
1904	Founder and
1905-1920	Chairman of the <i>Association of Berlin (later: Brandenburg) Athletics Association (VBAV)</i>
1906	Team official and journalist at the 1906 Intercalated Games in Athens
1907-1913	Editor of the newspaper publishing company Scherl
1908	Organiser of the 1. Hallensportfestival (Indoor sports festival) Organiser of the 1. <i>Groß-Staffellaufs Potsdam-Berlin (relay run)</i>
1908-1913	Chairman of the <i>German Sports Authority for Athletics</i>
1912	Head of German delegation of athletes and journalist at the Olympic Games in Stockholm
1912/13	Introduction of the Reich Sports Badge (<i>Reichssportabzeichen</i>)
1913-1916	Secretary-General of the Olympic Games in Berlin 1916
1913	First visit to Baron PIERRE DE COUBERTIN Study trip to the USA
1914	Participation at the Olympic Congress in Paris
1917-1933	Secretary-General of the <i>German Reich Physical Education Committee (DRAfL)</i>
1920-1933	Vice president of the <i>German College for Physical Education Berlin (DHfL)</i>
1921	Honorary doctorate from the <i>Medical Faculty at the Universität Berlin</i> (University of Berlin)
1925	Secretary of the German Olympic Committee Delegate to the Olympic Congress in Prague
1928	Accompanied the German team to the Olympic Winter Games in St. Moritz Chef de Mission at the Olympic Games in Amsterdam
1930	Marries Liselott Bail (the couple has four children together) Organisation of the Olympic Congress in Berlin



all relevant documents are held in the “Carl and Liselott Diem-Archiv” at the German Sports University Cologne: Diaries of Carl Diem, his correspondence –most notably with Ioannis Ketseas– and documents about his activities. The same is true for the activities of his wife Liselott Diem. All of these more than 1000 historical documents, have been almost completely edited in a dissertation in 1975: Müller, N.: *Die Olympische Idee Pierre de Coubertins und Carl Diems in ihrer Auswirkung auf die Internationale Olympische Akademie*, 2 Bände, Graz 1975.

1931-1937	Secretary-General of the Organising Committee of the XI. Olympiad Berlin 1936
1934	Exposé <i>Fackelstaffellauf Olympia – Berlin</i> (Torch relay Olympia-Berlin)
1936	Realization of the Olympic Games in Berlin Draft of the torch relay Olympia – Tokyo
1937	Director of the International Olympic Institute (IOI) in Berlin
1939	General Secretary of the <i>Organising Committee</i> for the proposed Olympic Winter Games in Garmisch-Partenkirchen in 1940
1939-1945	Lecture tours to soldiers at the frontline
1945-1947	Director of the Institute of Physical Education and School Hygiene at the <i>University of Berlin</i>
1947-1962	Co-founder and director of the German Sports University Cologne (<i>Sporthochschule Köln</i> , from 1965: <i>Deutsche Sporthochschule Köln</i>)
1948	Honorary guest at the Olympic Games in London
1949	Founding member and secretary of the National Olympic Committee (until 1952)
1949-1953	Voluntary referent of sport at the <i>Bundesministerium des Innern</i> (Ministry of Interior) Implementation of the Bundesjugendspiele (School sport festival)
1949-1954	Chairman of the <i>Rhenish Gymnastics Federation</i>
1951	Co-founder of German Olympic Societies (DOG)
1952	Head of the first Olympic Youth trip to Helsinki
1956	Member of the German Olympic Team at the Olympic Games in Melbourne Honored with the Olympic Diploma of the IOC First initiative for to foundation of the <i>Weltrats für Leibeserziehung und Sport</i> (ICSPE), later <i>Weltrat für Sport und Sportwissenschaft</i> (CIEPSS) (International Council of Sports Science and Physical Education)
1959-1961	Advisor to the Japanese Olympic Committee of the Olympic Games in Tokyo and Sapporo in 1964
1960	Co-founder of the World Council for Physical Education and Sport in Rome Honorary guest at the Olympic Games in Rome
1961	Opening session of the International Olympic Academy (IOA) and handing over the exposed antique stadium in Olympia Honorary doctorate of the <i>George-Williams-College Chicago</i> Honorary Citizen of Olympia
1962	Died on 17th December in Cologne

Roots/Substructures of Diem's idea of an Olympic Academy

1. Coubertin's Legacy

Diem had been in constant contact with the IOC president since 1912. They maintained a mutual friendship and Coubertin recognized Diem as the person who was able to further develop the educational meaning of the Olympic idea. The 1936 Olympic Games finally convinced Coubertin that Diem –content-wise– and the German government –in particular because it had the financial resources– were in a position to do so.

A letter of Pierre de Coubertin² to the Government of the German Reich dated 16th March 1937, which was written in agreement with Diem³, clearly shows his intentions: *“I could not bring to an end, what I wished to have finished. That, what I considered to be the most valuable, would be, that in memory of the Games of the XI. Olympiad would be the foundation of a very simple institute in Germany, to which I would like to bequeath all my records, documents to the unfinished projects related to the whole renewed Olympism ... I believe that a Centre for Olympic Studies –which after all does not necessarily have to be in Berlin– would assist the preservation and the progress of my work more than anything else and would prevent it from being misinterpreted, which I fear it could happen”*.

In 1927 Coubertin had already discussed similar plans with his Greek friend Ioannis Chryssafis, who was then the General Director of physical education in Greece; however they did not have any concrete success⁴.

When Coubertin died on 2nd September 1937, the preservation of his legacy prevailed. As a result his heart was buried in Olympia and Carl Diem became director of an International Olympic institute in Berlin. In a similar way, Diem achieved Coubertin's desire for a publication of the magazine “Olympische Rundschau”.

2. Letter of Coubertin to Diem (16/3/1937); parts published in: *Olympische Rundschau* 1(1938)1, p. 3.

3. Coubertin paid a visit to Diem on that day.

4. Compare to letter Ketseas to Diem (15/12/1961)

2. 1936 Olympic Games in Berlin

Two events around the 1936 Olympic Games in Berlin might be particularly noteworthy with regard to the idea of an Olympic Academy:

- The Olympic Torch Relay:

This part of the official Olympic Ceremony was created by Diem and was leading from the Ancient Olympia in Greece to Berlin. It had released an Olympic Renaissance in Greece, which Diem wished to deepen in his enthusiasm for Olympia and the Olympic idea after the Olympic Games.

- International Student Camp and the scientific “Kongress für körperliche Erziehung“ (Congress for Physical Education):

Almost 1000 Physical Education students from 31 countries had accepted the invitation and exchanged ideas and experiences on the different Physical Education systems around the world. The way of living together and the experience of the Olympic Games provided Diem with a model for similar events in Olympia.

3. Excavation in Olympia

The German excavations under the leadership of Ernst Curtius and Friedrich Adler, which had begun from 1875 to 1881, were planned to resume. Diem had been working out this plan for a very long time. When he visited Olympia in 1934 and 1935, he continuously put forward a case for this idea. Finally, on 11th December 1935 a motion was put forward to Hitler that in remembrance of the 1936 Olympic Games the excavations in Olympia would be brought to an end. Hitler assumedly perceived this as an opportunity to represent himself and his regime in a positive light and approved the necessary funding of 300,000 Reichsmarks. He announced his decision on 1st August 1936⁵, the day of the Opening of the Olympic Games. The excavation in the stadium area started in the morning of 15th October 1936. Diem visited Olympia several times before the end of the Second World War – March 1938, December 1939, March/April 1942 and 1943. His archeological merits were acknowledged appropriately by

5. Diem, C.: Olympia wieder ganz im Licht der Sonne, in: *Völkischer Beobachter* (24/12/1936).

other archeologists and in 1940 he was appointed “Ordentlichen Mitglied des Archäologischen Instituts“(Fellow Member of the Archeological Institute) of the German Reich.⁶

Thus the essential components for Diem’s activities in founding an Olympic Academy are named:

- Coubertin’s Olympic ideas
- Olympia as place with its several excavation sites
- Seminars/congresses for the Youth of the world to exchanges ideas on Physical Education and the world of sport

Initiator(s) of an International Olympic Academy from 1938 to 1939

Following an IOC-Session in Egypt in March 1938 Diem went to Olympia with several IOC members in order to attend the funeral ceremonies of Pierre de Coubertin’s heart. This event, his commencing activity as director of the International Olympic Institute and the already advanced excavations of the Olympic stadium strengthened Diem’s idea to establish an Academy of Olympism at Olympia. He committed these thoughts to writing in two essays which appeared only a short time later: *“For the good time of the year one could also invite the Youth of other nations to come an Olympic Academy of the Youth in the seclusion of Olympia, which would be dedicated to the immersion of science and that harmony of body and mind for which the Olympiad stands as example and symbol”*.⁷ In the *Olympische Rundschau*⁸ he elaborated further on this thought and pointed out that Olympia could become a site of “the education of the mind” through the establishment of an Olympic Academy, which would be an equivalent to the Platonian Academy. However, it goes without saying that Diem needed the support and if necessary the execution of the plan in Greece. This is why on 8th August 1939 he turned to John Ketseas, with whom he had worked with on in order to plan

6. Buschmann, J., Lennartz, K.: *Dokumente zum Aufbau des deutschen Sports*, St. Augustin 1984, p. 196.

7. Diem, C.: Coubertins Herz im ewigen Olympia, in: *Reichssportblatt* (12/4/1938).

8. Diem, C.: Der Tag von Olympia, in: *Olympische Rundschau* (July 1938)2, p. 13.

the Olympic torch relay in 1936, and asked for his support. Ketseas⁹ answered immediately. He let Diem know that he had had similar plans for a considerable amount of time, particularly because he was an assistant of Chryssafis and motivated for such an idea since Coubertin's visit to Athens in 1927. On his quest to learn more about Diem's plans for such an academy, Diem¹⁰ sent him a draft of a "tendering" for 1939 – many points reminding of the camp of the Physical Education students in Berlin in 1936. Diem had in mind that students from all countries should be "educated in an Olympic way" throughout a three-month course, with the curriculum mirroring Coubertin's idea of the classical harmony between physical and mental values.

Diem's plan was discussed with the Hellenic Olympic Committee (HOC) and the Greek government. Finally, the parliament passed a bill in 1939¹¹, which planned the construction of an Olympic Academy in Olympia. The IOC adopted the patronage¹² on the IOC session on 9th June 1939 in London on the initiative of the Greek IOC member Angelo Bolanaki.

After the outbreak of the Second World War Diem, the Reichssportführer von Tschammer und Osten visited Olympia in December 1939 and additionally continued to carry out further talks with Ketseas and the HOC. In a report¹³ about the trip Diem was positive throughout concerning a speedy start of a session at the academy. In a similar way the HOC still counseled on 2nd April 1940 about conducting a first course of studies at the IOA in summer¹⁴. However nothing happened and the excavations stopped in 1942. No documents are to be found after this date until Diem took up the plans after the war once again.

9. Letter Ketseas to Diem (22/8/1938).

10. Letter Diem to Ketseas (6/9/1938).

11. Quoted in Müller: *Idee*, Bd. 1, p. 118.

12. Quoted in Müller: *Idee*, Bd. 2, pp. 66-68.

13. Diem, C.: *Olympischer Widerklang*, in: *NS-Sport* (24/12/1939)

14. Quoted in Müller: *Idee*, Bd. 1, p. 118.

A new attempt after the Second World War

Excursion: Diem heads towards to the United States. Straight after the end of the war Diem tried to reestablish correspondence with his friends within the Olympic Movement. In a letter to Avery Brundage Diem¹⁵ now suggested establishing an Olympic Academy in the United States. The plan was to educate around 280 Physical Education students from 60 to 70 countries in a “camp” close to a university, financed by the United States. Afterwards they would be brought to Greece with an American ship. There they could study for two more months in Olympia and for another month at other ancient sites. In these turbulent times Diem did not see any possibility to bring about his project solely in Greece in the forthcoming future – which was probably true due to financial reasons. There is no answer of Brundage present in the archive.

Nevertheless, Ioannis Ketseas, who was elected to become the Greek IOC member in 1946, realized the chance to reestablish the idea of an IOA. Because he became an IOC member he had more authority on the IOC session on 21st June 1947 in Stockholm to announce his desire to establish an Olympic institute (!) of the IOC in Athens¹⁶. He promised to elaborate on a certain plan. It originates from a couple of diary entries by Diem that he met Ketseas several times and drafted a concept for him, which Ketseas eventually put forward to the IOC in London on 29th July 1948. This time there was further talk about an academy IOC president Edström accepted the proposal favorably and pointed towards the fact that the issue had to be pursued “with Dr Carl Diem as an expert of this matter”¹⁷. However, the decision was postponed.

Although the IOC unanimously passed the memorandum about the establishment of an “Olympic Academy in Athens” on the IOC session on 24th May 1949 in Rome, it did not take place in 1949 or in 1950. After this failure, the start of the Olympic Academy was only intended to be brought about again on the IOC

15. Letter Diem to Brundage (18/12/1945).

16. IOC (ed.): *Proces-Verbal de la 41ième Session du Comité International Olympique*, Stockholm 1947, p. 12.

17. “En compagnie du Dr. Carl Diem, expert en la matiere”, in: IOC (Ed.): *Proces-Verbal de la Session du CIO*, Londres 1948, p. 14.

session in Athens at the end of April 1954. Once again HOC¹⁸ asked Diem for the draft of a curriculum; however this attempt was also unsuccessful.

Diem did not get tired of promoting the idea of an Olympic Academy in Germany over and over again. In the meantime he had realized plans with the German Olympic Society, which was essentially initiated by him as well, which can be related very closely to the IOA: the so called “Olympiafahrten”¹⁹ (“Olympic trips”) for German students to Greece. Diem was leading the study of the German Olympic Society in 1954. 26 participants went to Greece with him. This study trip with up to 2000 participants takes place every year.

Resumption of the excavations in Olympia and Diem’s donation

The work of the archeologists finally continued in autumn 1952 following Diem’s intervention in 1951²⁰, Diem dealt with the excavations several times a year. Above all he suggested the establishment of several columns of the Temple of Zeus and furthermore he was of the opinion that “moreover the stadium was revealed completely and restored in the classical shape”²¹. However, his desire of the complete exposure of the Olympic stadium met with continuous resistance from the archeologists. They did not expect any new findings and wanted to invest the limited funding into the exploration of the temple area.

Finally at the celebration of Diem’s 75th birthday on the 24th June 1957 a foundation for the complete exposure of the antique stadium was brought into being. In the course of the “Carl-Diem-donation”, 250 000 DM were brought together, which resulted in the start of the excavations in spring 1958. For Diem, it was always a forgone conclusion that: “No art collection, but an Olympic Academy was to be originated there. International students will be invited to this place

18. N.n.: Olympische Akademie, in: *Sportinformationsdienst* (21/10/1953).

19. Diem, C.: Junge Augen sehen Olympia, in: *Olympisches Feuer* 4 (1954) 6, pp. 1-4.

20. German Archeological Institute (ed.): *V. Bericht über die Ausgrabungen in Olympia von Emil Kunze*, Berlin 1956, p. 5.

21. Diem, C.: Bericht an Erich Wende – Innenministerium Bonn (23/9/1953).

... and will be introduced to... what the Olympic idea of our time can mean and should mean".²²

Finally successful: I. and II. session of the IOA

With the completion of the stadium excavation –his birthday present– Diem realized the big opportunity to further realize his second major objective, the International Olympic Academy. The IOC scheduled its IOC session in 1961 to take place in Athens and in order to take part at the inauguration ceremony²³ of the excavated stadium he considered it a convenient opportunity to organise a first academy subsequent to it.

The organisation and the content of the first seminar were undertaken by Carl Diem himself on behalf of the Greek and the German National Olympic Committees, and the German government bore the costs. The German NOC sent invitations to attend the Olympic Academy on 1st March 1961; however, it received only faint response. Consequently Diem sent a reminder on 25th April 1961 and finally 20 participants from 24 countries assembled together. Additionally, 89 Greek and 86 German Physical Education students took part and therefore there were a sufficient number of participants. On 16th June 1961 the 1st International Olympic Academy was opened by Diem²⁴, putting into practice what he had asked his Greek friends to establish about a quarter of a century before. The accommodation was made up of tents in Olympia with lectures, discussions and physical activities as well as the collaborative journeys to the most important historical sites Peloponnes, Attikas and Athens were consistent with the 20 year old ideas of Carl Diem.

The IOC session in Athens lasted from 16th to 21st June 1961. On 22nd June

22. Letter Diem to Spranger (1/8/1957).

23. In the context of the celebrations the excavated stadium should have been consigned to the Greek Antiquity Administration. The German National Olympic Committee and the IOC wanted to invite all IOC representatives, the presidents of the International federations and more honorary guests.

24. Diem, C. mit Gieseler, K./Lotz, F.: *Olympische Akademie. Bericht über die vom Hellenischen Olympischen Komitee und dem Nationalen Olympischen Komitee für Deutschland gemeinsam veranstalteten Akademie*, Dortmund 1961, p. 82.

the participants travelled to Olympia to take part in the official opening ceremony of the stadium. The scheduled performances of the Greek and German students were cancelled because of bad weather and were held on the next day in the ancient stadium instead. Eventually Diem guided President Avery Brundage and several further IOC members-through the Altis. The academy continued with a weeklong study trip and came to an end at the closing ceremony in Delphi on 30th June 1961.

On 2nd October 1961 the HOC decided to continue the IOA with an annual session. In January 1962 an executive board, the so-called Ephoria, was founded, which was chaired by Ketseas and Diem who became its honorary member.

The second session at the IOA from 9th to 21st July 1962 was attended by 72 participants from 18 nations. It was managed solely by the Greek Ephoria. Carl Diem led three lectures, which can be described as his spiritual heritage:

- The Olympic idea as a moral challenge
- The Olympic idea and human society
- The Olympic idea and reality²⁵

Diem was not satisfied with the second session because he felt it lacked internationality. He was of the opinion that invitation should not only be sent through the NOCs. This issue and the preparation for the 1963 session were discussed in a correspondence between the HOC and Diem, who had already transmitted plans for the further use of the IOA to Ketseas on 13th December 1962. He suggested holding congresses of International Sports Organisations within the Olympic Academy. On the same evening Diem became ill and died aged 80 on 16th December 1963. The letters composed only four days before his death show how serious he was with his suggestions about the protection and expansion of the IOA until the very end. Ketseas commemorated Carl Diem in his opening speech of the III. IOA 1963 as the “greatest friend of the Academy in Greece ... with Diem the Academy lost its spiritual father and founder”.²⁶ On 31st July 1967 a

25. IOA (ed.): *Report of the second Summer Session of the International Olympic Academy*, Athens 1962.

26. Ketseas, J.: The late Prof. Carl Diem, in: IOA (ed.), *Report of the third Summer Session of the International Olympic Academy*, Athens 1963, p. 15.

memorial for Carl Diem and John Kestead, who died in 1965, was inaugurated on the terrain of the academy. Furthermore there is a Carl-Diem-Hall in the big conference building.

The contribution of Liselott Diem to the IOA

Excursion: Vita Liselott Diem

Professor Liselott Diem was presented with the highest Olympic congregation –the “Olympic Order”– by IOC president Juan Antonio Samaranch on 30th October 1986 in Cologne. This was an acknowledgment for a woman, who has brought about a lot of things into national as well as international sport! She commented to the most essential areas of sports in more than 1000 publications in 15 different languages: The core themes of her scientific work and publications were Family education and Physical Education in schools, principles of teaching in preprimary and primary education, sport for women and old people as well as contributions to leisure education and the Olympic Movement. Consequently she became famous all over the world through her publications and lectures.

1906	Born on 18th September in Wiesbaden
1924-1927	Studies at the German College for Physical Education in Berlin awarded with the “August-Bier-Award” for the best diploma examination
1926-1927	Member of the student council Acquisition to teach sports massage (Dr. Kirchberg) Acquisition to teach gymnastics with infants (Neumann-Neurode) Acquisition to teach folk dance Teaching instruction exam in cross-country skiing
1927-1933	Teacher at the German College for Physical Education, Director of women’s education
1929-1939	Invitations to seminars in Sweden, Finland, Bulgaria, Turkey, Hungary, Holland
1930	Marries Carl Diem on 12th February (Birth of four children in 1931, 1932, 1935, 1941)
1933	Instantly dismissed from the German College for Physical Education together with Carl Diem by the German National Socialist Party on 1st May

1933-1935	Studies at the Günther-School München-Berlin, Acquisition to teach musical-rhythmic physical education
1935-1943	Setup of seminars for infants with the der Günther-School Berlin and the 36th board school Eichkamp
1944-1945	Giving lessons at the grammar school (Kaiserin-Augusta-Stiftung) Potsdam
1945-1946	Physical Education teacher at the forest grammar school Berlin-Eichkamp
1946-1947	Member of the curriculum-commission for the curriculum of Physical Education in the Berlin borough
1947-1965	Director of women's education at the German Sports University Cologne
1964-1980	Director of the Carl-Diem-Institute at the German Sports University Cologne
1965	Appointment to full professor on 19th February
1967	Honorary Doctor of Humanities of Springfield College, Mass./USA
1967-1969	Vice chancellor of the German Sports University Cologne
1970-1978	Member of the board of directors of the Federal Institute for Sports Science Cologne
1973-1987	General Manager of the club for classroom research and head of the following research projects: leisure professions, nursery, swimming for infants, sport for old people, Setup of sport in Iran, Venezuela, Brazil und Argentina on behalf of the German government
1974	retirement from professorship
1992	Died on 25th April in Cologne

In many areas Liselott Diem²⁷ successfully continued the work of her husband Carl Diem; for example, she became the first female director of the German Sports University Cologne. Furthermore it was her heartfelt wish to continue the collaboration with the IOA: "The participation at the IOA seminars were highlights because Olympia became my second home". "The many interesting meetings and above all conversations with colleagues from all over the world who are engaged in the Olympic Movement as well as with students and active athletes, I will never forget"²⁸, she continues her memories in her autobiography on her 80th birthday. In total she was at the IOA for eleven times since 1961 – in most cases as a speaker. The highlights were certainly the 1st IOA session in

27. After her retirement as head of the "Carl-Diem-Archive" Dr Karl Lennartz (1989-2004) and Prof. Dr Jürgen Buschmann (since 2004) carried on the legacy of Carl Diem.

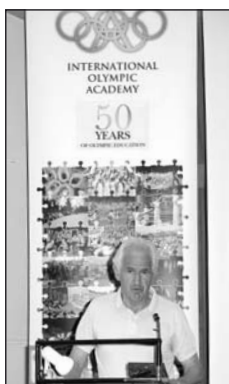
28. Diem, L.: *Leben als Herausforderung, Autobiographie 1906-1986*, St. Augustin 1986, p. 392.

1961 but also in particular her address in 1980 on the Pnyx in Athens and her presentation on the occasion of the 20th anniversary of the IOA in the presence of the IOC members.

Her close affinity to the IOA and Olympia is best illustrated in the fact that she bought a property in Olympia with the help of the archeologist Berthold Fellmann, which was very unusual for a foreigner and only possible because Carl Diem had become Honorary Citizen of Olympia. Construction plans had been developed by the most famous German architect Werner March. It was her idea to invite Undergraduate and Postgraduate students on a regular basis, to continue working on the Olympic History²⁹. Unfortunately this plan remained a dream as the building permission had been delayed year after year. As a result she finally donated the property to the IOA - maybe in the hope that she was thought of a little bit as well.

29. Diem: *Leben*, p. 407.

PIERRE DE COUBERTIN, THE EMBODIMENT OF THE OLYMPIC EDUCATOR



Jean DURRY (FRA)

*Writer, Historian on Sport and Olympism,
Member of the IOC Commission for Culture
and Olympic Education,
Founder of the National Sports Museum of France*

What a wonderful anniversary we are celebrating today, the “50 years of Olympic education” delivered since 1961 by the International Academy, under the inspiring Olympia sky, just a few steps away from the sacred Altis, the temple of Zeus and the greatest “stadium” of all. What a pleasure it is to celebrate this anniversary with you as one of you.

Pierre de Coubertin whose heart is lying here peacefully, after so many battles, according to his wish in a white marble stele, which was unveiled in his presence in 1927 to commemorate the revival of the Olympic Games, had only come to Olympia two times in his life. The first was at the end of November 1894 – “aware of the results already obtained (in order to place into orbit the first modern Olympic Games) and the terrible uncertainties that awaited me on the road I would follow” and the second, in the middle of April 1927, when he again felt the same emotion that you too experienced on your arrival here “A pure, fragrant

breeze, was blowing from the banks of the Alpheios. The moonlight shone for a while on the misty landscape and then the starry night fell on the two thousand years whose moving contact I had come to seek."

By definition, he could never have taken the floor as a lecturer at the Academy since at the time of its inaugural session almost 25 years had already elapsed from the day his heart stopped beating, on 2 September 1937, when he collapsed in an alley of the Parc de Lagrange in Geneva. In 1961, therefore, he had more or less been forgotten, although his name was mentioned every four years on the occasion of the Games and his work was practically unobtainable and inaccessible, unless one looked at the dusty shelves of some libraries and his thinking definitely little known, if not distorted.

Fifty years later, the situation is quite different. The Olympic Games, thanks to the global impact of television since the Games of Rome in 1960, have become the most important sports event. However, Pierre de Coubertin's vision deserves to be highlighted and analyzed in greater depth.

In the next few minutes, you will fully realize I think that as he said in 1931: *"The Olympic Games are not just World Championships. They are something else and much more than that. Through them, each generation celebrates its coming, its joy of life, its faith in the future"* because from the very beginning he saw them as the instruments of a pedagogy, an education for life. And then you will have, I hope, the elements you need to judge whether and why Pierre de Coubertin could rightly be defined as the embodiment of "The Olympic Educator".

I-A Calling for Pedagogy...

Right from the beginning, we have to ask, at the end of the 19th century, when competition sport was just beginning to emerge and had not yet become the ever-present activity in the life of our societies, why a young man – he hadn't yet turned 30 – wanted to embark on such a hazardous adventure at the time that of *"reviving the Olympic Games"*, which he presented as a *"grandiose and*

beneficial endeavor” at the very end of a Conference at the Sorbonne, on 25 November 1892?

What we have to understand is that this revival of the Olympic Games to which he would link his name was for him just a *means* to propagate the idea of sport, which was *an essential aspect of his educational system*.

Marked like all his generation by the disastrous war of 1870-1871 painfully lost against Germany, the scion of an aristocratic family, many career options were open to him as he reached adulthood: join the army like one of his two older brothers, Albert, become a diplomat or choose a political career. He opted, however, for a different course, which he would resolutely follow after his many trips and stays, between 1883 and 1886, in England where he visited many school establishments.

An observer with a penetrating eye and a perspicacious analytical mind, he discovered something which the Anglo-Saxons themselves had certainly not modelled so precisely: *“this unexpected and hidden thing: sports pedagogy; (...) a complete plan for the moral and social education (of adolescents), concealed behind school sports.”*

From then on he started on the course that he would follow all his life, the course of *Pedagogy*, Education. He would become a “pedagogue” – a word that sounds rather obsolete today and which has been gradually replaced by the term “*educator*”.

His first articles, at the age of 23, his first lectures, his first books, define his project: to reinvigorate and give back its strength and confidence to his country’s youth, sport should be included in the curriculum of secondary schools. *“It is absolutely essential to create a place for sport in French education. This is my main conclusion, strange as it may sound”* he wrote, in the astonished and rather reticent environment of the time, at the end of his very first book, “Education in England. Colleges and Universities” (Hachette, 327 pages, 1888).

In 1888 he also launched a “Committee for the propagation of physical exercise in education” of which he became the kingpin and joined the recently created “Union of French Athletic Sports Societies”, the matrix of the sport movement’s

organisation in France. In 1889, he founded the “Association for the reform of school education in France” and became the driving force of the “*International Congress for the propagation of physical exercise*” organised on the occasion of the Universal Exhibition in Paris. This was when he started to have an international and far reaching vision by initiating a survey on Anglo-Saxon educational establishments, with over 7000 questionnaires around the world and presenting its results.

In France, however, the cause of sport was not progressing quickly enough in his opinion, while the institutions were not moving at all or too slowly. So, he had the idea that in order to raise public opinion’s awareness successfully and establish sport for good, he should “internationalize” it by creating contacts of “*unquestionable periodicity and prestige*”. *“Didn’t this mean to revive Olympism? This term was familiar to me. Nothing in ancient history had made me reflect so much than Olympia”* (“Une Campagne de 21 ans”, 1909).

Once again, therefore, he chose the prestigious University of the Sorbonne in order to organise, on 16-23 June 1894, down to the smallest details, the Congress that would establish the modern Olympic Games and create the International Committee.

Throughout the 19th century, he was certainly not the first man who wanted to bring back to life Olympia and its Games. But, he was, unquestionably, as a pedagogue the man whose tenacity and capacity to conceive a truly international organisation allowed him to create a solid structure underpinned by principles that would ensure its longevity.

II – Education, the common thread of a lifetime

In a second, we shall focus on “Coubertin, The Olympic Educator.” What you should fully be aware, though and keep constantly in mind, is that education was really the common theme, the lynchpin of his life, his thinking and his work focused on youth and the future.

As his existence and his approach to phenomena that were first aimed at

France's revival through its youth gradually became those of a "citizen of the world", starting from the very specific idea I mentioned of introducing sport in secondary schools, he soon moved towards a global diagnosis by fundamentally questioning all educational systems.

He writes many books among which his "Notes on public education" [Notes sur l'Education publique (1901)], a trilogy on "Physical education, intellectual education, moral education of adolescents in the 20th century" [L'éducation physique. L'éducation intellectuelle. L'éducation morale: des adolescents au XXème siècle (1905, 1912, 1915)] and his "Sports Pedagogy" [Pédagogie sportive » (1921-1922)], as well as many texts that are those of an historian including an amazing "Universal History" [Histoire universelle (1926-1927)] in 4 volumes that revealed an extensive culture and a rare feeling for comparisons and shortcuts.

In 1910, on the other hand, he was ready to present his highly innovative "*New secondary education curricula*", which he had developed with Physicist Gabriel Lipmann, 1908 Nobel Prize. What he refused to accept were the juxtaposition and piling of knowledge that could never lead to a final synthesis. Teaching had to be "*an era of general ideas embracing the whole material world and human evolution*"; what was needed above all was "*A radical change. Synthesis should substitute for analysis*". (Education intellectuelle. (L')analyse universelle. 1915).

In 1926, he would come up with what he calls "the torch with ten branches" which he considered to be "*an essential basis for the education that every man should have, (acquired) at different levels, depending on his abilities, the time at his disposal, etc.*":

The four notions that delineate the individual's existence:

astronomical, geological, historical and biological

The three notions on which his intellectual and moral development depends:

mathematic, aesthetic, philosophical

Finally, the three notions that dominate his social life:

economic, legal, ethnic and linguistic"

By now, you must have clearly understood that despite his thousand and one activities, initiatives, undertakings and projects that materialized or not, he was before anything else *an educator*. Seen from this perspective, the Olympic Games were for him an ideal *test case*.

III – Olympic education

Why is it that the Olympic Games, at the beginning of the 21st century, when they run the risk of being seen by the audiences and the media as only a super show, still remain apart from all other competitions? All the protagonists of the current Games may not be fully aware of this but as Coubertin constantly stressed Olympism and the Games have a meaning because they are *Education*. A “*project of democratic education and international pacification*” as he described it in 1896, the year of the first Games of the modern era in Athens (letter to the mayor of Havre, 25 June 1896) and never ceased to repeat, without ever tiring in 1920 after the first World War when the Olympic Games were held again in Antwerp, by emphasizing that the Games’ strength was to promote “*the educational, moral and social dynamism that Olympism reflects*” because “*it is sport, its harsh contests, its alternatives, its opportunities that prepare (...) the body and character for the battles of life*” (Le Sport Suisse, 21 November 1928).

Let me mention two characteristic examples of the process and pursuit of an Olympic education: the Olympic symbols and the different Olympic Congresses of which Coubertin was for three decades the driving force.

What will transcend the Games in London in 2012, Sochi in 2014 and Rio in 2016, as was the case at the earlier editions, will be *the symbols* that Coubertin had carefully established or accepted, because he did not want a petrified pomp and etiquette, formal rites devoid of any substance, but symbols that incarnated the breath and spirituality of the Games. Did you know who conceived, designed and entrusted to the Bon Marché stores, in 1914, the execution of the “logo” that was destined to become the most famous in the world, fully aware of what he was doing? Pierre de Coubertin who made the following announcement in the

Olympic Review, in August 1913: *“These five rings represent the five parts of the world which have now embraced Olympism (...) This is truly an international emblem (...) Such a flag is light, shimmering, spiritual when you see it fly. It has a deeply symbolic meaning. Its success is assured.”*

The oath, which may sound naive and obsolete to some strong minds but whose words are morally uplifting, *the flame*, the *medals* that are given to the event winners. There is no moment more thrilling than the *opening and closing ceremonies* of the Games for the athletes first of all, for all those who participate, for the hundreds of millions of human beings who watch and live them simultaneously.

Coubertin carefully prepared the ceremonial, enhancing its educational and highly symbolical meaning, by explicitly decoding it in 1931 (B. I. P. S. Bulletin, n°8): *“We shall easily agree that such a process should be given the highest educational value and represent a philosophical and historical teaching with a strong impact.”*

Regarding the Olympic Congresses, events separated by several years from one another and very different from the IOC's regular sessions, it was not by chance that the first inaugural Congress of June 1894 was held at the Sorbonne. Coubertin would often return to the Sorbonne, for example on 15-23 June 1914 for the 20th anniversary of the Games' revival and for the 6th Congress which marked the IOC's official meeting with the 32 National Olympic Committees and 11 International Federations that existed at the time, or on 23 June 1924 for the celebration of the 30th anniversary (as well as for other events that were not directly related to the Olympic Movement).

The direction that Coubertin wanted to give the other Congresses speaks for itself. On 23-27 July 1897, at the Havre in order to strengthen the still uncertain cohesion of the International Committee created in 1894 he chose *“The study of hygiene, pedagogy, history issues, etc. related to physical exercise”*. On 9-14 June 1905 in Brussels, the *International Congress of Sport and Physical Education* attended by 205 participants from very diverse circles, focused mostly on pedagogy issues. On 23-25 May 1906 in Paris, the *“Advisory Conference”* which



On the panel from left to right: the IOA Director Dionyssis Gangas, the lecturer Prof. Maria Bulatova, the IOA President Isidoros Kouvelos and the IOA Honorary Dean Konstantinos Georgiadis.



The lecturer Prof. Jürgen Buschmann responding to the questions of the participants.

is considered as the 4th Olympic Congress, was devoted to Arts, Letters and Sports. On 8-10 May 1983, at the University of Lausanne, the topic was, and this is very original, *“Sports Psychology and Physiology”*.

Coubertin wanted and encouraged these congresses that dealt with aspects of *“intellectual and philosophical nature”*. In all honesty, we must acknowledge that his IOC colleagues did not follow him with much enthusiasm –in 1913 in Lausanne, only 2 of them took part in the Congress of Sports Psychology!– on subjects and fields, which seemed to them, in contrast to the views of the man who was their President from 1896 to 1925, quite remote from their concerns.

Already in 1914, the Congress focused on the conditions for staging the Games. The 7th Congress that was held on 2-7 June 1921 at the Montbenon Casino in Lausanne, under the chairmanship of the Swede Sigfrid Edström (member of the IOC and president of the International Athletics Federation), which considered the changes to the Olympic Programme and discussed the principle of Winter Olympic Games already showed that there was already a distancing from and a loss of influence of Coubertin.

In 1925 in Prague, when he was about to step down from the active Presidency of the IOC, Coubertin revealed once more how attached he was to education, to his conception of Olympism and to everything that he had wanted and continued to want to build.

He was able to obtain and this would remain a unique case the splitting of the 8th Olympic Congress in two parts; from 29 May to 4 June 1925, the *“Technical Olympic Congress”* was convened, on the one hand and the *“First International Pedagogical Congress”* at the, on the other, in which he himself participated actively.

On 29 May 1925, at the Prague Town Hall, after the election of Belgian Henri de Baillet-Latour as the third President of the International Olympic Committee the day before, Coubertin received the title of “Honorary President for Life” and in his opening speech of the Olympic Congresses he addressed his colleagues in moving and uplifting terms, ending with these words *“I could not accept to stay on, thirty years are a term of office that it wouldn’t be wise to exceed. More*

important, I want to be able to devote the time that I have left to push forward as much as I can an urgent undertaking, the advent of a pedagogy that produces mental clarity and critical serenity (...) I owed it to my collaborators, to my faithful friends to give them a frank explanation about my plans. I also wanted to tell them that I will be tackling this new project in the sporting spirit we have cultivated together, i.e. with the joy found in effort, a taste for risk and the cult of a disinterested ideal."

All the aspects of Coubertin's personality are here.

At the age of 62, he looks at the future. *Education* remains at the centre of his thinking.

At the end of the war, he had proposed as a new objective "*All sports for all*". This wording, "*the years and the strength I have left will be spent on ensuring its triumph*" (Gazette de Lausanne. Olympic Letter of 13 January 1919). Convinced that the future meant the rise of popular masses and the "*irresistible movement*" towards democracy, moving further away from his original environment, he asked that the largest number of people should be helped in order to have access to knowledge: "*Open the doors of the temple! It is time. Mankind's future demands it*". (Olympic Institute 1918).

In 1922, coming back to a project already started in 1890 he had proposed the creation of "Workers' Universities". On 15 November 1925, he inaugurated the proceedings of a "Universal Pedagogical Union", which would organise on 14-18 September 1926 at Ouchy an international conference on "The pedagogical role of the modern city" that would establish the "*Right to sport*" of all human beings and their "*Right of access to general culture*". In 1928, he created the "International Office of Sports Pedagogy" that would propose two years later the "*Sports Reform Charter*".

He continued to follow attentively the evolution and development of the Olympic Games, the Games he wanted to be a *Festival*, the *Festival of World Youth* –irrespective of age– this youth whose "*passion for life*" (1918) he understood better than anybody else. This is why when he started on his course –well ahead



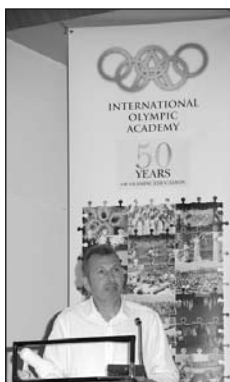
of his time– he chose sport as a privileged vehicle for education, sport that needs “*the freedom of excess (...) This is its essence, its reason of being, the secret of its moral value*” (Prague 1952). Because “*sport is a passion*” he continued to say in 1931 (B.I.P.S. Bulletin 5).

He was not a mythical being, but a man of flesh and blood; he had a wife and two children, he went through often difficult periods in his life but in 1932, at the University of Lausanne, at the end of the ceremony during which his friends celebrated his 70th birthday, he was only thinking of youth “*it likes to hear about the future – and very rightly so. (...) So, be brave and hopeful! Indomitable courage, tenacious hope*”. He only had five more years to live.

It was he who said, with rare perspicacity, “*Olympism tears down dividing walls. It calls for air and light for all (...). This is its ideal program*” (Gazette de Lausanne. Olympic Letter of 26 October 1918); he was before anything else an educator and it was his culture, his encyclopaedic and humanist intelligence that placed the modern Olympic Games in a uniquely prominent position in the world of contemporary sport.

In the highly appropriate context of the “50 years of Olympic education” of the IOA, that continues its work with the same passion, we have just spent a few moments together discovering and re-discovering Pierre de Coubertin and the deep meaning of Olympism and the Olympic Games. I hope that you now have, as I promised, all the information that will allow you to judge whether Pierre de Coubertin was and remains “The Embodiment of the Olympic Educator”.

THE 50 YEARS OF THE INTERNATIONAL OLYMPIC ACADEMY: PLANNING, ORGANISATION AND IMPLEMENTATION OF EDUCATIONAL PROGRAMMES



Prof. Konstantinos GEORGIADIS (GRE)

IOA Honorary Dean

Vice-Rector of the University of Peloponnese

Introduction

Since 1961, the IOA has been very active in the field of Olympic education and until now in its facilities in Ancient Olympia it has organised:

- 50 International Sessions for Young Participants (1961-2010)
- 9 International Sessions for Educators of Higher Physical Education Institutes (1978-1991)
- 3 International Sessions for Directors and Officials of Higher Physical Education Institutes (1986-1990)
- 8 Joint International Sessions for Educators and Officials of Higher Physical Education Institutes (1993-2009)
- 8 International Sessions for Members and Officials of National Olympic Committees and International Federations (1978-1991)
- 11 International Sessions for Directors of National Olympic Academies (1986-2010)

- 10 Joint International Sessions for Presidents or Directors of National Olympic Academies, Members and Officials of National Olympic Committees and International Federations (1992-2010)
- 17 International Postgraduate Seminars in Olympic Studies (1993-2009)
- 12 International Seminars for Sports Journalists (1896-2009)
- 2 International Sessions for Olympic Medallists (2007-2009)
- 2 International Olympic Master's Programmes in "Olympic Studies, Olympic Education and Management of Olympic Events" (2009-2011).

Through its programmes, activities and work, the IOA has become established as the "ideas tank" of the Olympic Movement. In the idyllic surroundings of its facilities in Ancient Olympia, the cultural tradition and legacy of Ancient Olympia blend with the modern Olympic Movement and free intellectual discourse. Participants live the principles of Olympism through a daily process of psychosomatic and intellectual exercise as they prepare to become the heralds of the Olympic ideal and Olympic education in their respective countries.

The main question that arises, however and to which we shall give an answer, in the context of our survey, is whether and to what extent the Sessions' participants recognize the value of the IOA's work in accordance with the mission entrusted to it. The purpose of this survey, therefore, is to study and document whether and to what extent the International Olympic Academy is recognized as a World Centre of Olympic Studies that contributes effectively to the dissemination of Olympism and Olympic education worldwide.

Method and procedure

Procedure

In the context of the IOA's work, we conducted a survey that was aimed at the young participants of its Sessions for the years 2004 to 2009. Anonymous questionnaires were used for data collection and the whole process was totally confidential.

Statistical analysis

The analysis was performed by means of the SPSS statistical programme while descriptive measures were used for the extraction of results, such as mean value (MV), standard deviation (SD) and dominant value (DV).

Results:

Demographic and personal characteristics of sample

Gender and education level

According to the results (Table 1), we observe that there is uniformity in all sessions as regards the selection of participants. We thus noted that there was almost equal representation of men and women, one of the IOA's primary objectives, to promote gender equality and equal participation in its activities in all the countries of the world. Olympic Solidarity has contributed to this objective by covering the price of half a ticket for one female and one male participant, thus ensuring the equal participation of both genders whilst promoting, at the same time, the principle of "equal opportunities" for both genders, with the view to introducing the necessary changes for a broader participation of women in executive positions, within the Olympic Movement.

Furthermore, the high educational level of participants could also be established, since the largest number (71%) had a university degree, 18% a post-graduate or doctoral degree while the educational level of a smaller percentage (10.71%) was below university level.

Table 1: Demographic features of the sample per gender and education level

	Session 2004	Session 2005	Session 2006	Session 2007	Session 2008	Session 2009	Total
Gender							
Women	48,3%	46,7%	47,8%	55,6%	47,1%	48,1%	49,0%
Men	51,7%	53,3%	52,2%	44,4%	52,9%	51,9%	51,0%

	Session 2004	Session 2005	Session 2006	Session 2007	Session 2008	Session 2009	Total
Education level							
Primary/Secondary education	10,5%	11,5%	10,6%	14,9%	5,9%	9,2%	10,7%
University level	76,9%	68,0%	75,2%	64,9%	72,5%	68,2%	71,0%
Postgraduate degree – Doctorate	12,6%	20,5%	14,3%	20,1%	20,8%	22,0%	18,3%

Profession

According to Table 2, if we look at the evolution of professions through time for each Session, we see that there are major differences. Professions vary but are directly or indirectly linked to sport, education or the Olympic Movement. Most individuals work in a sports organisation (23.7%), followed by coaches (21.5%) and physical education teachers and other students who share the same percentage of 19.7%. Physical education students and sports managers, individuals working in a sports organisation and journalists come next with a smaller percentage. 22.8% of respondents mentioned a profession or job that did not belong to the professions included in the question and therefore chose the last option.

Table 2: Demographic characteristics of the sample with respect to profession

	Session 2004	Session 2005	Session 2006	Session 2007	Session 2008	Session 2009	Total
Physical education student	15,9%	14%	8,9%	16,4%	13,1%	17,4%	14,3%
Physical education teacher	15,9%	20,7%	25,2%	19,4%	18%	19,7%	19,7%
Student in other discipline	22,6%	19,8%	22,2%	16,5%	20,5%	16,7%	19,7%
Teacher of other discipline	8,9%	7,4%	5,9%	11,2%	9%	9,8%	8,7%
Journalist	6,2%	1,7%	5,2%	1,5%	1,6%	3%	3,3%
Coach	8,9%	19,7%	20,7%	22,4%	20,5%	26,5%	21,5%
Works in a sports organisation	12,3%	28,1%	25,2%	24,6%	27%	26,5%	23,7%

	Session 2004	Session 2005	Session 2006	Session 2007	Session 2008	Session 2009	Total
Sports manager	7,5%	11,6%	6,7%	8,2%	9,8%	10,6%	9,0%
Work related to sport	5,5%	8,3%	5,2%	7,5%	4,1%	3,8%	5,7%
Other	27,4%	18,2%	24,4%	20,1%	21,3%	24,2%	22,8%

Relationship with a sports organisation

The majority of people (43.8%) stated that they had a relationship with a sports association while 35.9% stated that they were connected to a Sports Federation. 33.8% stated that they had a relationship with their country's National Olympic Committee and 25.9% with their country's National Olympic Academy. Finally, the smallest percentage (11%) stated that they had no relationship with another sports organisation than those included in the options or no relationship whatsoever (6.3%).

Table 3: Sample's demographic characteristics regarding their relationship with a sports organisation

	Session 2004	Session 2005	Session 2006	Session 2007	Session 2008	Session 2009	Total
Sports Association	49,3%	36,9%	43,7%	47%	41,3%	43,2%	43,8%
Sports federation	34,9%	33,6%	39,3%	33,6%	28,9%	44,7%	35,9%
National Olympic Committee	26,7%	35,2%	34,8%	31,3%	38,8%	37,1%	33,8%
National Olympic Academy	19,9%	26,2%	23%	27,6%	30,6%	29,5%	25,9%
Other	13%	12,3%	14,1%	11,2%	8,3%	6,8%	11%
No relationship	8,9%	5,7%	5,9%	7,5%	4,1%	5,3%	6,3%

Information on the Session:

Information source

National Olympic Committees and National Olympic Academies are the main organisations that provide information to young people regarding their participa-

tion in the IOA's Sessions (Table 4). This is totally in line with the IOA's objectives, since the NOCs and the NOAs, in particular, are its branches that propagate its ideas through the national Olympic education programmes. The majority of respondents of this survey (55.1%) were informed about the Session by the National Olympic Committee and 38.9% by the National Olympic Academy of their country. A smaller number (20.1%) learned about the Session from some participant who attended a previous International Session in Ancient Olympia, 12.2% from another source and 1.6%, finally, from a journalist or a magazine.

Table 4: Response rates and statistical differences regarding the information source of Session participants

	Session 2004	Session 2005	Session 2006	Session 2007	Session 2008	Session 2009	Total
National Olympic Committee	49,3%	52,5%	60,7%	59%	57,4%	51,9%	55,1%
National Olympic Academy	36,3%	38,5%	34,1%	41,8%	38,5%	43,5%	38,9%
Former participant	26%	18,9%	11,9%	20,9%	23%	19,8%	20,1%
Journalist / Magazine	2,7%	3,3%	1,5%	1,5%	0%	8,8%	1,6%
Other source	15,8%	13,1%	16,3%	8,2%	5,7%	12,2%	12,2%

Information time frame

The information provided to participants through the above sources was timely and substantial, allowing them to be adequately prepared in order to take an active part in the Session's work programme. As we can see in the next table, the majority of participants (60%) stated that they were informed more than one month before their arrival at Ancient Olympia about the main theme of the Session. The people who were informed about the Session's theme at the last minute are very few.

Table 5: Response rates and statistical differences regarding the time frame for the information of Session participants

	Session 2004	Session 2005	Session 2006	Session 2007	Session 2008	Session 2009	Total
More than one month	64,8%	68,9%	61,7%	56,0%	60,3%	53,1%	60,8%
Two to four weeks before	20,0%	12,3%	17,3%	18,7%	16,5%	20,0%	17,6%
One to two weeks before	6,9%	7,4%	9,0%	5,2%	11,6%	8,5%	8,0%
Less than one week	2,1%	4,1%	5,3%	8,2%	3,3%	8,5%	5,2%
I did not know the Session's theme before coming to Greece	6,2%	7,4%	6,8%	11,9%	8,3%	10,0%	8,4%

Expectations before the Session

Participants' expectations before they come to Greece, according to an overwhelming majority (91.8%) were to know more about the Olympic idea and the Olympic Movement and come in contact with people from all over the world with whom they shared the same views (73.2%). A smaller number stated that they wanted to meet representatives of the Olympic Movement, learn more about Greece, live the atmosphere of a congress and meet famous athletes.

Table 6: Response rates and statistical differences regarding the participant's expectations before the Session

	Session 2004	Session 2005	Session 2006	Session 2007	Session 2008	Session 2009	Total
Learn more about the Olympic Idea and the Olympic Movement	93,2%	91%	91,1%	91%	92,6%	91,7%	91,8%
International contact with people who think as I do	69,2%	68,9%	71,1%	77,6%	75,4%	77,3%	73,2%



Posing questions to the lecturers.

	Session 2004	Session 2005	Session 2006	Session 2007	Session 2008	Session 2009	Total
Meet representatives of the Olympic Movement	36,3%	43,4%	47,4%	47,8%	41%	43,2%	43,2%
Live the atmosphere of a congress	32,9%	23,8%	23%	24,6%	19,7%	34,8%	26,7%
Learn more about Greece	23,3%	18,9%	28,9%	32,1%	32%	31,1%	27,7%
Meet famous athletes	4,1%	7,4%	7,4%	3%	2,5%	11,4%	5,9%
Other	9,6%	7,4%	9,6%	5,2%	7,4%	9,8%	8,3%

Knowledge before the Session

Participants' knowledge about the Olympic Movement and Olympism before attending the Session was not sufficient as shown by the results of the next table. Respondents were reserved regarding their knowledge of Olympism and the Olympic Movement; they had some knowledge but were not sure that what they knew was sufficient.

Table 7: Response rates and statistical differences regarding the participants' knowledge before the Session

Knowledge before the Session	I fully agree	I partly agree	I am not sure	I partly disagree	I totally disagree	M.V.	V.	D.V.
I had sufficient knowledge of Olympism and the Olympic Movement before attending the Session (N = 785)	23,6%	32,2%	22,9%	14,1%	7,1%	2,49	1,434	2
I knew a few things about the Olympic Movement before attending the Session (N = 786)	24,8%	39,6%	15,0%	14,1%	6,5%	2,38	1,405	2

Lectures – Discussion Groups

The lectures and their content were positively received by almost all individuals. Most of them (73.9%) were satisfied with the quality of the teaching and

the discussion with the lecturers and the other participants during lectures. The dialogue was sufficiently edifying and possibly contributed to the improvement of their knowledge about the most important issues faced by the Olympic Movement. Moreover, regarding the evaluation of discussion groups, the majority of participants (83.6%) were totally or rather satisfied with the overall work of their discussion group and only a very small percentage (8.4%) had some problem with their group.

Table 8: Response rates and descriptive measures regarding the quality of lectures and discussion groups

	I fully agree	I partly agree	I am not sure	I partly disagree	I totally disagree	M.V.	V.	D.V.
I am satisfied with the quality of the teaching and discussion during lectures (N = 780)	24,2%	49,4%	16,3%	6,8%	3,3%	2,16	0,954	2
I am satisfied with the work of my Discussion Group (N = 786)	45,9%	37,7%	8,0%	5,6%	2,8%	1,82	0,983	1

Subjects

The subjects covered by the lectures were varied, they related to many aspects of Olympism, Olympic education and the Olympic Movement and were examined fully. The majority of participants (74.2%) stated that the variety of subjects debated during the lectures and discussion groups were quite or fairly sufficient, while only 10.1% would have liked some improvements in this area. Furthermore, all the subjects presented and debated during the lectures and discussion groups were sufficiently examined in the opinion of most participants (58.7%) while 14.4% felt, on the contrary, that the subjects discussed should have been analyzed more thoroughly.

Table 9: Response rates and descriptive measures regarding participants' opinion on the quality of subjects presented

Subjects	I fully agree	I partly agree	I am not sure	I partly disagree	I totally disagree	M.V.	V.	D.V.
The variety of lecture and discussion group subjects was sufficient (N= 786)	14,0%	60,2%	15,8%	8,7%	1,4%	2,23	0,716	2
The subjects presented were thoroughly examined (N = 777)	11,6%	47,1%	26,9%	12,6%	1,8%	2,46	0,841	2

Programme

The Session's overall programme satisfied participants to a large extent. The combination of work, sports events and educational visits was very satisfactory. As a result, 88.3% of respondents were fairly satisfied with this combination while the dissatisfaction percentage was negligible.

Short presentations were quite informative and contributed to the success of the programme, allowing participants to acquire more knowledge on the Olympic idea and the Olympic Movement. This was confirmed by 76.2% of the Session's participants with only 6.5% disagreeing fully or partly with this.

Table 10: Response rates and descriptive measures regarding participants' opinion about the quality of the programme

Programme	I fully agree	I partly agree	I am not sure	I partly disagree	I totally disagree	M.V.	V.	D.V.
I liked the combination of work and educational visits (N = 784)	50,5%	37,8%	6,0%	3,1%	2,7%	1,70	0,837	1
Short presentations were an important element of the programme's overall success (N = 763)	27,8%	48,4%	17,4%	4,1%	2,4%	2,05	0,826	2

Conclusions/impressions from the Session

a) How will the experience of the Session encourage you in the future?

The participants taking part in the survey were asked to express themselves freely regarding that particular question and describe how, in their opinion, the experience of the Session would encourage them in the future. Most of them stated that the knowledge and experience acquired during the Session would be very useful in the future and this would encourage them to disseminate and promote these ideas throughout the world, in many different ways. According to the results that were recorded and codified, the participants' responses are presented below:

- Promote – disseminate Olympism and Olympic education at national and world level
- Teach other individuals, in schools, universities, sports associations, etc.
- Promote Olympism and Olympic education through the National Olympic Academy
- Create youth groups at national level for teaching and propagating the Olympic values
- Encourage the development of studies on Olympism and Olympic education (postgraduate studies or doctorate)
- Organise practical training and presentation in schools
- Publish articles in scientific journals
- Develop my career by giving emphasis to the ideals that sport offers
- Apply the values of Olympism as a way of life for as long as I live
- Encourage other people in my country to attend the next Session
- Maintain contact with the people of the Session for exchanging views and ideas
- Participate in issues related to sports and Olympism
- I will help on operational issues in my country related to sport and the Olympic Games.

b) What did you like most and why?

To this question as for the previous one, respondents were asked to freely state what they liked best. According to the response results, the attitude of the people who attended the Session was very positive since they acquired a lot from it. What they liked best were the discussion groups because they could come in contact with the other members of the group, people from the whole world and talk about different sport related issues, the Olympic Movement and Olympic education and exchange many views. Some of the respondents liked all the activities of the Session while others preferred the presentations, the lectures and their content. Others were pleased with the knowledge they acquired during the Session, many enjoyed the cooperation among participants with whom they were in contact, while others liked the environment of Ancient Olympia, the Session's atmosphere and the people around them because they could make new friends sharing the same interests. A smaller number of respondents stated that they liked the efficient organisation of all the services provided to them, the sports events, the social evenings, the Session's programme and the combination of theory and visits to archaeological sites that highlight Greek civilization. Finally, some respondents stated that they liked the opening ceremony they attended after their arrival in Olympia, the Greek way of life and the outstanding hospitality of their "hosts".

Table 11: Response rates regarding participants' opinion on what they liked most in the Session

Making friends N = 158	The group discussions N = 148	The setting, the atmosphere, the ancient monuments N = 4	Presentations – Lectures N = 72	All N = 52	Social evenings N = 51
22,3%	20,9%	10,5%	10,2%	7,4%	7,2%
The program N = 44	Sports events N = 42	I learned more about Olympism N = 34	Services organisation N = 15	Cooperation among participants N = 12	N = 5
6,2%	5,9%	4,8%	2,1%	1,7%	0,7%

c) Did some of your views change regarding the Olympic Movement?

Participants also stated that some of the views they had before attending the Session changed as they learned things that they did not know about Olympism, Olympic education and the Olympic Movement. 41.4% of respondents stated that their views about the Olympic Movement before the Session had positively changed, while for 34% their views had not changed but this did not mean, however, that they had negative views about the Olympic Movement before coming to the Session. In addition, 8.2% of respondents answered that their views had not changed but they had learned new things and enhanced their knowledge of Olympism. Finally, 16.3% had an ambiguous view, while some had not properly understood the meaning of the question.

Possibilities of applying/using knowledge acquired in each country

a) By what means do you intend to use the knowledge and experience acquired during the Session?

According to the results, most respondents (80.2%) replied that in the future they intend to use the knowledge and experience acquired at the Session for submitting a report to their country's NOC. Some other individuals chose to use this knowledge for their studies in fields related to sport and Olympism, for lectures they will deliver at their university and presentations to friends with the view to disseminating the knowledge acquired, as well as for presentations to sport associations. Fewer people chose to use the knowledge acquired during the Session in order to publish a paper in a scientific journal or in other fields.

Table 12: Response rate and statistical differences regarding participant's opinion on the use of the knowledge in their country.

	Session 2004	Session 2005	Session 2006	Session 2007	Session 2008	Session 2009	Total
Report to the IOA	77,1%	80%	78%	83,7%	75,4%	86,8%	80,2%
In my studies	38,9%	40,5%	36,4%	40,8%	37,3%	44,2%	39,7%

	Session 2004	Session 2005	Session 2006	Session 2007	Session 2008	Session 2009	Total
Lectures at university or at the work place	42,7%	28,1%	30,3%	43,8%	36,4%	37,2%	36,6%
Articles in newspapers	33,3%	25,6%	27,3%	30,2%	20,3%	20,2%	26,4%
Presentations to friends	25,7%	20,7%	23,5%	23,1%	28%	27,9%	24,8%
Presentations to sports associations	25,7%	20,7%	16,7%	18,5%	27,1%	25,6%	22,4%
Publication in scientific journals	9,7%	10,7%	9,8%	11,3%	15,3%	5,4%	10,3%
Other	22,2%	21,5%	27,3%	14,6%	13,6%	21,7%	20,3%

b) In my country I cannot capitalize on the knowledge I acquired from my Session experience

The knowledge which participants acquired from their Session experience is a positive element for the success of the Session and most of them are eager to disseminate and use it in their country as we saw above. 74.5% of respondents stated that they will be able and willing, in the future, to capitalize on this knowledge, whereas the percentage of respondents who cannot disseminate the knowledge they acquired at the Session is relatively small. As we can see in the following frequency table, most of them fully agree that they can build on the knowledge acquired. This is also apparent from the average value of 4.07 and proves that participants came to Greece in order to take part in the Session with the aim of conveying the knowledge acquired in their country.

Table 13: Response rate and descriptive measures regarding participants' opinion on the use of the knowledge in their country

	I fully agree	I partly agree	I am not sure	I partly disagree	I totally disagree	M.V.	V.	D.V.
In my country I am unable to build on the knowledge acquired from my Session experience	3,4%	7,2%	14,8%	28,3%	46,2%	4,07	1,204	5

Proposals/Comments

a) Did you face any particular problems?

The overwhelming majority of participants (66.9%) who took part in the Session did not have any particular problem, while 29% did not agree with this. The problems faced by participants were isolated and some of them mentioned them, not in order to criticize, but simply to further improve the level of the services provided by the Session. The following problems were identified and mentioned by participants:

- Problems of understanding in the case of some participants because of their insufficient knowledge of English
- More free time
- There was no time for them to visit the library
- They did not like the Greek weather
- There should have been more free time at the archeological sites
- Some lecturers gave information in a somewhat complicated way, making it difficult to understand them
- There was no time to use the Internet and deal with their e-mails because of the programme or the limited number of computers
- Some people in the discussion groups had not had any teaching on Olympism and Olympic education
- Greater food variety
- The morning music was annoying
- More powerful air conditioning
- Lectures started too early in the morning
- Late start of social events
- The programme was too heavy, more rest

b) Other comments

In the last question of the questionnaire, respondents could express themselves freely on something to which they might not have had the opportunity to respond

under the previous questions. Most of them wanted to express their thanks for the excellent organisation, the services, the programme, the lectures, the group discussions and the Session's atmosphere. The cumulative results are shown below:

- Thanks/Congratulations/Professionalism
- Wonderful moments/unforgettable experience/excellent organisation/everything was outstanding
- Keep up the good work
- It was a good opportunity to meet people from different countries and learn more about Olympism and Olympic education
- The programme's structure was outstanding but there should have been more time for developing a topic in the discussion groups
- Wonderful landscape and facilities, very good lecturers, coordinators and participants
- Encouragement to create National Olympic Academies in all the countries of the world
- I would very much like to contribute to the expansion of the Olympic Movement in the future
- The Session should continue every year
- There should be opportunities for debates between discussion groups
- A representative from a Third World country should be present at the Session or Olympism promoted in an African country
- Participants should be allowed to determine some discussion topics
- People working in sports organisations should be among the lecturers
- A representative of the International Olympic Committee should be present
- The staff was awesome, friendly and very helpful
- Accessible tools should be made available to the new generations to inform them about the Olympic Movement
- We should have received a map of the area, this would have been very useful for us
- Stricter selection of participants, regarding their proficiency in English, their studies, etc.

- There should have been means of transport available or bicycles so that we could go to Olympia.

Conclusions / Discussion

The purpose of this paper was to present the whole planning and implementation process of the educational programmes of the International Olympic Academy.

The results of this study have shown that the International Olympic Academy is a leading World Centre of Olympic Studies for the development of comprehensive programmes based on a specific theoretical framework and methodology. This view was supported but almost all the participants who took part in the survey and the statistical analysis showed only minor differences in the evaluation of the three categories that were examined (gender, education level and comparative analysis per Session year).

The basic philosophy of its work programme represents an innovation at international level. Convergence between theory and practice, the adoption of different forms of knowledge (scientific, empirical, existential, collaborative, etc.), the active participation of students in the learning process and the study of subjects related to the current social, educational and sporting issues of the Olympic Movement are some of the priorities of its methodological framework. The application of this particular framework to different social, cultural, educational environments and to a broad range of conditions has led to results that enhance, on the one hand, the institution's 50-year credibility and emphasize, on the other, that sound planning, top level organisation, as well as participation and other important factors can become the foundation, the educational tool for the dissemination of Olympism and Olympic education at world level. The basic elements that were highlighted by this survey are the following:

Planning and participants' expectations:

- ✓ The IOA's educational programmes are developed according to a precise theoretical framework and educational methodology. They are based on

the three pillars of the Olympic Movement, Education, Sport and Culture, which are the foundation of Olympism and Olympic education at international level.

- ✓ To achieve the object and goals of each Session, distinguished scientists and scholars from different countries are invited.
- ✓ People from all over the world attend the Sessions, with an equal representation of both genders.
- ✓ National Olympic Committees and National Olympic Academies are the most important bodies for the information and selection of Sessions' participants.
- ✓ Participants' professions vary but are directly or indirectly linked to sport (sports association, sports federation), education (teachers of physical education or other disciplines) and the Olympic Movement (National Olympic Committee or National Olympic Academy of their country).
- ✓ The main motivation for their participation in the Session is to learn more about the Olympic Movement, Olympic education and come in contact with people from all over the world with whom they share common interests.

Organisation and implementation:

- ✓ The high quality of the work programme, in conjunction with educational visits, social events and sports activities play a major part in the success of the Sessions' overall organisation.
- ✓ The subjects presented are innovative, thoroughly examined and include new elements and ideas on various aspects of Olympism, Olympic education and the Olympic Movement.
- ✓ The ways in which discussion groups are organised encourage the examination of selected topics and people's active participation in the discussion thus contributing to the understanding of objectives and conclusions.
- ✓ Living together with people from different geographical and cultural settings allows participants to make new friends, coming from all over the world and exchange views on subjects of common interest.

Achievements:

- ✓ Taking part in the Session's work allows participants to meet their expectations and to recognize the importance of the International Olympic Academy's work.
- ✓ The high scientific level of lecturers and coordinators allows participants to expand their knowledge and to change their impressions of the Olympic Movement.
- ✓ The experience and knowledge they acquire from their participation in the Session will be extremely useful in the future as they will encourage them to spread and promote these ideas in their countries and in the whole world, which is the IOA's main mission.
- ✓ The participants of the Sessions promote the Olympic Ideal through the NOCs and the NOAs, educational institutions, publications in scientific journals, newspapers, their studies, etc.

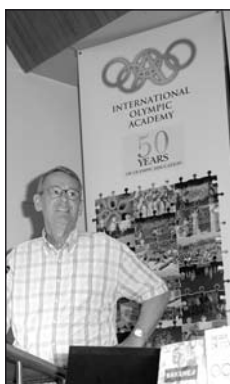
The results of this survey strengthen our resolve to continue the work that we have been carrying out so successfully. The continuous development and improvement of the IOA's programmes will further contribute to its international recognition and prestige, thus ensuring the enhancement of the Olympic Ideal and the promotion of Olympism and Olympic education at world level.

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HOW DOES THE IOA CORRESPOND TO PIERRE DE COUBERTIN'S VISION?



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It was with great pleasure that I chose this topic for the lecture I gave for the 50th anniversary of the IOA.

I had already had the pleasure of attending the 8th Session of the IOA in 1968 as a young student. Back then there were less than 100 participants, coming from 23 countries, no comparison to the present situation. Since then I have returned to the IOA many times.

During 1970-1974, the IOA was the subject of my studies and my doctoral thesis in 1974¹.

This was a period that has marked my whole existence, from a personal, emotional and scientific point of view, linking me to the site of Olympia.

During the Sessions of 1968, 1969, 1970 and 1973 I had the opportunity of putting questions to participants on the educational content of the Sessions and

1. Müller, N.: *Die Olympische Idee Pierre de Coubertins and Carl Diems in ihrer Auswirkung auf die IOA*. PhD Thesis. University of Graz 1975. English abstract: The Olympic Idea of Pierre de Coubertin and Carl Diem and its Materialization in the IOA. In: Hellenic Olympic Committee (ed.): *Report of the Sixteenth Session of the IOA at Olympia*. Athens 1977, pp. 94-100.

the experience of living for a fortnight with young people from all over the world against the backdrop of the ancient stadium of Olympia².

I became convinced from an early age that the annual IOA sessions meet the educational ideals as reflected in Coubertin's Olympism.³

Let us now look back at Olympic history. Coubertin himself said after his first stay in Greece in 1894 that Olympia had challenged him. For him it was an historical place like no other. He also mentions how impressed he was when he visited the sanctuary of Olympia which had been excavated by German archaeologists from 1875 to 1881. It had been like a pilgrimage to him. Coubertin has bequeathed to us 34 books, 50 booklets and 1150 papers, a total of 16,000 pages.

One third of his work refers to Greek history and philosophy – the model of ancient athleticism - and to his idea of reviving the modern Olympic Games, but also to sports and its pedagogical elements and, finally, to the educational principles of the modern Olympic Movement. Coubertin refers, in about a hundred texts, to man's complete education, involving the body, the mind and the will, as the basis of Olympic education. He often speaks about sports education and refers only once, in 1918, to "Olympic pedagogy" (Olympic letter in: Gazette de Lausanne. 28 nov. 1918, p. 1: *"This Olympic pedagogy is not sufficiently served by being glorified before the world once every four years in the Olympic Games. It needs permanent factories."*

This was Coubertin's first vision of an International Olympic Academy!

It was only 32 years after the first Olympic Games in Athens in 1896, that Coubertin went back once again to Olympia. The Greek government paid tribute to him and to his work for the revival of the Olympic Games by erecting the marble stele before which we all gathered yesterday morning.

During the ceremony of April 17th, 1927, Coubertin used this opportunity to

2. Ibidem pp. 204-212 (1968); pp. 220-226 (1969); pp. 235-240 (1970); pp. 262-269 (1973).

See also: Müller, N.: The Olympic Idea of Pierre de Coubertin and Carl Diem and its Materialization in the IOA. In: Hellenic Olympic Committee (ed.): *Report of the Sixteenth Session of the IOA at Olympia*. Athens 1977, pp. 99-105.

3. Ibidem. Performances and Achievements of the IOA. S. 98-100.

send a message to the “young athletes of all nations” that was broadcast by the international press agencies, a message that was in a way his spiritual legacy:

“Today, amid the illustrious ruins of Olympia, the monument commemorating the restoration of the Olympic Games, proclaimed thirty-three years ago, was unveiled. Through this gesture of the Greek government, the initiative that it has sought to honor has taken its place in history. Now it is up to you to maintain it. My friends and I have not worked to give you the Olympic Games so that they will be turned into a museum object or a subject for the movies, nor so that commercial or political interests should take them over. In restoring an institution that dates back twenty-five centuries, we wanted you to be able to become, once again, adepts of the worship of the religion of sports, as our great ancestors conceived it. In the modern world, full of powerful possibilities, and yet also threatened by perilous decline, Olympism can become a school of moral nobility and purity as well as of physical endurance and energy; but this can happen only if you continually raise your conception of athletic honor and impartiality to the level of your muscular ability. The future depends on you.”⁴

And, may I add, on you too dear participants of the 51st Session of the IOA!

He used his last stay in Greece in 1927 to convince the Greek Minister of Culture on the necessity to give modern Olympism a spiritual home in Greece after his death. He imagined this home not in Olympia, as we could have thought, because of the condition of available facilities in this old city but rather at the Olympic Academy of Athens.

His greek friend Ioannis Chrysafis, a high-rank official for physical and sports education at the Greek Ministry of Culture was his guarantor.

After 29 years, in 1925, he resigned as President of the IOC in order to devote himself, exclusively, to his pedagogical objectives. He was getting old and he wanted to develop further all his Olympic ideas in lectures and publications including his “Olympic Memoirs”, published in 1931, which were translated in many languages allowing millions of readers to have a retrospective view of the

4. To the Young Athletes of All nations. Reprinted in Müller, N.(ed.): *Pierre de Coubertin. Olympism. Selected Writings*. Lausanne, IOC, 2000, p. 560.

work that had made him famous. Furthermore, Coubertin also devoted his time to a broad range of activities and to educational projects, which he had conceived long before for the wider public and postponed for later.

To achieve his purpose he had to create an International Pedagogical Union in 1925 and an Office of Sports Pedagogy that would handle the lectures and the publication of his books and, finally, the foundation of a Society of World History. In 1928, he sent a message to all the participants of the Amsterdam Olympic Games, inviting them to take special care of the flame of reborn Olympism and keep it alive by remaining faithful to the Olympic principles. He added:

- equality among sports
- the participation of the arts
- the oath ceremonies
- the Olympic rings and
- the independence of the IOC.

In order to unite the ancient Olympic Games with those of modern times he arranged for the lighting of the Olympic Flame at the Olympic Games of Berlin in 1936, 3,000 km away from Olympia. Ever since, the Olympic torch relay is the culminating point of all modern Olympics, including the Winter Games.

When he died, on September 1st, 1937 he had left instructions in his will for his heart to be buried in the marble stele in Olympia, while his remains would rest in an honorary tomb in the cemetery of Lausanne.

This symbolic act truly reflects the real origin of the IOA. Coubertin wanted to inspire world youth and convince it to revive the Olympic ideals by promoting initiatives on Greek soil in which the whole world would take part.

Carl Diem, who had worked in close collaboration with Coubertin since 1912, substantiated Coubertin's vision of an Olympic Academy saying in an article on the burial of Coubertin's heart published in the Olympic Review that "Olympia could become a place of spiritual education if an Olympic Academy –as a counterpart to Plato's Academy– could be founded there."⁵

In August 1938, John Ketseas, the Secretary General of the Hellenic Olympic

5. Diem, C.: La Journée d'Olympie. In: *Revue Olympique*, no 2, 1938, p. 13.

Committee confirmed that this idea was being seriously considered and studied in Greece following Coubertin's visit in 1927.

In June 1939, during the 38th Session of the IOC in London, the Greek IOC member A. Bolanaki presented the idea of an Olympic Academy in Olympia. The IOC took the decision of "placing under its patronage this institution that would serve the Olympic Ideal"⁶.

World War II, however, did not allow this project to go through and it was only in 1961 that the first IOA session could be held because of the difficult financial conditions that followed the end of the war. John Ketseas, who was elected member of the IOC for Greece in 1946, continued to promote the idea of an Olympic Academy on Greek soil and his proposal was adopted by the IOC during its Session in Rome, in 1949.⁷

Finally, in the summer of 1961, 30 participants from 24 countries of 4 continents gathered in Olympia for their first Session.⁸

The occasion of the first Session was the uncovering of the ancient stadium of Olympia. This meant, on the one hand, that the temples of the sanctuary and, above all the cradle of the ancient Olympic Games were finally restored to the world of sport. The Hellenic Olympic Committee had seized the unique chance of ensuring that Coubertin's vision of the continuity of his spiritual work would be preserved in the Olympic Academy.

In 1969, activities were expanded and along with the annual Sessions for students, other seminars were held for different target groups (sports physicians, university professors, educators, NOC members, NOA directors, Olympic coaches and athletes, sports journalists,). From 1967 to 1990, the Academy gradually developed, by means of Greek funds, as you can see it today and it represents a higher summer educational institution for all of us.

6. Session of 1939, London. The Olympic Academy. In: *Bulletin Officiel du CIO*, no 42, October 1939, p. 9.

7. Académie olympique à Athènes. In: *Bulletin du CIO*, no 15, 1949, p. 22. The minutes mentioned an Olympic Academy in Athens not in Ancient Olympia.

8. 159 students from the Hellenic Sports Academy (Athens) and the German Sports University (Cologne) were also present, performing gymnastic exercises and dances during the inauguration ceremony of the ancient stadium.

At the beginning, we were 30 participants from 24 countries; today, 200 participants from about 100 countries gather here and prove that each year the whole Olympic universe is represented here.

170 NOCs from 205 were already represented at a Session of the IOA.

There is no other higher sports university and no academic assembly so perfectly integrated in such a setting in time and space than the IOA. There is no other place so propitious for the discussion of the problems faced by modern sport than the stimulating background of the stadium of Olympia excavated in 1961. Based on the judgement of the participants, success is determined by the discussion – which essentially focuses on current issues of the Olympic movement, modern sports and its development in the different countries.

Since 1961, more than 10,000 young people have benefited from an Olympic education, both emotionally and intellectually stimulating, during the 50 Sessions for Young Participants of the IOA.

Furthermore, there are more than 50,000 younger and older participants who have attended the 2,000 different international and national sessions of the IOA in Olympia. We know that it is mainly the Young Participants who disseminate the knowledge acquired in Olympia in their home countries, in many different ways. It was their motivation and will to pass on this knowledge that gave birth to the idea of creating National Olympic Academies. In my opinion, this is the greatest service that the IOA offers: to spread from Olympia “Olympic education” all over the world.

To learn in Olympia for Olympia, this is our motto. And I add that your mission is to “Think globally, act locally”!

The Olympic Charter, the IOC’s constitution, that was fully revised in 1990, has recognized the IOA’s work and included as one of the IOC’s obligations to promote Olympic education and its institutions starting with the IOA in Olympia. Moreover, the obligations of the National Olympic Committees now include the creation of a National Olympic Academy. I do not have enough time to interpret for you the Olympic Charter from an educational viewpoint, but we can rejoice that the educational aspects are mentioned more than 50 times in it and,

in particular, in the fundamental principles / in rules 2 to 5 of the fundamental principles.

Such a promotion would not have been possible without the personal motivation of each of the thousands of young people who have been enthralled by Olympia and have found a source of spiritual inspiration in the international gathering of the IOA's participants. Thanks to IOAPA's initiative, more than 500 participants remain in direct contact with the IOA and their mission. We should also add the professional and intellectual debate that takes place at the IOA on Olympic values as the conditions of the Games and the Olympic Movement have changed with time thus giving a new impetus and impulse to the IOA's work.

As most of the young participants are students of their countries, many of them have focused their research work on Olympism by choosing national and international subjects. In many countries we are now witnessing an increase of "Master's and doctoral theses". "Olympic education" programmes are now implemented not only in the "host countries" of the Olympic Games but in many other countries as well through the efforts of their NOCs at all levels. Millions of people benefit from them, especially students and athletes as President Rogge told us on the Hill of the Pnyx in Athens.

"Olympism in schools must be encouraged" wrote Coubertin in an article in 1934. I wish to add: "Olympism should be promoted in all training centers!"

Coubertin would have surely been delighted if he could see the propagation of the Olympic ideals in the academic sector. In 1932, the French government established a chair in Olympism at the University of Nice for him, which he could not accept because of his advanced age. Today, there are "Centres for Olympic Studies" in about 15 countries, with growing international research capabilities. The first was founded in Graz/Austria in 1962 by Professor Recla, the second in Cologne in 1964 by the foundation of the Carl Diem Olympic Institute and the third in Madrid in 1968 by the Centro des estudios olimpicos. The IOA's initiative since 1993 to hold each year "postgraduate seminars" has brought to Olympia until now 600 young researchers of Olympism, at Master's or PhD level, from about 70 countries. The mutual scientific exchanges among these young researchers during 4 to 6 weeks each year is a very important activity for the IOA,

which also contributes to the development of knowledge on Olympic issues in many countries and NOCs.

In 2008, the IOA has established in collaboration with the University of Peloponnese an International Master's programme in Olympic Studies, which was presented yesterday by the Dean. Since 2010, there is also a Master's of Advanced Studies in Olympism at the Sports University of Cologne, a cooperation among five European universities for people who already hold a permanent post.

Naturally, these "Olympic Studies" with such impressive examination results would have been unthinkable in Coubertin's time.

Olympism as a subject of research has always been for the IOA the object of debate covering philosophical, historical, pedagogical, sociological, political, economic, media-related, training issues, etc.

But still, in my opinion, the main task and core activity of the IOA should focus on a vision of Olympism as a philosophical and pedagogical idea. Coubertin's vision of Greece as the trustee of this intellectual and spiritual heritage was justified. It is, however, true that Coubertin could never have imagined that the IOA would become for the last 50 years the permanent source of intellectual discourse on Olympic ideals worldwide.

While the NOCs of the countries are engaged with their teams' preparations for the Olympic Games, the IOA and the National Olympic Academies provide a platform for intellectual debate on Olympism.

"To learn for Olympia at Olympia", this is the title I have always given to the IOA's activities. *"Think globally, act locally"*, this is the motto of the thousands of alumni of the IOA's Sessions, backed by the International Association of IOA Participants. World Olympic youth gathers each year at the place where Coubertin's heart lies.

When in 1990 the promotion of the IOA was recognized as the IOC's task and included in the Olympic Charter, this success was shared by all those participants from across the planet who had been trained at Olympia and remained very critical, wanting to make sure that Coubertin's vision would remain as the basis of the Olympic Movement. This is why the Olympic Charter now includes

among the NOCs duty the creation of National Olympic Academies, since each NOC needs a permanent reflection center.

What a success for Coubertin's vision thanks to the IOA! But what counts are not only institutions like the IOA and the NOAs, but the realisation of Coubertin's pedagogical visions in accordance with Olympism. With the commercialisation of the Olympic Games and therefore the growing value of an Olympic medal, the situation has changed dramatically during these last 25 years.

How can we deal with unsolved problems like the gigantism of the Games, doping, political influence, especially in those countries that host the Olympic Games? The list of unresolved problems becomes longer: boycotts for political reasons, the suppression of ideal values as the basis of the Olympic Movement and thus the loss of Olympism's credibility as a worldwide vision for the 21st century.

It is precisely for these reasons and faithful to Coubertin's spirit that the IOA is the most suitable place for returning to reason and benefitting from experience so that young participants can take home this message. What would the Olympic Movement be like without the ideals defined in the fundamental principles of the Olympic Charter? Why are the Olympic rings so important for sponsors? I think, probably, because they have a much stronger impact than the staging of many world competitions in the same venue. The fact that participants live together in the Olympic Village during the Olympic Games creates a strong symbolism, as well as the IOC's zero tolerance to doping offences or the systematic recognition of the equality of men and women sports. This development was clearly initiated by former IOC President J.A. Samaranch in the spirit of the UN conventions on human rights, since the middle of the 1980s. In addition to the discussions on Olympic values and their future importance, the IOA has always encouraged Olympic education programmes in many countries through a broad exchange of information, in specialized conferences, especially at the time when Internet did not yet exist. "Olympism in the school – we must introduce it" declared Coubertin in 1934 and this has become reality today thanks to its enthusiastic supporters who have been trained at the IOA and the national sessions of the NOAs.

I would like to return to the initial question that I raised – how does the IOA

correspond to Pierre de Coubertin's vision? You have seen that the IOA in its 50 years of successful activity has accomplished Coubertin's vision of preserving and further developing of Olympism in an exceptional way in the many examples I have quoted in my presentation. The concept and significance of Olympic education are reflected in Olympia and in the IOA.⁹

For this contribution, the world Olympic Movement is indebted in no small way to Greece and to the pioneers of the IOA: John Ketseas, Otto Szymiczek, Cleanthis Palaeologos who were my mentors.

9. Müller, N.: Olympische Erziehung. In: Thaller, F., Recla, H.: *Signale der Zeit*. Schorndorf, Hofmann 1975, pp. 133-140.

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Source: PhD Thesis © Ines Nikolaus 2011. University of Mainz (GER) Olympic Education through the World in educational institutions.

**THE ARCHAEOLOGICAL EXCAVATIONS IN OLYMPIA
AND THE OLYMPIC MOVEMENT:
RECENT RESEARCH AND QUESTIONS OF INTERACTION**



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As you all know, the first International Olympic Games of Modern Times took place in April 1896 at Athens. Since then we count 29 Olympic Games until the last ones from 2008 in Peking and we are looking forward to the 2012 events in London. The interval of 4 years, which has mostly been possible to maintain, except for the periods of World-War I and II is the same interval of the most important athletic festivals of Antiquity at Delphi and Olympia.

The modern world has chosen to follow the tradition of Olympia, the most prominent place of athletic meetings in antiquity. Nothing compares to a victory at Olympia, the ancient poet Pindar says.

In this short paper I want to take a look from the archaeological point of view on what connections and maybe mutual influences there are between the ancient and the modern games. My remarks will be limited to the modern summer events, as in Olympia the contests were held in August alone.

Let me start with a brief summary of the rediscovery and excavation of Olympia. The German excavations, which uncovered most of the buildings in the

sacred precinct were carried out between 1875 and 1881 and thus clearly ante-date the organisation and staging of the First Modern Olympic Games. The sanctuary of Zeus had disappeared after severe earthquakes, deliberate destruction by Early Christians, flooding and erosion of the nearby hills under thick layers of sediments. Until 1766 even the exact location of the site was lost. In July of this year Richard Chandler, on a travel financed by the Society of Dilettanti, a group of wealthy British lovers of Antiquity in order to explore the ruins in the Eastern Mediterranean, reached the Alpheios valley. His stay was short. The group was nearly eaten alive by myriads of mosquitoes arising from the swampy area and retreated after they had recorded traces of a huge temple of Doric order, clearly the ruins of the temple of Zeus. Other travellers followed in the next decades: Fauvel, Leake, Gell and Rockwell but it was not before 1829, when during the Greek war of Independence a French military corps started first excavations. During a 6 week campaign the French uncovered parts of the temple of Zeus and extracted several sculptures which they took to Paris. Activities ceased hereafter for almost 50 years. In the meantime the site was only occasionally visited by travellers. One of them was the German Ernst Curtius who came to Olympia in 1838 and 1840. Since 1837 he was employed as teacher of the sons of one of the ministers in the government of king Otto 1st. Back in Germany in 1841 he began to develop plans for a German excavation in Olympia. A famous speech at the Academy of Berlin in 1852 in presence of the Prussian Royal Family was the highlight of his campaign for gathering support for his plans. But because of the following political events, the war in the Crimea and the war between France and Germany in 1870/71 they could not be started before 1875. Until 1881 the largest part of the sanctuary was excavated and what was equally important, the results of the excavation were continuously published very quickly between 1890 and 1898.

The targets of the excavation in the first place were not the installations or relics of ancient sport. Contemporary photos give the impression that physical exercise played a minor role for the archaeologists, more for the workmen. From the ancient sources, which had survived the centuries, especially from Pindar, Bacchylides, Thucydides and Pausanias one knew about the splendid religious

buildings and the wealth of precious statues and other votive-gifts, among them the statue of Zeus by Phidias, one of the ancient wonders of the world.

Among the works of art in the first place the statues of Olympic victors, of which Pausanias alone mentions 213, were interesting for the archaeologists. As they had consisted of precious metals, however, only a few scraps had survived.

This sacred place and remains of the pieces of art was what one hoped to regain, as illustrated in the reconstruction-drawing of the Metroon by Friedrich Adler. But as so often happens, in the course of time, the archaeological finds fundamentally changed the picture of the site. The excavations did not only uncover monuments relating to peaceful athletic competition. They brought to light thousands of weapons, some of them bearing votive inscriptions, which showed one of the major characteristics of Zeus in antiquity as the supreme god of war. Also prominent works of art turned out to be war-memorials, like the statue of Nike by Paionios as the inscription on the pedestal states.

Most of the buildings were found in a state of preservation that required much fantasy to imagine their original splendour. The Irish classicist John Pentland Mahaffy remarked on a visit he undertook together with Oscar Wilde in 1877 to the site: "However interesting excavations may be, they are always exceedingly ugly". And this was the situation for many more years at Olympia.

Nevertheless aspects, which one might call ethical or educational, also played a role in the early scientific approach to Olympia on the side of German philhellenes. And this brings us closer to the reasons behind the revival of the Olympia as an idea in modern times. Johann Joachim Winckelmann, founder of German Classical Archaeology had developed plans for an excavation and was already on his way to Greece, when he was murdered in Trieste in 1768. Portraits, like the famous one painted by Angelika Kaufmann, show him in a modest, thankful appearance. He preferred simplicity, the ideal harmony of mind and body together with freedom from the oppressing rules of his time. In his most influential writings Winckelmann proclaims Greek art, especially the manifestation of beauty and harmony of the naked human body in Classical Sculpture, as an ideal for his contemporaries to find paths for new ethics. His ideas inspired following generations

of German intellectuals, among them Goethe, Schiller, Herder or much later, Rilke with his famous sonnet about the torso from Miletus in the Louvre.

One of the classicists in the tradition of Winckelmann was Ernst Curtius. At the beginning of his 1852 lecture he deals with the importance of physical perfection in combination with intellectual education as fundament of the ancient Greek states: "The freshness of bodily well-being, beauty of figure.... These virtues for the Greeks were not less important than cultivation of the mind, power of judgment, training in the art of the Muses".

Another point of importance in the conception of Olympia for Curtius was the Olympic Truce, which in antiquity was renewed among all participating poleis for the duration of the games. According to Curtius the excavation ought to become the first peaceful project of the newly founded German Empire: "Das erste Friedenswerk des Deutschen Reiches" after the successful war against France. The victory was commemorated in a famous painting by Anton von Werner showing the proclamation of Wilhelm I as German Emperor in Versailles, a big affront against the French.

In spite of the previous hostilities between France and Germany on the academic level scientific interest fortunately abridged national controversies.

The important French historian, Victor Duruy in the second edition of his "Histoire des Grecs" of 1887 already deals with the result of the German excavations in Olympia. He reproduces the general site plan of Dörpfeld with legends in French, giving details of the buildings in the footnotes. The text, largely identical with the first edition of 1874 emphasizes the importance of physical education for the political and moral constitution of the Greek states in a similar way as Curtius did. Duruy even quotes the famous, though later expression of Juvenal (10, 356) "mens sana in corpora sano" in this connection.

Another work, which in France distributed information about the German excavations was Laloux's and Monceaux's "La restauration d'Olympie" of 1889 with detailed reconstruction drawings of the main buildings. Coubertin could have known both books and thus have had access to the latest excavation results in Olympia, even if he had not been familiar with all the details of the excavation. Concerning the estimation of physical education he must not necessarily have

been influenced by the above mentioned authors. This seems to have been *communis opinio*, at least among students with a classical education.

And this Coubertin was, indeed. He had received a thorough knowledge of classical literature during his early education at the school of Saint-Ignace in Paris. During his studies his interest shifted towards authors of social theory like Locke, Spencer, Mill, Darwin, Rousseau, Montaigne and others. He became especially interested in the English educational system and paid the island a first visit in 1883. A resulting book "*L'Education en Angleterre*" of 1888 praises the British education in contrast to "boredom and weakness, those purveyors of immorality" which he found in the French system.

One of the things Coubertin admired in Britain was the physical education as a balance to intellectual strain which overburdened the French school system, and not only individual training but also team sports to increase the social competence.

His clear expert-view attracted the attention of influential people in France and made him Secretary General of the Committee for the Propagation of Physical Exercise in Education in 1888. The next year saw him on a three-month's visit to the United States on behalf of the French ministry. The freedom and team spirit, which he met not only in the American Universities, but also in a lot of well-organised athletic associations was an important impression, which he brought back to Europe.

On a second visit to England in 1890 he included Much Wenlock in Shropshire, where a local doctor, William Penny Brookes had become a spearhead of the introduction of physical training at schools. In October 1850 Brookes had established the first games under the name "Annual Meeting of the Wenlock Olympian Class" for the "moral and physical improvement of the Inhabitants of the Town and Neighbourhood of Wenlock and especially the Working Classes, by the encouragement of out-door recreation, and by the award of prizes annually at public Meetings for skill in Athletic exercises and proficiency in intellectual and industrial attainments". These games were a strange mixture of sports and other events and became extremely popular. A highlight was the tilting of a ring by a horseman with a lance which required a lot of skill. In a contemporary photo

we see the victorious rider being crowned with a wreath in antique fashion by a local beauty just like in a medieval knight's novel in the presence of Mr. Brookes. After the success of the local games which lasted from 1850 to 1860, an "Annual Meeting of the Wenlock Olympian Society" was founded in 1861 which lasted until 1895. And then two more series were established, the "Shropshire Olympian Games" in 1859 and the "National Olympian Games" in 1865 which travelled through the country to Shrewsbury, London, Birmingham and other places. Thus the idea of rotation to various sites was born, but still limited to a national border.

The rotation was the idea which distinguished these games from another Olympian revivalist, so to speak, the Athens Olympian Games. In Greece a revival of the Olympic Games had already been proposed in 1835 by Ioannis Kolettis and Panagiotis Soutsos, but it lasted until 1859, when they were financed by Evangelos Zappas, a rich Greek from Epirus, who had made a huge fortune in real estate and trade in Romania. Zappas at first wanted to revive athletic festivals in the manner of the ancient Greek games but then he was convinced by the Greek foreign minister Alexandros Rizos Rangavis to combine the sport-events with a commercial fair. These games took place in 1859, 1870, 1875 and 1888-89 with different levels of success. During the last event after the death of Zappas in 1865, who had bequeathed his whole wealth to an Olympic endowment, the large exhibition centre in neo-classical style by Theofilos Hansen could be inaugurated. The first games took place at Ludwig-place, today platia Kotzia in what was then modern Athens, but later they were held in the area of the ancient Panathenaic stadium, which at that time was more or less only a depression in the ground. These events set the excavation and reconstruction going.

I need not deal with the details of the contacts between Brookes, the Zappas games, Coubertin's ideas and the way which finally led to the first International Olympic Games in Athens in 1896. My aim was to follow the two main lines which led to a revival of Olympia: The excavations which uncovered the site and the revival of athletic games by Coubertin. For me there is a clear distinction between the excavations and scientific research in Olympia and the process which finally led to the installation of the Modern Olympic Games. Even if the sanctuary

of Zeus had not been excavated by 1881, I am sure the Modern Games would have been established the same. Both, in a way, are representatives of the same "Zeitgeist".

Coubertin paid his first visit to Olympia in November 1894 on his way back from the negotiations in Athens for the installation of the games. Ten years later, in his memoirs, he claims that "nothing in ancient history had given me more food for thought than Olympia. Germany had brought to light what remained of Olympia; why should not France succeed in rebuilding its splendour? It was not far from there to the less dazzling but more practical and fruitful project of reviving the Games, particularly since the hour had struck when international sport seemed destined once again to play its part in the world".

But that does not mean, that he found this food right on the site. Concerning his visit we find few detailed remarks, but they are the more important as they stress the idealistic and moral basis of the revival: "It was a moral architecture I was going to gather lessons from, and it magnified every dimension... all morning long I wandered in the ruins".

Coubertin was no antiquarian. His idea of the international meeting of athletes in a peaceful surrounding to provide new impulses for contemporary ethics was the important thing. Outdated disciplines or techniques were ignored. But the most prominent disciplines of ancient athletics, as they were still practiced, belonged to the curriculum. As the painting for the 1896 games by his father Charles shows, Athena welcomes the representatives of the modern sport-disciplines from foreign countries with the same enthusiasm as the Greeks do. Nike already points to the Tour Eiffel emerging in the background, symbol of the next city where the games ought to take place. The modernism was ironically commented by the local press, for example in the newspaper-illustration showing Athena on a bicycle leading the field of international competitors. There were many disciplines using new techniques or equipment like bicycles, guns, pistols or gymnastics with apparatus in which the Germans excelled. Something new was also team sports. Although ball-games with several participants can also be found in antiquity they never played a role in the great athletic competitions. Here there was only one winner in every discipline, including music. Among the

revived sports, on the other hand, a few which did not meet the idealised view of modern times, like the rather brutal pankration, were not taken up again. Generally one can say, however, that these changes were quite in accordance with the practice in antiquity, because we learn from Pausanias, that from the beginning at Olympia new disciplines were added to previous ones and others, after having become unpopular again, disappeared.

Finally the setting of the modern games, the reconstructed stadium in Athens provided an antique flair. Also critiques had to admit that for practical reasons it was not possible to hold the games in Olympia, which at this time basically consisted of a field of ruins, a museum, a hotel and the railway-station. The centre of the games in Athens was the Panathenaic stadium, which had to be excavated and largely restored to finally house ca. 80,000 spectators. What the stadium in Olympia looked like, one did not know at this time, because the excavations had stopped just at the entrance. Georgios Averoff, a wealthy Greek from Alexandria, had paid for the rebuilding of the Athenian stadium, because the Greek state after the declaration of its bankruptcy in 1893 was not able to contribute neither to the games nor to the infrastructure.

The bicycle-contests were held in another building in more appropriate shape, the velodrome, at Phaleron. And the swimming took place in the sea under natural conditions, which were very cold at that time of year in April.

According to the ancient model it had been decided that only men were allowed as athletes. Women, also married ones, who were strictly excluded in antiquity, were at least admitted as spectators.

Disciplines already known from antiquity were not necessarily held in the original form. Neither were the runners naked, nor did they run the length of a stadium or a multiple. Instead there were tracks of 100 m or heats of 400 and 800 ms. And the start was not regulated with a reconstructed ancient mechanism, but signalled with a shot. After the Americans had done very well, even in disciplines where the Greeks thought to be masters like the throwing of the discus, an interesting discussion arose. Was it enough to just win by reaching the longest distance, or were elegance and style not of equal importance? To learn how the ancient Greeks practiced athletics one had to turn to ancient works of art. Robert

Garret of Princeton University, winner of the discus-contest, demonstrated this by imitating the attitude as the famous discus-thrower of Myron in a photo.

Ancient art was also used for the design of the medals. The head of Zeus with a figure of Nike on his outstretched hand on the silver medal clearly tries to imitate the famous statue by Phidias, one of the ancient wonders of the world. Coins from the time of the emperor Hadrian are our only source for the reconstruction of the statue which was removed from the temple of Zeus to Konstantinople where it perished in a fire.

And finally there was the creation of pseudo-antique disciplines, like the marathon. The historicity of the tradition of the brave Athenian soldier announcing the victory over the Persians after an exhausting run from the battlefield is still obscure. The race over the road, which presumably had been taken by the Athenians to march to the battlefield and back, was 40 km long and it was won by Spyros Louis from Maroussi. This success made him a national hero. In one of the contemporary photos he is to be seen entering the stadium and then later in the final parade leading the victorious athletes in a fustanella-costume. The athletes had received a diploma and medals, but also an olive-branch, quite in accordance with the ancient tradition at Olympia.

On this point we have to mention another side effect connected with the revival of Olympia both as a site and as an idea. I already mentioned that Curtius wanted the idea of the Olympic truce to be connected with the work of German archaeologist for a peaceful project. For Greece, however, the successful hosting of the games in 1896 became an important matter for national identification, not just the thing Coubertin wanted it to become. Especially crown-prince Constantine, who had been member of the organising committee made attempts to keep the games permanently in Greece. But Coubertin succeeded with his idea of an international rotation. Since then the Olympics have returned to Greece twice, in 1906 and 2004. In the meantime there have been a lot of innovations, a few of them connected with rituals of antiquity, but without changing the general concept:

In 1920 (Antwerpen) the Olympic oath was reintroduced. In antiquity the

athletes had to swear during a sacrifice in the bouleuterion at Olympia to obey the rules.

In 1928 (Amsterdam) the Olympic flame for the first time was burning through the course of the games in the stadium.

In 1936 (Berlin) the torch relay was introduced. The idea of the German archaeologist Alfred Schiff, adapted by Carl Diem for the Olympic Games in Berlin was obviously inspired by ancient torch races which however never were a part of the Olympic games and carried out in other athletic contests. Since then the torch relay starts the games. The torch being lit with a parabolic mirror at the altar in front of the Heraion by priestesses in ancient costumes.

The games of 1936, as controversial as they may be as a successful propaganda of the Nazi regime at least had a positive effect on the scientific exploration at Olympia. This time the influence of the games came back to the site. Carl Diem succeeded in raising funds for the continuation of the excavations to all sides of the sanctuary which started in 1938. After an interruption caused by the World War II in 1942, the excavations commenced in 1952 and are still going on today. Until the 1960s the stadium had been excavated and reconstructed. The excavation turned out to be a very long-lasting project, as the earthen embankments had to be completely removed to reach the many wells and deposits underneath which were full of votive gifts and especially weapons, the remains of former *tropaia*. Still today, as we are continuing the excavations nearby, we are constantly coming across these wells which are filled with all sorts of metal objects.

Furthermore, other sport-installations were explored, the gymnasium, the palaestra, bathing establishments in the west and southwest, as well as meeting clubs for athletes – a recent discovery which reminds us of the fact, what an important role athletic organisations also played for the beginning of the modern games. During the excavation of the so called South-West-Building a list of 18 athletic victors was found dating from the 291st Olympiad that is 385 A.D. It is our last document of the Olympic Games before they were abolished by the Byzantine Emperors.

Intermediate Greek suggestions for a permanent seat of the games in Greece,

even at its original place in Olympia, were not followed by the IOC. But at least in one case, the staging of the shot contests in the stadium of Olympia in 2004 for many spectators gave an opportunity to imagine the original atmosphere. This event, however, also showed how different the conditions with appropriate security and supply are today from both the ancient and the early modern Olympic Games.

Apart from pursuing its scientific research at Olympia the German Archaeological Institute is trying its best to improve the site with its unique atmosphere to the visitor. In this respect we gratefully acknowledge the help of institutions which are also connected with the organisation of the contemporary Olympic Games. With the support of Prof. Norbert Müller from the Insitute für Sportwissenschaft, Mainz, Dr Christian Wacker, now Olympia Museum Katar, Her Royal Highness, Princess Haya Bint Al Hussein and the *Fédération Equestre Internationale* we have been able to explore the area of the ancient hippodrome in 2008 and 2009. Although in these first investigations we only traced geological formations created by the Alpheios-river, a nearby excavation of the sanctuary of Demeter Chamyne proves that we were on the right track, because Pausanias mentions the sanctuary during his description of the hippodrome. The geophysical investigations south of the South-Stoa will soon inaugurate a new research area, where according to Pausanias we expect to locate a large sort of market-place, the agora of Olympia – and here in a way we are back at the beginning of our tour d’horizon as also the first Modern Olympic Games were a combination of cult and commerce.

Several European foundations, among them the A.G. Leventis-foundation, which is also engaged in important sponsoring for young Greek athletes, give us the possibility to reconstruct parts of the ancient buildings: recently one of the northern columns at the temple of Zeus and the east front of the Philippeion. Other projects are in progress.

And last but not least I should like to mention a large exhibition with the title “Olympia - ancient and modern” which will open on August 1st 2012 in Berlin with the participation of the Greek Ministry of Culture, the DAI, the state of Katar and many more institutions and individuals.

Although I could not demonstrate to you a fundamental influence of the excavations at Olympia on the idea of modern Olympism, I hope that at least some general outlines of common interests of both enterprises have become apparent, focusing on the idea of Olympia as a meeting point for peaceful competition on an international scale and the ethical aspects of athletic and mental education.

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THE TRANSFORMATION OF OUR SOCIETY INTO A GLOBAL NETWORK AND ITS IMPACT TO THE OLYMPIC MOVEMENT



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At the onset of the International Olympic Academy – IOA, in the 3rd Session (7th-24th, July, 1963), the lecturer Peter McIntosh from Great Britain, brought to light the issue of Internationalism emphasizing that “sport is not only international but also ‘inter-racial’... Worldwide participation in competition is an innovation of our century. Its contribution to international understanding should not be underestimated”.

Despite the fact that Internationalism at the IOA was still an innovative topic in the early 1960s, the similar conception of “all sports, all nations” as a fundamental principle for the modern Olympic Games has its roots in original proposals from Pierre de Coubertin, as found in one of his text from 1911:

The fundamental rule of Modern Olympic Games is linked with two expressions: all games, all nations, it is not from the International Olympic Committee power to change. I would add to this explanation that a nation is necessarily an independent State and that

1. The presentation of the lecture was made by Prof. Otávio Tavares.

exists a sport Geography that can differentiate sometimes from the political geography.

Thus far, the international understanding called upon by McIntosh five decades ago as one of the Olympic Movement main components proved to have different connotations beginning with Coubertin, himself, the Olympic Games restorer, since the onset of the 20th century. This interpretation was assumed by Neise Abreu, a former Brazilian participant of the “Third Post Graduate Seminar on Olympic studies” in 1995, when she was developing her PhD research within the Seminar’s group composed of 29 individuals, 16 women and 13 men (20 to 43 years old), coming from 24 different countries.

During that ethnomethodology-based investigation under the supervision of this paper’s author, Abreu (2002) identified two core values which have been proclaimed as much as accepted by the multicultural group under scrutiny: friendship and international understanding. This result suggests that Internationalism might be a values-led trendsetter of the Olympic Movement since Coubertin’s times emerging with various denominations and mixed meanings.

Again, in May 2009, the evidences collected by Abreu were put into focus by DaCosta and Miragaya at the “Symposium Internationalism in the Olympic Movement”, held by the University of Mainz, Germany. In this occasion, these Brazilian Olympic Scholars discussed the case of IOA as a best practice of Internationalism following proposals of the organisers of that event. As such, the ambience of friendship and knowledge exchange found in Ancient Olympia has been finally confirmed joining participants and lecturers and at the same time creating an efficient background for Olympic studies as well.

In this context, the present contribution to the 51st International Session for Young Participants aims at providing practical examples on how international understanding is shaping the global society of nowadays as it is being updated by social networking. The objective of this contribution is then to identify new foundations for Internationalism (similarities and differences between nations as a basis for understanding) as an overlapping concept in relation to Multiculturalism (cultures) and Pluralism (values) standing the latter as an area of commonal-

ity (i.e. sharing common attributes, solidarity). In other words, the transformation of today's society into a global network may be mirrored by IOA with its long-term intercultural exchange at different levels of values-led interactions and correspondent impacts to the Olympic Movement.

To begin this overview it is important to recognize that a social network is a network of meanings as related to ideals, beliefs and actors that strive to realize them. Knowledge acquisition in this kind of construction is consequently a matter of perception from its participants towards the social environment that embraces the network and their continuously constructed interactions (Breiger, 2004). In short, attributes of individuals in social networking are less important than their relationships and ties with other actors within the network, confirming its values-led and place shaping nature. This conception might also give grounds to IOA's good results blending participants and lecturers having Ancient Olympia premises as a backdrop, as previously pointed out by DaCosta & Miragaya (2009a).

Information technology status of IOA participants

The first practical example of blending international understanding with cultural diversity and values is encompassed by a small scale survey made by DaCosta & Miragaya in Olympia, during the 46th Young Participants' Session, 2006 edition, completed in 2007 by respondents from selected National Olympic Academies-NOAs. The target group were Islamic countries' participants of IOA and members from NOAs with the research question focusing on how Information Technology – IT and the Internet were today's choices of larger convergence in the consulted sources for a fast, balanced and adequate development of Olympic Movement in Islamic societies. The option of Islamic respondents for the pilot research concerns was due to the clear-cut cultural and religious customs exposed by this group during IOA activities.

The methodology in this case was defined by the application of a semi-open questionnaire following traditional data collection techniques, which was done personally by this author, initially in Ancient Olympia Greece, in June of 2006,

and afterwards by Miragaya through e-mail with respondents either related or indicated by the NOAs until January 2007. Out of the 14 most active Islamic NOAs, according to registers obtained from the IOA, eight manifested by means of the respondents linked to them, which represented 57.1% of the total. This result validated the research through posted questionnaire, usually being <10%. The 15 respondents who participated in activities at the NOAs added comments to their answers giving more content to final results.

The second stage of the investigation was the interpretation of the results by means of criteria of convergence, from which five concepts were selected according to a review made with literature on the themes of the effects of Global Society on Islamic countries in present time as developed by Tarabichi, G. (2006), Az-zam, H. T. (2002), El Yazami, D. *et al.* (2002), Ayish, M. I. (1998) and Barakat, H. (1993).

The Exhibition 1 shows convergences and divergences collected from respondents on a quantitative basis and furthermore Exhibition 2 represents a synthesis of concepts of today's Olympic sport in Islamic societies for the interest of management development facing present days Global Society and Information Technology. In sum, the Islamic World is attempting to cope with the rapid developments in Information Technology with positive impact in the growth and operations of organisations in general, in addition to cultural activities and Olympic sports, values and procedures.

In this context the impact of the Internet on Islamic culture and religion could be more powerful than past experiences of the more advanced societies. Thus, the role of IOA as a buffer to this development, at least concerning the Olympic Movement, might have a relevant meaning.

Exhibition 1 - Concepts of today's Olympic sport development under the influence of Global Society networking in Islamic countries – Y/N agreements with quantitative assessments in percentage of respondents' total

	Yes %	No %	Do not know %
I – Management enterprises, sport and cultural expressions from Islamic countries often recognize the difficulties and conflicts of their social relationships but they usually emphasize their outstanding potentials.	80.0	13.3	6.6
II – The Islamic World is attempting to cope with the rapid developments in Information Technology with positive impact in the growth and operations of organisations in general, in addition to cultural activities and sports, including the relationships between leading organisations and participants or athletes.	93.3	0.0	6.6
III – There are a number of very real forces and conditions making for unity in the Islamic World. This fact motivates knowledge producers to create proactive solutions towards new development projects for the future of sport, cultural promotion and management sciences.	86.6	6.6	6.6
IV – The social inequalities of Islamic countries often emphasize the use of conflict-management practices in decision-making procedures and political arrangements. Thus, sport and cultural activities may also have the role of experimental settings for conflict-management practices in reason of their potential capacity of accommodating antagonist groups to one another.	80.0	6.6	13.3
V – Social integration and national unity are increasingly understood by progressive Islamic movements to mean harmony with diversity rather than the imposition of cultural uniformity. Sport and other cultural activities are primarily concerned with bottom-to-top management, which often improves social integration.	86.6	0.0	13.3
VI – The future development of the Islamic World requires strong leaderships capable of taking bold decisions that could lead into today's knowledge-intensive society. Moslem culture has always emphasized performance in art and sciences and modern forms of sport may be perfectly adapted to this tradition which is often reinforced by the very nature of sporting practices.	86.6	6.6	6.6

	Yes %	No %	Do not know %
VII – Globalization will be sustainable if it is perceived as an efficient way to exchange cultures, rather than as a way for one culture to dominate others. In the Islamic countries modern management conducts and controls global trends taking into account local traditions. Olympic sports are role models of this local adaptation with ties with global procedures.	86.6	6.6	8.6
VIII – The impact of Internet on the emerging countries, including those with Islamic culture and religion, could be more powerful than past experiences of the developed societies. The Internet must be promoted as a new way to empower cultural and sport relationships and to adopt advanced management practices, which is now being developed in most Islamic countries.	100.0	0.0	0.0
IX – Multiculturalism in sport basically means to use management tools capable to guarantee respect at all levels for society's internal diversity. Some Olympic values, in this case, may represent models of behavior to leaders, managers and athletes in many Islamic countries when they focus on dignity of each and every person as considered being equal and attached to human nature.	100.0	0.0	0.0
X – Sports in general and Olympic sport in particular in most cultural settings have historically accommodated globalization trends and respect to social and cultural diversity for the sake of competition. This condition is valuable to consolidate the Islamic culture as well in its progressive adaptation to internal (same country) and external (between countries) diversity.	93.3	0.0	6.6
XI – The Islamic countries need to pursue a regional vision in order to be able to compete internationally. Another proved way to integrate Islamic regional interests facing global trends is sports activities and institutions when they are primarily affiliated to international Olympic institutions.	86.6	6.6	6.6
XII – The Olympic sport activities and organisations from Islamic nations have been exposed for a long time to constant changes and partnership among themselves and with non-Moslem countries and institutions. Thus, this sector is ready to make developments towards networking and more advanced innovative claims.	93.3	6.6	0.0

	Yes %	No %	Do not know %
XIII – Islamic sports, mainly in their Olympic connections, are becoming an important trial of globalization, but as opposed to western cultures, by thinking locally and acting globally just because they are making use of globalization's advantages and eschewing its disadvantages.	80.0	0.0	20.0

Exhibition 2 - Concepts of today's Olympic sport in Islamic societies for the interest of management development facing present days Global Society and Information Technology (declarations with support equal or more than 90% of positive answers from respondents)

A – The Arab World is attempting to cope with the rapid developments in Information Technology with positive impact in the growth and operations of organisations in general, in addition to cultural activities and sports, including the relationships between leading organisations and participants or athletes.
B – The impact of the Internet on the developing countries, including those with Islamic culture and religion, could be more powerful than past experiences of the developed societies. The Internet must be promoted as a new way to empower cultural and sport relationships and to adopt advanced management practices, which is now being developed in most Islamic countries.
C – Multiculturalism in sport basically means to use management tools capable of guaranteeing respect at all levels for society's internal diversity. Some Olympic values, in this case, may represent models of behavior to leaders, managers and athletes in many Arab societies when they focus on dignity of each and every person as considered being equal and attached to human nature.
D – Sports in general and Olympic sport in particular in most cultural settings have historically accommodated globalization trends and respect to social and cultural diversity for the sake of competition. This condition is valuable to consolidate the Arab culture as well in its progressive adaptation to internal (same country) and external (between countries) diversity.
E – The Olympic sport activities and organisations from Islamic nations have been exposed for a long time to constant changes and partnership among themselves and with non-Moslem countries and institutions. Thus, this sector is ready to make developments towards networking and more advanced innovative claims.

Modelling: Networking associated to knowledge management

The second practical example of blending international understanding with supportive effects of IT is referred to the common construction of knowledge as DaCosta & Miragaya (2009b) have been modelling with Olympic studies based projects of international books since 1999. The correspondent activity in IOA groundwork is the elaboration of the official IOA Reports ("Blue Books") starting in 1961 and still following today the model of proceedings.

The experiments of DaCosta & Miragaya are more a repository of information and collaborative knowledge production than individual lectures and records of discussions which followed them. Summarizing the repository model is a network outcome with its continuously constructed social interactions, often identified as 'Knowledge Management' which deals with the transference of knowledge from points of learning to points of application. This construction is here basically understood as a process of creation, dissemination and utilization of knowledge. Theoretically, this tool can also be efficient to treat again international understanding –especially through national differences– and its cultural and values-led connotations.

The following six practical experiences in book format, which resulted from international collaborative initiatives, represent projects of common knowledge construction with their main focus, having Brazilian-based experiences from DaCosta & Miragaya: (i) "Worldwide Trends of Sport for All" (1999-2002) – Internationalism, Multiculturalism and Multilateralism; (ii) "Atlas of Sport in Brazil" (2003-2005) – Multiculturalism and Pluralism; (iii) "Spain and Brazil Olympic Seminars" (2006-2007) – Internationalism; (iv) "Sport and Environment in Brazil" (2007) – Pluralism & Knowledge Management; (v) "Legacies of Sports Mega-events" (2008-2009) – Knowledge Management, Internationalism and Pluralism; and (vi) "Olympic Studies Reader" (2008-2011) – Multiculturalism & Pluralism.

Such commonality of meanings constructed from multicultural contexts has its roots in networks of scholars developed along the years involving Knowledge Management studies and international projects and includes hundreds of authors

from many countries of the five continents. Such knowledge construction can be appreciated by the following ongoing projects with their primary conceptions:

- A. The two-volume book “Olympic Studies Reader” (OSR) is an ongoing project developed together by Beijing Sport University and Universidade Gama Filho – Rio de Janeiro, with the support of the International Olympic Committee – IOC, planned to provide multicultural interactions by means of common knowledge production, joining authors from different continents and multicultural experience backgrounds.
- B. Five other empirical and theoretical projects similar to the OSR have been developed since 1999, suggesting that a shared-values initiative and methods that encourages plural construction of knowledge may help build up international networks with participants from different cultural and educational backgrounds.

Alongside these initiatives the IOA location and traditions may be approached as far as they fit in Canclini’s thesis (2004), which basically refers to Latin America’s experiences and which focuses on a specific location that initially provides and later promotes shared values. In other words, this thesis applied to the IOA refers to one place that can initially provide and then later promote shared values (Olympic & multicultural) and plural construction of knowledge; therefore, creating decentralized and favorable environments to make cultural interchange with multiple local contributions.

The former reference to Canclini (2004) was made in order to approach the interrelationship between commonality of meanings and Knowledge Management. As such, here follows a more precise explanation from that Latin American sociologist dedicated to Cultural Studies:

Today’s problem in an intercultural and globalized world is not related to the differences but to the inequalities. These can be reduced when either common sense or symbolic values of understanding or connection between culturally differentiated groups are adopted. In other words, the intercultural option implies that one can clearly spot what stands out or what is different in relationships of conflict

whereas the multicultural option accepts heterogeneity. Therefore, the epistemological problem of the interchange between cultures does not lie only in the definitions but, above all, in the environment and context where relationships take place.

Moreover, Knowledge Management is the creation of decentralized and favorable environments to make cultural interchange with multiple local contributions (tacit knowledge) in combination with traditional, empirical and academic knowledge (explicit knowledge). This social construction is heavily dependent on people's participation and access to sources, as depicted in models proposed by Ichijo and Nonaka (2007).

A practical demonstration of Knowledge Management as a methodology for plural and Olympic values-led social construction can be examined in the short descriptions of the six collective books which have been elaborated since 1999, in part or entirely related to Olympic Studies:

1. DaCosta, L. & Miragaya, A. (Eds.) (2002). *Worldwide Experiences and Trends in Sport for All*. Oxford: Meyer & Meyer Sport. In this book Sport for All campaign leaders shared their experiences with sport researchers in equal conditions.
 - Commercial book (792 pages) including 36 countries (five continents) and 87 authors, who followed a standard model of survey in order to construct each chapter (one country = one chapter) respecting local culture and the diversity of knowledge and experience between countries and authors;
 - Comparative method was used to extract from standard collection of information, common similar occurrences among countries respecting regional and national values;
 - Final meta-analyses was made in order to identify major trends of the area under investigation, reviewing frequency of similar occurrences by continent in timeline perspective;
 - Authors' profile: 52.8% – PhD; 18.3% – Ms; 28,7% leaders and managers, blending explicit with tacit knowledge;

- Texts edited in International English for cultural neutrality aiming at more interaction and worldwide understanding; support from IOC, UNESCO and TAFISA.
2. DaCosta, L. (Org.) (2005). *Atlas of Sports in Brazil*. Rio de Janeiro: Shape. This book maps sports practice and production of knowledge in Brazil in terms of geographic and cultural approaches with 300 chapters with thematic choices.
- 410 authors from different professional and educational backgrounds participated as volunteers adapting tacit to explicit knowledge as well as local sport development and values to a national and plural aggregation of meanings;
 - 17 editors supervised the elaboration of the texts; non-academic authors were mostly sport local leaders or managers of clubs and federations; P.E. undergraduate students worked in field surveys;
 - Knowledge and information of all chapters were analyzed through scenario methodology at the end of this hardcover book (920 double pages), today available and constantly updated at the website: www.atlasesporte-brasil.org.br;
 - A post-investigation focusing on the volunteers who collaborated with the project suggested that they had a sense of belonging as they reported connection to their own production, confirming the adaptation of local to plural concerns;
 - Both the paper edition and the website free access book were produced in Portuguese with long summaries in International English.
3. Moragas, M. & DaCosta, L. (Orgs.); Miragaya, A., Cerezuela, B., Tavares, O. and Kennett, C. (2007). *University and Olympic Studies*. Barcelona: UAB.
- Collective book on Olympic Studies joining 103 Brazilian and Spanish authors from 18 universities coordinated by Universidad Autonoma de Barcelona and Universidade Gama Filho – Rio de Janeiro.
 - Texts in Spanish and Portuguese with short summaries and abstracts produced in International English for more effective global communication.
 - The project aimed to find common points of collaboration among re-

- searchers and students from both countries for future initiatives of international understanding and knowledge production;
- E-book format, not commercial with free access at: <http://olympicstudies.uab.es/brasil/eng/home.asp>
4. Almeida, A. & DaCosta, L. (Orgs.) (2007). *Sport and Environment in Brazil*. Rio de Janeiro: UGF Editora.
- Texts in Portuguese with a special chapter in English written by Miragaya, A., describing the meta-analyses construction proposed by the project's leaders;
 - Typical Knowledge Management project joining 86 authors in 103 chapters in order to identify the state of the art of sport & environment investigations in Brazil through meta-analysis focusing on regional and scientific approaches (leisure and tourism included) from timeline perspectives;
 - Non-commercial e-book with free access at <http://www.ufpa.br/numa/meio%20ambiente%20esporte.htm>
5. DaCosta et al. (Eds.) (2009) *Legados de Megaeventos Esportivos – Legacies of Sports Mega-events*. Brasilia: Ministerio do Esporte.
- Non-commercial book issued by Ministry of Sport in Brazil with the participation of 75 authors (six from UK, Germany and Spain) from 35 universities explicitly organised as an “epistemic community”, that is, groups of authors with previously chosen topics related to the central theme of the book, supervised by editors and referred to subjects reviewed by selected international specialists.
 - The project started with a seminar joining authors to discuss convergences of knowledge in the various areas related to legacies of sports mega-events. The objective of the project was to assimilate and associate international knowledge on mega-events and legacies to Brazilian research on these topics.
 - Authors with different levels of experience with central theme were accepted; the paper version of the book is published in Portuguese with some texts and summaries produced in International English for easier communication purposes. PDF version is available free at www.confef.org.br.

- Final results of this collective project suggested that sport mega-events are typical examples of Pluralism as the core of Internationalism in sport activities.
6. DaCosta, L., Ren, H., Miragaya, A. & Niu, J. (2009) (Eds). *Olympic Studies Reader*. Beijing: Beijing Sport University Press.
- Project of Sport University of Beijing and Universidade Gama Filho – Rio de Janeiro (non-commercial), supported by the IOC, with contributions from 86 authors from the five continents in two volumes dated 2009 and 2011. The paper edition, first volume (2009) was distributed by IOC.
 - Olympic values-led texts focusing on either Multiculturalism or multidisciplinary approaches, innovative trends or traditions in terms of Olympic Studies, edited by two Brazilian and two Chinese scholars.
 - Plurality in this book is mostly referred to multicultural interaction by means of common knowledge construction, as seen in the elaboration of texts by groups of authors with multiple national roots; work experience with Chinese-Brazilian editors suggested that the diversity of values in Olympic grounds demands plural approaches not selection of approaches;
 - The OSR project enhances and puts to work characteristics and experiences of previous similar collective productions in book format managed by DaCosta & Miragaya as a multicultural research programme supported by Internet.
 - Texts produced in International English, a global and neutral means of communication, product of an emerging world culture, and translated into Chinese.

IOA: Towards a common construction of knowledge

Taking into account the previous examples, the thesis behind the IT facing the Global Society of present times encourages the collaborative construction of knowledge and fosters the creation and development of networks dedicated to Olympic Studies and the promotion of the Olympic Movement as well. This pro-

posal may also concern the International Olympic Academy and other initiatives of similar scope to which the following items may conclusively be applied as adaptations to the impacts of Global Society:

1. The continuation of the IOA short-term commitments with participants of its events may be based on decentralized projects of shared-values and plural construction of knowledge, keeping the traditional spirit of belonging usually promoted in Ancient Olympia, Greece.
2. Common construction of knowledge may take place using Pluralism as a platform for Internationalism and Multiculturalism, creating connections between nations, cultures and people.
3. Individuals, groups and scholars may stand as epistemic communities as a result of shared-values working environment successfully implemented in different regions of the world.
4. Pluralism and a common construction of knowledge can be reached through the use of networking and of a global language tool that can bind all, International English, which can also act for the success of the construction of epistemic communities with worldwide reach.

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THE ROLE OF THE NOCs AND THE NOAs IN OLYMPIC EDUCATION A COLLABORATIVE PARTNERSHIP



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Introduction

Thank you for the opportunity to be with you at this very special celebration of 50 years of Olympic education at the IOA, and to share with you my thoughts on the role of National Olympic Committees (NOCs) and National Olympic Academies (NOAs) in delivering Olympic education.

My personal experience with Olympic education spans some 20 years –commencing in 1991 with Sydney’s bid to host the 2000 Olympic Games– and it continues to this day – in what has been a wonderful Olympic journey.

Over that time, it has been indeed satisfying to see the increasing interest in, and commitment to, Olympic education – not only within my own NOC, but throughout the world. We now see many NOCs delivering highly successful Olympic Education Programmes, using innovative and varied strategies. All host Olympic Games cities now include a comprehensive education component – reaching out to their young people; and in some cases taking the Olympic message to the world.

As you are aware, the Olympic Charter states under the *Mission and Role of the IOC* that the IOC's role is: "to encourage and support initiatives blending sport with culture and education" and in Chapter 4, the Charter is upfront in stating that the *role of the NOCs* is:

"2.1 to promote the fundamental principles and values of Olympism in their countries, in particular, in the fields of sport and education, by promoting Olympic educational programmes in all levels of schools, sports and physical education institutions and universities, as well as encouraging the creation of institutions dedicated to Olympic education, such as National Olympic Academies, Olympic museums and other programmes, including cultural, related to the Olympic Movement;"

Obviously, the implementation of Olympic Education varies from country to country, but primarily is achieved through school and university programmes, including NOA sessions. Current successful practices are driven by the NOC and/or the NOA, and supported through collaborative partnerships with government agencies such as education, health, youth and sport.

There is clearly a need for collaborative endeavour between NOCs and, where they are a separate organisation, the NOAs, particularly in the development of Olympic education programmes and resources to avoid duplication and to strengthen the message.

In Australia, the overall responsibility for the administration, promotion and implementation of NOA activities rests with the NOC – the Australian Olympic Committee (AOC). The NOA is not a separate entity, due no doubt to the structure of the AOC which comprises seven State Olympic councils charged with implementing NOC policy and initiatives... primarily responsible for raising funds to enable Australian athletes to prepare and participate in Olympic Games, promote Olympism and deliver Olympic Education Programmes. As Australia is a vast continent, with separate state governments, this system ensures a wide and more effective presence for the Olympic Movement.

In preparing this paper, it was interesting to see the development of Olym-

pic education, where in Australia, we commenced with Olympic Academies; the strong influence of an Olympic Games host city (Sydney 2000) and the increasing commitment of the AOC to the delivery of Olympic education using leading edge technology. What we did in the 80's, changed dramatically in the 90's, due in no small measure to the 2000 Sydney Olympic Games, and then was completely revolutionised in the current era. Today, Olympic Academies are integrated within a holistic NOC Olympic Education Programme, primarily delivered on a state basis through State Olympic Councils.

Let me share with you the Olympic education experience from Australia. Unfortunately time restrictions do not allow for programme details, but I am happy to discuss these at another time whilst we are in Olympia.

Historical Perspective

In 1983, the NOC (then known as the Australian Olympic Federation) endorsed a proposal for a National Olympic Academy to be conducted in Australia. As planning progressed, a regional focus was agreed, and with the support of the Oceania National Olympic Committees (ONOC) the inaugural Oceania Olympic Academy was conducted at the Australian Institute of Sport, Canberra from 8-12 December, 1985.

The 2nd Session of the Oceania Olympic Academy was also held at the Institute of Sport from 3-7 January, 1988. The high travel costs involved in bringing participants from across the Pacific, caused the Australian Olympic Committee to consider the frequency and outreach of Olympic Academies in the future.

In 1990 (18-20 July) an Australian Olympic Academy was conducted at the Institute of Educational Administration, Geelong in the state of Victoria, funded by the Melbourne Olympic Bid Candidature with a focus on educators. This was most timely, as the AOC was developing an Olympic Schools Project Kit in partnership with the state of New South Wales (NSW) Education Department – to be launched on 26 June, 1991, and rolled out across Australia. The kit comprised

both primary and secondary school versions to heighten awareness of the Olympic ideals prior to the Barcelona Olympic Games in 1992.

Early in 1991, the AOC approved the candidature of Sydney to bid for the right to host the 2000 Olympic Games. By the end of that year, the NSW Department of Education was asked by the NSW Government to develop an Olympic strategy in support of Sydney's Bid. This was to be the beginning of a remarkable journey for the students of NSW schools.

Working in close collaboration with the AOC, and the Sydney Bid Company, the final strategies included adoption of IOC members by individual schools (Twinning Programme), the Pierre de Coubertin Awards, Olympic Awareness Week activities, Education Week themed "Sharing the Spirit", an Olympic Exhibition, and a "Sign for Sydney" campaign.

In addition to the key programmes coordinated state wide by the NSW Department of Education, many schools developed their own special initiatives, demonstrating a genuine commitment to the Olympic ideals, along with excitement and enthusiasm for a Sydney Olympic Games.

In February 1993, the AOC approved "in principle" a conceptual model for the expansion of Olympic Education Programmes under the banner of the Australian Olympic Academy. The Australian Olympic Academy was to be the "umbrella" term for all NOC activities in the area of Olympic education, embracing international, national, state and local levels. While the overall responsibility for administration rested with the AOC, there was a cascading effect involved in effectively implementing the strategies.

Following the 1993 September 23 announcement of Sydney as the host city for the Games of the XXVII Olympiad, the NSW Department of Education, the Australian Olympic Committee (AOC) and the Sydney Organising Committee for the Olympic Games (SOCOG) reaffirmed a commitment to Olympic education. SOCOG, at this time, indicated that a schools programme was outside their jurisdiction, but confirmed their intention to work with the AOC and the Department to maintain the involvement of NSW school students.

This collaborative partnership brokered between the Government (Educa-

tion), the NOC and SOCOG made a significant impact on the success of the Olympic education programmes in the lead up to the Sydney Games.

Historically, the AOC has developed resources themed around the Olympic Games, and the State Olympic Councils have delivered Olympic education to schools and their community within their states for many years, including since 1993, the conduct of State Olympic Academies. These Academy sessions explore key areas of the Olympic Movement, and continue to provide a “value-added” experience for all participants.

So, prior to the 1994 Winter Games in Lillehammer, Norway, the AOC distributed a resource kit to all NSW schools, which was also available to other states on request.

In October 1994, the AOC conducted a National Olympic Academy at the NSW Academy of Sport, Narrabeen celebrating 100 years of the modern Olympic Movement. The target audience consisted of those participants of state-based Olympic Academy sessions who wished to further their education and involvement.

The AOC 1995 Olympic Education Kit was produced by the NSW Department of Education providing information prior to the 1996 Atlanta Games. Content included the history of the Olympic Games, issues in sport, hosting the Games and Australians at the Olympics. It included lesson plans, student activities and worksheets for both primary and secondary schools, providing a valuable resource base up to the 2000 Olympic Games.

Early in 1996, the AOC commissioned the NSW Department of Education to develop an Olympic Torch Education Kit to celebrate the Atlanta Torch Relay. These kits were distributed to every school in Australia through the respective state education authorities.

The 1997 NOA was conducted at the University of NSW, Kensington (Sydney), which was designated at that time a “Centre for Olympic Studies”. With the theme “Meeting the Challenges of 2000 and Beyond” participants came from State Olympic Councils, SOCOG, the University of NSW and the NOC of Papua New Guinea.

At this time the AOC and SOCOG also produced the 1998 Olympic Winter

Games Education Kit, with the assistance of the NSW Department of Education, containing a video, posters and details of Australian athletes and their respective sports.

Given the success of Olympic education initiatives in NSW schools, and anxious to garner widespread community support for the 2000 Games, it was a logical step for SOGOC to consider a commitment to “sharing the spirit” with school students from all Australian states and territories. Subsequently, in late 1997, SOCOG commenced a national communications programme, which included a national schools programme to engage the young people of Australia by:

- Sharing the message of the Olympic Movement
- Creating opportunities to live out the Olympic ideals, and
- Providing the experience of a lifetime during the Olympic Games.

The key initiatives included the “O-News”, the Olympic student newspaper, “*aspire*” –the 2000 Olympic Games resource for Australian schools and “*Kids*” –the Olympic 2000 National Education Programme internet presence. The “*aspire*” resource was an innovative, multimedia resource containing a video, posters, teacher’s guidebook and an interactive CD-ROM. The “*Kids*” website was initially an information-based site, but subsequently relaunched in late 1999 with four interactive zones which provided for visits from overseas countries.

The delivery of all the national Olympic Programmes for the 2000 Olympic and Paralympics Games was through the respective state education authorities, supported by an Olympic Education Network. Obviously, the NSW Education Department was the key player as the host state, but this collaborative partnership between the Olympic and Paralympics Organising Committees and education proved a most effective method of reaching all schools across Australia. The positive outcomes for students –a sense of national pride, recognition of achievements, commitment to Olympic ideals and the inspiration to do their best in all endeavours– were highlighted as justification for future involvement in Olympic education activities by schools responding to a post-Olympic evaluation.

Launched in October, 1999, the AOC’s Drug Education Programme was rolled out to sub-elite athletes, parents, coaches and sport administrators to educate youth on the benefits of a drug free lifestyle. By November, 2000, over 4,000

young people had attended the sessions, conducted by Olympians who shared their stories, providing a powerful pro-active and positive initiative around the drugs in sport issue.

In April 2000, the AOC combined with the Australian Sports Commission to conduct an Indigenous Athlete Forum at Uluru for 50 sub-elite athletes, offering sport specific and cultural workshops, as well as a drug education presentation.

The New Millennium – post 2000

Closely following the Olympic Games, the AOC prepared to host the inaugural Youth Olympic Festival (AYOF) in January, 2001. This, and the four consecutive bi-annual Festivals (conducted in 2003, 2005, 2007 and 2009) all contained an education component, primarily focussed on drug education. In addition, for the 2007 and 2009 Youth Olympic Festivals, an education resource was developed for the AOC website (through the a.s.p.i.r.e school network), with cross-curricular activities for upper primary and lower secondary students.

The AOC continued with the Drug Education programme, re-named in 2002 the *“Live Clean, Play Clean”* Drug Education programme, teaching young athletes about the moral, ethical, social and physical implications of inadvertent doping and performance enhancing drugs. By December 2004, another 15,000 young people had attended these sessions. In late 2007, the AOC signed an agreement with School Sport Australia to conduct the programme at all national school sport events, and more recently, the programme was re-established as a cooperative delivery by the AOC and ASADA, the Australian Sports Anti Doping Agency.

From 2005, the AOC made an ongoing commitment to Olympic Education to promote the Olympic spirit and ideals throughout the wider community. A full time position of a *Manager, Olympic education* was appointed to operate within the AOC, and all initiatives were collectively branded as Australian Olympic Education (AOE). This includes the a.s.p.i.r.e. school network, Pierre de Coubertin

Awards, Live Clean Play Clean, Chat To A Champ, the AYOF and Australian Centre for Olympic Studies.

Established in January, 2006, *the a.s.p.i.r.e. school network* is a free, online, values based education programme for primary educators, founded on the Australian Olympic Team's set of values: attitude, sportsmanship, pride, individual responsibility, respect and express yourself. The programme provides a monthly newsletter, teaching resources (designed specifically for each Olympic Games), and suggestions for Olympic Day celebrations, as well as promoting other initiatives. To date, there are 14,000 teachers registered in the school network, delivering programmes to countless numbers of students.

The Boxing Kangaroo, affectionately known as BK in schools across Australia is the symbol of the programme and represents the a.s.p.i.r.e values.

In the lead up to Beijing this programme also included a 2008 Olympic Resource with over 60 cross-curricular lesson plans and Teacher Inservice courses, the Twinning Schools Programme, "Show Your Support" Message Competition, Village Art Programme, Olympian Webcasts and the BK Zone Development. A daily newsletter was produced during Games time.

The Pierre de Coubertin Awards were introduced in 1993, as part of the Sydney 2000 Bid Strategy, and continue to this day in all states and territories – realising over 11,000 recipients. Managed by the State Olympic councils, each year schools nominate senior secondary students for the Award which recognises sporting participation, while exemplifying the Olympic values. The award recipients provide a database of interested young people who can then be offered Olympic opportunities as they arise in the future.

Commencing in 2002 in the State of NSW, and now operating in three other States, the SOC's conduct an Olympic Academy session each year for their Award recipients. These sessions usually have a "Games-time" focus, with Olympians sharing their experiences.

In 2008, the AOC produced "*Chat To A Champ*", an online conversation between Olympians and primary school students, facilitating learning from personal experiences – covering training, nutrition, values and career development.

In the lead up to the 2008 Olympic Games, students from any school across

Australia could ask questions, via a children's Olympic website called the BK ZONE, to Olympians in a delayed video conference. Olympians would answer the questions in a recorded interview, which was published to the BK ZONE for students to watch.

During the Games, and in an Olympic first, the AOC in partnership with Telstra and Lenovo facilitated the opportunity for students to talk online in real time with Olympians in Beijing. Two schools each weekday (total 20 schools) participated with excellent results as school students and Olympians inspired each other. This experience was repeated for the Vancouver Winter Olympics, the 2010 Youth Olympic Games and will continue for London 2012.

One of our latest initiatives is "*Learn From A Champ*", where Olympic gold medallists share secrets to their success in an online video resource. Launched in 2010, the Olympians explore the highs and lows of their sporting careers, encouraging on-going discussion and activities related to Olympism and the a.s.p.i.r.e values.

The Australian Centre for Olympic Studies (ACOS) participates in IOC discussions, hosts international research fellows, works to develop the Olympic Games as a field of study at the tertiary level, and conducts research, designed to enhance knowledge and understanding of the Olympic Games. Previously located at the University of NSW, the centre is now located at the University of Technology, Sydney (UTS), Ku-ring-gai, NSW, with a comprehensive resource centre and website. The University of Queensland, also operates another Centre for Olympic Studies in Brisbane.

The ACOS presents Olympic Academies in conjunction with the AOC, and last year held a special session in conjunction with the 10th Anniversary of the Sydney Olympic Games.

This programme is managed by an Advisory Committee comprising the ACO Director and Associate Director and representatives from the AOC, Australian Paralympics Committee, Sydney Olympic Park Authority and three independent Olympic experts.

Conclusion

As you can see, interwoven throughout the evolution of Olympic education in Australia are the strong collaborative partnerships developed by the AOC with the government education authorities, the universities (particularly those designated as “Centres for Olympic Studies”) and the Organising Committees for the 2000 Olympic and Paralympic Games.

The positive feedback received from the a.s.p.i.r.e. school network, the enthusiasm of the students involved, and the technological opportunities available today, inspire our vision for the future. The AOC is now recognised internationally as a leader in the field of Olympic education, and in the lead up to the 2012 London Games, many more exciting programmes are planned.

OLYMPISM: THE ROLE OF HUMANITARIAN IDEAS IN TODAY'S WORLD



Dr Ursula PLASSNIK (AUT)

Former Minister of Foreign Affairs of Austria

Member of the Austrian Parliament

*Special Envoy of the Austrian Foreign Ministry
for International Women's Affairs*

It is a great pleasure and honor for me to be with you this morning in this breathtakingly beautiful countryside. It is best said in the words of Nikos Kazantzakis: "there is no landscape more sublime in Greece that calls us so sweetly and persistently to peace and reconciliation".

Peace and reconciliation will essentially be what I will talk about today. Our contribution to peace and reconciliation, what each and every one of us can contribute, in accordance with Olympic ideals. Let me *start with Brad Pitt*, one of today's great Hollywood "heroes". Why Brad Pitt, if the subject I am supposed to talk about is "Humanitarian ideas in the 21st century"? A word of explanation: What came to my mind when I first started thinking about today's lecture was the film "Troy", with Brad Pitt starring as Achilles. Just think of the scene where the old *king of besieged Troy, Priamos*, is walking through the night, guided by Hermes to protect him. He goes straight to the headquarters of the Greek army in order to *talk to his worst enemy Achilles*, the top military leader of the Greeks. He *asks him for the dead body of his son Hector*, the prince of Troy, so he can give

him a funeral according to ancient traditions. This is a very powerful scene in the film as well as in the literary version by Homer. By the way, it sounds a bit old-fashioned, but I can only recommend reading Homer, the most extraordinary tribute to the human mind and the human soul.

What does this Brad Pitt story have to do with humanitarian issues? For me it is quite an exceptional moment in the cultural history of mankind because it visualizes that some *very basic standards must be applied – whenever and wherever*. There are rules which apply for the sole reason of us being human. *Being human entails responsibilities*; they are of a humanitarian nature. Even if you are at war with other people –in the most clearly defined situation of structural animosity– certain rules must be respected. Not because human beings want to respect these rules but because they are protected by the Gods. These rules existed even before human beings came around; they are part of a kind of “natural law”. It is interesting to see that Achilles fully respects this idea. (Hermes, by the way, is not so sure whether everybody would comply.) But Achilles, the great warrior, is the one person among the Greeks who knows what he has to do. He knows that he has to give back the mutilated body of his enemy, Hector, to his father so that he can bury his dead son. By divine intervention- and that is an interesting detail- Hector’s body is not mutilated or decomposed, even after twelve days in the heat after the battle. The body is not mutilated because the Gods themselves had intervened to keep it intact. That in itself is quite a powerful message. Higher forces insist that fragments of human dignity are preserved, if not in life than at least in death. There is a *direct line from Homer to contemporary International Humanitarian Law which essentially deals with the rights of prisoners of war and the rights of the civilian population* in armed conflict and in interstate conflict. The four Geneva conventions as international legal instruments are meant to guarantee these rights. We do not need to stretch our imagination to understand how topical these rules are, we just have to turn on our television sets. Think of the awful images we have in our collective mind when it comes to places like *Abu Ghraib* and the abuse and torture of prisoners of war during the Iraq war. The mission of Humanitarian International Law is of utmost relevance for all of

us citizens of the global village: there are basic humanitarian rules of conduct to be respected even at war.

The second line of thought leading straight from Homer to today's world is the *universality of human rights*. It certainly took a long time to develop this concept. A variety of impulses came from different sources to consolidate and codify the idea of human rights. I am proud to say that a woman was in the lead. Eleanor Roosevelt framed and formulated *Article 1 of the Universal Declaration of Human Rights*. This is *the very fundament of our job in the world*, whether we are sportsmen, sportswomen or politicians, lawyers or businessmen.

Article 1 of the UDoHR stipulates that “each human being is *born free and with the same rights and dignity*”. And it is this aspect of dignity that I wish to mobilize in your minds because it is for me the *deepest expression of the Olympic Ideals*. It starts with self respect, respect of our own dignity, never doing anything that runs counter to our own dignity. And self respect inextricably goes hand in hand with respecting the dignity of others. It is a word easily said but far from easy to implement in our everyday business of peaceful and fair competition. For me thus, the Homeric scene of Achilles responding to Priamos' plea is the birth-hour of global individual human rights as well as Humanitarian International Law in conflict situations.

Establishing rules that everybody has to comply with is one of the central ideas of international politics and of development co-operation. Again, it is enough to turn on the television set to see how important this concept is. The *Arab Spring* is part of a movement for *freedom and democracy*, the cry of young people in a specific region who have long been denied these very rights. But it is also a call for the rule of law. Now, why is the *rule of law* so important?

First of all, because it expresses the respect for *each and every individual's “unalienable rights”* as the 1776 American Declaration of Independence put it. The law's most essential role is to protect the weak and the minorities against the power of the strong and the majority. At the same time, from the social engineering point of view, the law is the one way to *assure predictability in a society*. That means being able to plan. You can plan your economic activity, you can plan your studies, you can plan your private life, your personal life, because you

know there is a set of rules that everybody will have to respect. Whatever you will do later in your lives, the idea of the rule of law should be a central part of your thinking and acting. The rule of law is not only a topical –and highly controversial– issue in the Arab Spring, but also in China and other countries starting to re-construct and re-organise their societies.

Let me briefly touch on International Criminal Law, where we recently developed a set of rules which never existed before in the history of mankind. The *Rome Statute of the International Criminal Court* is an extraordinary piece of international legislation. It is, for example, the first time that rape and systematic sexual violence were banned and formulated as a crime against humanity and a war crime under certain conditions. Military and political leaders can now be persecuted for commanding or tolerating rape as a weapon of war. An International Criminal Court has been set up. The rule of law now comes with an international judiciary, with independent judges and a whole system of implementation.

How does *globalization* affect humanitarian ideas in the 21st century? One of the first issues that come to your mind, not only in the context of the Arab Spring, is the power of the new media. This is not about Twitter and Facebook only. Think of *television*, an extremely powerful *means of influencing peoples' mindsets*. Let me give you one practical example. When President Hamid Karzai of Afghanistan came to Vienna for a conference on Pluralism in the Islamic World he told me that Afghanistan was a country with very few roads and very little infrastructure in the traditional sense. But in each and every village you now have satellite television. What does this mean for a society? What does it mean for humanitarian ideas?

First of all it means that there are *less dark corners in the global village than ever before in human history*. There is more transparency; there are less unknown places, places inaccessible to the mainstream thinking in our world. This is a very *dangerous message for despots and dictators*. They will no longer be able to hide behind the veil of non-communication and non-knowledge. We can see an interesting example of how the world is changing in terms of means of communication when we look at the individual experiences of the Arab Spring countries and when we look at what we see –or do not see– from Syria these days.

Attempts to impair freedom of thought, expression and assembly will necessarily be changed by the new media. They are *real game changers* as they will allow forms of participation we never had before. In political language, the new media produce a *sense of ownership*. Recently in Vienna, Hanan Ashrawi, the veteran Palestinian scholar and politician, pointed out how the new media will increasingly allow opposition forces to coalesce and to become a movement. It will be difficult to suppress such movements. It will be interesting to see whether and how such movements can be steered. In conflict situations, they will provide an amount of transparency unknown until now.

The Olympic idea of peaceful and fair competition becomes very political when you have to define *who may participate* on which grounds. These are highly sensitive political decisions by the top management of the Olympic Games. The original idea was to ensure fair competition, irrespective of geographic origin, religion, culture, social status. It is *individual excellence* that counts. But the decision of who is admissible to the contest is in itself a very critical decision. Think of the ban on South Africa during Apartheid, think of the big discussions we had during the Beijing Olympics on human rights. Think of the Palestinians who are allowed to participate since the middle of the nineties. Also think of Kosovo whose athletes cannot yet participate in the Olympic Games. The reasoning is apparently that the Olympic community is waiting for the United Nations to “recognize” Kosovo.

This reasoning must be an abbreviated and somehow distorted version of the legal arguments. It is not the United Nations who recognize, it is up to the individual member-states of the United Nations, the 192 members of the UN family, to recognize a country. Up to now, Kosovo has had far more than 60 countries recognizing her independence, among them the large majority of the European Union members. The EU-foreign ministers have undertaken enormous efforts to stabilize the situation and to bring peace to Kosovo. Unfortunately, we are not yet in a position where these efforts have been duly reflected across the world and produced unanimity. It might take a while, but this is exactly one of the difficult decisions to be taken by the Olympic community.

Today, the humanitarian idea in the sense of the traditional Olympic ideals

includes *humanitarian assistance*: help, support, assistance for those in urgent need, for those not yet enjoying peace and prosperity. In international politics, we call this disaster relief, emergency relief, food aid, rescue operations, medical assistance and development co-operation. Think of Haiti, think of what happens if there is a natural disaster, think of what happens to women and children in armed conflict situations. This is where short term or longer term humanitarian assistance comes in.

For this lecture I tried to find out the exact amount of development cooperation provided by governments and *money from private sources*, essentially through non-governmental organisations. It is an impossible task, I must admit, simply because there are no valid estimates about the global size of private donations and private humanitarian assistance. However, according to the diverse cultural traditions, extraordinary amounts are being mobilized. We Austrians gave a good example during the Balkan Wars, when humanitarian action organised by the Austrian television and by an NGO, mobilized huge sums of money to help those afflicted by the Balkan Wars. The action was called “neighbor in need” and this is just one example for the many initiatives that take place. Many of them are familiar to you and you are probably involved in one or the other yourselves.

Let me add a word on *peace keeping* in relation to the Olympic idea and ideal of serving peace and reconciliation. There is a lot of talk at the moment about “*humanitarian interventions*”. Those of you with legal training or background know that “*responsibility to protect*” is one of the new and very controversial issues on the agenda of the International Community. I confer you to what is happening in Libya right now because this is probably one of the first cases where the concept of “responsibility to protect” will be tested on the ground. The basic idea: if a state is not capable to effectively protect its population, the International Community in the form of the United Nations has to step in.

Again, this sounds very *easy as a concept* but it is extremely *difficult in practice*. Most of the time, the UN-Security Council, with its five permanent members, will be unable to approve any such operation. There will always be one or the other member of the “P5” blocking a decision. But there is another structural problem facing us as citizens of the global village and that is the *capacities of the*

United Nations. I make a specific point of speaking to you, the young generation, about this thorny subject. I suppose that if I were to ask you now “Who is in favor of humanitarian intervention? Who is in favor of the responsibility to protect? Who is in favor of protecting the innocent civilian population?” – one hundred per cent of you will say “Yes, I am in favor. Let’s do that”. But what would be the answer if I asked you “Are you individually and personally prepared to serve in the military of your respective countries of origin? To be part of such a peace keeping operation?” I will not test you here and now. But I am not sure that one *hundred per cent* “Yes” would be the outcome.

What I wanted to show you was the abyss, the chasm between our thinking, our good intentions, and what we are *ready to contribute ourselves* in practice. Let us take a look at what the United Nations does and can do: since 1948, there have been 64 United Nations’ peace keeping operations. Currently there are 14 such operations active worldwide with 114 countries participating, providing less than 100.000 “*uniformed personnel*” (soldiers, military police and military observers). Not even 100.000 people for 14 huge military operations for some of the most violent conflicts in the global village! A show of solidarity, certainly, but a very incomplete show of solidarity from the International Community, nevertheless.

Thinking about peace keeping, we cannot avoid looking at the problems involved. It will always be extremely difficult to draw the exact line between the “responsibility to protect” and “regime change”. And it will always be difficult for the United Nations to have enough and the right capacities for the conflicts that need to be managed if not resolved. *Srebrenica*, a small town in Bosnia has literally become the expression of the bad conscience of the International Community and its screaming failure to protect more than 8.000 individuals from being savagely killed during the Balkan wars.

Let me add one word on *the new partners in humanitarian work in the 21st century*. For a long time it has been more or less the States doing all the humanitarian action. But it all changed over time and there were extraordinary individuals who left an impact on the humanitarian work of their times such as Florence Nightingale or Albert Schweitzer. Today we see a broad shift from state to non-

state actors including in security policy. Professor Joseph Nye from Harvard in his recent work on “The future of power” points to these important changes. It means that among others, social movements will have more power in international humanitarian action. On the dark side, it also means that terrorists will have greater impact, as will private security services, the former “mercenaries”.

One of the first campaigns where non-state actors emerged powerfully is the 19th century *Abolition Movement*, the movement to *stop slavery*. And slavery has not yet been extinguished in our global village. It still exists in a variety of forms, from trafficking in human beings to exploitative working conditions. It is remarkable that the Human Rights Movement and the *Women’s Liberation Movement* joined forces with the *Abolition Movement* in the 19th century and thus became even more broader and deeper. Up to then, it was considered perfectly normal that women would not have the same legal status as men. It still is the case in parts of our modern global village.

Some of you might have noticed that on June 17, a 32 year old young woman in Saudi Arabia organised a day for *women being allowed to drive*. Saudi Arabia is the only country in the world where women are not allowed to pass a test for a driver’s license. Even if they have a driver’s license from abroad, they are not allowed to drive cars in Saudi-Arabia. This is a flagrant inequality. It may not be the deepest and most important violation of human rights or discrimination against women. But it is frightening, because we hardly notice such things. It has become difficult for us to imagine that half the population of any country, let alone one of the richest and the guardian of Holy Sites of Islam, does not allow half the population to simply drive a car and work and travel without the permission of a male family member.

There is *still a lot to do* in this world until universal standards for human rights will prevail. Think of women in Iran or other countries where *women have a different legal status than men*, even if the Constitution does not foresee such discrimination. Think of the 30 countries on Earth that still accept *female genital mutilation* (FGM) to be practiced. Here we have interesting proposals coming from religious communities: for example, two years ago, 16 Islamic religious leaders in Mauritania formed a group and declared FGM illegal and something

they would fight in their societies. What are we Europeans doing on this issue? Are we voicing our rejection of such practices? On a note of bitter irony: I know of a lot of reasons why the European Union and others impose sanctions on all kinds of countries for lesser reasons. None of them has ever thought of imposing a ban against any country accepting or tolerating the practice of female genital mutilation. As a seasoned feminist I am convinced that if this were about male genital mutilation, it would have been eradicated many centuries ago.

What I want is to *sharpen your eyes and your mind and senses* for the threats to the Olympic idea and to humanitarian action that I see in the 21st century. It is quite amazing that most of these threats are not that new at all. We had a discussion yesterday night with Kostas, our archaeologist friend, on the founding myth of the Olympic Games. You remember the story of Oenomaus, Pelops and Myrtilus. It is a fascinating story because it contains many of these dangers: bribery, doping, power-craving, probably financial benefit, it depends on which interpretation of the story we rely on.

The danger of *corruption is an ever present danger* in our societies. It comes in different shapes and forms and it is difficult to deal with in politics. There is a strange “shyness” or reluctance to voice what has become such a deep problem in many of our countries. My hope is that civil society and, in particular, *young people* are ready to *make a difference in their own lives* and lead by example. Just think of the fights for the location of Olympic Games where most probably practices or attempts of corruption are involved. We have to defend our basic principles in such questions as well.

Another danger or threat not only to the Olympic idea but also to Humanitarian action is *terrorism*. It is a relatively new phenomenon in the way it is organised now, but Olympic history is also not free of these threats if you think of the 1972 Olympic Games in Munich.

Discrimination is a serious danger to the Olympic idea as well. I have mentioned the fact that women are not equal to men in many countries and they are not allowed to participate on equal terms in sports competitions and events. The argument that Universal Human Rights do not have to be all universal, that they may be subject to religion or tradition, is a *blatant abuse of both religion and*

tradition. There cannot be something like an 80% right, the rest being defined according to tradition and culture. I am a fierce opponent of such attempts to undermine the universality of human rights.

Sustainability is a new challenge that will also affect the Olympic Games and all those participating in the future. We should not do to the environment what we would not do to ourselves. What we would not want to have done to ourselves, this new challenge of *fairness for the environment* will play an ever larger role and I think it is totally right that this is happening. Coming to Olympia and seeing this extraordinary landscape, but also the damage that was done by the disastrous fire and how difficult it is to rebuild the natural habitat, one may better understand that there is a lesson for all of us to be learnt.

One large-scale challenge is as old as the Olympic Games, it is classical: the *entertainment industry*. There is a lot of money and not much fairness in that huge business. And it is not by chance that I started my remarks today with a film which is part of this entertainment industry, but at the same time carries in a modern way many of the ideas we care about. So this is *very ambivalent*, there is a dark side and a bright side to it, like to most things in life. On the positive side: There is a larger public to be reached. It is also important to give people a sense of ownership around the globe. But there are less nice features that come with the entertainment industry: the pressure on fair competition, the need to bedevil the losers and elevate the winners to superhuman dimensions, the vanity, the “game” of those who go up and those who go down. We can watch this on television day after day. There is also the question of stars and teams. *Delicate balances* will have to be redefined in the 21st century when we talk about the connections between the sports and the entertainment industry.

Let me conclude with a very personal remark. For me, *the Olympic idea* is not only about individual excellence and it is not even about team excellence. It *is not about ego*, it is not about “the winner takes it all”, but *it is a question of the respect for the dignity of others and for the contribution each and every one can make and must make to society at large*; to the society where you grew up and to the international community, as we are not living in worlds apart from each other, but in a single global village where everything we do affects the lives of

others. And I include in this a *call for service in the interest of everyone*, for the sense that there is more than yourself and your team and success and money and even your nation. There is the idea of serving the public good besides self-interest. It must play an important role in your future.

My main message is a *message of responsibility and encouragement*. Exert leadership by good example in line with Olympic ideals. Mobilize your inner perception for the challenges, the threats, the non-stop eroding and undermining efforts undertaken against the ideals that you are determined to pursue and which are worth being pursued. *Olympism is a mental state*, it is a *philosophy of life* and its core value is *the respect of dignity*; your own dignity and that of others, the respect of universal values, the respect of education, as the central key to knowledge, and the *relentless striving for peace and reconciliation*.

THE EDUCATIONAL PROGRAMMES OF THE INTERNATIONAL OLYMPIC TRUCE CENTRE



Dora PALLIS (GRE)

Deputy Director of the International Olympic Truce Centre

Dear students, I am very happy to be here, at the International Olympic Academy, with all of you who have traveled from all over the world to be educated on Olympism and Sports values. Actually, the Director of the IOTC, Dr Constantinos Fillis –a specialist in international relations and conflict resolution– should be addressing you today, but, unfortunately he is out of Greece for business purposes. The IOTC has been under new leadership for almost a year, and the new management has been working with enthusiasm and method. Over the past year, various educational programmes have been developed and running, aimed at international and national level.

776 BC.

These were troubled times in ancient Greece.

Rival city states were constantly at war.

History has it that King Ifitos of Elis, seeking to establish peace, visited the oracle at Delphi. He was advised to break the cycle of conflict every four years by replacing war with friendly athletic competition. He sought the cooperation of King Lycourgos of Sparta and King Clesthenes of Pisa. They agreed to a truce called “Ekecheiria” and organised the first Olympic Games at Olympia.

Fighting ceased from seven days before until seven days after the Games, allowing athletes, artists and spectators to travel to Olympia, participate in the Olympic Games and return to their homelands in peace. This is how the ancient tradition of the Olympic Truce was born – a truly remarkable and effective truce, respected during 1200 years of ancient history.

Conflict is a reality.

On every level - global, regional, national, interpersonal, religious, racial, gender. But as we all know, conflict is not easily resolved.

The Olympic Truce does not promise peace.

But it does offer hope and inspiration.

And it does provide a window of opportunity for dialogue and conflict resolution.

And it does this through the powerful platform of The Olympic Games.

In London in 2012, the nations of the world will once again gather in friendly competition and in the spirit of fair play under the flag of the Olympic Games and in the presence of the eternal flame. The world's best athletes will compete fiercely. Enemies become friendly adversaries, dazzling the world with their sporting skill, inspiring the world with hope that the spirit of friendship can last beyond the games.

More than any other global sporting event, the Olympic Games belong to all humanity. And at the core of these games is the ancient concept of the Olympic Truce.

Through the spectacle of sport, humanity is asked to imagine peace...

Our task, at the International Olympic Truce Centre, is to use this opportunity to educate, on the broadest possible level. To get humanity, inspired by sport and the spirit of Olympism, to go beyond imagining peace ... to seriously considering the opportunities for peace ... inspired by sport and the spectacle of the Olympic Games.

Our primary tool is social media.

The way that people interact with the internet has changed dramatically over the past few years. We used to surf the internet. Now we shape the internet. By sharing ideas and inviting responses. Through dialogue and conversation....

The art of conversation rests on thesis, antithesis and synthesis. And it is on this principle that we are building the Olympic Truce Forum. This is an online forum, to which all humanity is invited to participate. To imagine peace. To engage in dialogue. To utilize the window of opportunity created by the Olympic Games in the tradition of the ancient Olympic Truce.

Thesis.

Antithesis.

Synthesis.

The forum will consist of two distinct areas.

A public area. And a specialist area.

The public area is open to all.

In the specialist area we will invite members of the Olympic family, athletes, journalists, academics and others with a close involvement and interest in sport and peace, to share their ideas and thoughts in a constructive dialogue. Of course, you are all invited to participate in the Forum.

The Olympic Truce Kids site has the same philosophy – a site open to dialogue and exchange of ideas, adapted to the needs and interests of children aged 6-12 years old. Through games, brief description of historical facts and interactive activities the children will be educated on the culture of peace and the values of Olympism.

The underlying pillar of the Olympic Truce Kids site and forum is our worldwide collaboration with schools. This further enhances the building of a culture of peace and tolerance to young people, and makes children more aware of the different nationalities and cultures around the world. Interactivity encourages tolerance and understanding.

In parallel to our educational programmes run through social media, the International Olympic Truce Centre runs various other programmes, on its own and in collaboration with international, national government, NGOs and other bodies. We believe in collaboration – it helps increase our audience base and further strengthens our goals.

We have collaborated with the Hellenic Olympic Committee on the Kids' Athletics Programme – which has various strands.

Firstly, the programme at the Panathinaikon Stadium, where the first modern Olympic Games in 1896 took place. There are two guided tours, one for the general public and one for children. The text of the tours includes messages about the Truce and the International Centre. The guided tour for children from elementary schools is open to schools from all over the country. Besides the guided tour, children engage in sports activities with the aid of PE teachers provided by the Ministry of Education, and are presented with a commemorative diploma.

Secondly, Ancient Olympia. The past May, 2000 schoolchildren from the Peloponnese attended a project of guided tours and sports activities, here, in the facilities of the International Olympic Academy. The IOTC presented its main principles, and offered all children an illustrated booklet entitled "Discovering Olympism and Olympic Truce". The children were asked to paint something concerning Olympic Truce. Our aim was to get them to come up with an idea that could change the world and ask them to think of ways in which it might be implemented. Many interesting outcomes were obtained. There are lessons to be learnt from children, who often have a clearer view of the world than adults.

We have collaborated with the National Olympic Academy on children's programmes involving sports, peace and environmental education throughout Greece.

And of course, we are in close collaboration with the International Olympic Academy.

This year, the Centre will celebrate the official World Peace Day, on the 21st of September. In order for our actions to have greater impact we will work closely with the Ministry of Education, where we will co-publish an educational book on the Olympic Truce aimed at children 9-13 years old. The book focuses on the values of Olympism, and also on key concepts of the Olympic Truce, such as Peace, Fair Play, Respect for others, stability and security, friendship, tradition. The book is complemented by various activities, such as tests and drawings, and the children will be asked to participate in the classroom in role-playing where they will be expected to bridge their differences through negotiation, choice and peaceful resolution. They will be asked to consider the consequences of their actions and the impact of the different solutions they may choose. The book will

be presented at a press conference and will be distributed to all Greek national and private schools.

Furthermore, educational programmes will consist of events in various stadiums around Greece, where Greek Olympians and athletes will introduce schoolchildren to the Olympic sports and fair play. The IOTC will collaborate with Greece's Olympians committee and also various municipalities.

But the educational programmes of the IOTC do not stop at schoolchildren.

Aiming at youth, we are in the process of creating a virtual computer game through which the participants can learn about the Truce and the Olympic ideals in general. Our plan is to have this game widely distributed throughout Greece and also at the participating athletes during the London 2012 Games.

An ambitious project –the Best Practices Guide– will be concluded by the end of the year. The IOTC started working two years ago on this guide which brings together the best practices of peace building through sport, in cooperation with the US-based academic institution Virginia Tech Institute. The aim of the project is to create a practical guide, useful for peacekeepers who work in post-conflict regions all around the world and can use sports as a means to facilitating dialogue and cooperation between members of different communities.

Our plan is to collaborate with the IOC, which has a permanent observer status in the United Nations, in order to distribute the Best Practices Guide internationally.

Moreover, the establishment of an Olympic Truce Chair at the University of Peloponnese, based in Sparta, is under development.

Sport and the Olympic Games will not impose peace.

But it might inspire it. We will harness this inspiration to create dialogue.

To allow humanity to imagine peace.... a peace inspired by sport.

THE FINE ART WORKSHOP IN THE EDUCATIONAL PROCESS OF THE IOA



Kevin WHITNEY, MA (GBR)

Olympic Artist

In 1982 I had a dream, the dream came about due to my lifelong appreciation of ancient Greek art and the fact that the British government sent in 1982 a flotilla of troops to the Falkland Islands to war with Argentina. That included an official war artist, a tradition that started at the battle of Waterloo. I thought, why celebrate death and destruction in a war zone, when at the Olympic Games, life and beauty at its ultimate could be celebrated by an artist as it was in ancient Greece.

I approached the British Olympic Association with the Olympic Artist idea and they responded in a positive way. After a few meetings the President of the British Olympic Association (BOA), Princess Ann, the Princess Royal, appointed me the first ever Official Olympic Artist, the first for any country in the world.

After my appointment as the Official Olympic Artist the publisher, Anthony Blond, contacted me with a view to publishing an art book illustrating my paintings of certain Olympic athletes including Daly Thompson and Sebastian Coe (now Lord Coe). The book was then published and entitled “Olympic Challenge: Paintings by Kevin Whitney” (1984).

I attended the Olympic Games in Los Angeles in 1984 as the Official Olympic Artist to cover the Olympic Games.

It was not until the BOA sent me to the International Olympic Academy (IOA) in 1986 to give a lecture on my Olympic experiences that I realised the significance of the Academy as the spiritual and cultural centre of the Olympic movement, as a peace movement. At the request of the late Dean Otto Szymiczek and President Nissiotis, I started the fine-art workshop at the IOA.

Returning year after year the workshop was at first in my quarters, then the room next door was cleared for use and after 8 years the late President Nikos Filaretos built me three studios next to the tennis courts, for painting, sculpture, poetry and dance, which are still here today.

For many years Mrs Elizabeth Hanley (USA) would run the dance workshop and we would combine all of the workshops in the "Happening" at the steps of the Academy one evening during these sessions. The Greek artist Panagiota Apostolopoulou helped me for years, as assistant, and her talents in the arts and her enthusiasm for the workshops were outstanding and supportive. The late Dr John Powell (CAN) would read his excellent poems, which he only would compose at the Academy. Every year a large painting was constructed on the Academy steps in three pieces depicting a relevant image: this year it is the head of Zeus. These were big multi-arts audio-visual events, attended by everyone. An annual photo/art exhibition would be put on at the studios and at the vernissage the President, the Dean, two lecturers, two participants, and two guests would judge the works and award first, second and third positions, respectively. I didn't partake to avoid favouritism.

In the painting department some athletic participants would pose for figure drawing. A lot of participants at the session may not have attempted painting and sculpture and were often surprised by their efforts. The workshops became a large part of the curriculum. There was rarely a low attendance at the workshops. I always tried to have diverse, cross sections of themes in all the workshops. In painting and sculpture a general theme of landscape and the human body and Olympism. In photography beauty, speed or nature and in poetry a variety of themes which would be printed, exhibited and judged in the Fine Art exhibition.

In the workshop a popular theme was Greek mythology, which lends itself to creativity. It involves memorable iconic images like Zeus, Aphrodite, Icarus and Hermes.

The statue of Hermes by Praxiteles is in the Olympia Museum next door to the Academy, as you have already seen, and it is considered to be one of the most beautiful statues of all time. Its discovery in the ruins in the Altis by 19th century German Archaeologists must have been an amazing event. The almost intact statue was found protected by a fallen beam and emerged phoenix-like from the rubble.

It is essential to refer to the artefacts in the museum. They are a unique collection related to the ancient Olympic Games. The two friezes from the east and west pediments of the Temple of Zeus also survived and are displayed opposite each other. Some scholars considered these friezes to be as important as the Elgin Marbles in the British Museum. The definitive book by the great academic Nikolaos Yalouris –who is also Honorary Vice-President of the IOA– illustrates everything in the museum. This is essential reading.

The ruins of ancient Olympia in the sacred Altis are a constant source of inspiration for the mind and the arts. In these temples walked the ancient Greeks and on the running track and in the palaestra the athletes competed for a laurel crown.

For the participants in the workshop, who were interested, I would hold water colour painting lessons (in Greek Nero: Nero Boyes) in the ruins. I illustrated a technique only possible in a hot climate like Greece.

A sheet of thick water colour paper is laid on the ground in the sun and a subject, say for example some columns, are sketched onto the paper. For the background e.g. the sky, a volume of clear water is laid down on the area and then some liquid coloured solution is randomly dropped onto the water. This is then baked in the sunlight undisturbed for about fifteen minutes until the sun has evaporated it completely leaving the water colour pigment on the paper in a featherlike effect.

The light in Greece is unique in the world. Its horizontal intensity has been admired throughout the centuries. The English poet, Lord Byron, wrote about it in the 18th century and artists generally, including myself, have been obsessed with its beauty. The Italian language has a word for this, *chiaroscuro*, which loosely translates as the play of light on a surface. I will now show a video film I made here at the Academy to illustrate this phenomena.

I have always pointed out the unique artistic opportunities available here

at the Academy and at the Olympic Games the same aesthetic values can be admired more than any other world event. It is this cultural angle which elevates the Olympics above and beyond all other world events. The ancient Olympians knew this and in doing so invented Western Art and sport as we know it. At the ancient Olympic Games athletes were awarded prizes not only for winning the race but for how they ran it; in a beautiful way! I cannot see this happening at the Football World Cup.

The Academy is 50 years old, 50 years of introducing participants to the values of Olympism: mind, body and soul (*mens-sana-incorpera-sano*). The Academy experience is unique in the world. It is unforgettable and changes lives for the better.

I was at the Beijing Olympics and had to go to an Olympic Centre to collect some tickets for the rowing events. On arrival I asked in an office, "Where do I have to go for these tickets?" A Brazilian chap working there said, "I'll take you to the collection office" and then said to me, "You are Kevin?" I said "Well yes that's right, why?" "You taught me to paint at the IOA in 1988 and I will never forget the Academy". This was 20 years later.

I will now show you a selection of my work relating to Greece and the Academy.

The influence of the Academy on the Olympic world and the influence of the Olympics on the world is enormous and the maxim taught at the Academy is that the ancient Greeks stopped wars to have the Games, thereby creating a peace movement. The hope is the Academy and the Olympic Games is doing the same today.

I would like to end with a brief view of the last Olympics in Beijing.

Ladies and Gentlemen on my first arrival at the IOA in 1986, I remember standing at the top of the marble steps and saying to myself, "I'm home!"

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OLYMPISM AS A SOCIAL AND EDUCATIONAL TOOL IN GLOBAL SOCIETIES¹

Alexandre Miguel MESTRE (POR)

Sports Lawyer, NOA Board Member of Portugal

First of all I would like to express the great pleasure that it is for me to be here in this amphitheatre today with all of you.

I would like to thank the International Olympic Academy (IOA) for having invited me to be here today. My gratitude to the Academy and its members is immense and eternal.

Returning to Olympia is always a unique experience, full of memories and new emotions. It is a great honour to be a speaker here in the year in which the IOA celebrated fifty years of existence.

That said, I shall now move on to my topic for today. The topic proposed by the IOA to me is: *“Olympism as a social and educational tool in global societies”*.

I am faced, at the outset, with a conceptual difficulty. For, before we can speak of the social and educational contribution made by Olympism, it is first necessary to define the meaning of Olympism, a neologism first used by Baron Pierre de Coubertin, the founder of the Olympic Games of the Modern Era, which is not defined in most, if not all, dictionaries.

1. Mr Mestre could not be present at the Session for reasons beyond his will. The text of his lecture was distributed to the participants and it is published here in the form it was sent by the writer.

This conceptual task is not so easy.

Firstly because, as Conrado Durántez, the President of the Spanish Olympic Academy has so well noted, while Olympism is a common word in general use, the fact is that its meaning is normally unclear. For, while the word Olympism is on the one hand associated with a specific sociological context, i.e. the environment surrounding the Olympic Games, on the other hand, the word expresses the achievement of the highest level in any situation, as reflected in the expressions “passing in an Olympic way” or “Olympic disdain”². There is even a tendency to restrict the meaning of Olympism to what is connected with or surrounds the holding of the Olympic Games, while on the other hand the gerund is commonly used carelessly, or even with a certain ignorance, thus vulgarising the concept of Olympism.

It has to be admitted that the difficulties involved in the conceptualisation of Olympism dates back to Coubertin, who even admitted that his definition of “Modern Olympism” was a failure because it was, for a long time, not comprehended by journalists and sports teachers³.

Many and broad are the definitions of Olympism provided by the Founding Father of the Olympic Games but they are not free of “*contradictions and inconsistencies*”⁴.

For Coubertin, Olympism was a *religion*: a “*religion of energy, the cult of intensive will-power developed through the practice of virile sports supported by hygiene and the principles of good citizenship and surrounded with art and thoughts*”⁵. Coubertin even said that “[t]he first essential characteristic of Olympism, both ancient as well as modern, is religious... The rites which are performed during the ceremonies of the modern Olympic Games have their origins there”⁶.

2. Cf. *El Movimiento Olímpico Moderno y su filosofía: El Ideário*, Madrid, 2009, p. 5.

3. Cf. Lamartine DaCosta, “A never-ending story: The philosophical controversy over Olympism”, in *The Olympics: A Critical Reader*, Edited by Vassil Girginov, Routledge, London, 2010, p. 67.

4. Cf. Sigmund Loland, “Coubertin’s Ideology of Olympism from the Perspective of the History of Ideas”, in *Olympika: The International Journal of Olympic Studies*, Volume IV, 1995, p. 63.

5. Pierre de Coubertin, 1917, quoted by Lamartine Da Costa, See Note 2, p. 68.

6. See Note 3, p. 70.

However, for Coubertin, Olympism was also an *idea*: the “[i] idea of Olympism is to us the conception of a strong muscular culture supported not only by a chivalrous spirit, which you so elegantly call here the “fair-play” but also by some notion of aesthetics, about the cult of something which is beautiful and graceful”⁷.

Coubertin wrote that “[O]lympism is not at all a system but a state of spirit. Olympism can include the most diverse formulas and it does not belong either to a race or to a time to the extent that exclusive monopoly is attributed to it”⁸.

Scholars of the thought of Coubertin state that he viewed “international sport as a means to the end of intercultural encounter”⁹ and that he conceived of Olympism as “a philosophy of social reform that emphasizes the role of sport in word development, international understanding, peaceful co-existence, and social and moral education”¹⁰.

Seeking to clarify the thought of Coubertin, there are those who focus on what Coubertin wanted and managed to revive: “[a]s in ancient times, Olympism is the manifestation of a fundamental dialectic between body and soul, existence and essence, individual and group, and competition and cooperation. By seeking to assuage conflict and enhance harmony, Olympism places sport in the service of an enlightened humanity”¹¹.

There are even those who reduce Olympism, as conceived by Coubertin, to a “philosophical and religious doctrine”¹² or a sort of “sport + ”, i.e. sport plus culture and Humanism¹³.

7. See Note 4, p. 69.

8. See Note 5, p. 69.

9. John J. MacAloon, *This Great Symbol: Pierre de Coubertin and the Origins of the Modern Olympic Games*, Oxon, Routledge, 2008, p. 321.

10. “Studying Olympism”, in *The Olympics: A Critical Reader*, Edited by Vassil Girginov, Routledge, London, 2010, p. 9.

11. J. Segrave, “Towards a definition of Olympism”, in J. Segrave and D. Chu, *The Olympic Games in Transition*, Champaign, Human Kinetics, 1989, p. 159.

12. Marié-Thérèse Eyquem e Calmann-Lévy, *Pierre de Coubertin: L'Épopée Olympique*, Paris, 1966, p. 267.

13. Cf. Arvin-Bérod, quoted by Michaël Attali, Jean Saint-Martin, Simon Leveque, Lucien Brunetti and Jean Bizet, *Les valeurs de l'Olympisme: Un modèle éducatif en débat*, Paris, L'Harmattan, 2009, p. 117.

We can therefore understand from only a few of the available quotes how broad the concept of Olympism is, which makes it difficult to define.

However, I shall focus on the IOC's definition of Olympism. A reflection of the fact that it is difficult to define Olympism is the fact that the concept was included, for the first time, in the Olympic Charter in 1990, in which the First Fundamental Principle of Olympism reads as follows:

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

Accordingly, for the IOC, Olympism is essentially a "*philosophy of life*" – an expression, which was already used, in another context, in the 1912 Olympic regulations.

Like Jean-Loup Chappelet, it is difficult to deny that this definition is "very vague"¹⁴. When contacted by that author, the IOC "*did not wish to give a precise definition*" of Olympism. We do not know if that is what really happened, but one thing is sure. That definition can always be queried or criticised. For example, it could be asked: What is either exclusive to or intrinsic in Olympism? Is any person, who orients his/her (philosophy of) life according to a combination of sport, culture, education and ethics, understanding and living Olympism? I will not try to answer that question here. All I will do is leave you with the challenge to continue to develop the content of the concept of Olympism, by recourse to different areas of knowledge. From the Sciences of Sport to Education. From Law to Sociology. From Economics to Psychology, indeed, the entire range of human knowledge that Olympism traverses.

Ending that digression, it is important to emphasise the following: If we seek to identify the social and educational importance of Olympism, we must be

14. *Le Système Olympique*, Paris, Presses Universitaires de Grenoble, 1991, p. 28.

sure we know what we are talking about. If we fail upstream, we will fail downstream too.

But here and now and trying to be as practical and pragmatic as possible, I will say that one thing appears to be sure: The primary agents of a “*philosophy of life*” such as is described in the Olympic Charter are first of all and naturally all of those, who are directly or indirectly involved in sport, whether they be natural or juristic persons.

It is here that the sports organisations that are part of the Olympic Movement play a vital role. There are even organisations that have Olympism at their source and at the core of their activities, although they do not admit this explicitly. For example, consider Article 2.1 of the European Fair Play Movement By-Laws:

[t]he EFPM reflects a philosophy of life, abiding by universal ethical values, seeking to create, in the spirit of Fair Play and based on the educational value of good example through sport, a better world, pleasure found in sport with tolerance and respect for competitions. (Emphasis added).

Accordingly, when the IOC adopts and applies a document such as the IOC Code of Ethics, it is materialising Olympism, both when it stipulates, which forms of conduct are and are not ethically admissible, and when it penalises those who breach the code. Similarly the IOC Rules of Conduct Applicable to all Cities Wishing to Organise the Olympic Games were added (as from the 2020 Bid process onwards) in the same line of thought. Finally, when FIFA recently revised its regulations in order to augment the protection of minors in sport, and to safeguard them from trafficking and excessive training, it was putting Olympism into practice. When UEFA adopted a rule such as the “*home grown rule*”, which was created in order to promote the training and education of young players, it was implementing Olympism. When an organisation rewards the most disciplined athletes, or players whose fair play is particularly noteworthy, that is Olympism. When a sports club collects funds to support a player’s life after retirement from sport, that is Olympism. The same is also true of someone, who intervenes in order to make sure that a former sports idol does not have to go through the stress

and distress of having to sell the medal that he worked so hard to win, in order to be able to survive. Another example is campaigns that use sport in the defence of the environment, or to promote a sustainable planet. All of this is present in the *animus*, in the essence of Olympism.

Likewise, there are a series of evils that arise, or are reflected in sport, which are the pure antithesis of Olympism. There is no shortage of examples: doping; corruption; illegal betting and other mechanisms that vitiate or manipulate results; misrepresentation of the age of athletes; sexual assaults of young and child athletes by coaches; racism, xenophobia and other social discrimination; wrongful management of clubs. Even those cases covered in the media of marital infidelities of famous players, who are role models –above all for young people–, are contrary to the truth, loyalty, respect and the giving of a good example, which are fundamental aspects of the concept of Olympism.

This said, and not forgetting the title of this speech, we can now understand better which acts or omissions are in line with Olympism and which are contrary to it and what this means at the social and educational levels. Fundamentally, what is involved is a way of being in life and in sport; or the difference between good and bad conduct, which distinguishes those, who have principles and values, from those for whom “anything goes” and who respect neither the rules, nor others nor themselves, to the extent that they even risk their own dignity and physical and mental health, and are, of course, even more ready to harm others. To summarise, there is a clear divide between those who propound Olympism socially and educationally and those, who ignore or disrespect it.

I shall now deal with the final, aspect of the topic, which the IOA suggested to me: i.e. the fact that societies are now globalised. The question is therefore to understand the repercussions of Olympism, or its practical expressions in the context of globalization. Is globalization a good, or bad, opportunity for the use of Olympism as a social and educational tool?

Here too, we must start by going back to the thought of Coubertin, for whom “[O]lympism has not reappeared in the middle of modern civilization to play a local and fleeting role. The mission with which it has been entrusted is universal

and enduring. It is an ambitious one; it requires all space and all time”¹⁵. This means that Coubertin considered that Olympism had a huge spread potential and could become a worldwide phenomenon. Fundamentally, Coubertin, at the end of the 19th century, had already conceived of Olympism as a “*veritable civilizational project (...) [with] a “global potential”*”¹⁶.

Now, in the 21st century, Coubertin would obviously have had much greater opportunities to implement his goal and vision. As we all know, there are much greater means to propagate a religion, an idea, an attitude, a doctrine or philosophy, or whatever Olympism is in the globalised, international, cosmopolitan and technological societies of today.

The question is whether we really have managed to take full advantage of the opportunities presented by modernization as a means to preserve and disseminate tradition, i.e. to use globalisation as a tool to maximise the social and educational values of Olympism.

There have been many attempts to do this, particularly by the principal parts of the Olympic Movement, i.e. the IOC, the National Olympic Committees, the International Sport Federations and the educational institutions, namely the IOA and the National Olympic Academies.

In my opinion, and please forgive me if my comments are unfair or unwarranted, what has primarily been disseminated with globalization is the Olympic Games, per se, and not Olympism. I think that what has been universalised is much more than just the event, but the principles, values and philosophy that underly it. Perhaps we have not yet reached the level at which the two weeks of the sports event are enough to transform Olympism into a daily reality during every day of the four years of each Olympiad.

So far as the Games themselves are concerned, I will not be risking much if I say that almost everything has been globalized. Indeed this was always the approach adopted in Ancient Greece and also when the Olympic Games were revived in 1896. Indeed, according to J. Lens Tuero, “*so far as international*

15. See Note 5, p. 67.

16. See Note 12, p. 17.

*relations and inter-racial relations are concerned, (...) the Hellenistic period is particularly important because it is during that period that the great geographic expansion of Hellenism occurred during which the Hellenes had contact with a growing number of different peoples. If we observe the events at Olympia, there is a growing participation by non-Hellenes*¹⁷. Furthermore, Coubertin started out by inventing a type of “sports geography”, which differed from the political geography of his time, in order to widen participation by athletes from countries that were not yet independent, and by seeking to impose a nomadic character to the Olympic Games; all of which involve globalisation.

We shall now consider some of the more contemporary signs of how the Olympic Games have both contributed to globalization and benefitted from the fact that societies have become increasingly globalised:

- i) The logic of internationalisation and of the elimination of borders, of which the saying “All Games, All Nations” is paradigmatic;
- ii) Refusal to accept the various attempts to make Greece the permanent headquarters of the Olympic Games, and the option for geographic mobility all over the world;
- iii) The fact that there are more National Olympic Committees than the members of the United Nations;
- iv) The fact that the members of the IOC are nationals of many countries;
- v) The “*global commerce*” and “*global communications*” impetuses centred on the Olympic Games, and which make them what they are¹⁸;
- vi) The creation by politicians of veritable “*global cities*”¹⁹ or “*global villa-*

17. Cf. J. Lens Tuero, “El Ideal Olímpico como instrumento de colaboración internacional”, in *Deporte y Olimpismo en el mundo antiguo y moderno*, EUG, Granada, 2008, p. 17.

18. “Thus global commerce and global communications which sustain the modern Olympic Games look set to continue to flourish. The tensions between ‘Olympic values’ and the materialist values of global capitalism therefore look set to continue. This Western scenario must be balanced by consideration of possible trends in the developing world. One scenario sees parts of the developing world slipping deeper into crisis and further poverty. Alternative scenarios see massive growth in consumer markets – including sporting consumers – as economic growth takes hold.” – cf. K. Toohey and A.J. Veal, *The Olympic Games: A Social Science Perspective*, 2nd Edition, CAB International 2007, p. 281.

19. “A second common objective of local politicians is to promote their city as a ‘global city’ with the ambition to generate international investment. At present there is evidence of the development of a network of ‘global cities’ based on a combined global and transnational-regional level in which ‘global

- ges”²⁰, because of the Olympic Games,
- vii) “The number of hours of Games coverage and the number of countries that broadcast the Games has increased at every Olympics (...)”²¹, with an exponential quantitative and qualitative increase in audience sizes and the opportunity for the general public to get to know about sports played in other parts of the world;
 - viii) The world coverage and global ideology of the sponsors of the Olympic Games²²;
 - ix) The “unwritten rule” of intercontinental rotation of Olympic Games host cities²³;
 - x) The fact that the “Olympic Programme” seeks to include a list of sports, which is as universal as possible, in order to extend the horizons of the competition to new countries”²⁴;
 - xi) The reduction of the divide between the Summer and the Winter Olympic Games;
 - xii) The use of sport as an aspect of foreign policy, in applications to host

*cities’ establish important links through which the international economic relations of industry are co-ordinated. Olympic hosts develop the factors that are important to become a ‘global city’ such as new office accommodation, improvements in telecommunications, gentrification of parts of the city, first class tourist facilities and an international airport.” – Cf. Holger Preuss, *The Economics of Staging the Olympics: A Comparison of the Games 1972-2008*, Edward Elgar, 2004, p. 21.*

20. Mark Dyreson, “Olympic Games and historical imagination: Notes from the fault line of tradition and modernity”, in *The Olympics: A Critical Reader*, Edited by Vassil Girginov, Routledge, London, 2010, p. 59.

21. “Olympic villages thus become global villages, merging the old nineteenth-century romantic humanism of the “folk” with the techno-cosmopolitanism of globalization”- Cf. Holger Preuss, op.cit., p. 21.

22. “Even the big sponsors accompany the Olympics, since to them it does not matter where they advertise because their market is the entire world. (...) the sponsors advertising based on global ideologies can be seen all over the world because of worldwide broadcasting and expanded media exposure.” – cf. Holger Preuss, op. cit, p. 294.

23. “O mapa mundi foi decisivo para que os Jogos fossem para o Rio” – cf. Eduardo Paes, Mayor of Rio de Janeiro, Marca, 18.10.2010, p. 42.

24. “15. The importance of agreeing and adopting a definition of the universality of sport is a priority. The principle of universality not only encompasses access to sport for all peoples and all cultures, from grassroots to Olympic level, and to all the benefits and opportunities which sport provides. This principle should inspire the work of the entire Olympic Movement” –cf. The Olympic Movement in Society, Copenhagen, 121st IOC Session & XIII Olympic Congress, Copenhagen 2009, Denmark, October 5, 2009, p. 10.

the Olympic Games and, naturally, in the organisation of and participation in the Games;

- xiii) The aid provided to Developing Countries by Olympic Solidarity;
- xiv) The growing migratory movements of athletes, coaches and other entourage members, who take part in the Olympic Games;
- xv) The growing institutional closeness of the IOC and the UN, based on a convergence of ideas and resources, and, as was stated in the 2010 Millennium Summit Declaration, on the recognition “(...) *that sport, as a tool for education, development and peace, can promote cooperation and solidarity, tolerance, understanding, social inclusion and health, at local, national and international levels*”²⁵.

However, the globalization of the Olympic Games should not be confused with the globalization of Olympism, for although they are not dissociable, they are different things²⁶. No one is better qualified than Jacques ROGGE, the current IOC President, to explain these differences:

*“The Games are a global celebration of sport. But we must never forget that the Games are not an end in themselves. They exist to promote the Olympic values, especially among young people. Every Olympic athlete, including those who never get to the medal podium, can be a role model for all of us”*²⁷ (Emphasis added).

But, have the Olympic Games succeeded in being the means to the end which is the promotion of Olympic values? It appears to me that this objective

25. 2nd International Forum on Sport for Peace & Development, United Nations headquarters, Geneva, 10-11 May 2011.

26. This is an analysis which stresses the non-dissociability of the Olympic Games and Olympism: “The IOC derives its powerful position solely from the product ‘Olympic Games’, which can be characterized by four major aspects. First, it attracts the attention of the majority of the world’s population. Secondly, as a consequence of this attention, it also garners the interest of the economy, which has given the Olympic Movement financial security and the IOC its power of reward. Thirdly, the pressure and wish to stage the perfect Games opens opportunities for accelerated city development and overcoming previous political obstacles. Fourthly, Olympic Games embody both a universal and country-specific culturally interpreted Olympic Idea. Thus, the Games carry a global ideology. (Emphasis added)” - cf. Holger Preuss, op. cit, p. 281.

27. Words spoken on 3rd October 2009, in the opening speech at the Copenhagen Olympic Congress.

has not been achieved to the desired extent. For, in the more specific area of the “World of sport”, we are witnessing the “(...) *problem of the replacement of one message by another and one identity by another. With the combined professionalization and privatization of sports organisations there has been a replacement of disinterested, timeless and universal Olympic values by economic, political, contextual and person interests*”²⁸.

At a more general level, let us consider some features of contemporary societies. The following are random examples that are listed in no particular order of importance.

For example exaggerated consumerism and spending habits²⁹. Clientelism. Self-interest. “Friendships” with ulterior motives and “corner cutting” and opportunism instead of merit and excellence. Phenomena such as terrorism or genetic manipulation, poverty and degradation. War. Refugees. Interferences with freedom. Indiscipline and violence in schools. Obesity and the sedentary life. The “survival of the fittest” typical of our road traffic. The absence of tolerance for different ways of being, thinking and acting. Insatiable market speculation. Unemployment. The vulgarisation of untruth and vengeance. Justice, which is not always blind and quick. The huge gap that separates those, who have, from those who have nothing. A view of Man that sees him as a machine without feelings and basic needs and places no value on the dignity of human beings. Cruelty to animals. The many examples of warlike and undemocratic movements. There are many more examples of a wide variety of circumstances, which share a lowest common denominator: i.e. a philosophy of life that is at odds with Olympism.

We should have no doubt that the current worldwide economic and financial

28. See Note 14, p. 108.

29. Unfortunately, the Olympic Games are not immune from this phenomenon, which affects all of society, because of its huge dimension, which “(...) *also favours superfluous and unnecessary spending, or which is of little, or no, use, when the lights of the Olympic Stadium are switched off. Host cities vie with each other to organise “the best Games ever” and the unbridled spending leads directly to waste, which is so contrary to the restraint typical of the Olympic spirit. This gigantism is a direct attack on the Olympic spirit, restricts non-organisational Olympic universalism and threatens the reasonable viability of the four-yearly event*” – Cf. Marta Lora-Tamayo Valliné, *La representación internacional en el deporte*, Cofede – Dykinson, S.L., Madrid, 2005, p. 30.

crisis, which is strongly felt in countries like mine –Portugal– and in the country where we are now –Greece– is the cause and the consequence of a crisis of values, or of the wrongful hegemony of other values. This is so obvious that it is almost irrefutable.

In the light of what I have said, I think it is possible to conclude that we have all failed, either because of our inaction, or because we have acted wrongly, insufficiently or misguidedly. If all of the phenomena I have referred to exist in society in general and in sport in particular, it is partially because Olympism has not been defined, disseminated and assimilated as it should have been. Its social and educational values are essential if the course of globalised societies is to be changed. We cannot either underestimate or waste such an unequalled tool as Olympism.

Each of us must be a good example in our day-to-day, in our most routine acts, in relation to ourselves and others. We must educate people and organisations more and in a better way, particularly those, who do not know what Olympism is, or those who think that there is nothing more than the Olympic Games, every four years. Perhaps there should be a widening of the target range in the promotion of Olympism, while still concentrating on schools and sports organisations. We must increase our contact with civil society by placing more emphasis on education for creating citizens via Olympism – and it is necessary to improve relations between employers and employees in the public and private business sectors.

There will certainly also be other and more ambitious proposals. However, as my preference is for the “small is beautiful” school of thought, I will leave you with two modest suggestions: (i) there are a multitude of courses in leadership, motivation, stress management, social responsibility and other such matters, why not courses on Olympism? (ii) And what about the Olympic sponsors? It cannot be denied that the return on the sponsors’ investment demands that expressions such as “official sponsor of the Olympic Games” are stressed, but, what if the sponsorship also involved expressions and images that stress rules, principles and values linked to Olympism?

The Olympic Games will always be fashionable. It is now important, as never

before, to put Olympism on the agenda³⁰ of contemporary globalised societies, because “[t]he Olympic Games and the Ideals they embody, although they stress individual prosperity, they do not simultaneously ignore the collective development of the citizens. This should apply to all citizens in all states and within a global scale”³¹.

Citius, Altius, Fortius!

30. We cite two opinions, which express optimism and vision with regard to the maximization of the relationship between Olympism and Globalization and which extend Olympism to areas which appear to be only distantly related to sport: “With globalization, there are no boundaries, no neat compartments. From a positive perspective, and taking a creative approach to these developments, there could be a broadening of the Games’ agenda to include not only a larger program of cultural events, but also community forums to debate issues of global concern, including human rights and environmental protection” – cf. John Milton-Smith, “Ethics, the Olympics and the Search for Global Values”, in *Journal of Business Ethics* 35, p. 133; “We cannot diminish the importance of battling global warming, as we meet here today thousands of peoples have lost their lives and livelihoods from American Samoa to Indonesia. While earthquakes are a natural phenomenon of the movement of Tectonic Plates, nevertheless, these natural disasters remind us of the fragility of our lives in this planet. (...) We have to start thinking in a more holistic manner. (...) At the global countries must unite, as they have on issue concerning the climate and more recently nuclear disarmament, to find ways of effectively promoting physical activity - cf. José Ramos Horta, *Text of presentation to the 2009 Olympic Congress*.

31. Anastassios Matsopoulos, *Olympic Games, Crete, 2004*, p. 60.

OLYMPIC GAMES & INTERNATIONAL POLITICS: OLYMPIC GAMES THROUGH INTERNATIONAL POLITICS OR INTERNATIONAL POLITICS THROUGH THE OLYMPIC GAMES¹



Prof. Dionyssis GANGAS (GRE)

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The ways in which the International Olympic Committee Charter deals with the independence of the Olympic Movement, in the face of political or other phenomena that violate its fundamental principles of Olympism, are categorical and unconditional. The Olympic Movement, unfortunately, is unable to protect these principles or to eliminate effectively, due to the legal nature of the institution, certain phenomena that have developed parallel to the evolution of the Games which exploit the appeal of the Games in the international community. One of these phenomena is the political manipulation of the popularity of the Olympic Games at the international level.

The IOC has repeatedly stressed that “the worlds of sport and politics must remain apart from one another and the Olympic Games should not be used by the states for political benefits”.

1. This lecture has also been published in the Proceedings of the 50th International Session for Young Participants (2010).

Nevertheless, the Olympic Games have become, on many occasions, a theatre of political confrontation, national promotion and extreme phenomena of political and ideological ulterior motivation. Lord Killanin, the President of the IOC from 1972 until 1980, stated after his departure: “95% of my problems as IOC President had to do with national and international politics”.

It is a fact that the ability of the Olympic Movement to react to its abusive exploitation by international politics was limited until the 1980s. The presence of Juan Antonio Samaranch at the helm of the IOC until his departure and the situation that followed since 2001, under the current President Jacques Rogge, have given a new impetus to the Olympic Movement and international sport in general, an impetus that has significantly contributed to reducing the extreme phenomena of sport's manipulation for political and ideological expediencies. Indeed, apart from the boycott of Eastern block countries at the Los Angeles Games in 1984, retaliating against the boycott by Western countries of the Moscow Games in 1980 and the mini boycott of the Seoul Olympics, there has been no other serious ideological excess until the last Games of Beijing. This fact strengthens the belief that the dynamic development of the Olympic Games in the new environment of economic and social globalization as well as their acceptance as a major economic, social, cultural and sports event can prevent, to a large extent, its manipulation for political purposes. We could consider as an exception, of course, the recent disruption of the Olympic Torch Relay by pro-Tibetan activists protesting against China's policy. This event alone could have reversed the peaceful and calm atmosphere that had prevailed for twenty years in Olympic affairs if it had not been immediately condemned by the sports world, as a whole, in totally disapproving of Chinese foreign policy as an act that had no place in a sporting and cultural event like the Olympic Games.

After being successfully revived by Baron Pierre de Coubertin, sport as a concept and as a social activity, and the Olympic Games as its dominant manifestation, soon became an avenue of exploitation by politics, both at domestic and international levels.

In most countries, sport is both a physical exercise and a show. The person who produces a better show will attract more spectators, who in turn become more vot-

ers. This is why any party in power ardently wishes to control and manipulate sport in most countries around the world. There are exceptions to this rule, but they are not many, and they, unfortunately, confirm the rule that applies to the rest of the world, including Greece, the birthplace of sport and Olympism.

The dynamics of sport and the evolution of the institution of the Olympic Games have grown very rapidly. However, their exploitation at the international level has grown just as rapidly. Economic, commercial, medical and/or ideological trends have succeeded, to a large extent, in using the Olympic Games as a springboard for achieving their own ends, their own records. Today, we are asked to analyze two of these trends, the political and the ideological (as they are conceptually linked to one another) in order to find out how much they have influenced the progress of the Olympic Games and, to what extent, they have attained their objective.

If we tried to categorize the political interventions that have been associated with the Olympic Games, according to their objectives, we could easily identify five different types of political intervention:

- with the objective of *winning* prestige and recognition
- with the objective of *promoting* a specific political or ideological propaganda
- with the objective of *expressing* an ideological protest
- with the objective of *imposing* an ideological-political view
- with the objective of *intervening* in the process of human rights protection.

The truth is, however, that the same procedure followed, during the staging of the Olympic Games, has unwittingly and indirectly contributed to the promotion of sports chauvinism. From a semantic viewpoint, I wish to mention the elements that have enhanced this tendency with time and which have been conceptually distorted in order to serve a purpose that was usually unrelated to the real significance of the Games:

- o The hoisting of the flag at a different height depending on the placing of the three Olympic medallists
- o The playing of the national anthem of the winner

- o The athletes' oath that says: "we promise that we shall take part in these Olympic Games for the glory of sport and the honour of our country".

All the above further support an over-patriotic disposition and legitimize the presence of the state as the dominant player, in an institution that promotes, on the contrary, man as its fundamental element.

On the other hand, if we want to be objective, we should attribute due responsibility to the politicization of the Games and to the IOC itself. There have been cases in the history of this institution, where international politics have led the IOC to take measures against states in order to "punish" them, so to speak, for their specific behaviour on the international scene. And I am not referring here to the policy of apartheid where the IOC's reaction was totally in line with the principles of its Charter. I am referring mainly to the selective exclusion from the Games as was the case:

- In 1920 in Antwerp where Austria, Bulgaria, Turkey and Hungary were not invited to attend
- In 1924 in Paris with Germany not invited
- In 1948 in London again with Germany and its allies not invited

Despite the fact that the exclusions concerned rival powers of the Western world during the two great wars, they still remain political acts, which, in fact, originated from the IOC itself and were clearly not compatible with the principles of its Charter.

Contrary to the previous inconsistencies, according to many people's view, the decision of the IOC to exclude states from the Games because of their political behaviour, at the Tokyo Games in 1964, the supreme sports authority decided to exclude South Africa and Rhodesia, as it was called before it became Zimbabwe, for the apartheid policies practiced in their countries. And although one might argue that apartheid is a form of ideology that was expressed during that given period as a specific political act, it is different from other political practices because it targets human dignity and the violation of these basic human rights, including the right to the free practice of sport, which is protected by the 3rd, 4th and 5th fundamental principles of the IOC's Olympic Charter.

The ban on the participation of colored South African citizens in sports activi-

ties alongside white people, led to the IOC's decision to exclude the country from 7 editions of the Olympic Games, starting with the Games of Tokyo in 1964, before it was allowed to return in 1992 for the Barcelona Games. For that same reason, Rhodesia was excluded from the Olympics of 1968, 1972 and 1976, until it could return as Zimbabwe, after the change of regime, for the Games of Moscow in 1980. Regarding the above cases and the positive intervention by the supreme authority of world sports for the protection of human rights thousands of monographs and studies have been written; however, the extensive analysis required could certainly not be considered in the context of a presentation like this one.

I cannot, however, refrain from commenting on a fact that is typical of the confusion that prevailed within the Olympic family, following the exclusion of South Africa. Avery Brundage, IOC President at the time, considering that this exclusion would represent an intervention in the domestic policy of an independent country, stated, "It is not our job to change the political situation in any state. If participation in a sports event were to be threatened each time human rights were violated, then international sports competition would not exist". Despite Brundage's hard stance, the majority of IOC members decided in favor of exclusion, a decision that saved the image of the Committee and the whole Olympic Family.

On the other hand, the most typical phenomena of international, political exploitation of the Olympic Games gradually increased, reaching a peak during the Cold War, where there are numerous examples to prove that the Olympic Movement was used for specific political aims.

I will only mention the most important cases where international diplomacy was conducted through sports and, in particular, through the institution of the Olympic Games.

Nazi Germany was the first nation to seize the opportunity, through the organisation of the Olympic Games, to show to the world its might as a state and its philosophy regarding the Aryan race. Although when the staging of the Olympic Games of 1936 was awarded to Germany the Nazi party had not yet come to power, Goebbels convinced Hitler that the Olympic Games were an excellent

arena in which to promote their ideology arguing that “these games are more important than 30 army divisions!!!.” On the other side of the Atlantic, whether the United States would take part or not was the subject of a major debate. The US Olympic Committee President and future IOC President Avery Brundage, who remained faithful to the distinction between sport and politics, was passionately in favor of the participation of the US team, contrary to many of his fellow citizens who were opposed because of Germany’s anti-Semitic policy.

In the end, the Nazi ideology suffered a severe blow during the Games when a colored American athlete, Jesse Owens, succeeded not only in winning 4 medals against his Aryan opponents but also developed an exemplary friendship with the German Luz Long, whom he beat in the long jump.

Several years later, East Germany was the first country to successfully use the Olympic Games as a springboard for accession to the United Nations! In the beginning, East Germany’s Olympic Committee had expressed the wish to become a member of the IOC but ran against the Committee’s standing practice of accepting only one NOC from each country and, in this case, West Germany’s Olympic Committee was already a member. This policy of the IOC compelled East German athletes to participate in other international competitions where they, in fact, won important victories. Soon, however, the separation of the athletes from the two Germanys was accepted by the international community and, in 1972, the Olympic Committee of East Germany joined the IOC and subsequently, became a member of the United Nations.

The unquestionable development of the Olympic Games in the ’60s and in the ’70s, at a time when the clash between the two worlds, the East and the West, was at its highest (at the peak of the “Cold War”), contributed to the creation of a propitious ground for their political and ideological exploitation.

At the Olympic Games of Mexico in 1968, colored American athletes raised their gloved, closed fists in provocation during the playing of their national anthem, to protest against the racist policy of the U.S. government. This was an original ideological protest which was, however, another means of manipulating the Games for purposes that were foreign to Olympic principles.

It seemed that the time which all people hoped would never come was immi-

nent. International politics through their continuous interfering with the Olympic Games had opened the door to the most blatant violation of the principles of peace and fraternization among people and their athletes set forth in the Charter.

The worst ideological and political exploitation of the Olympic Games, which exceeded any form of plain political intervention or even an expression of political will, was the intrusion of Palestinian terrorists during the Munich games in 1972. Eleven Israeli athletes were killed by the Palestinians, who broke into the Olympic Village, leaving an institution whose development had been underpinned by peace, fraternity among people and fair competition bathed in blood. The terrorists were not athletes of course, because no athlete would ever think of taking fellow competitors as hostages! The cynical statement that accompanied the act of the terrorists showed the extent of their self-deceit, ignorance and fanaticism, but also of their despair: "We recognize that sport is the religion of the Western world... This is why we have decided to use the Olympic Games, the most respected ceremony of this religion to draw the world's attention to us".

The tragic event of Munich remains to this day a deep stigma on the history of the Games and it is no accident that until now, with only one exception, Atlanta in 1996, there has never been another terrorist attack during their celebration. Even the most extreme ideologically conflicting groups have realized that the result of such an act would not only harm the institution of the Olympic Games but would also detract from the ideological views supported by perpetrators.

The most widely debated platform for conducting international politics through the Olympic Games has always been boycott, an act of non-participation in the Games by certain states in order to exert pressure on one or more states to make them adopt a specific political behaviour. Despite the different threats to boycott the Games that had appeared in 1936 and 1948, this diplomatic ploy was not used in the end for imposing a political view. In 1956, for the first time, the Melbourne Games and the sports system as a whole suffered the consequences of political interference in sports matters which would, unfortunately, be repeated on other occasions during the next thirty years. The Games of Melbourne became victim to a triple boycott. Egypt, Iraq and Lebanon announced their non participation in the Games in response to the Suez crisis caused by the interven-

tion of England, France and Israel in Egypt following the nationalization of the Suez Canal by the Egyptian government. Simultaneously, in that same year, the Soviet Union intervened in Hungary and a crackdown on the Hungarian revolt against the Soviet block followed. These political developments led the Netherlands, Spain and Switzerland to decide to withdraw from the Games. A few days before the opening of the Games, China announced its decision to withdraw from the Games to protest against the participation of the Republic of China under the name of Formosa.

These three withdrawals triggered by political concerns cannot, however, be compared to the boycotts that followed. In 1976, at the Montreal Games, 28 African states decided not to take part protesting against the decision of New Zealand to allow its rugby team to tour in South Africa, despite the general isolation that had been imposed on that country because of apartheid. Joining the departure of the African countries, Morocco, Cameroon and Egypt left, too, after their first day of participation. There was no significant political consequence from this boycott but the exclusion of South Africa by the IOC was maintained until 1992 while New Zealand participated regularly in the Games. The prestige of the Games, however, had been affected and political powers started to realize that, as the Olympic Movement was expanding and entering the homes of millions of people around the world, it was becoming more vulnerable to propaganda and manipulation.

The two subsequent boycotts dramatically shook the Olympic edifice. They were caused by the culminating rivalry between the US and the Soviet Union on a political level and the need of their allies on both sides to prove their loyalty to the two great super-powers.

In 1980, at the Moscow Olympics, 65 countries stayed away, most of them following the US expression of disapproval of their rival's policy after Soviet Union's invasion of Afghanistan. This complete politicization of the Games caused uproar in the international sports community. Several Olympic Committees of Western countries ignored their governments' instructions and participated in the Games as planned, proving that the Olympic spirit could not be influenced by the sirens of politics and continuing to affirm the principles of the Olympic Charter.

As fate would have it, the next Olympic Games of 1984 were staged in Los Angeles with 14 countries from the Eastern block joining the Soviet Union's non participation. The USSR later justified its abstention by citing the strong emotional reaction, verging on hysteria that was building against it in the US, a fact that also represented a major security risk for the Soviet athletes.

The last attempt to politicize the Games was in Seoul in 1988. Relations between North and South Korea were not at their best. North Korea demanded that the IOC organise part of the Games there, which was not accepted and, in response, it decided not to take part in the Games. In the end, another 5 countries followed suit (Cuba, Nicaragua, Albania, Seychelles and Ethiopia), leading to a mini boycott with little meaning and without any consequences.

Having manned the helm of the IOC since 1980, Juan Antonio Samaranch, a career diplomat, reformed and redeemed the Olympic Movement. During his presidency, the intervention of international politics in the greatest sports and cultural institution was drastically reduced.

The boycott policy that had hurt the Olympic Movement so much had divided analysts into two camps for many years. On the one hand, the supporters of this kind of action were of the opinion that the world, through this most popular event, should be informed about what was happening on the international political scene and those politically responsible for specific behaviour should be "punished". On the other hand, those who supported the separation of politics from sports, were of the view that non participation in the Games for whatever reason would victimize the athletes themselves by depriving them of the chance of competing with other athletes at the highest levels.

Nowadays, conditions have changed in favour of preserving the sports content and the messages of Olympism of the Games and Jacques Rogge's presence at the helm of the IOC has helped a lot in this respect. Today's Games represent a major, complex event, much larger that it was in the '60s and the '70s, becoming a field for political confrontation. As the Olympic Games become more significant to the average citizen, the possibility of their being used to promote political expedencies and messages is diminishing. This is exemplified by the undisturbed celebrations of the last Games in Sidney, Athens and Beijing. The

ideological intervention of the pro-Tibetan activists during the Olympic Torch Relay did not seem to affect the Games, thus, showing in the clearest of ways that the IOC now has the power to disregard such interventions.

Now, the IOC engages in politics with governments and not vice versa. The IOC is a regular interlocutor of the United Nations and through joint peace programmes it encourages governments to follow its own political behaviour patterns and not the other way around. A typical example is the initiative to strengthen the role of the International Olympic Truce shared by the United Nations, even if that seems idealistic.

The curve created by the political manipulation of the Olympic Movement by certain governments seems to have come full circle. May these interventions remain in history as events to be analyzed by us, the Movement's researchers, and let us all remain perennially critical of any attempt to alter the spirit that we all serve.

***Short presentations
by the participants***

JOURNEY

Raphael Matthew San Miguel CHUA (PHI)

My journey to the 2004 Athens Olympics started 20 years ago.

I started swimming when I was 10 years old. Two years later, an American coach during one of his summer clinics in the Philippines, had asked me to write our short term, mid-term and long term goals. I wrote SEA (South East Asian) Games gold, Asian Games medal and Olympic finalist respectively. I made it to the finals on my 1st SEA Games in 1997. I was the youngest in the Philippine men's delegation. Before that, I made successful swims in the Brunei Asian Age-group Swim Meet and Taiwan Asia Pacific Age-group Swim Championships where I won the first and the only gold medal for the Philippines. I broke the Philippine National Age-group record and this made me more confident. I have learned a lot from these competitions about technique, composure and focus. I competed in 2 more SEA Games – 2003 and 2005, winning 2 bronze medals.

In 2002 I competed in the Asian Games in Busan, South Korea. I qualified in the B finals of the 100 meter Breaststroke and placed 9th overall. In the 200 meter Breaststroke, which is my forte I qualified in the A finals. I swam with Asia's best and World's best because of Kosuke Kitajima, who broke the 10 year old World Record of Mike Barrowman. This was the one of the best and most unforgettable experience of my life-having swum in a World record heat/finals, with a World record holder.

My first attempt for the Olympics was Sydney 2000, but I missed the qualifying time by two tenths of a second. I lost my confidence after that. I had to wait

another 4 years to take another shot at the Olympics. I did so in the 2004 Athens Olympics and made the cut. It made it more special because we celebrated the 100th anniversary of the Modern Olympics.

Being my first Olympics, I was so observant in everything. The preparation by the Greek Organising committee was almost perfect. The transportation from the Olympic village to the competition venue was always on time and the road even has an Olympic lane. The food in the main dining hall in the athlete's village had complete choices of food for every culture, country or diet. As athletes we want to focus on the most important things – which were performing our best. And giving us these privileges/amenities certainly helped us to be near a perfect environment.

I was so overwhelmed by the mere fact that I qualified for the Olympics. It was like winning the highest medal for me. And because of these awesome feelings, it kept my mind out of focus. I had a hard time concentrating since I was around these athletes from around the globe. People you emulate and thought as demigods are now reachable. I saw America's NBA stars Shaquille O'Neal, Allen Iverson and Yao Ming, and Pau Gasol at the opening ceremonies. I also saw Tennis champions Venus Williams and Andy Roddick at the dining hall. The best in swimming were also all in the Olympics. We got to talk to Aaron Piersol the backstroke world record holder, took picture with Michael Klim and Grant Hackett – 2 most distinguished swimmers in Australia and the World, my teammates (all 4 are trained in the US. I was the only one trained in the Philippines) also got to talk to world record holder Anthony Irvin and Michael Phelps, and finally I got to compete again with Kosuke Kitajima but we were on a different heat this time. All these things I mentioned I tried not to mind it at that time. And I was aware that I shouldn't mind them and just focus on my swims. But now, I believe there will always be more pressure in the Olympics and it will affect your performance in one way or another. I know it affected my performance a little and also most of the athletes. That's why I feel that World Records are better than Olympic records. One teammate gave a percentage that only 60% of people improve in the Olympics. I believe this is true.

All these things are within me and nobody can take it away. In my profession-

al life I always relive these experiences and try to reflect on the most important things based on what I experienced being an athlete/Olympian.

I am a Mining Engineer now recently transferred/promoted from being a Quarry Superintendent to a Technical Sales and Services Manager in Lafarge (one of the best cement and raw material providing company in the World), University of the Philippines Varsity Swim Team Coach, and Philippine Olympic Committee Executive Board Member representing Athletes Commission.

Goals don't have limits and results are relative to each individual's perspective. I guess what I am trying to say, and a lot has been written about it also, is that concrete goals or destination is not the most important thing but the journey and the lessons one learns from it. In every aspect of my life right now I use the tools I learned from being an athlete and as an Olympian living by the values of Olympism - joy of effort, fair play, respect for others, pursuit of excellence and balance of will, body and mind.

YOUTH OLYMPIC GAMES: TREMENDOUS OPPORTUNITIES AND HIGH CHALLENGES

Nicco CAMPRIANI (ITA)

I am a 2008 Olympian but my Olympic experience is not limited to the Beijing Games: last summer in fact I had the fortune to work with the Italian shooting team that has participated at the Youth Olympic Games of Singapore. Unfortunately I was not allowed to be there during the Games but through my friends and their feedback, their emails and their pictures I was able to live this event. In this paper I want to share my thoughts on the new “baby” of the Olympic family.

This first summer edition of the YOG has brought together approximately 3,500 athletes, aged between 14 and 18 years, from around the world to participate in high level competitions. However, alongside the sports element of the event, the IOC and its President Jacques Rogge have focused their attention on the educational programmes concerning Olympic values and the benefits of sport for a healthy lifestyle.

During the Opening Ceremony President Rogge states: “The purpose of the YOG is not to create mini Games. It would have a different character. This special occasion places as much, if not more, emphasis on the manner in which things are achieved, rather than the sporting achievements itself. The YOG would be true to the vision of educating young people through the values sport teaches. The YOG will also be a demonstration of the IOC’s commitment to young people by providing for them an event of their own in the spirit of the Olympic Games”.

Basically the IOC and all the supporters of these new Games believe that there was a need to provide education to youth at the time they are most receptive to it. For this purpose they have developed a cultural and education programme that has involved the young athletes during the two weeks of Games. Through group activities organised in the Olympic Village the athletes received information about a healthy lifestyle, prevention of injury and disease and at the same time YOG Ambassadors like Usain Bolt, Michael Phelps, Yelena Isinbayeva have been involved in discussions and debates with the young participants promoting the Olympic values of respect, fair play and abiding by the rules.

With only a few words the YOG, the IOC, and President Rogge have launched a challenge: restore the Olympic values. It is a challenge because it is quite clear that the point of departure is handicap: today mass media and society in general celebrate winners and winners only; if you are a “champion” of behaviour nobody cares too much, the most important thing is your place in the ranking. Changing the mindset of Sports Federations, that used to evaluate mainly the results and medals, is not an easy job, but it is the heart of the challenge.

What happened to the original idea of Olympism?

In 1894 Baron de Coubertin, founder of the Olympic Credo, said: ‘The dishonor here would consist not of being beaten; it would consist of not contending’; the same sentence was subsequently changed to ‘It is more important to participate than to win’. The original words of Coubertin have a deep and powerful meaning: they teach us that in sport, as in life, what matters is not what you do, but how you do it; or using different words what matters is not what you find at the end of a competition but what you feel and experience while you are competing.

Unfortunately, beside Coubertin and few other dreamers, around the world the current idea of professional sport is really different. There is a global emphasis on winning and outcome: for instance if we turn on the television or read a sport magazine we can easily find slogans like “Winning isn’t everything, it’s the only thing”, “Defeat is worse than death because you have to live with defeat”, “Never be willing to be the second best”, “No one ever learns anything by losing” and go on like this. The message that comes from this ideology has terrible effects for

children that compete in sports: when winning becomes the only goal the enjoyment of the game itself tends to decrease drastically and the enormous potential benefit of sport involvement for a healthy self-concept development is jeopardized. If we overemphasize winning, rankings and single sport involvement we are going towards typical issues of highly competitive nature of youth sports like injuries or burnouts as a result of excessive stress and pressure. At the same time if we downplay the role of fun we are going to lose the main benefits: the opportunity to meet new people and make new friendships, the sense of self-belonging and confidence through social cohesion and many other positive aspects.

Initially the IOC and its members have tried to fight this devolution of sport values identifying materialism as being responsible for the “Winning is the only thing” ethic and consequently limiting Olympic participation to amateurs only. Through most of the twentieth century amateurism was defended with the argument that fair play and good sportsmanship are possible only when sports are an athlete’s avocation, never his or her vocation.

IOC President Avery Brundage (1957) affirmed that amateur athletes are defined as those who competed for the intrinsic pleasures of the contest, not because sports provided them with the material basis of their existence. After all, the word “amateur” is derived from Latin word for “love”. In this way the IOC tried for many years to keep intact the Coubertin vision: they knew that as soon as they would have allowed the athletes to take money awards their focus would have been moved from the performance to the final outcome. Unfortunately even the IOC has to surrender to a new mindset of a society founded on capitalist economy and competitiveness and the Olympics have become officially the main goal for professional athletes, a world wide event that moves billions and billions of dollars.

The YOG must represent something different: this time President Rogge doesn’t want to support the distorted idea of sport produced by the society, instead the new goal is to educate the young athletes before their “society brainwashing”; a sort of antibody that may resist the “winning is the only thing” idea.

On the contrary, the YOG has been criticized for many aspects: journalists and coaches associations have accused IOC and Sport Federations to be re-

sponsible of dangerous pushes towards the over precocity. Organising such a big event for youth sports has inevitably pushed some Sport Federations to increase their expectations on youth athletes. Olympics are always a worldwide occasion to show off and few Olympic Committees have been accused to force their young athletes to a premature specialization and professionalism in sport. Moreover, it is also impossible to equate age of really different sports: a gymnast at 18 years old may have reached the top of his/her career while a basketball player at 18 is not even close to the high level.

Of course the YOG is just born and like every other “new venture” it will need a few adjustments, however if we balance out both the potential positives and negatives these Games still represent a promising mean to transmit the Olympism ideal.

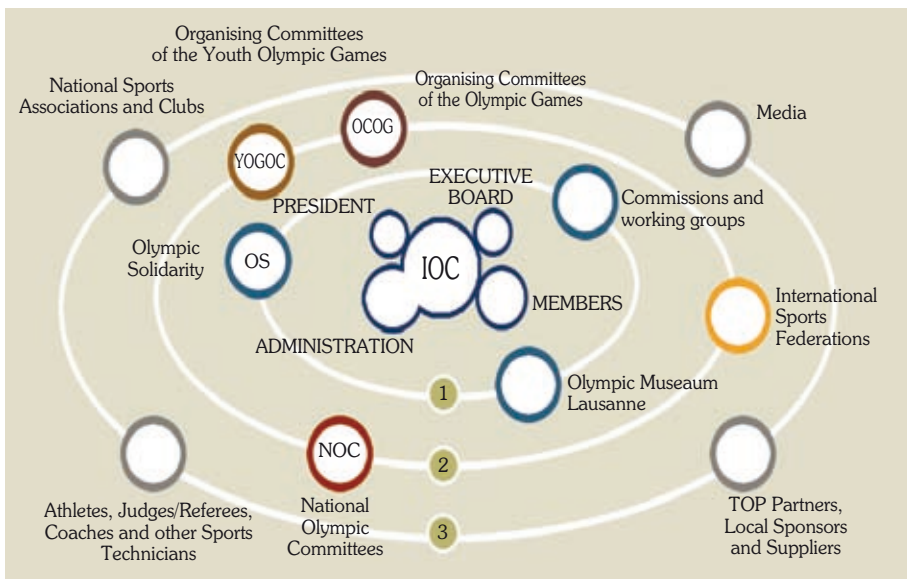
Einstein said that when we are faced with a crisis –in this case youth participation in sport– it is stupid to think a solution by adopting the same criteria that have originally caused the problem. We must find new ones. I think that the IOC is trying and this YOG are the proof of that.

We have to believe that sport is a lot more than a simple microcosm of society that passively reflects everything; for the new generations sport values should embody also a model to follow, capable of building a better society and a better world.

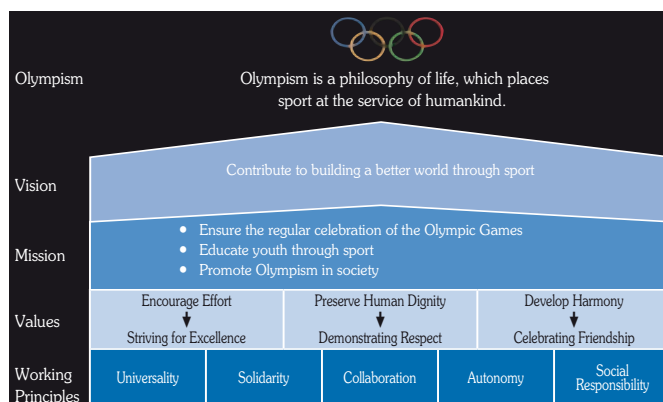
INTRODUCTION TO THE IOC

Cedric VANDEN BOGAERDE and Torbjorn SOLIGARD (IOC)

Structure of the Olympic Movement



Olympism Platform



How does the IOC implement its mission?

"The mission of the IOC is to promote Olympism throughout the world and to lead the Olympic Movement."

Olympic Charter – Rule 2 (February 2010)

Activity streams	Goals
Ensure the regular celebration of the Olympic Games	– Keep Olympic Games unique and manageable
Promote Olympism in Society	– Bring Olympic values to life – Promote sport in society with a focus on youth
Lead and support the Olympic Movement	– Develop and share expertise across the Olympic Movement

Key facts and figures of the IOC administration

- Based in Lausanne, Switzerland since 1915
- Staff: 450 (on 5 sites)
- Average age: 42

- Nationalities: 43
- Average turnover: 6.8 years
- Gender average: 45% M / 55% F

The Youth Olympic Games

Vision

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

Mission

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

Your web portal to the Olympic Movement



Further information...

- Publications
 - Olympic Charter
 - Olympic Review
- The Olympic Museum in Lausanne
- Olympic Studies Centre Archive and library; Grant programme; Conferences and symposiums
- Image services



MY OLYMPIC EXPERIENCE

Nathan TWADDLE (NZL)

In preparing to talk to you today I tried to recall the moment I had to decide if I wanted to try and go to the Olympics. Even though we know what that decision was now, I don't think I realised at the time the significance of what it meant to be at that particular crossroad.

Journeys may seem like a cheesy way of putting it but the fact is we all travel them. We all embark upon a road particular to us alone and yet whilst there are infinite variations in the direction one may take, they are similar enough so that we can learn from each others experiences to add to our own.

At least I hope that it is the case otherwise the next 15 minutes may not be much use to you at all. I am confident, however, that there is some parable or fable that will allow you to reinvigorate your approach to your journey with gusto and enthusiasm.

So where to begin... well common sense would dictate the beginning (obviously); however, as I am feeling daring this evening I'm going to throw convention on it's head and go straight to the end, well the end of my most recent journey, the Beijing Olympics.

16 days, 10,500 athletes, 20,000 tons of food, half a million volunteers, 8 billion dollars spent and over 2 million spectators. The Olympic Games go beyond a mere sporting contest; they are an international cultural phenomenon.

There are many aspects that make it unique; be it the infamous torch relay or

the extravagant and only slightly computer enhanced and ridiculously yet suitably expensive opening ceremony, and the Olympic Village.

The Olympic Village is the core element for me. It truly is a cultural and ethnic melting pot. I often would just sit in the food hall watching the incredible variety of humanity going by.

The Olympics are the culmination of all my dreams and goals, the highest peak I can reach as an athlete. And yet it all was over so damned quickly.

The Olympic Regatta, the final, the medal ceremony, even the whole second week... they all seemed to go by in a flash and the next thing you know I'm sitting back in my house thinking... "right, better go mow the lawns".

To think I had spent four years dedicated to that race. For each stroke I took in the final I had trained almost a week, roughly 40 thousand kilometres over the last four years. The intensity required in each of those strokes and miles is very high. The overload principle dictates that you must be constantly pushing your body past its limits to improve. Adaptation does not happen if you rest on your laurels.

The fact that the event I strived so long and hard for went by in a flash just highlights for me how important the journey is. The tough bit isn't deciding to aim for the goal, it is finding the courage within you to start the journey and the fortitude to remain on the path when common sense may suggest otherwise.

So where did my path begin? I can truthfully say that Saint Peters was the beginning of it all, although I was not even a student there. To explain I need to delve back through the mists of time, back to the year The Fresh Prince of Bel Air premiered on Television, when Vanilla Ice and MC Hammer dominated the charts, back to the year I started rowing, that's right people I'm talking about... 1990.

Our school rowers had done well the year before and I wanted to be part of that success and the prestige that it brought to a 13 year old gangly kid in a big school. The trouble was my crew mates and I were awful and left to our own devices we were more likely to try and take the coaching boat skiing than train. St Peters Squad Story...

As I progressed through school most the other sports I had been so keen on started to be pushed aside as success continued to drop at my door in rowing, I

still kept my hat in the ring however and I managed to get my name up on the wall at the school in more than a couple of sports. Triathlon in particular was a strong point and I think this sport in particular showed me something I had not yet realised in myself... The one minded drive and determination to win at all costs... and oh how high the costs... and if there is one thing I have learnt from that period it is this... friends: don't let friends wear speedos, budgie smugglers, banana hammocks (speedo story).

While I had this drive to succeed and a love of sport, once I headed off to university things didn't exactly stay on track. You see, as good as I was at sport, it turned out I was even better at procrastinating. I attempted to start an engineering degree in Canterbury but I spent most of my time sculling, not the sporting kind, having boat races, also not the sporting kind and ended up failing every paper I'd taken, a few drinking related injuries and a nice big student loan to show for it.

It wasn't until I moved to Otago University to start over, and undertaking a PhysEd degree that I figured out that fun just for the sake of fun is no fun at all. I met a group of people at the University rowing club who encapsulated the values that made sense. They trained hard, studied hard, won races and had a lot of fun doing it. It was being accepted as part of that group that gave me enough self belief to not only finally get my studies on track but also to realise the potential and desire in myself to be an elite athlete. Not that there weren't setbacks.

With my new found determination and skills it still took six attempts before I was finally named in the NZ Rowing elite team. It definitely meant some hardship and I know my Mum despaired at my lack of career, heck so did I at times. But whenever I suffered a setback or faced a hurdle considering whether I should give up or find another direction all I did was ask a couple of questions, can I get better? Am I still enjoying it? Is this something I still want? As long as I was on the positive side of those then I could justify to myself the need to keep going.

Even after making the team, qualifying for the Games and finishing 4th in Athens, the same questions came up. I had to ask those questions again as I had never thought of carrying on beyond Athens. However now the opportunity arose where I could carry on and that as a group the potential was there to take

our rowing somewhere none of us had been. And so George and I decided to carry on.

George and I definitely came from different directions into the sport, physically, in age and in personality we are different, these are not usually traits that are conducive to moving boats fast. The Russian as we liked to call him from Wellington at 25 has one of the quickest rowing ergo 2k scores in the world and is over 6 foot 6 inches tall.

In comparison...I am 32 years old and I've been rowing for 12 years longer than Ruskie. My erg score was good for an international level but still 10 seconds off what George can do and I'm only 6 foot 2 inches tall and that's on a good day.

Our similarities are that we both have a desire to work hard and we both set high goals, the differences allowed us to keep pushing the other to adapt and improve to ensure we were continuing to progress towards our goal of success in Beijing. In the last four years it has allowed us to be part of some amazing experiences, from the four NZ gold medals at the Gifu World Champs to being on the dais as medallists with Mahe and the Evers-Swindell's at an Olympic Games.

Now our goal was to win Gold in Beijing, and we ended up with Bronze, have we failed? If you take nothing else from what I have said here tonight, please remember this... The journey is the thing. The Olympic Creed reads: "The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well".

Think of all that you have been through in the last five years, triumphs and tragedies, failures and successes. Consider how much you have learnt and experienced and then consider that you have only just scratched the surface of what this world has to offer.

Events like the Olympics are small moments, significant, life changing moments but it is the experiences in working towards events, be it finishing a degree or getting a certain job or winning a big race that shapes and defines your character, values your satisfaction with life. My advice to you is to get the most out of your journey. Be positive, consider the process more than the outcome, don't beat yourself up for failures and reward yourself for success.

Coordinators' reports



The IOA interactive educational programme “Discover the Olympic Movement and its values” is being operated at the premises in Ancient Olympia.



REPORT

on the poetry and literature workshop

**Sue Jionschyon KIM MORALES (GUA), Victoria ROBERTS (AUS)
and Petros TRYFONOPOULOS (GRE)**

During the 51st International Session for Young Participants (25 June – 9 July 2011) the Poetry and Literature Workshop was organised and held two meetings, on Wednesday, 29 June and Sunday, 3 July. Our workshop also took part in the social evening of Thursday, 7 July with a recitation of poems.

Sue Jionschyon Kim Morales from Guatemala, Victoria Roberts from Australia and Petros Tryfonopoulos from Greece were in charge of the workshop's organisation and supervision.

We met under the shelter, next to the sports field. The soft candlelight, the Olympic moonlight, the classical music that was gently playing and participants' wish to share their beloved poems and create their own certainly contributed a lot to the success of the two literature and poetry evenings. More than anything else, they were two evenings of inspiration, creation, sharing and free individual expression.

At our first meeting the following poems were recited: *Ithaca* by the Greek poet Constantine Cavafy who lived in Alexandria and *If* by the English poet Rudyard Kipling, whose content was discussed and analyzed by participants who noted that many elements of the two poems were very close to the Olympic values and ideals. Participants were also asked to share their ideas on how they conceived *love*, thus encouraging them to create their own poem. Our friend

from Uruguay, Joaquin Mones Protsch, was also there inspiring us with his guitar and short songs in Spanish. We thank him from our heart.

At our second meeting, we were honoured by the presence of Mr Alexis Kostalas, the official artistic narrator and presenter of classical theatre and artistic sport, an old friend of the Olympic Academy and commentator of the Athens 2004 Games.

The poems recited by Alexis Kostalas were firstly George Seferis' Mythical narrative 3. We felt it advisable to refer to this poem since it was the poem that was heard during the Opening Ceremony of the Athens 2004 Olympic Games with the voice of Greek actress Lydia Koniordou who was holding the head of a statue in her hands, as indicated in the poem. The second poem, which was chosen by the narrator himself, was Constantine Cavafy's Since nine o'clock. It is worth mentioning that Mr Kostalas recited the poem in the English translation after first reciting it in Greek. We were also honoured during that evening by the presence of Ms Helen Brownlee from Australia and Kevin Whitney from Britain. The evening ended with a recitation in Italian of an excerpt from Dante's Divine Comedy (Purgatory, poem 6) by our nice friend Federico Abate Daga.



Commemorative picture from the second meeting of the workshop.

As already mentioned, our workshop participated in the Social Evening during which the poems *Heleni* by the ancient Greek poet Sappho, *Hope* by German poet Friedrich Schiller were recited in English and *Your body is my map* by Syrian poet Nizar Qabbani in its original language, Arabic, by participant Mohammad Jalal Hamwi from Syria. Participants Fashiola Nafieta Yudianto from Indonesia and Proscilla Marie Bay Beryl Dookley from the Seychelles kindly offered to recite the poems of Sappho and Schiller. We thank all three most warmly.

We must express countless thanks to all the participants of the workshop, to the Olympic moonlight that kept us company and shrouded us in its purity and of course the Olympic Academy, which once again welcomed and encouraged our love for the Word and Art.

REPORTS

on the arts happening and the fine arts workshop

Georgia BOUKLA (GRE)

Artistic Coordinator

This year, the Olympic Academy celebrated its 50th anniversary, fifty years of intense and creative presence on the international cultural scene, its object being to disseminate the principles of Olympism to the four corners of the world and to promote the Olympic ideals through a variety of sporting, social and artistic activities; a difficult, but not impossible task. Its modern facilities, its location in a beautiful natural setting, close to the magnificent archaeological site of Ancient Olympia, leave no room for questioning the Academy's monumental work.

I had all this in mind when I was invited, for the third consecutive year, to participate as artistic coordinator. Because of the anniversary, I was already feeling



the festive atmosphere and was therefore trying to think of something different, something special, that could contribute to the celebration of the golden jubilee. Sport had always been an integral part of the education of the ancient



Greeks, alongside philosophy and music. But how did they “kill” their leisure time?? With games of course! Individual or team games were part of their daily life and board games engraved on temples and ancient monuments have been found. Moreover, Plato used to say: “Greeks, you must always be children...”. I imagined big board games, scattered around the IOA’s facilities, where participants could play at any time. Games of skill and strategy, whose origin is lost in time like chess, checkers, noughts and crosses, dice. But also knowledge games with questions whose subjects were inspired from the Olympic Games.

As soon as I arrived in Olympia I started to prepare my programme. The fine arts workshop was opened and organised. I observed that there was a strong artistic interest on the part of the participants and this tremendously increased my expectations that we would have a continuous feast throughout the Session. Without losing any time, I prepared my programme and presented it in writing. It was then that I had to abandon my idea of the games, when I realized, to my surprise, that participation was very limited. On the contrary, the photograph and life-drawing seminars were extremely popular. This might be due to the fact that photography seminars were held for the first time, within the framework of the Academy’s educational programme, as one of the activities of the fine arts workshop.

The main objective of the three-day photography seminar was to introduce participants to artistic events and familiarize them, through discussion, with photo terminology. I also wanted, and this was my primary aim, to initiate them into photography using only their senses as medium and nothing else.



At the first meeting, I asked them all to take photographs from their daily life during the Session, using their senses, taste, sight, etc. I advised them to allow their feelings to take over, isolate themselves from the other people, listen to themselves and armed with spontaneity and focus to capture with their lens the magic instants of their stay at the Academy.

At our next meeting, two days later, the idea was to select only five pictures from each participant's portfolio and their digital presentation to the group. They had to describe the pictures selected, using only one word and give them a title; to be more precise, I would say that this was part of the "Describe your life in one word" exercise. The results were indeed impressive and filled with images and feelings.

During our third and last meeting, I wanted to show the sequence, the correlation of different art forms, the end result being creation (photograph-painting-installation). Walter Benjamin said that in a work of art there are two values, one being its artistic value and the other its exhibition value. I did not want us to follow an artistic course that would only be defined by what the photographs showed. I therefore made digital prints of the collected photographs and then tried to alter them through photocopying and collage. The distorted photograph opened for us all new pathways of artistic thinking and creation. As we were now looking at something that was far away from the original image, we had moved away from norms and moulds and, using our imagination, were now free to paint and create. The creative work we were invited to display was a large number



of cylinders-sculptures, which we installed, asymmetrically, in one of the upper floor windows of the Conference Center's foyer.

The life-drawing seminar also proved extremely interesting. Allow me to separate its participants into three categories: those who had a

strong desire to paint, those who preferred to be just observers, maybe because they lacked self-confidence and those, finally, who accompanied the people of the other two groups. I tried to overcome this shyness with a variety of painting exercises, using simple materials: paper, charcoal and instinct. Instructions were very simple: everyone can paint, you don't need talent, let yourself go and use your instinct. The outcome was more than excellent. They all started to paint a live model may I add, once Panos Giannaras had volunteered to pose and I really want to thank him for this.

So, my two-week stay at the Academy went by quickly and creatively. My own role ended in a way with the Arts Happening, the artistic event that closed the Session. For the first time this year, three auditions had been announced and organised, in which any participant could take part and show his talents. In any





case, it was part of my duties to select the participants' performances for this last event, which would be, in fact, the harbinger of the celebration that would follow in the other areas of the Academy.

At this event, in which all workshops participate, it is customary to show representative scenes from the participants' activities throughout their stay. So, after the introductory video, which was shown at the opening of the event, with the digital photographs of the photography seminar, another video was projected showing all participants as they were taking part in a wide range of activities. This video had literally scanned everyone's athletic, social, artistic and friendly instants and all were of course anxiously and impatiently waiting for this selected moment.

This last video was projected to the sound of music specially selected for this purpose by the DJ and marked the ending of this year's Arts Happening.

Having participated for the third consecutive year in the IOA's Session and

recalling all the positive feelings in my mind, I am convinced of one thing. Every year, conditions exist for a successful Session, since the facilities, the atmosphere and all the magic of the event are all there. The only imponderable factor is the people who are invited to take part. To be more specific, what they have and what they are looking for.

In conclusion and without wishing to blow my own trumpet further, I would like to mention, indicatively, some of the words used by the participants themselves when they were asked to describe their life, using only one word, during the photography seminar, in answer to the question that is “describe your life in one word”: joy, happiness, party, occupation, creativity, passion, exercise, competition, fair play, love, celebration, magic.

Nothing is fortuitous.

Anita STEREA (ROU)

The 51st session for Young Participants was our third experience as coordinators for the Arts Happening Show, so although you may say that we were used to this, our motivation was stronger than in the past years because we needed to create something totally special for the 50th anniversary for the International Olympic Academy. A coordinator's job is to achieve a good cooperation among the participants. I am more than happy to say today that this attempt was accom-





plished, but for this we worked a lot. It was the first time that we included in the programme 3 auditions, so the participant who wanted to present something special, could do it here and in the same time it was easier for us to discover all the talents that we needed for the big show. It is true that, after many hours of work, different ideas and opinions, we made a great show, so at the end everybody was happy and pleased with all that they had created. A very interesting and unique show, that was appreciated not only by the participants, but also by the IOA President Mr Kouvelos, the IOA Director Mr Gangas, the IOA Dean

Mr Georgiadis, and all the IOA Staff.

The Arts Happening, organised on the 6th of July, was the outcome of collective effort as it included the work of different teams. The show started with a short introductive movie that was about the 50 years of the IOA made by Georgia and some poems prepared by the Literature workshop. The evening continued with some special songs from Singapore and India, Asian dance, moment that was combined with the Haka dance(war dance).

The dance workshop prepared 3 interesting dances from 3 different countries: tarantella from Italy, kazacioc from Russia, and of course syrtaki from Greece.

Emotion and love became part of the show when one pro-



fessional gymnast made for us a very unique demonstration on a contemporary dance.

In the programme were presented as well karate and box demonstration.

The night finished with a movie and some music.

Without the help of the technical staff, however, nothing would have been possible. This is why we want to thank Evangelos Fryggis and Panagiotis Gianaras for their support and help in everything that means sounds and light and not only.

At the end we wish to thank the IOA President Mr Kouvelos, the IOA Director Mr Gangas and the Dean Mr Kostas Georgiadis for the opportunity to be part of this incredible experience.

Xue QIU (CHN)

The Arts Workshop in IOA this year offered a wide range of learning opportunities for everyone interested in arts. The coordinators Georgia Boukla, Xue Qiu and Sue Jionschyon Kim Morales in this workshop were committed to supporting and encouraging the excellence in different arts.

The arts programmes were offered throughout the session this year. Each day in the studio, were students focusing on the subject area of their choice and



developing their skills within a personalized specialist environment, receiving tutorial and technical assistance according to their individual needs.

Individual work was augmented with benefits from the constructive, interactive relationship that existed between the sessions. Small tutorial group environment offered abundance of attention, inspiration, motivation and creativity.

Thanks for Mr Kevin Whitney's contribution to the art workshop this year. As a well-known Olympic Artist, Mr Kevin organised a head portrait programme for ancient Hellenic gods, and then put it in the marble stair. The work was amazing; the arts atmosphere was so strong that every participant could feel it.



REPORT

on the dance workshop

**Florian MUÇA (ALB), Joan MINJA (TAN), Vita BALSYTE (LTU)
and Signe VALGEMAE (EST)**

The IOA Young Participants' session offered a large variety of social activities. A group of coordinators: Florian, Joan, Vita and Signe organised the dance workshop. All in all, there were eight dance classes for the participants. The dance workshop reached a spectacular popularity, as at the first 4 days of the dance activity, the hall was full of participants, more than 100 people attended. To tell the truth, it was a Blast!!!! People from all over the world enjoyed sharing their cultures very much.

At first they were curious and came to see how is the activity organised and implemented, soon they were captured by the joy and interaction between people. Dancing as an important social tool doubtless increased the communication among the participants, who at first were strangers, but dancing broke the ice and made them know each other more.

This year we introduced dances from different countries of the world, so as to embrace and enhance multiculturalism and cultural sharing experience. All participants were eager to learn something new and above all you could see they were enjoying it very much, because their smiles and fun was present during the whole time.

The dance workshop was divided into two parts: usually we began with folk dances, and the second part was chosen according to participants' interests. Par-



ticipants learned many of all the dances written below, and they showed great willingness to learn and enthusiasm. Besides the folk dances, a special interest was also paid to Latin dances.

Italian folk dance (Tarantella)

Russian folk dance (Korrobushka, and Troika)

Lithuanian folk dance (Kalvelis)

Swedish folk dance (Fjaskern)

South African dance (jiving-ndihamba nawe)

Serbian folk dance (Savila se Bela Loza)

Greek Dance (Zorbas, Sirtaki)

Latin dance (Salsa, Bachata, Merengue)

Viennese Waltz

Samba from Brazil

Ah, not to forget the (chipi, chipi) dance introduced by Sergio (ESP).

The outcome of the entire workshop made many participants competent and proud as they performed two dances at the Arts Happening event in front of a big audience, Tarantella and Korrobushka.

They were awesome!!!!!!!

After all, the participants were very thankful to us coordinators for this learning experience. The coordinators were very content with the job done, the co-operation with the attendees, the great vibe and the positive atmosphere during the workshop.

REPORT

on the live transmission of the Session through the internet

Akhry AMEER (SRI) and Michael KWIATKOWSKI (CAN)

It gives us great pleasure to present the progress of the live transmission of the 51st Session for Young Participants via the Internet to a global audience as this initiative grows from strength to strength each year.

Continuing from the practice of last year, while the invitation for participation at the Sessions through the online discussion groups was posted primarily on the International Olympic Academy (www.ioa.org.gr), it was also circulated through other related channels. This included email broadcast to members of the International Olympic Academy Participants Association, Facebook social network groups comprising participants of past Sessions, students of sports majors in universities of professors at past IOA Sessions and other sports related groups known to the Internet coordinators.

At the commencement of the 51st Session a total of 14 participants registered through the regular channel. The participants comprised new and former IOA participants alike. The participants were sent the texts of speeches via email and followed the live stream before raising questions and creating some thought provoking discussions. In addition to these registered members other participants who experienced network security issues from their workplaces watched the live stream at www.ioa-sessions.org and raised questions via Facebook. This social media platform became quite a popular medium in the ensuing days of the Session with discussions being continued after the lectures were over. The interest

in this media platform also saw a former participant and coordinator posting a video of how the questions raised in the online discussion group are merged with the participants present in the lecture hall at the session.

Yet another feature of social platforms that was adopted by the coordinators was an automatic relay of the posts on the International Olympic Academy page on Facebook on the cellular phone based mini-blog Twitter. This enabled participants who were not online to join in on the discussions and keep themselves updated on the happenings of the Session. A special word of thanks should go to Panagiotis Giannaras, Technical Support & Internet staff member of IOA for his support in creating, configuring and maintaining the relevant accounts for these features.

All of this buzz saw a high of 331 online viewers watching the full lecture of Prof. Norbert Müller, while scores of others online followed some of the proceedings in parts according to their availability given the different time zones they live in. A total of 4,800+ hits was recorded throughout the duration of the Session in the form of active participation in the live streaming and accessing videos of other activities of the Session such as the social evenings, arts happening and other ceremonies. As usual the videos including lectures continue to be accessed even after the Sessions from archives of the site www.ioa-sessions.org categorized under the respective years in which it was held. A larger archive of pictures of the activities was also posted on the site thanks to Marie Larsson of Sweden who was engaged as a volunteer full-time photographer at all the activities.

Advancements were also evident from a technological perspective thanks to the Internet broadcast experts Theo Breuers and Dorre Breuers. The users were able to see a larger 320x284 pixel screen on the website at 30fps relay speed using Microsoft Silverlight streaming technology. This meant that the video was smoother enabling it to be watched at higher level of quality even in a full screen mode.

The successful developments on the many fronts would not have been possible if not for the commitment of the Ephoria to the live broadcast initiative and the support staff of the IOA. We would like to say a big hearty THANK YOU to all those for the opportunity to coordinate the online sessions and making it a truly wonderful experience.

REPORT

on the social evenings

Thomas JUNOD (SUI)

The social evenings are certainly one of the highlights of the IOA International Session for Young Participants. During these evenings participants are invited to share a bit of their culture in presenting traditional dances, songs, sports, stories or other activities of their home countries. Three social evenings were organised during the Session to allow each presenter to perform during a few minutes. The audience enjoyed presentations coming from more than forty countries! Like every year, the IOA was the host of a true international cultural festival!

This year, the evenings started with the warm-up sessions animated by Tony from France. The air guitar competition will for sure remain in the memories of most of the attendees for a long time. Many now believe that the IOC should consider including this sport in the Olympic programme of the next Olympic Games!

The social evenings were truly interactive. Traditional dancers were usually rapidly joined on stage by participants happy to try to move



their body to music and rhythms they had often never heard before. Presenters were also eager to share information about their countries. Thanks to the social evenings all participants to the Session certainly improved their knowledge in geography. Some performers also used humor to present their countries in some hilarious plays. Others tested the audience in some quizzes, distributing souvenirs of their countries for each good answer.

Some participants had also brought to Olympia some food and beverage of their home countries. The social evenings were the occasion to discover new tastes coming from the different continents.





After the show many participants were in the mood to keep practicing the new dancing techniques they had just learned on stage. The party was actually just starting and the social evenings continued for some extra hours in the village of Olympia.







*Conclusions
of the discussion groups*



CYCLE A´

French-speaking discussion group

Question 1: What are the objectives of the Olympic Movement today and what should they be in the future?

Promote both mass sports and elite sport:

- Use top performance athletes to initiate the general public
- Use sport as a reference in order to compensate for the loss of values of today's youth
- Provide financial support to athletes who have the skills but not the means.

Promote Olympic values:

- Contribute to a peaceful world by encouraging the blending of cultures
- Use sport as a vehicle for social and educational integration
- Create a hard core, an Olympic family linked together by the joint pursuit of Olympic excellence and ethics.

Promote the universality of sport:

- Unify the rules that apply to each sport
- Rebalance expenses linked to equipment for achieving optimum and comparable practice everywhere in the world
- Unify the quality of refereeing.

Organise and promote the Olympic Games:

- Take part in the athletes' selection in each country
- Study the bid books of candidate cities and select the host city.

Now, anyone is free to ask the following question:

Should the Olympic Games be used as a platform for the promotion of the Olympic Movement or should they be considered, on the contrary as the culmination of 4 years of efforts?

Question 2: What do the values of Olympic education mean for society, youth, educators and athletes?

Youth:

- The joy found in effort and self-fulfillment
- Universality and unification of sport: Men/Women/Sport for the disabled
- Pursuit of excellence while drawing attention to the difficulties associated with an elite athlete's career.

Educators:

- The need for initial training in order to be able to educate youth: organisation of seminars
- The need to keep an open mind to other cultures and other sports
- The need to give the example by respecting principles and values, in particular during competitions.

Society:

- Uniting the country behind a national team, a flag
- Promoting solidarity without discrimination
- Promoting a peaceful society concerned with the preservation of human dignity.

Athletes:

The athletes are a thorny problem that calls into question the divide between the athletes who can become medallists and the athletes whom we may consider as “simple participants”.

Given the differences in attitude and behaviour between these two groups, one can wonder whether Olympic values are not doomed to disappear among potential medallists.

So this brings us to the next questions:

- Can the elite athlete remain faithful to the Olympic values while keeping his strong will to win and if yes, how?
- Will the future of the Olympic values remain restricted to the non winning athletes?

English-speaking discussion group 1

Question 1: What is the purpose of the Olympic Movement?

- Olympism is much more than just the Olympic Games. It comprises spectators, lifestyle, and philosophy – it is for everyone, not just for the athletes and the participants. Olympism helps promote peace and a harmonious society through the local community, fulfilling the principles of the Olympic Movement.
- It is about tolerance and accepting others, different cultures, religions, sexual orientation, and races. It is not only about winning, but also about participating. About using sport as a means to develop and improve society. Healthy competition provides a better way to get the country involved.
- While there is disagreement on whether the Movement is about participation only, or whether some are there to win, it seems there is separation between Olympism and the athletes' performance.
- There are negative things that come along with it, just like everything else,



but it is our responsibility to highlight the positive. We need to separate the negative such as the politicization and doping from the positive.

- While one of the main goals of Olympism is to separate sport from politics, it is not necessarily realistic. We can make it more understandable and let those know poor behaviour is not acceptable, but opinions are allowed and should still be allowed – we should be able to speak our minds, but also need to educate and pass on from generation to generation, just as we do with other issues such as racism, wars, etc.
- We do, and must continue to remember not just medals and breaking records, but moments that signify history, culture and things outside of sport.

Question 2: What is currently being done to disseminate the values of Olympism within your country?

- It is varied how much is known about Olympism in each country. In some countries it is advanced, while in others there isn't much awareness. There are several ways to enhance Olympic education, but this will vary based on access to athletes, government, education systems, media, etc.
- Oftentimes, Olympism is spread in conjunction with other programmes and initiatives to celebrate youth, culture, healthy lifestyle, sustainability and environmental concerns.
- Dissemination seems to take place mostly through schools on Olympic day/week by utilizing athletes, history, competitions, incorporation of local games and tradition, sharing stories, workshops and sports activities.
- However, educational institutions are not the only means to promote Olympism. It can happen through other channels such as advertising, new media, publications, etc. For example, taking an approach to touch people on an emotional basis through sharing real life situations from competitions in previous Olympic Games can encourage others to think about how they would approach the same situation, thus bringing the values of Olympism to life.

Question 3: What is the role of Olympians and IOA participants to disseminate the values of Olympism and what are the means to do this?

- While Olympians are an important part of this process, some countries don't have Olympians to share the values. Even though we must apply Olympism to everyday life in countries where athlete and medals may not be as relevant, it is possible through real life experiences which can be used instead, to exemplify the values of Olympism.
- It is important to point out the similarity of everyday life practices and the philosophy of Olympism so it becomes more obvious to people that they are, in many ways, already living and sharing these values.
- IOA Participants should set a basic principle/goal to open people's eyes to Olympism and then create specific activities to further the dissemination, such as the use of social media platforms.
- Facebook, Twitter and blogging, for example, play a more important role every day, by presenting ways to get to know and appreciate sports and the values of Olympism. In addition, these new media platforms provide an enhanced ability to spread the message via word of mouth, which can also be an extremely valuable tool.
- Through new media initiatives and real life examples, we are able to touch people's hearts with the values of Olympism.

English-speaking discussion group 2**Question 1: How do we apply the Olympic values in our daily lives?**

Olympism is often thought of as an idea that is displayed in special moments and events; when we reach out to our opponents in warm embrace during Olympic Games; when athletes from rival nations hug in front of an international audience. However, we believe that Olympism is a lifestyle and we should apply its principles in our everyday lives.



Sometimes we are aware of it, sometimes we are not but we are definitely applying Olympism in one way or another.

- The most admirable value in life is self-respect/respect for others. We must respect the people around us regardless of their races, religions, socio-economic background, and culture.
- Despite our differences, we accept our friends for who they are, sharing happy moments together and also showing care and concern in times of difficulty.
- Be it at work or at sports, we strive for excellence. However, excellence is not defined by victory but by knowing that you have worked hard and done your best.
- Fair play teaches us that there is no short-cut in life and that everyone has an equal opportunity to succeed. Success largely depends on hard work and commitment.
- Cooperation is about working together towards a common goal despite the differences.
- As Olympians, we are obligated to spread the values that we hold close to our hearts. It is about the mother who teaches her child the important morals. It is about the coach who stresses hard work and participation rather than winning competitions. It is about the organiser who often sac-



rifices his/her job and personal life to volunteer at the different Olympic Committees.

Question 2: What would you recommend to the NOAs in order to improve their effectiveness?

- Effective communication within committee. For instance, there should be more discussion on issues such as recruitment of volunteers, organisation of events and media relations.
- Effective communication between NOC and NOA so that their objectives and plans are aligned and complement each other.
- The IOA should request more from the NOAs. For instance, the IOA should demand that the NOAs send softcopies of all reports from IOA course participants in an effort to track progress. If there is no report submitted, the IOA should refuse the countries' participation in future courses. IOA should also set up a standard format of the report and disseminate to the NOAs so that it is easy to compile and then publish.
- When necessary, top positions in the NOAs should be paid positions so that they can have more time to dedicate to the work of the academy, a few hours volunteered per week has proven to be ineffective.
- The IOA needs to know the limitations and problems faced by countries. For instance, problems faced by developing countries. People are suffering from poverty and low income. There may be interest but reality does not allow the people to have the extra time to volunteer or to do more.
- The NOAs can work with companies to develop CSR (Corporate Social Responsibility) programmes.
- Increase the public's awareness of Olympism and its values in order to generate greater interest and participation. This could be done by taking advantage of the huge exposure granted to the Olympics Games. For example, public service announcements during commercial breaks.
- Revise the selection criteria for leaders in the NOC and the NOA to ensure that they are passionate and responsible about their jobs.



- The NOAs should also work with each other and share resources. Not only rely on IOA.
- Use Olympic athletes as ambassadors and educators of the Olympic Movement.
- The IOA should be more dedicated to advocacy for Olympic education in public schools.

English-speaking discussion group 3

Question 1: What is the purpose of the Olympic Movement?

The Olympic Movement is a global movement, promoting the development of body, mind and soul, through cooperation and competition. The Olympic Movement is both preserving and evolving in nature, aiming to develop human beings while staying true to the values of Olympism: Excellence, Friendship and Respect.

The Olympic Movement is an embodiment of understanding, based on respect for fellow human beings. Olympism is a spirit that unites people across borders and cultures. We are all different and yet all the same at the field of play.

The Olympic Movement promotes respect for self and others. The Olympic Movement aims to build a better world through sport and by doing so, promotes international understanding and peace.

Question 2: How can we promote the Olympic values?

We want to explore different possibilities on how to promote Olympic Values, and what considerations must be taken in order to reach the desired targets.

In order to answer the question we will identify and reach to the possible target groups. We will also suggest three steps to develop a promotional strategy of the Olympic values.

There are different target groups to reach out to, such as children, youth, athletes, coaches, parents, teachers, policy makers, politicians, etc. The method-

ology or packaging of the message will be of great importance as different groups will perceive Olympism differently, as their frame of reference will be different. Due to the abundance of target groups, differentiation will be important in communication.

We have chosen to divide the target groups into three categories:

1. Children, youth, and athletes.
2. Parents, teachers and coaches.
3. Policymakers, NGOs and other stakeholders.

Different countries and cultures may have different challenges when it comes to promoting the Olympic Values, therefore the suited actions will vary. Based on that assumption we would like to present three steps of how to develop a strategy:

1. Acquire knowledge both about the Olympic Movement and the context you are working in.
2. Develop the knowledge in cooperation with contributors and stakeholders. Make a plan describing target groups and methodology for reaching each specific target group.
3. Execution according to plan. Promote, communicate, educate.

Two examples of how one could go about promoting Olympic Values to children:

Estonia has several initiatives to promote Olympism and sport, among them: Olympic day for school children, several courses for teachers (both for PE teachers as well as teachers within other fields). These initiatives have been taken by the NOC in Estonia, in cooperation with the Ministry of Education, the National Association of Physical Education teachers and several schools. Target group of the Olympic day is school children. In order to ensure the quality of the project teachers are educated on topics on the Olympic Movement. Teachers of other subjects than physical education are encouraged to incorporate Olympism in their teaching, e.g. history teachers might focus on Olympic history when teaching about Antiquity. The level of organisation is high, as several partners are involved to make Olympic Days happen. This works well in Estonia, due to the fact that they are a small nation (population approx. 1.3 million) and 400 teachers all

together, in addition to a very well-functioning NOC. Estonia has gone through all the three steps, acquiring knowledge, developing a methodology and putting the plan into action. The Estonian NOC is promoting Olympic values in a large scale, involving all school children in the country.

Having many platforms created for more interventions in developmental programmes, Zambia as an African country stands to be on its feet in promoting Olympic Values Education Programme. With a large population in and out school going children and youths, the Government/NOC through the curriculum development centre has initiatives that are integrated in the extra curricula activities which are tailored to mitigate issues of delinquency and other bad vices for in and out of school children and youths that are called life skills Day to day Sport and play activities run along with education, and this has been made possible by the engagement of other stake holders such as the media: print and electronic, NCOs, CBOs and with the support of the parents in the Olympic Movement, furthermore young people are being influenced to live positive and healthy life style on and off the field of play.

To conclude, we would like to emphasize on the need for differentiation in communicating Olympic values to specific target groups. We want to highlight the importance of knowledge of Olympic History and understanding of the Olympic values, in addition to a thorough understanding of the context you are operating in, when developing a strategy.

English-speaking discussion group 4

Question 1: Is Olympism relevant to all sections of society?

Overall, the group feels that Olympism is relevant to all sections of society. However, we came to realize that there may be circumstances which prevent the implementation of Olympism.

Olympism is relevant because it is a philosophy of life, and therefore should apply to everyone. It encourages:

- Participation without fear of discrimination
- Problem resolution through the use of Olympic values
- The sharing of cultures and respect for differences
- The use of sport as an education tool for youth

In particular, Olympism is a mean through which we can educate children in school about values, which can be applied in their whole life. These values are life values and should be a leading point for every one of us.

It is also relevant for the disabled and old people who are often marginalized. Yet, we feel there is a strong enthusiasm among the disabled community to take part in sporting activities.

Despite the enthusiasm of the disabled and elderly, their participation level may be limited by the following factors:

- Access to sport equipment
- Need for a disabled person to overcome the trauma
- Disabled people require adapted facilities

It is important not to forget that Olympism is also relevant to elite athletes whilst competing at the Olympic Games, despite personal, family, team and national pressure.

However, through our discussions, the following question was raised: “Should the Olympic Movement promote Olympism all over the world?”

Following on their traditions and religions, some countries may restrict access to sport to some groups of people (e.g. women), which is incompatible with the non-discrimination principle of the Olympic Movement.

Olympism also implies respect. Therefore, do we have the right to expect that Olympism should be a part of every culture?

Question 2: What strategies can we use to implement Olympic education?

We considered Olympic education to be an umbrella term for all education initiatives, including the International Olympic Academy, that carry values of fair play / respect, excellence and friendship.

An excellent example of Olympic education incorporated into a sporting con-

text was the first Youth Olympic Games in Singapore. Youth participating at the YOGs in Singapore were offered opportunities to learn about values:

- Discussion with Olympians for career management
- Workshops presenting all countries to discover cultures
- Workshops set up by International Federations for young athletes to experience and practice the basics of each sport

Another example of Olympic education included the organisation of workshops for values education. For the workshop, two boys and two girls plus a teacher coming from six schools were invited to participate and become ambassadors in their schools and local community to promote and to set up initiatives. These activities have to be fun, interactive and should relate to young people of the actual country.

An example of an activity required the students to attach a value to each of the Olympic rings and discuss what the values mean to them. The rings were then brought together to construct the Olympic symbol. Other ways of promoting Olympism include:

- The distribution of resources to schools
- The celebration of the Olympic Day and other initiatives based on environmental and health concerns
- Discussions with Olympic athletes in schools
- The development of an extra homepage on NOC website with quizzes and information on Olympism for both kids and teachers

There are no barriers to the implementation of Olympic education programmes. Creativity can replace the lack of resources: even the trunk of a banana tree can be used to make a skipping rope.

Success for all initiatives is that these should be fun, interactive, educational and targeted to reflect the culture and environment that you are operating in.

And remember: start small and target success, rather than starting (too) big.

English-speaking discussion group 5

Question 1: What is the purpose of Olympism and The Olympic Movement?

Definition: The Olympic Movement is an organisation, a group and a platform to teach Olympism. And Olympism is a thought process and a way of life.

- It's a way to build humanity, through the sport movement.
- Being open minded to different values, diversity, combining sport and education. Development of human being.
- It's not about the Olympics or professional athletes; it's the promotion of all people.
- Olympism is friendship, exploring cultures, individuals and ideas through sport.
- It's a philosophy of life, it's a vehicle to educate through sport and learn values through sport.

Conclusion:

We are now all ambassadors to promote Olympism on a global level. Our goal now is to teach and educate through sport by focusing on the development of social skills, values and passion.

Question 2: What should be the relationship between the government and the NOCs?

- In order to harness and encourage partnerships and relationships with government communication, it is essential for the governments to give access to venues, facilities and arenas.
- When governments and Olympic Committees work together it is possible to spread Olympism through educational institutions (Argentina's case).
- Distance between governments and NOCs will create friction and hinder development, so it is important to take the responsibility to be diplomatic, cooperate and communicate.
- Establishing terms of agreement will encourage their government's par-

ticipation and support but still allow the NOCs an administrative role and allow them to get the job done.

Conclusion:

Cooperate but not intrude. Governments and NOCs should cooperate but the NOC should be independent. Government is the stakeholder and the NOC, the facilitator.

Question 3: How can each country prepare their representatives for international exposure?

- It's important to teach our representatives the values of tolerance, acceptance of one's culture and the importance of cultural awareness. (It's impossible to force people to make friends, but it's possible to make people respect each other).
- Federations should take on the responsibility for the education of Olympic values to coaches as well as the importance of their role when preparing our representatives for international exposure.
- It's not only up to our schools to prepare athletes, the sport federations play an important role as they are responsible for the selections process for athletes, coaches and team management for international games – criteria should not only include athletes with a superior physical ability, but encompass all the values of Olympism.
- There are also many unused resources such as sports clubs, sports academies, NOCs and NOAs, which also have a role to play in the spreading of Olympism.
- Formal training is needed to promote and foster respect and behaviour when interacting with global representatives.

Suggestions:

The creation of educational manuals, creative workshops, to engage participations and continue the educational process.

English-speaking discussion group 6

Question 1: What is the purpose of the Olympic Movement?

This group recognises the points identified below will differ between countries, cultures and current world economic conditions:

- Olympism is a way of life, which has distinguished values and beliefs. It covers the mind, body and soul. Olympism instils fair play and sportsmanship – it builds good character.
- Olympism is far greater than the Olympic Games itself. The Games are a culmination of Olympism. However, popular opinion would be that the Olympic Games are the product and overall asset to the organisations involved.
- Currently due to commercialisation and sport developing into a profitable industry, the values of Olympism have given way to economic pressures where the focus must be on winning and a return on investment for its stakeholders.
- The principles of the Olympic Charter identify that participation in sport is a human right – therefore the NOCs have a responsibility to support the promotion of participation in sports.
- In line with both the Olympic Charter and underlying values in Olympism the Movement has a duty to stand up for Human Rights – understanding that there is and always will be some conflict in this statement relating to cultural, political and social pressures.
- With greater synergy achieved between NOCs, IOC, IOA and Sports Federations the message of Olympic ideals could be better communicated to provide a broader understanding of Olympism as a whole. This would then flow down into general sports participation and engage athletes in the beginning of their journey towards excellence within their chosen sporting field.

In closing and in reference to the opinions above, this group believes that competing at the Olympic Games is a privilege. However, the greater privilege is

not only that given to athletes but for all those living and believing in its values. While performance will always be a part of Olympism the NOCs have a responsibility to be the Champions of the fundamental values. Each country has unique issues surrounding the delivery of the Olympic values due to culture, economic, and geographic restraints. Performance in sport at all levels is a vehicle for Olympism. Every sport for everyone.

Question 2: With limited funds what is more important? The preparation of athletes, or the dissemination of Olympism?

Due to the overwhelming pressures of the commercial sector the Olympic Movement faces a number of social problems relating to distribution of funding and core project values. The comments below have been developed to identify the positive and negative aspects of two of the Olympic Charters' greatest initiatives.

PROS for preparation of athletes:

- success breeds success on any level including sport.
- Success unites a country and brings them together due to a common interest.
- Promotes the country and can lead to tourism/economic growth.
- Promotes sport in general and increases participation.
- Provides a tool to market Olympism and will naturally draw an audience.
- Creates heroes and idols to spread the ideals of a healthy lifestyle.
- Positive publicity is invaluable and cannot be measured causing a ripple effect that penetrates all areas of the community.

CONS for preparation of athletes:

- risk of personal failure of the athlete including pressures of doping, psychological factors, etc that would destroy the brand of the sponsoring institution and the NOC in that nation.
- Backlash of the community due to funds being provided for individual achievement rather than making it more accessible for all community.

PROS for dissemination of olympism:

- educates Olympism and provides for professional development.
- Improves children's values and community values.
- More awareness of Olympism and the ideals.
- Greater buy-in from the overall community including business sector that could lead to better corporate responsibility towards the Movement on a whole.

CONS for dissemination of olympism:

- reduces athletes participating in Olympic sports.
- Sponsorship acquisition could be impacted as brand changes.
- Services to athletes would decrease e.g. sports sciences, etc.
- When reflecting on the discussion points it was clear that the two concepts are equally important and related. In some countries a greater importance will be given to one initiative over the other. However, ideally they need to co-exist to achieve the best balance between providing our athletes with the support required to excel, whilst also educating the younger generations of the values.

English-speaking discussion group 7**Question 1: What is the purpose of the Olympic Movement?**

- To bring the world together and unite it
- To educate on the ideals of Olympism through sport
- To encourage people to apply the ideals of Olympism, as well as the idea stronger – faster – higher, to all aspects of daily life
- To remove prejudices, to promote equality and friendship
- To use the Olympic games as a tool to bring peace, awareness and development to all countries.

Generally, the purpose of the Olympic Movement is to promote Olympism.

Sport is a part of Olympism, but Olympism is more than that and it is difficult to describe. The difference is that in sport participants want to play a game and win. Olympism is about more than just the game, but the philosophy of body, will and mind together to educate yourself.

Question 2: Do the participants of the International Olympic Academy become ambassadors for Olympism in their own country?

We started our group discussion by asking ourselves and each other why we are here. That led us to the question above. We believe the goal on behalf the IOA is to educate participants to become ambassadors of Olympism. The group discussed ideas about what a good ambassador is, however, the variations between the experiences of the participants in the group were so large it was difficult to find consensus.

The group used a gap analysis to come to some conclusions.

To determine the situation now we asked each member of the group to share with us how they were selected for this experience, if they prepared for attending the Academy and what, if any, responsibilities they have when they return to their country. We compiled the information to come up with some basic statistics of the group.

- 11 of 15 people had to complete some sort of application process to be selected to attend. The rest were either nominated or selected in some other manner.
- 8 of 15 people have received feedback on why they were chosen to attend the Academy.
- 9 of 15 had some sort of preparation from their National Academy or National Committee.
- 4 of 15 have a defined role or task from their National Academy or National Committee in regard to being a future ambassador for Olympism.
- 2 of 15 are aware of their National Academy or National Committee's goals and/or strategy in regard to Olympism.
- 15 of 15 believe that as an ambassador they will make a change in regard

to promoting Olympism within their nation. 6 of 15 expect to make a change at a local or regional level, and 4 of 15 expect to make a change at a national level, 5 are uncertain.

The ideal situation would be that participating NOCs have a clearly defined mission and strategy on promoting Olympism. Participants in the IOA programme are selected on the basis that they will fulfil the roles and tasks stated in the NOC strategy.

It does not matter how great of an ambassador a person is if the conditions of getting the message of Olympism through are not there. From the gap between the status and the “ideal” situation this report presents some thoughts on how the IOA can improve the conditions in order for the IOA participants to become ambassadors of Olympism that can actually make a change.

The IOA could have clear requirements to participating NOCs that wants to have participants involved in the youth programme within the areas of:

Area	Recommendation
Strategy	A stated and clear vision, strategy and action plan of promoting Olympism and Olympic educations is required by the NOC.
Recruitment	A description of a clear recruitment process by the NOC in order to select the best ambassador of Olympism based on the NOC strategy should be presented.
Participant involvement	Participants should be informed and be part of the NOC strategy of promoting Olympism. The NOC could be required to describe how the selected participants are part of fulfilling the NOC strategy.
Preparation	Participants should be prepared by their NOC so that the participant and the NOC get the most out of the programme. Knowledge of Olympism, IOA and IOC, practical information, motivations and expectations by the NOC are some areas where the IOA can have clear guidelines.

Our group recommend the IOA to do more research on what conditions should be present in or by the NOC in order for the IOA participants to become the best Olympic ambassadors they could be.

English-speaking discussion group 8

Question 1: What support should the IOC give to the Olympic Athletes during and after their Olympic Career?

Proposal 1 - Education for Olympic Athletes

The IOC should develop a structural package to educate athletes that have been selected for the Olympics. The NOCs would then be in charge of implementing these ideas through their NOAs. The sessions could include:

- Background to the Olympics and Olympic Movement
- What to expect at the Olympics
- Nutrition
- Financial advice
- Mental health
- What happens before/after the games:
 - o Interviews with media
 - o Retirement – what to do after? Education, work or coaching? Where to start?
 - o Dealing with possible failure/injury
 - o Drug tests
 - o How to act as a role model
 - o Practical examples from past Olympians on their experiences

This would allow athletes to gain a better understanding of the Olympic values and the Olympic Movement, of which they may not currently have or value as an Olympic athlete. Also these NOAs would prepare the Olympic athlete for whatever situation may arise during his/her Olympic journey.

Proposal 2 – Foundation for Olympic Athletes

The IOC should create a “Foundation for Olympic Athletes”. This fund would be available for past Olympians to apply to, this would assist athletes with their education whether they are starting or finishing it. This would give athletes a better chance at a working career after their sporting lives.

The foundation would be set up as a charitable trust that people could donate their money to. This would then go directly to the athletes and not the Olympic Games.

Question 2: How do we use the Olympic values and the Olympic Movement in educating young children?*Proposal 1 – National School Olympic Week:*

This would be based on the Olympic day and would build upon its worldwide popularity. Schools would have a week where they learnt all about the Olympics and the Olympic Movement. This would be like a cultural Olympiad where it would not just be about sport, it would include sessions to do with art, music, history, languages, geography, and sport. This would engage every child within the schools to take part whether they like sport or not. The week would inspire children to live their lives by the Olympic values and learn about the Olympics and the Olympic Movement.

Resources for this event could come directly from the IOC and could be accessed via the internet. This would include for example lesson plans, DVDs of athletes from around the world, ideas of best practice from other countries and also downloadable resources to be used during the week, all in different languages.

Proposal 2 – Olympic Resources:

There should be more Olympic resources available to the world for young children. Like those written and produced by Prof. Maria Bulatova (e.g. “The Encyclopedia of Olympic Sports”, “The Olympic Sports” etc.)

The IOC internet platform should include fun cartoons and short stories that young children can access to help them understand the Olympic values and the Olympic Movement. These resources can be used by schools, colleges and parents to help with the education of the Olympics. We have lots of educational books for adults and students but not many for young school children.

Proposal 3 – Around the World IOA:

The idea would be that every 2 years the IOA would move from Olympia to the host country of the Olympics. This would mean that participants would get an experience of a host city plus they could give back to local schools and children by presenting classes and inspiring young children through the Olympic Movement. It could be 6 days of sessions and 6 days of school visits and presentations to young children lead by participants of the IOA. Past Olympic athletes could also be used as inspiration and role models.

Proposal 4 – Teacher Training:

During the training of P.E. teachers, part of their module could be on the Olympic values and the Olympic Movement. This would allow teachers to have a better understanding of the Olympics and this can then be included within their everyday planning for school teaching. This would enable the Olympic message to be disseminated easier and quicker to every child, at every age, whatever country they are from.

English-speaking discussion group 9

Question 1: What are the purposes of the Olympic Movement?

When talking about the Olympic Movement, we are referring to peace and friendship among all coaches, athletes, spectators and nations. It is the values that the Olympic Movement wants to spread; values such as solidarity, fair play, equality and, joy. The Olympic Movement really teaches people to appreciate the joy that

life brings. It can even be said that the Olympic Movement is a universal language that really brings joy and peace into societies; it is not just about competing and winning, but also enjoying sport.

The Olympic Movement is a philosophy, way of life and way of thinking that tells us how to set goals and how to achieve them in a decent way. It supports us to reach more and more.

The Olympic Movement is not just about sport but education as well. Communication is a key factor; we all come from different countries with different backgrounds and culture. It is great when sitting together, chatting, competing, and learning something about each other. When athletes go home, they don't just bring their medals, times, distances or scores, they bring a lot of values and knowledge about each other that can be passed to other athletes, coaches and spectators, and thus the athlete can be a good role model.

Finally, the Olympic Movement is the concept that brings us together, organises our sports, holds the Games, and spreads the knowledge through its International and National Olympic Committees and Academies.

Peace, love, education, knowledge, games, sport, friendship, values, solidarity, joy, philosophy, celebration, happiness, enthusiasm, fair play. This is what we think the Olympic Movement can bring to everyone's lives.

Question 2: Has discrimination in the new era of sport disappeared?

This is a major question which leads to many other questions, including trying to clarify the definition of discrimination because some people struggle to define it. We are all equal – that is what the Olympic Movement tells us, but is it real or not?

In our discussion group, we started asking, first of all, is it simply a matter of rules?

Sometimes people do not know the rules, thus they get discriminated, so could we say that established rules improves this issue?

On the other hand, rules dictate what is and is not allowed, so is this a form of discrimination?

We can also say what discrimination is for you may not be the same for me! I can wear a short-sleeve top but you can only wear a long-sleeve one. Should we make the rules more universal by making them more balanced?

Could we consider doping as discrimination? You may be shocked but it happens when someone destroys that good reputation of his/her country, thus a whole nation may be punished because of one athlete's fault.

What about gender? The good news is that starting in London 2012, all of the sports will have male and female competition. This is a good start, but what about gender specification problems – should an athlete be discriminated in these cases because there are no clear rules? Usually there is no clear answer but it seems that rules are currently being established and/or clarified.

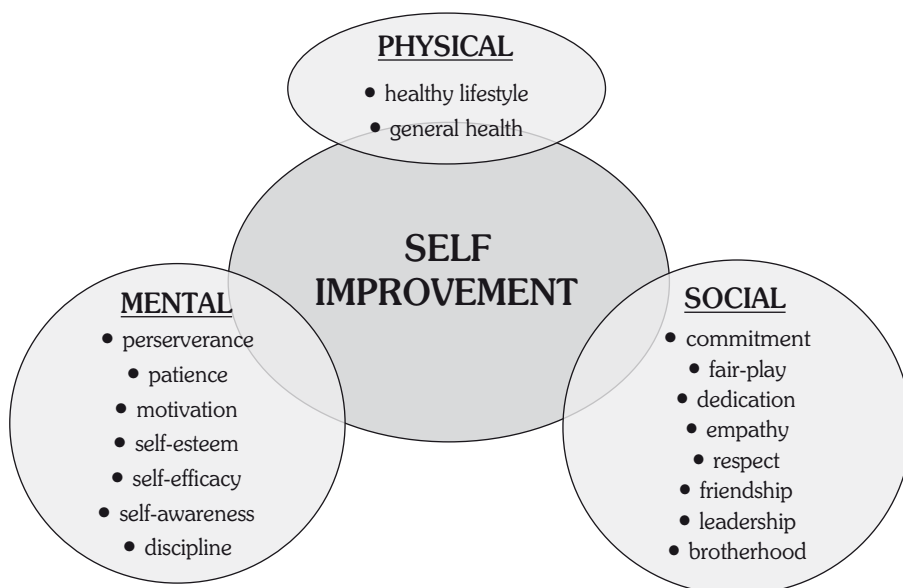
Another controversial question, should athletes be able to compete in both Olympic and Paralympic Games? If yes, could we consider this as some kind of breaking of the rules, and if not, could we consider it discrimination?

We have to admit and celebrate that we are all different somehow. There are physical differences between us, whether it is related to gender, age or race. These differences must be controlled by clear and easily applicable rules so that every athlete is protected from being discriminated. This is the role of education; to clarify what is discrimination, to teach the rules and promote universal understanding of the issue.

English-speaking discussion group 10

Question 1: What is the purpose of the Olympic Movement?

The purpose of the Olympic Movement is to endeavor for a balanced life and constant self-improvement in all that you do. Self-improvement defined as striving to be the best that one can be in all aspects of life.



Question 2a: How best to teach Olympic values?

- Use commercial partners to broaden the reach. Example McDonald's, Ukraine
- Multiple uses: Include culture, art, etc
- Exposure to all demographic groups
- Use current and former athletes as role models of the day
- Prepare week-long, all-day special activities in schools culminating in Olympic Day weekend
- Entire families should be involved in the weekend activities
- All countries should use the same date for their Olympic Day to raise the profile of the concept
- A winter Olympic day should also be considered where applicable

Question 2b: How is it best in general to implement the Sports For All concept?

- Sports facilities of all kinds should be made more accessible.

- Street closure (Guatemala, Indonesia).
- Public gyms with qualified, voluntary instructors.
- Applicable elements of the Ukraine model should be used as starting points for other countries.
 - o Schools: A wide variety of subjects should be taught as an holistic approach.
 - o Encouragement to integrate Olympism into current school policies.
 - o A lot of countries have schools which can allocate part of their time to activities of their own choice. Examples: Luxembourg and Sweden.
 - o Choose pilot schools, spread good results via media.
- Indonesia: Olympic values can be pushed into *existing* independent sports events in universities associated with Olympic values. Such events should be located and utilised. Example: University games in Indonesia will receive this kind of treatment in the fall of 2011.

Question 3: Issues with Olympic broadcasts

A fair balance must be struck by the IOC between financial aspects, athletes' interests and the IOC's own values with regard to broadcasting issues. The IOC must have a steady revenue stream to fund non-profit programmes like Olympic Solidarity, Olympic Day, etc. This can however not come at the expense of the athletes or the values.

- Example on financial aspects: A very recent development in Sweden has seen the IOC award broadcasting rights to a commercial TV network instead of the National Broadcasting Company, which has held the rights thus far. This can cause problems with accessibility for all. This could particularly affect the smaller sports, which regularly experience upsurges in participation after Olympic Games.
- Example regarding athletes' needs: Swimming heats in Beijing 2008 were held early in the morning at very inconvenient times for the athletes.
- Example on the airing of smaller sports:
 - Denmark: Sports are shown free of charge online.

- Philippines: Sports are shown on a separate, lifestyle station.
- Sweden: “National championship week” is a high profile event hosted by one city (winter and summer) with 20-30 sports.
- Judging by the first example, we suggest that clause 49.1 of the Olympic Charter is not being respected.

English-speaking discussion group 11

Question 1: What is the purpose of the Olympic movement?

The Olympic Movement is a calling among society to be understanding of cultures and beliefs through the competition of sport. This is achieved through a variety of methods to include symbols and practices which are shared by all athletes and nations.

- The most prominent symbol of the Olympic Movement is the five rings representing the five continents of the world. They are interlinked to show the bonds that exist within all of society.
- The Olympic torch is used to call upon the athletes of the world to attend the Olympic Games, to represent their countries, their culture, and to demonstrate their athletic excellence on the field of play.
- The Olympic Games provides the movement with an event in which all who participate as athletes, coaches, and spectators with the opportunity to celebrate the achievements of athletes as they push the boundaries of human abilities further with new records and scores.
- The Olympic Movement instils upon all athletes with the beliefs to demonstrate fair play, respect, and friendship, and can even assist with improving international relations.
- To further the Olympic Movement, educational platforms must be created for young participants to educate them about the values and beliefs in which it requires.

Question 2: What is the current state of Olympic education in your country?

With a variety of cultures in the world, so will the methods of Olympic education vary from country to country. What unites them in purpose is the belief in the necessity that the youth of the world understand and demonstrate the values of the Olympic Movement in their day to day lives. Below is a small example of the current state of Olympic Education Programmes in the countries represented within the group.

- The youth of Slovakia participate in Olympic Day activities around the country.
- In Greece, the youth are privileged to be able to view the large number of historical monuments and archaeological sites throughout the country.
- The NOC of Indonesia creates literature on the Olympic movement and it is distributed among schools to the students.
- The Norwegian NOC provides guidelines to sports clubs focusing on the rights and protection of youth and offers an NOA for the continued development of Olympic ideals.
- In Italy, the NOA is the center educational platform that works to instil the values of Olympism.
- The athletes of Paraguay are the general focus of Olympic Day activities, providing awareness for the Olympic Games.
- In cities in Serbia, youth are selected by their schools to attend an Olympic class which teaches the values of the Olympic Movement through art and sports workshops. It should also be noted that the NOC has partnered with the Minister of Life Environments to host a one day event in which students learn to care for the environment and fight against discrimination.
- Students of Seychelles are able to take part in extracurricular activities for one hour each week. The NOC also hosts an Olympic education session twice per year.
- The youth of South Africa learn about the Olympic Movement through the media and Olympic Day activities.
- In the United States, students learn about the Olympic Movement during

the annual Olympic week celebrated among schools through lesson plans specially developed by teachers to incorporate such principles.

Question 3: How can the methods of Olympic education be improved to enhance the learning by youth around the world?

- Encourage all NOCs to further expand the number of Olympic Day activities that occur every year.
- See to the development of more extensive curriculums and daily lesson plans for teachers which incorporate the Olympic Movement.
- Provide teachers with additional motivational techniques to further encourage their students to include the Olympic values in their daily life.
- Call upon NOCs to incorporate further the methods of Olympic education in their coaches' education programmes.
- Increase the social awareness of the Olympic values through the media to include public service messages and campaigns.
- Conduct athlete seminars on Olympic values so that they pass them on during interviews and speaking engagements as they serve as role models to the youth of the world.

The values of the Olympic Movement represent the best of the global society. Like the fire carried by the Olympic torch, it is necessary to see that these values are continued to be shared among the youth of the world and never allowed to be extinguished. This is why it is vital that we continue to strengthen and promote the importance of Olympic education among the NOCs. For as we become more knowledgeable and accepting of cultures around the world and live by these values, we will be able to strengthen the bonds that connect us together, much like the Olympic rings, for generations to come.

CYCLE B´

English-speaking discussion group 1

Question 1: What should be done to help athletes transferring from sport into professional careers? Who is in the lead, what are the roles and the responsibilities of the NOA/NOC/IOC or the governmental institutions?

- We rely on professional athletes/Olympians to spread the Olympic Values, but we need to help them when it comes to transition into the common work process. Transition is still challenging, because the athletes do not have work experience or maybe they don't even have any specific career training, education, diploma, degree etc.
- Oftentimes the existing instruments focus only on the successful athletes. However, we need to find ways to strengthen the athletes' awareness of the importance of transition at an earlier age. Therefore, the transition strategy should be more clearly defined to ensure proper implementation.
- Athletes may enter into the transition process unexpectedly because of a serious injury for example. They should therefore deal with transition while they are active in their sports career, rather than waiting until they have retired. The strategy of transition should thus be integrated in the sports career planning of an athlete from the very beginning. The question remains, when this should start (what age, what educational level, what sports level).
- It is oftentimes very difficult to combine the schedule for training with the

schedule for education/work, especially when a lot of travel is required for competition. Therefore, athletes often leave out the educational part. One possible solution could be for coaches and educators to work together to create flexible schedules to accommodate both sport and education.

- Transition programmes must not be social programmes that have to support the athletes, it is about involvement! The main idea is to give a chance to the athletes, not to make the education for them!
- It is the responsibility of the governing sport institutions (IOA, NOA, NOC, and Minister of Sports) to cooperate and develop the transition strategy, and support the athletes with their endeavors post athletic career.

Question 2: What's the role of sport as a mean for social integration regarding physical and mental disabilities? What are the roles of the Olympics, the Special Olympics and the Paralympics?

- “Olympic Movement goes along with sports for all”. This Chinese slogan points out, that nobody should be excluded from sports because of physical or mental disability, sexual orientation, race, religion or any other social issues. Everybody should be able to participate equally; however, this is a dream scenario. Even in the Olympics: some sports in the male competitions are part of the Olympics, in the female they are not.
- In most countries the opportunities for all people to participate in sports are more or less at the same level. However, there is a difference because of adaptation problems, for example adaptation for wheelchair access. Though, we think that the awareness for this problem has improved worldwide.
- Special events like the Special Olympics, the Paralympics or the deaf Olympics are very important for the integration of disabled people into sports. However, it is important to hold separate competitions for each group in order to increase awareness and education of the different disabilities. These should remain healthy competitions and while there can be

an added focus on Olympism and cultural education, competition should remain a priority as it is with the Olympic Games.

- While some countries have programmes to integrate persons with disabilities already, the first step is for all sport institutions to cooperate and realize it is a joint responsibility. Therefore, the best method for integration can be achieved.
- It is important for these institutions to treat all persons fairly, for example developmental opportunities, venue access, funding, prize money etc.

English-speaking discussion group 2

Question 1: Why do athletes choose to change their nationalities? What is the impact that this process has on Olympism?

There are several reasons that can make athletes think about changing nationalities: Players that do not have enough support from their national federations and government in order to increase opportunities and to take part in competition can think about this. Changing nationalities can increase the athletes' income and quality of life. Getting married, taking up studies in another country or the fact that in another country one can find better facilities, medical and sport science support can also be a reason for the change. Furthermore, wars and political regimes mean refugees that flee from one country to another.

In addition, the countries involved may also have their own reasons. For instance, foreign players may be able to bring up the level of sport discipline in the country. This process could bring better publicity, higher media exposure and more funds from the IOC as there are better athletes that can represent the respective country in the Olympic Games.

The impact the change of nationalities has is reflected both at the national and at the athlete level. This change is not fair to other nations and local athletes. It can reduce the morale of the local athletes and the chances of getting selected in their national teams. Development programmes of young athletes may fail

and the process may weaken the structure of poorer or smaller countries as it can reduce the number of good athletes. This makes it almost impossible for the respective countries to get more funds to improve their infrastructure and standard of sports. It can also weaken national and personal identity and pride for the countries involved as the athletes may be unaware of national symbols and traditions (the national day song, anthem etc.)

Question 2: Why should all Olympics athletes and coaches be required to take a course on Olympism?

- It is important that athletes understand the Olympic values well and serve as ambassadors. When interviewed, they are able to serve as national role models and educators and promote the Olympic Movement.
- Good sportsmanship and better representation of the countries could mean better media coverage that could promote the country's tourism and attract investors. For instance, companies who want to associate themselves with the Olympic Movement can engage the athletes as their ambassadors.
- Especially for YOG athletes, a strong foundation in Olympic values will help athletes throughout their lives and help them become better people.
- Olympic education can create a greater sense of pride and responsibility by understanding the history and meaning behind the modern Olympic Games.
- It is important that the athletes understand the significance of their participation and that victory is not the most important.

Question 3: How to convey Olympic values to different age groups of the general public, with emphasis on cultural exchange rather than just historic Olympic education?

In order to convey Olympic values, one must firstly do market segmentation: identify the public that you want to communicate with and build your strategy

from this. We identified four different categories of age groups: children, youth, mature and retired. Think about the places where you can find your specific audience.

When trying to convey Olympic values to *children*, one can develop different tools that can be implemented in schools, camps and sports for all competitions. One can also develop national and international exchanges between schools. Remember that family and media play a crucial role in conveying the message.

University programmes appeal to *youth*. Convey the message through these programmes, family and friends, media and social media and different publications. Partners like student unions and volunteer centers can help.

It is harder to get to the *mature* audience but not impossible. Be proactive and work together to companies in order to convey the message. The other methods used to communicate with the younger audience can be applied here as well.

Publications, media and easy friendly leisure competitions can appeal to *retired* people. The places where you could find this audience are retired people homes or clubs, so you could develop programmes directly with the management of these places.

The publications need to feature articles and examples that take into consideration different cultures. The Olympic Charter should also be translated into more languages so that more people can have access to it. Regional Olympic Academies could implement the programmes and projects better and increase the overall effectiveness of the NOA. Integrate the values into school or university subjects such as Moral and Civic Education or Social Studies, organise friendly games at different levels - between families, schools, universities, companies or cities, organise the International Friendship Day or the International Costume Day, teach games that are popular in other countries in order to share history and culture at the same time and in a fun manner.

English-speaking discussion group 3

Question 1: How can the Olympic Movement face the changing world?

The main consideration of the Olympic Movement has been and will always be Sports. Sports however, do not remain constant as there is always a new sport being created. Today sports is not comprised of traditional competitions such as football, swimming, tennis etc. as we can see with the inclusion of the Winter Olympic Games in the 1990's. We have identified some nontraditional sports that have now become extremely popular and have attracted large followings of young children. Some examples of sports that have become increasingly popular are surfing, BMX biking, skateboarding etc.

Firstly we could consider bringing a sport with an increasing participation base into our Olympic Games Programme. It is important to consider however that the sports played in the Olympic Games are full, therefore by including a new sport would result in a current sport being bought out of the Olympic Games, which would obviously be questioned by many involved. Taking the implementation of the Winter Olympics into consideration we also came up with the idea of the Olympic X Games. If we cannot integrate these sports into the existing programme, then let's create one that will be just for them. This would allow for new and exciting games to be introduced, thus providing further rejuvenation to the Movement, and motivating and exciting new and young participants worldwide. This avenue would also allow smaller nations who could not host summer games to bid for and host these games as the economic and environmental cost would not be as high. Also some sports in the existing Games just might transfer over to the X Games.

The Movement has to consider that more and more young children have become addicted to television, video games, computer games etc. (especially in westernized societies). This has led to a decrease in these societies of the number of children who are taking an active part in sports. Commercialism is not fully supported by the Movement yet, and in this case it would be a good idea to use

what has already captured the minds of the children to help promote and encourage Olympic Education and involvement.

Video games created to emulate actual Olympic events, cartoons that would promote sports and not violence, huge sponsors such as McDonald's promoting and hosting sporting events, are ways in which the Movement can use commercialism to spread the Olympic Message. E.g. Disney Channel has managed to have a channel in almost every language and in every country of the world. They have used persons such as First Lady Michelle Obama to help them promote a lifestyle of healthy living and of being active, participating in sports. The Movement can also use our athletes to help pass this message along to the young people thus helping them to see and understand the value of sports.

Today our athlete's face many problems such as match fixing, doping or just enjoying the endorsements and not the sport. These problems have yet to keep down the Olympic Movement. It has managed to overcome and become better. The Movement is strong, and it is hoped that these suggestions will help it become even stronger.

Question 2: How does each Individual in our group plan to promote Olympism on returning home?

Guatemala – Create a workshop that would allow for poorer areas to come together for a five day workshop, aimed at adults that would be a mini version of the IOA sessions, educating on the values of Olympism and playing sports.

England – Continue to expand in the schools the Olympic Day Run and create Olympic Style Sports Days. Create an Olympic Week to promote Olympic and Paralympic values. Create and run an Olympism Workshop for teachers.

Argentina – Continue as a teacher and surfing coach to meet with the school children and with a newer and clearer perspective to introduce and teach them Olympic values.

Estonia – Along with the NOA and fellow participant give a presentation at workshop for Physical Education teachers providing them with information about Olympism and ideas about how to teach and implement it in their schools.

Japan – Create a programme supported by the NOC and NOA that would help to create opportunities for talks about Olympism to given in schools.

China – Share with colleagues. Target the school children (consider the Ukrainian approach), with reading material obtained with help from local government.

Zambia – Expose people to this new idea. Reinforce it further within the exhausting structures in schools. Talk to all stakeholders involved (NOC, NOA, parents, etc.).

Russia – Create a university level for 1st and 2nd year students about Olympism, with a dissertation on Olympic Values. Use of media to help promote understanding.

Norway – Use all available forums, including presentations to spread the message. Continue to work with NOC to extend the ongoing promotion of Olympic values.

Thailand – Olympic Day programmes in schools focusing on the holistic approach of mind and body. More competitions focusing on Olympic Values.

Italy – Create online discussion groups, blogs and newsletters, which would allow for the message to spread easily among each other.

Antigua and Barbuda – Along with the NOC organise a workshop for the executive members of the different sporting associations and also with the Ministry of Education one for Physical Education teachers.

English-speaking discussion group 4

Initially, as a large group we spoke about the word “equality” and what it means to us. Some words and phrases that arose as a result of this discussion were

- Fair for everyone
- The same opportunities
- Justice

Of particular importance to the whole group was the idea that we are all from

the one human race, however some individuals need to be treated differently in order for them to receive the same opportunities and achieve their best.

We then divided into two groups, 1) teachers/coaches and 2) administrators, and formulated the following questions:

Question 1a: How can we be accountable to the Olympic value of equality in our role as a teacher/coach?

The group of teachers/coaches left that consistency and treating athletes fairly were two attributes that coaches must have.

An example of when both consistency and fairness were both abused was given by a group, who experienced the challenge of having the coach provide a specific team member (the coach's sister) with a better piece of equipment in order for them to play better. This was clearly not an example of the Olympic value of "Equality", but was in fact a clear example of inequality and favoritism.

As a result of our discussion about this, and other, examples of inequality we felt that there were some recommendations that we would put forward

- Create a team agreement that all athletes, parents and the coach must sign.
- Ensure within this team agreement that all selection criteria and policies are clearly stated for all to see.
- The coach/teacher must be able to justify each decision.

Question 1b: How can we be accountable to the Olympic value of equality in our role as an administrator?

The group of administrators felt that it was vital for the parents and athletes to completely trust the values of the administrators. Communication plays a vital role in achieving this level of trust.

An example within the group was used when the particular administrator ensured that all of the parents were provided with regular updates on the progress

of their child. This regular information increased the levels of trust and respect that the parents had for the administration of their children's sport.

Similarly, it is vital that any form of possible conflict of interest either be removed completely, or if that is not possible then clear guidelines should be set out to determine how possible conflicting scenarios should be executed.

Question 2: How can we pursue excellence whilst continuing to demonstrate the Olympic values of equality and respect?

Through our discussions, Group 4 felt that the pursuit of excellence is a constant battle between doing what you feel you must do to win, and doing what you feel is the right, and moral, thing to do.

This exact battle can be seen through the approach that a gymnastics coach may take with his/her athletes. The coach, through the pursuit of excellence, may be asking a gymnast to undertake a diet in order to become "better". This may result in the gymnast developing an eating disorder and being affected significantly in a negative way for a long period of their life.

Another example of when the fine line of the pursuit of excellence may be crossed is when a coach may exceed the normal hours of training in order to achieve that "perfect practice". While this would have no long lasting impact on the coach, the added hours of practice will add up for the athlete and may result in injury and a significantly decreased ability to perform at their peak.

In this modern era, it is vital that the coach knows the athlete extremely well in order for them to be able to give the correct feedback and advice at the right time. The coach must put the athlete first, the coach must know the athlete, and the coach must always be thinking of what the athlete needs.

English-speaking discussion group 5

Question 1: What are some of the main issues raised in the topic of gender differences in sport?

Practicing Sport is a Human Right. In sport culture equal opportunities should be available for all genders by allowing equal funding and available resources to all. Across the globe many cultural and traditional values affect the involvement of women in sport.

- Culture and tradition allow stigmas to exist by associating gender labeling within sport.
- Media portrayal can influence the global population through sex appeal, salary and visibility. When women are faced with lower paying salaries and fewer opportunities, sex exploitation might occur. Due to limited opportunities females seek alternative avenues when seeking comparable salaries to males.
- Women's sports are marginalized by the mainstream press. Much attention is focused on appearance as opposed to athletic abilities. Women are significantly disadvantaged in terms of equal coverage time.
- When forced to conform to dress code regulations set by sport governing federations this may be another example of female sex exploitation within sport.

Title IX legislation implemented in US collegiate sports is an ideal example of an attempt to even the distribution of female to male athletes in college sports. The Title IX legislation mandates that athletic departments in all colleges and universities must ensure that the amount female athletes is equal their male counterparts for their respective institutions.

Conclusion: These are all examples that female inequalities still exist within sports. We must ensure quality and success for female athletes. Although advances have been made, strong gender gaps still exist. We must still encourage the involvement of female representatives in sport by allowing educational tools and funding to help promote and foster fair play for women in sport. As ambas-

sadors we all play an important role in shaping beliefs and knowledge through education.

Question 2: What are the positive and negative aspects of the Youth Olympic Games?

POSITIVE ASPECTS	NEGATIVE ASPECTS
• Positive impact in the development of hosting cities (tourism, infrastructure, facilities, economic growth, increased job growth and opportunities). • High competition levels allow athletes to gain more experience at a younger age. • Allows the spreading of the values of Olympism among the world's youth. • YOGs give athletes more opportunities to improve their performances on the world stage. • If well organised, YOGs can be a breeding ground for better facilities and foster athletic and social development. • Young athletes may become more independent and mature, as they have to fend for themselves, while in training camps and during competition when they are away from their families for extended periods of time. • Offers an exciting experience for young people who are exposed to new cultures, and are allowed to gain new friendships with other athletes from all over the globe. • YOGs can trigger more innovative ideas that could be implemented into the Olympic Games.	• Possible negative impact on athletes' health (serious injury at a young age is possible given the competitive nature of the competition, and young athletes bodies not being fully developed at such young ages). • If put under too much pressure, athletes can get frustrated and discouraged at a young age. • Contradiction to Coubertin's ideas of development of the body, mind, and spirit-emphasis placed on athletes training their bodies for competition only. • In order to train for a competition, young athletes may be away from home for extended periods of time, which can have a negative impact on the teaching and development of family values. • Early specialization can be negative for young children as they are not exposed to other sports and activities which could offer them a more balanced life. • Threats of doping cases at an early age.

Conclusion:

It is too early to assess the economic, cultural, and social impacts of Youth Olympic Games for a hosting city and the general public. Likewise it is also difficult to assess the educational impact on athletes and the development of the

Olympic Movement, as only one Youth Olympic Game has been held thus far. The first games in Singapore were certainly a success, and have definitely set the bar for future Youth Olympic Games to come.

English-speaking discussion group 6

Question 1: Is it ethical to use brands whose products or services are not in line with Olympic education.

In our previous questions we began debating the topic of sponsors and their role in Olympic education. We felt it necessary to further discuss the use of these sponsors in line with Olympic education (e.g.: McDonald's, Coca Cola). The following pros and cons were identified:

Pros:

- Projects become possible and available to society
- Encourages Corporate Social Responsibility
- Return on publicity for Olympic education
- Countries can identify with international brands
- Education minimises unhealthy living

Cons:

- Contradicts the fight against obesity and education of health issues
- Creates inconsistent brand message
- Bad eating habits are compounded by positive brand association
- Society becomes lulled into a sense of normalcy

Examples: Obesity is the leading preventable cause of death worldwide and authorities view it as one of the most serious public health problems of the 21st century. The USA alone spends 78.5 Billion Dollars a year on prevention and education.

In conclusion, due to commercialization this situation is unavoidable as fund-

ing is always needed the IOC and NOCs need to have full control of brand alignment to minimise negative effects. We do feel it necessary to mention that the majority of our group felt this way whilst others felt it is unethical and should be avoided to use “unhealthy” sponsors at all possible costs.

Question 2: What benefits do the Olympic Games provide to the Olympic Movement?

We felt it was important to break down what effect the Olympic Games have on each different segment of society. The following segments were felt to be the most affected: Athletes, Volunteers, Youth and Spectators (ticket holders and broadcasting)

1. Athletes

- Personal Development in supporting NOCs.
- Provides exposure at international competition.
- Creates friendships and worldwide networks.
- Provides motivation to pursue excellence and a personal best.
- Athletes can develop reputations which can assist the promotion of the Olympic Movement.
- Provides athletes a festival of solidarity.

2. Volunteers

- Experience the atmosphere and competition from “behind the scenes”.
- Establishment of new friendships and networks.
- Personal Development and learning’s of Olympic Movement in volunteer preparation and training.
- Provides a network of volunteers that the host NOC can draw on post games to assist with programmes and dissemination of ideals.

3. Youth

- Inspires and motivates the youth to be the best.

- Variety of sports showcased they previously were not aware of
- Media Global awareness
- New idols discovered
- Personal development of setting personal goals
- Olympic Games builds solidarity as countries and athletes unite

Key learnings:

- Non-Olympic sports suffer from lack of exposure
- Disciplinary action on doping should be more widely acknowledged to strengthen impact on the youth

4. Spectators: Ticket holders

- Globalization through interaction of different countries
- Games provide a unique spectacle and atmosphere which transcends through people of all ages, nationalities, race and gender
- Ticket holders aren't as influenced by media due to their own personal experience

5. Spectators: Broadcasting

- Olympic Games bring together families and people
- Media provides more information and can provide viewers a deeper understanding of individual athletes and all sports
- Broadcasting spreads the Olympic ideals through special highlight packages
- Social media provides viewers with a tool to interact

The Olympic Games are crucial for the Olympic ideals to survive in a modern world. It is a powerful tool which can create both negative and positive effects however the continued education of the underpinning values will improve the attitude towards the Olympic games.

English-speaking discussion group 7

Question 1: Sports in Olympic Games - should they be reviewed and why?

At present the official programme of the Olympic Games is made up of 33 sports out of which many consist of multiple disciplines. Certain criteria have been set up by the IOC to clarify the inclusion and exclusion of sports respectively. However, new sports and disciplines emerge constantly. Therefore the question of how many, which and why certain sports are included in the Olympics is tricky.

While dealing with this issue in group the following problems and questions arose:

- Some group members have concerns with women participating in sports, which are traditionally considered men's sports, such as boxing and wrestling. Others feel that women should be allowed to participate in any sport they choose.
- Does parity need to exist among many participants of a discipline to be included? And how much is many in individual and team sports?
- Should Olympic sports be "accessible" to all people in terms of financial means? If the answer is yes, should sports such as sailing and equestrian be excluded from the games?
- With respect to accessibility should the IOC or NOCs assist financially challenged people with participation?

We believe the IOC currently reviews sports regularly and should continue to do so while also reviewing the criteria they use to evaluate them.

Question 2: Positive and negative implications of the Youth Olympic Games.

The Youth Olympic Games is a new entity in the Olympic family, which aims to better promote Olympic values and education above performance. This is done through a unique combination of traditional events and new disciplines to promote cultural exchange between nations. However, these games are still in their

infancy and we are not yet sure if they are achieving this lofty goal. Some of the outcomes to date include the following:

- YOGs are a step in the right direction. The IOC must give it a chance to mature over the long term.
- The competitive aspect is still there but the YOG also provide the possibility of getting to know each other in a friendly way.
- Creating teams of mixed nationality supports the shift of focus away from performance towards values and education.
- They are an opportunity to teach that in the long term education is more important than performance and can help them consider what will happen when they retire from competition.
- There is concern regarding whether or not these messages actually reach people all around the world or are only the athletes addressed?
- The age level of participants is a concern for some as it can be young for an international competition despite its cultural intentions.
- Given the perception of the Olympic Games are the participants actually interested in cultural events or merely participating in “junior Olympics”?
- In the same manner parents, coaches and trainers could be pressuring young athletes to perform well at these Games rather than encouraging education.

We believe that overall the YOG will develop into a strong component of the IOC programme, but when that will happen and the steps that need to be taken to achieve this are yet to be determined.

Question 3: In which ways can sponsorship be contradictory to the Olympic values?

The Olympic Games could not be staged without sponsor’s contributions. Sponsors use the Games as a marketing platform to achieve their corporate objectives as being associated with the Olympics in a desirable relationship. However, a balance needs to be found as there is too much focus on winning and elite performance and the ideal of participation is often lost. Problematic issues are:

- Too much dependence on sponsors can lead to corruption as sponsors become demanding and intervene on the way the games are organised.
- Promotion of products, which do not correspond with the mission of Olympism and its ideals. For example McDonald's food is considered unhealthy.
- Sometimes you have to choose between sponsors and ideals, which can be difficult.
- We think the IOC does have the power to control sponsorship and it is important that the IOC retains this control. When a sponsor is in conflict with the Olympic values it could be possible to substitute one main sponsor with many smaller sponsors.
- People watching the games will make their own decisions. Opinions cannot be controlled, but they can be influenced.

To retain the values of the Olympic Movement it is important for the International Olympic Committee to ensure there is a balance between sponsorship needs and the integrity of the Games.

English-speaking discussion group 8

Question 1: How to implement the IOA experience into NOAs / NOCs?

When we started to discuss the question about how to implement our IOA experience into our NOAs or NOCs we soon realized that almost all of us had the same problem – “How to convince our NOAs / NOCs to listen to us? Make our voice heard?”

When returning home after the session everyone in our group has to write a report and return to their NOA / NOC, some also have to make presentations for example in universities, to children's schools and for people that are interested to go to the next year's session. Although these things are all good, many of the countries feel that this is not effective enough. The NOAs / NOCs often receive very good reports from the young participants, read them and then do nothing

with them – but why? Are they not interested in them? Do they think that they aren't good? Or do they simply not have enough time, money or resources to proceed further?

No matter what the reasons are something has to be done. The IOA and Olympic Solidarity are spending a large amount of money every year to host the young participants session. If this session is not resulting in the way it should be, then is it worth it?

Our answer to that is a big YES because; although not every one of the participants in the session ends up spreading the Olympic values, there are always some who do. All little things become big over time.

Now we are going to list up some ideas on how to implement the IOA experience into NOAs / NOCs. The ideas will be listed by who is responsible for implementation.

Things that the International Olympic Academy / International Olympic Committee can do:

1. *Make all young IOA participants turn in a report on what they have been doing in their home country to spread the ideas of the Olympic Movement.*

The report should be handed in around 9 – 12 months after the session is over. It is a fact that the more pressure you are under, the better you perform. If you know that IOA is expecting something from you, you are more likely to try as hard as you can to make your voice heard.

2. *Use the media to spread Olympic values*

When the IOC sells the TV-rights of the Olympic Games they should include a section on Olympic values. The IOC could for example make a number of short videos teaching Olympic values that the TV stations are then obligated to show every time they show or talk about the Olympic Games.

3. *Co-operation with different religions of the world*

The IOC could co-operate with the different religions of the world and use their network to reach out to people as they share the same values.

*Things that the young participants can do themselves:**1. Join IOAPA*

The International Olympic Academy Participants Association is a world-wide association where people with same ideas, same problems and same goals come together and share their knowledge.

2. Join NOAPA (National Olympic Academy Participants Association)

It is hard to come back home from the session with a goal or idea and not knowing how to implement them. Having the NOAPA on returning makes it easier to share ideas and present what you have learnt. The NOAPA then already is in action and new members will bring new ideas and more helping hands. If your country does not have NOAPA you should contact former young participants and try to found one.

3. Send out a press release

On returning home the young participants should write a press release on their experience and send it to the media in their countries. The media might not be interested at first but if you contact them and sell your ideas they might start to co-operate.

4. Presentation for the executive board of the NOAs / NOCs

It could be effective to make a presentation for the executive board of the NOAs / NOCs on your experience and ideas you got from the IOA. By influencing them in a good way you are more likely to be able to have an impact on their future work.

5. Local initiative / sponsorship

The young participants can maybe find a local business to sponsor a small education programme on Olympic values in their local community. This could be a pilot project which can be shown to the NOAs / NOCs and made into a national programme. The benefits of this would also be that local / national corporations would then implement the Olympics values inside their company.

6. Presentations for different associations

Furthermore it could be a good idea to contact national associations and

express to them the Olympic values, your ideas and experience and tell them what they can do to help. These associations could be built up by for example PE teachers, coaches, sports federations and politicians. These associations have a large network which can be used to spread Olympic values.

English-speaking discussion group 9

Question 1: Taking into account the political, cultural, and economic trends, analyse the risks and opportunities for the Olympic Movement in the near future.

The world's *political* landscape changes with time. The same applies to *cultural* and *economic* realities of different regions. Recent trends include:

- The reality of developing countries taking the right path towards better standards; of living for their people, and others that start losing what was already achieved
- The democratisation process and 'universal' respect of human rights
- Involvement/influence of government in sport in certain countries
- Environmental conscience/realities such as global warming
- IOC, FIFA, and a few other federations have become politically influential

Opportunities: The Olympic Movement can rise to the occasion to bring together countries/regions in conflict as the Olympic family grows further. Advances in IT present a lot of potential for more widespread information and the elimination of certain barriers, especially thanks to the emergence of social media. Thus, the real Olympic values can be spread better while ensuring that globalisation does not lead to homogeny and loss of cultural diversity.

Environmental awareness is also increasingly finding itself on the agenda of the sporting community. At the same time, more awareness of corporate social responsibility leads to new kinds of sponsorships and investment, which should ideally be passed on to the grassroots.

Risks: The Olympics will remain vulnerable to issues pertaining to the world political landscape (e.g. conflicts in North Africa/Libya, the Middle East, Korea). Furthermore, we need to ensure that the gap in resources between the rich and the poor does not become bigger, with all the repercussions that this creates. Terrorism remains another very concrete risk of any event of massive proportions such as the Olympic Games.

In the context of the IOC management, too few people may be deciding matters of huge economic impact, which renders them vulnerable to corruption. As the stakes continue to rise (especially through media rights and sponsoring), phenomena such as nationality shopping of athletes might present new challenges to the current regulatory framework. Is success in sport (and medals) increasingly proportionate to financial means? The economic crisis may prevent athletes from having the best conditions to train or from participating in all competitions. Besides, in crisis, one might be more vulnerable to giving up one's values in order to attain material rewards, such as sponsorships, which may not always be compatible with the Olympic values.

In economic terms, organisation costs are becoming prohibitive (e.g. effects on Greece post-2004) – therefore not all countries can host all Games. With regards to facilities, there are always dilemmas once the Games are over. Are investments made being exploited well afterwards for the good of sport? Will host countries keep falling victims of over-investment or lack of planning?

Conclusion: Despite all the above, the Olympic Movement will still maintain its importance in upholding the fundamental values underpinning it. It could focus more on the identified opportunities and seek to reduce the risks as much as possible.

Question 2: How powerful is the IOC? Explain what real power the IOC has to change the world for the better.

The power of the IOC, as that of Federations, comes from the big cycle that is created: demand for sport is huge, hence sport is an attractive product for sponsors and media (because it attracts big and targeted audiences), who in turn are

prepared to put in a lot of money back to IOC and Federations. The IOC can, and must, reinvest the success of the Olympics into sport, particularly at grass-roots level. Thus, sport becomes even bigger (and more accessible to all), and IOC's influence increases further.

The organisation of the Games has a big economic impact. Therefore, the IOC is "deciding" where to take economic wellbeing.

More cultural awareness and education can be instilled through the visibility of the games. The IOC can empower people through the pyramid structure (IOC, NOC, NOA, etc.) as it has the resources to do so. Coubertin's principles ought to be integrated into educational systems via NOCs and even governments so that sport values become more universal. Also, the IOC has an important contribution to make by keeping the environment at the centre of its decisions. How does this situation impact 'smaller' sport with less following? The IOC can impose certain obligations on media networks to give access and visibility to smaller sport together with the more popular disciplines.

On the negative side, there could also be cases of conflict of interest (e.g. in relation to sponsors: consider the presence of the fast-food industry in the Games when this may not necessarily promote healthy eating/lifestyle). The IOC has a massive brand that can be used to generate revenues through the sale of broadcasting rights and sponsorships. These funds should be used to promote sport where needed most.

Question 3: The responsibility towards athletes at the end of their careers

Often athletes find themselves facing difficult decisions at the end of their careers. There are ways in which they can be supported. Here are a few examples from our group. In Germany all national athletes are supported by the Olympic centres, with a career manager supporting them (education, employment, etc.). This is a free service supported by the government (e.g. via lottery revenues). In Estonia, athletes reaching a certain level (e.g. national champion or at international level), are given education for free within a fixed timeframe. Certain entities sponsor sportsmen, cultural operators etc, who excel in their field by sup-

porting them financially through scholarships (of different duration). In Malta and Malaysia existing schemes allow public service employees to train/compete while keeping their salaries and benefits. But this is not the case in the private sector. In the Seychelles, the President sponsors athletes who make it to a certain level (e.g. scholarships). Finally, in Italy, sports associations support athletes at the end of their careers. Syria: Extra credits are given at university for athletes who are successful in international events.

English-speaking discussion group 10

Question 1: What is your opinion on the place of politics and commercialism in the Olympic Movement?

Sport is often portrayed as a social phenomenon in which politics does not, or at least should not, play a part. However sport is no different than any other social institution in that it is inherently political. At its worst, politics uses sport to marginalise minorities, reinforce hegemonies or discourage the role of sport. At its best, it is positively influenced by Olympic values and it supports and encourages participation in sport as a human right for all.

As an example there is a political element in the selection process with members countries attempting to influence the other, hopefully through “knowing the mind”, as suggested by Professor Gangas but potentially not always within the boundaries of ethical behaviour, as highlighted by the Salt Lake City bid scandal.

A second and related element is the commercialisation of the Olympics. The growth of the Games and the increasing revenue provided by sponsors and broadcasters has provided the resources to allow the Olympic Movement to further its aims. With the amount of money involved, it is hardly surprising those groups have asked the IOC to consider their aims.

In the context of this 51st IOA session we focus our conclusion on the following aspects:

1. That the external and internal political and commercial influences are inevitable in the Olympic Movement and their existence is an acceptable part of the system.
2. That a focus on true transparency in the processes and systems of the Olympic Movement will ensure accountability and minimise the potential for negative excess of both political and commercial elements.
3. With the Olympic Charter as a reference, there should be a re-examination of the balance of interests and influence, to ensure the aims of the Olympic Movement are not lost.
4. That the Olympic Movement has the critical mass required to more strongly influence the direction of its member countries, commercial and international partners towards Olympic values.
5. We agree with Professor Gangas in concluding that the IOC is less influenced by external forces than in the past and it is able to encourage change and still stay true to the Movement's values.

Question 2: Which are the implications of hosting selection and sport selection for the Olympics Games?

The growth and size of the Games, means increasingly only the countries with strong economic resources can afford to host them. As mentioned by lecturer Helen Brownlee, hosting the Games gives the opportunity for even unsuccessful bidders to create a positive legacy. However, with the range of sports required to be covered and standard of infrastructure, the cost is increasingly prohibitive and carries the risk of significant future financial burden beyond the ability of the host city/country.

The influence of commercial interests in this process is unclear but it seems reasonable to conclude that companies would try to influence through both the IOC and NOCs in countries in which they are based. For example the selection of Atlanta and influence of Coca Cola was questioned at the time. Another instance is the choice of Beijing as host for the 2008 Games. It has been suggested it won partly because of a desire from international conglomerates to obtain access to

the Chinese market, though as mentioned by Professor Gangas, the IOC saw an opportunity to positively encourage political change through the process of hosting the Games.

The sports included in the Games very much define its nature. It makes sense that there is need for the addition and removal of sports to balance the need for a relevant global reach and to effectively spread Olympism. However the IOC must ensure the distinct character and the example it sets as a principled global sporting event is maintained.

With regards to hosting we reached the following conclusions:

1. That the value of countries sharing bids can be given more emphasis by the IOC to potential bidders. Using the example of events such as the Cricket World Cup hosted by the Caribbean region, the Football World Cup by Korea and Japan both show it can be successful.
2. The advantages are that the cost is spread, the legacy potential is maximised through diverse site selection, smaller countries can realistically be involved in hosting the Games and the need for temporary facilities is reduced.
3. That costs for the bidding process be standardised at each stage to ensure a level playing field.

In relation to sport selection we concluded:

1. The IOC should strengthen its relationships with other global sporting events to allow those events to incorporate the universal Olympic values without increasing the size of the Olympic Games. Examples would be the Pan-American and Commonwealth Games and the Cricket, Rugby and Football World Cups.
2. The weighing on selection process should be shifted towards universality and accessibility and with commercial interest given a slightly smaller consideration.

English-speaking discussion group 11

Question 1: What are the recommended steps to developing an Olympic Education Programme?

Providing educational opportunities to those in sports is crucial to ensuring that the values of the Olympic Movement are carried out on and off the field. For those countries in need of creating or improving their current Olympic Education Programmes, the following steps are recommended for individuals or groups to begin the process:

1. Conduct a research study on the Olympic Movement within the local community to measure the level of knowledge that currently exists.
2. Develop programming for students in schools and sports clubs on sportsmanship, fair play, cultural exchange, etc.
3. Organise a local committee of teachers, administrators, athletes, and business leaders to support execution of such programming.
4. Educate teachers, athletes, coaches, and communities on the Olympic Movement through classes, sports events, seminars, and the media.
5. If an NOA does not already exist in the country, develop a proposal for the NOC highlighting the success of the newly established education programmes to support creation of a NOA in partnership with a local university. It could also be beneficial to look to other countries in what ways they organise their NOAs and learn from their experiences.

Question 2: What can be done to ensure children's rights and protections within sports?

We often see examples of parents basing their children's participation on their own desires and not the child's own nature. These children will most likely give retroactive consent to their parent's actions once they are old enough; however, does it promote and develop good character in the child by putting him or her on the best team and almost following a "winning-at-all-cost approach"? Further-

more, what moral values do parents, coaches and other officials within the sport setting transform to the children in doing this?

Although the IOC has demonstrated that they do not want to be implementing rules on NOCs regarding human rights, it remains vital that IOC does continue to be involved in the discussions regarding children's rights in sports. This was certainly validated when the IOC created the Youth Olympic Games (YOG). With the creation of YOG, it is important that NOCs do not begin to apply pressures on younger children to be successful in sport, but rather instil upon them the values of sportsmanship, fair play, and friendship through participation.

To do so, the following recommendations are put forth to the NOCs:

1. Develop a commission within the NOC to focus on the rights and protection of children in sports.
2. Create specific guidelines that encourage local sports clubs to establish a safe playing environment for children, to promote fair play, to motivate children to always try their best in all activities, free of pressure to be successful.
3. Establish mandatory background screening of all individuals who have interactions with children in sports to include coaches, officials, medical staff, etc.
4. Incorporate training on children's rights to include equal playing time, equal recognition, and to have their voice heard into sport professionals' education programmes.
5. Support local sports clubs to create workshops for parents discussing the guidelines developed to protect children's rights in sports.
6. Publicize the guidelines in multiple formats and for varying ages in all forms of media (ex. posters in schools, games for children, website listing, etc.).

We believe that exposing pre-adults to a competitive environment can be done through a promotion of inclusion and fun, and at the same time focus on talent development. From the group discussion, it was agreed that early specialization and narrowing future options in sport could function as a detrimental source of why children drop out from organised sport. It is our hope that each

national federation take the responsibility of establishing children's rights based on the nature and distinct character of sports.

French-speaking discussion group

Video presentation

How can the Olympic Movement help developing countries to promote Olympic education?

Our discussion focused on the situation that three countries in our working group, Mali, Uruguay and Haiti were experiencing.

Problems identified:

1. Difficulties and absence of financial resources
 - a. Difficulty to train athletes of high professional level, participation in the Olympic Games is compromised, absence of facilities...
 - b. Difficulty to find qualified officials and staff and pay them appropriately
 - c. Bad management and/or distribution of the budget
 - d. Corruption
2. Lack of support from some NOCs, problems with certain NOAs that exist but are not active
 - a. no Olympic Education Programmes
 - b. no structured organisation
 - c. no training
3. Difficult political situation

Proposed solutions:

Financial solutions

1. Scholarships for the athletes who do not have the means to participate in major competitions (e.g. through the IOC's TOP partners at local level)

2. Provide clear information to NOCs on the financial assistance, which they can obtain from Olympic Solidarity so that they can benefit from it
3. External financial audit
4. Internal audit of the NOC/NOA departments and operation
5. Donation of sports equipment by developed NOCs and the IOC (e.g. the IOC's "Giving is winning" action)

Organisational solution

1. Sponsoring by active NOCs/NOAs for the creation of NOAs and their development (proposing types of activity), combined with effective follow-up, in particular by the IOA
2. Networking of developing NOCs/NOAs for the exchange of experience and solution ideas to be implemented in the field
3. Staging of subsidized Olympic education seminars (e.g. the German Olympic Academy that organises such seminars for coaches and teachers)
 - a) Short-term training (participation in the IOA's Sessions), medium-term and long-term training (Master's, teacher training)
4. Decentralization (dissemination of models for organising local scale training)
5. Encourage the creation of training centers and Olympic studies centers for athletes and/or coaches (e.g. the Pierre de Coubertin School).

To what extent can we encourage NOCs to cooperate closely with their government?

Should the Olympic Games be used as a platform for any promotion of Olympism or should they be considered as an end and the success of a work cycle?

A: The Olympic Games are the basis for any promotion of Olympism

In the strict sense, the philosophy of Olympism is founded on the existence of

the ancient Olympic Games and therefore the Games are the starting point of everything.

If the Olympic Games had not been revived though, the teaching of universal values would still have seen the light of day.

Nowadays, should the Olympic Games disappear, Olympic education will always be available in the world thanks to the institutions that have been established for the promotion of Olympism and of Olympic education as well (e.g. NOAs, IOC ...).

We could, however, wonder whether the impact of the Olympic message would be just as strong without the Olympic Games.

B: The Olympic Games are an end in itself

Through the years, the Olympic Games have evolved. They might have been the central pillar but today the values are defined much more by the projects that surround the Games and less by the Games themselves.

At present, the modern Olympic Games are an important objective for the athlete, economic and political actors, etc. Even for the volunteers and the officials of the Olympic Movement, the Games are the conclusion of a long cycle of many years of efforts.

C: Olympic Games, the showcase of Olympism

The impact of the Olympic Games on the public allows us to consider the Games as the core element for the promotion of the values of Olympism.

The expectations that the Games generate increase the chances that the public will embrace their values.

Participation in the Olympic Games can often motivate athletes to work for the promotion of the Olympic values in their countries. Moreover, without the Games, the athletes' vision of sport would be even more focused on competition.

For the IOC and the host countries, the Olympic Games are a financial windfall since without them the financing of educational activities would be impossible.

**Closing Ceremony
of the 51st International Session
for Young Participants
ANCIENT OLYMPIA, 7th JULY 2011**



*Participants receiving their participation diplomas by the IOA President
Isidoros Kouvelos during the closing ceremony.*



ADDRESS
on behalf of the participants of the Session,
by Natalie TONG (NZL)

Kalimera, Bonjour & Good Morning,

I have come here to the International Olympic Academy 51st International Session For Young Participants as a representative from New Zealand. Although New Zealand is nearly 18,000 kilometres (approximately 11,000 miles) from where we are here today, I have never felt closer to the various continents, nations, cultures and people represented here. Together we have experienced something exceptional. It is a personal honour but with a heavy heart that I speak now in the closing ceremony – our time together in this idyllic setting is coming to an end.

From the outstanding organisation by the International Olympic Academy leading up to and during the Session to the various lectures, discussions, debates, excursions, and sports, cultural, arts and social activities that have taken place over the last couple of weeks, I feel truly blessed to have been part of this amazing opportunity. Travelling for over 40 hours to arrive in Athens 2 weeks ago, my mind was racing with questions and possibilities. What would the Session be like? Will I make any friends? Would I do things totally out of my comfort zone? What challenges lie ahead? I read up on the International Olympic Academy, its orientation manual, reports from previous participants from New Zealand and information on the Olympic Movement. I also attended a New Zealand Olympic Academy briefing for its participants for the various Sessions this year. However, nothing could prepare me for what I have experienced with you all. The friend-

ships I have made, the learnings about different cultures and countries, the sharing of ideas, the acceptance and celebration of differences, the breaking down of stereotypes, and, of course, the “Chipi Chipi” dance – these have all combined to form the fondest memories of the last two weeks.

On behalf of all the participants, I would like to sincerely thank all of the people that have made these special memories possible. Firstly, The Ephoria of the International Olympic Academy, especially the President, Mr Kouvelos, the Dean, Mr Georgiadis and the Director, Mr Gangas. Thank you for your wisdom, leadership and vision that will lead the Academy to continue its incredible work in educating the world about the powerful and unifying Movement that we are all so proud to be a part of. Thank you to the IOA staff, the Hellenic Olympic Committee and the International Olympic Committee for your support of the Academy and its objectives. Thank you to the various National Olympic Committees and Academies for enabling us to undertake this opportunity, the lecturers for their thought-provoking presentations, and the coordinators for their tireless work to ensure we had the time of our lives. I should also not forget to thank the the medical and Red Cross staff who have been kept extremely busy caring for our numerous ailments.

Finally, to my fellow participants, thank you for being part of this unforgettable experience. The landscape around us is forever changing, but I believe the constant and most important thing in life is people. The relationships we have formed with each other are life-changing. We have demonstrated excellence through giving our best, achieving personal goals, encouraging participation and combining sport, culture, art and education to balance our bodies, minds and spirits. We have made lifelong friendships, garnered a mutual understanding of each other’s backgrounds, and have come together in the spirit of harmony, peace, joy, enthusiasm and optimism. We have learnt to respect ourselves and each other, where we have come from and where we are going. It is now our collective responsibility to implement and promote Olympism in our respective countries, and unite everyone we come in contact with to embrace a way of life based on the Olympic values. Although Pierre de Coubertin’s heart is physically

buried here, a piece of all our hearts will remain with the IOA and the Session we have just experienced.

He aha te mea nui o te ao? He tangata, he tangata, he tangata!

What is the most important thing? It is people, it is people, it is people!



ADDRESS
on behalf of the participants of the Session,
by Cheick N'DIAYE (MLI)

Good morning!

It was a great honour for me to be chosen by the coordinators to speak on behalf of all participants during the closing ceremony of the *51st Session for Young Participants of the International Olympic Academy*.

I must tell you that when I was chosen by my NOC to participate in this Session I was really scared, because this was a huge responsibility and I was asking myself questions, for example would this be a stressful event, would it be difficult for me to make friends, would there be tension, etc.

But from the moment I arrived, from the first to the last day of the Session, I did not see Africans, Asians, Europeans or Americans, what I saw was one family.

A family united by one philosophy and a common objective: the success of the Olympic Movement and the dissemination of its values all over the world.

The experience I have lived these last 12 days has made me believe in something which I had stopped believing in, which is "*Universal Peace*".

This gathering of people from practically all the countries of the world, who speak in one voice, with respect, friendship, joy, serenity and dignity, is a sign of hope.

You are aware that the Olympic Movement is the most unifying movement in the world, which means, dear participants, that we now have the duty, building on the knowledge we have acquired from the lectures and our discussion groups

with the coordinators, to spread the values of the Olympic Movement and their positive impact on sport and everyday life.

I can assure you that all the moments we have spent here in Olympia were very special and will remain forever engraved in our memories and in our hearts.

I also really enjoyed all the work and all the parallel activities.

As we usually say, “good things do not last forever”.

Before leaving you, please allow me to thank:

- the President of the Malian NOC Habib Sissoko and all his team for their trust and encouragement
- the President of the International Olympic Academy for the hospitality, the availability and everything you have given us
- all the lecturers for sharing their knowledge with us and their dedication to the success of the Olympic Movement
- all the coordinators and, in particular, Thomas and Serge for their know-how
- all participants for the courage and determination you have shown
- and, finally, all the staff of the International Olympic Academy for their remarkable work.

Thank you for your attention.

ADDRESS
on behalf of the coordinators of the Session
by Anita STEREA (ROU)

My dear friends,

“The future belongs to those who believe in the beauty of their dreams”, Eleanor Roosevelt said. Pierre de Coubertin, Carl Diem and Ioannis Ketseas believed in it and they made their dream come true. We are also a part of this dream. All the participants who had the chance to take part in one of the IOA Sessions during the last 50 years considered it lucky and blessed to be here, but you consider it more luckier because you are here, at the 50th Anniversary of the International Olympic Academy. Congratulations! You have become a part of IOA history.

During my Olympic experience in the Academy in the last years I have learned some things that I am now sharing with you: I have learned that you should never compare yourself to what others can do better than you, I have learned that what happens to the others is not as important as what I can do to help them; I have learned that you could carry on for a long time, after saying that you cannot take it any longer; I have learned that there are people who love you, but they don't know how to show it; I have learned that when I am upset I have the right to be so, but I do not have the right to be mean as well; I have learned that it is not always enough to be forgiven by others, sometimes you must learn how to forgive your self; I have learned that when you believe there is nothing more you could offer, you will always find the strength to help a friend in need; and I have learned that true friendship continues to exist even when great distances are involved and that goes for true love too.

So, allow me to express my thanks to Mr Kouvelos, Prof. Gangas and Prof. Georgiadis for the trust that they give us.

To all the professors and guest that were here with us, thank you for all your support and knowledge transfer.

To all the participants thank you for all your happiness and friendship.

To all the internet participants, thank you for being a part of this unique experience with us.

To all the Olympic champions thank you for your wonderful true-life stories.

To all my fellow coordinators and friends, thank you for all your involvement, help, positive attitude and smiles.

To all the IOA staff, thank you for your patience, help, understanding and involvement.

To the Red Cross thank you for taking care of us, I hope next year your job will be easier.

In the end I wish you all the best in your life, keep smiling and believe in your dreams. Don't forget that with small steps you can create a better future; the first step was made here during this session so now it's your time to go out and change the world.

Thank you! Efharisto! Merci!



Olympic anthem.

ADDRESS
on behalf of the lecturers of the Session,
by Helen BROWNLEE (AUS)

It is ten years since I was involved with the Young Participants Session, and after that time it is so pleasing to see the subtle changes which have occurred –both in the programme and the atmosphere– no more so than on the occasion of the IOA’s 50th Anniversary.

Much credit must go to the IOA President, Dean, Directors and staff, who have listened, and responded, to suggestions from previous participants. But credit is also due to your respective NOC’s for selecting you – the most creative, dedicated, enthusiastic and engaged young people I’ve had the pleasure to be with in Olympia. You are simply AWESOME!

Over these past two weeks we have shared unforgettable experiences and formed enduring friendships. The two highlights for me personally were:

- The visit to the archaeological site. I have been many times and always learn something new. However, the passion of Reinhard Senff in the discovery of new ruins and buildings, and his vision for rebuilding –all so generously shared with a few lucky people– was so special.
- The walk up Kronos Hill to see the sunrise. This was a “first” for me, and was capably led by “Patch” – the local black & white dog. He was at the marble steps at 5.00am for the briefing; took charge up the hill, and then caught up on sleep while waiting for the sun to make an appearance. Most remarkably, he then lined up at the auditorium to listen to my presentation. A great asset to the IOA!

Our passion for life and the Olympic spirit has been generously shared through the lectures, discussion groups, art workshops and sport.

We have learnt that the Olympic ideal is not about ego –individual or team excellence– but respect for the individual and the dignity of others. Nowhere has this been more clearly demonstrated than through the joy and wonderful spirit of Gamaliel Padilla Moreno – you are truly an inspiration to us all!

I have also been inspired –as I hope you have– by those amazing Olympic journeys shared by Andrew, April, Daniella, Maria, Nathan, Niko and Timmy. And who will ever forget our Vicky –who, in a remarkable display of courage– and determination to be the best that she could be – gave us all a few heart-stopping moments.

I have learnt so much from each of you...

As you return home, I hope you will take what you have learnt in Olympia and share your experience with others. You have a responsibility to lead by example –to be ambassadors for the Olympic Movement. I support the recommendation of Group 8 to make a report for your NOC– but would suggest that this be soon after your return, and not later when they become busy organising athletes for the coming Olympic Games.

As lecturers we may not have answered all your questions –but we are happy to support you moving forward– so please contact us for help and advice.

Remember these amazing days in Olympia, the good times shared and the friendships consolidated.

Be Happy! We love you all!

ADDRESS
on behalf of the lecturers of the Session,
by Kevin WHITNEY (GBR)

I would like to thank Dean Georgiadis for the honour of talking on behalf of the lecturers, delivered with Ms Helen Brownlee (AUS). As Helen thanked most people formally already, I read from my notes of the two weeks.

My first reminder was to myself, “to speak from the heart”. For many years spent at the Academy, with many types of participants, I would sometimes have to push lazy or indifferent participants to get involved with events. I would quote the great Olympian, Emil Zatopek, who said, “If not now, when? If not you, who?” This year, I did not have to say this once to anybody. Everyone wanted to do everything. Your enthusiasm for life is great, in lectures, the art workshops, sports venues and at “Zorbas” in the village!!

I noticed much care for each other due to the mature average age of participants (29 years) and a lot of respect and understanding of the IOA and its philosophy. I echoed Helen’s words about Mr Gamaliel Padilla Moreno (MEX): “You are an inspiration us all”.

This beautiful, unique place in the world creates an atmosphere of peace, love and tolerance in an unforgettable experience of communication between people and nations.

To end, after a ten year absence, I realized the atmosphere and attitude of the IOA had changed dramatically to a more open ambiance due to the tireless work of President Kouvelos, my good friend Dean Georgiadis and Director Gangas.

Thank you for the inspiration.

ADDRESS AND CLOSING
of the works of the Session,
by the President of the International Olympic Academy,
Isidoros KOUVELOS

Dear participants and lecturers,

As we reach the end of the 51st Session for Young Participants, I would like to express my thanks for your presence at the International Olympic Academy and say that I am convinced that we shall be cooperating in the future and exchanging views on issues related to the propagation of Olympism. We celebrated this year the 50th anniversary of the IOA and I am particularly happy for the presence of IOC President Jacques Rogge at the opening ceremony of your Session and for the fact that in this hall we heard moving words from all our dear lecturers whom I personally wish to thank for their presence and their support to the Academy's work. I also wish to warmly thank all young participants as well as the coordinators for their interest and for the wonderful social evenings they offered us. I also want to extend my warm thanks to the IOA's staff who have worked with a lot of zeal for the organisation of the Session and for the celebration of the 50th anniversary and of course to Dean Kostas Georgiadis and to Professor Dionyssis Gangas, the Director of the IOA, for their contribution to the scientific and organisational aspects of the Session's work.

We are all aware of the Academy's enormous influence on human relations and the dissemination of the ideas that are discussed here and, in particular, during the Session for Young Participants, which is the greatest in length and importance. You should not forget that all of you who are here represent in fact

the International Olympic Academy and this is why we have the duty to preserve and develop the friendships, the inspiration and the knowledge that were generated in this place. I dare hope that the experiences we have all lived together will remain vivid even after your return to your countries because Olympia through its symbolisms contributes significantly to the maturity of the mind and the soul. Moreover, the Academy itself through the living conditions it provides, nurtures new notions of comradeship and mutual understanding, which are the core values of Olympism.

Dear friends, the Academy offers you the possibility to develop, to listen, to be inspired and inspire one another and to understand that one of the most important things in life is to share our ideas and thoughts with others, because it is only then that they can leave the private sphere and acquire social consciousness and importance. When you return to your countries, you should create the conditions that will allow Olympism to become an indivisible part of the way of life in your countries primarily and then all over the world.

I hope, dear friends, that your stay in this wonderful place, close to Ancient Olympia, the cradle of the modern Olympic Movement, has been pleasant and creative. I want to believe that this meeting will leave you with good memories and make you reflect on the issues that concern your life and the lives of all of us in a positive way. I must confess that I, personally, have felt much moved, because the contact with young people has always been beneficial for the soul. At the end of the day, to quote the famous playwright Tennessee Williams, a staunch supporter of men's eternal innocence, "we are all of us children in a vast kindergarten trying to spell God's name with the wrong alphabet blocks".

I wish you all a safe return to your countries and thank you again for your presence here.

ACTIVITIES OF THE INTERNATIONAL OLYMPIC ACADEMY – 2011

DATE	ACTIVITY	PARTICIPANTS
APRIL		
30/4-25/6	<i>Postgraduate Master's Degree Programme of the IOA and the Univ. of Peloponnese (academic year 2010-11, 2nd Semester)</i>	32 students
MAY		
5	<i>Daily visit and seminar of the University of Florida</i>	15 participants
11-18	<i>11th International Session for Directors of National Olympic Academies</i>	135 participants
22-27	<i>Kids' Athletics</i>	21 participants
24-28	<i>Visit of the College at Brockport's Office of International Education</i>	10 participants
28/5-1/6	<i>Visit of the Varala Sport Institute</i>	18 participants
JUNE		
2-9	<i>9th International Session for Educators and Officials of Higher Institutes of Physical Education</i>	100 participants

20-24	<i>Athletes and coaches Special Olympics – Amphitryon Programme</i>	200 participants

21-27	<i>3rd International Session for Olympic Medallists</i>	50 participants

25/6-9/7	<i>51st International Session for Young Participants</i>	220 participants

JULY

10-16	<i>12th IOAPA Session</i>	25 participants

SEPTEMBER

2-30	<i>18th International Seminar on Olympic Studies for Postgraduate Students</i>	50 participants

4-9	<i>Visit of German educators</i>	96 participants

5-8	<i>Students' Seminar – Department of Secondary Education of the Prefecture of Elis</i>	100 participants

13-15	<i>German Highschool (Alfred Tours)</i>	24 participants

17-21	<i>Finnish Olympic Academy Session</i>	25 participants

19/9 – 18/11	<i>Postgraduate Master's Degree Programme of the IOA and the Univ. of Peloponnese, (academic year 2011-12, 1st Semester)</i>	34 participants

21-24	<i>Olympic education seminar for PE educators of the Estonian Olympic Academy</i>	19 participants

OCTOBER-NOVEMBER

14-17/10	<i>Session of the Olympic Schools of Hungary</i>	18 participants

20-21/10	<i>"PROMPT"</i>	60 participants

30/10 – 5/11	<i>World Taekwondo Academy Training</i>	20 participants

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