INTERNATIONAL OLYMPIC ACADEMY

52nd INTERNATIONAL SESSION FOR YOUNG PARTICIPANTS

16 – 30 JUNE 2012

PROCEEDINGS

ANCIENT OLYMPIA

Commemorative seal of the Session

Published by the International Olympic Academy
and the International Olympic Committee

2013

International Olympic Academy
52, Dimitrios Vikelas Avenue
152 33 Halandri – Athens
GREECE
Tel.: +30 210 6878809-13, +30 210 6878888
Fax: +30 210 6878840
E-mail: ioa@ioa.org.gr
Website: www.ioa.org.gr

Editor
Prof. Konstantinos Georgiadis, IOA Honorary Dean

Editorial coordination
Roula Vathi

Photographs
IOA photographic archives

Production
LIVANI PUBLISHING ORGANIZATION
98, Solonos str., 106 80 – Athens
Tel.: +30 210 3661200, Fax: +30 210 3617791
http://www.livanis.gr

ISBN: 978-960-9454-20-9

INTERNATIONAL OLYMPIC ACADEMY

52nd INTERNATIONAL SESSION
FOR YOUNG PARTICIPANTS

SPECIAL SUBJECT:
THE ENHANCEMENT OF THE PRINCIPLES OF DEMOCRACY THROUGHOUT THE COURSE OF THE OLYMPIC MOVEMENT

ANCIENT OLYMPIA

EPHORIA
OF THE INTERNATIONAL OLYMPIC ACADEMY
(2012)

President	Isidoros KOUVELOS (*HOC Member*)
Vice-President	Petros SYNADINOS (*HOC Member*)
Members	Charalambos NIKOLAOU *(IOC Member – ex officio member)* Spyridon I. CAPRALOS *(HOC President – ex officio member)* Emmanuel KATSIADAKIS *(HOC Secretary General – ex officio member)* Athanassios KANELLOPOULOS (*HOC Member*) Michail FISSETZIDIS (*HOC Member*) Ino Fotini MENEGAKI Leonidas VAROUXIS
Honorary Members	T.A. Ganda SITHOLE (*Director of the International Cooperation and Development Department, IOC*) Pere MIRÓ (*Director of Olympic Solidarity, IOC*)
Honorary President	Jacques ROGGE
Honorary Dean	Konstantinos GEORGIADIS
Director	Dionyssis GANGAS
Advisor on education issues	Stephen MILLER

HELLENIC OLYMPIC COMMITTEE (2012)

President	Spyridon I. CAPRALOS
1st Vice-President	Pavlos KANELLAKIS
2nd Vice-President	Athanassios VASSILIADIS
Secretary General	Emmanuel KATSIADAKIS
Treasurer	Antonios NIKOLOPOULOS
Deputy Treasurer	Michail FISSETZIDIS
Deputy Secretary General	Dimitrios CHATZIMICHALIS
IOC Member	Charalambos NIKOLAOU
Members	Stylianos AGGELOUDIS
	Georgios VASSILAKOPOULOS
	Ioannis VASSILIADIS
	Georgios GEROLYMPOS
	Georgios GLAROS
	Dimitrios DIATHESSOPOULOS
	Spyridon ZANNIAS
	Athanassios KANELLOPOULOS
	Ioannis KARRAS
	Ilias KARYDIS
	Vassilios KATSORAS
	Emmanuel KOLYMBADIS
	Isidoros KOUVELOS
	Konstantinos KOURKOUTAS
	Georgios LENOS
	Sophia BEKATOROU
	Vasilios POLYMEROS
	Stylianos PROSALIKAS
	Ioannis SGOUROS
	Vassilios SEVASTIS
	Petros SYNADINOS
	Thomas TIMAMOPOULOS
	Pericles TRIKALIOTIS
	Antonios TSAMESIDIS
	Georgios FOUNTAS

IOC COMMISSION
FOR CULTURE AND OLYMPIC EDUCATION (2012)

Chairman	Charalambos V. NIKOLAOU (GRE)
Members	Vittorio ADORNI (ITA)
	Haya AL HUSSEIN (UAE)
	Beatrice ALLEN (GAM)
	Franco ASCANI (ITA)
	Valeriy BORZOV (UKR)
	Helen BROWNLEE (AUS)
	Danilo CARRERA DROUET (ECU)
	Philip CRAVEN, MBE (GBR)
	Iván DIBÓS (PER)
	Conrado DURÁNTEZ (ESP)
	Jean DURRY (FRA)
	Hicham EL GUERROUJ (MAR)
	Manuel ESTIARTE (ESP)
	Timothy Tsun Ting FOK (CHN)
	Konstantinos GEORGIADIS (GRE)
	Nat INDRAPANA (THA)
	Ryong-Gil KANG (KOR)
	Kipchoge KEINO (KEN)
	Isidoros KOUVELOS (GRE)
	Karl LENNARTZ (GER)
	Vladimir LISIN (RUS)
	Elizabeth LONGWORTH (NZL)
	Admire MASENDA (ZIM)
	Alicia MASONI de MOREA (ARG)
	Samih MOUDALLAL (SYR)
	Norbert MÜLLER (GER)
	Enrico PRANDI (ITA)
	Tubby REDDY (RSA)
	Thomas P. ROSANDICH (USA)
	Mounir SABET (EGY)
	Melitón SÁNCHEZ RIVAS (PAN)
	Klaus SCHORMANN (GER)
	Ching-Kuo WU (TPE)
Honorary Member	Zhenliang HE (CHN)
Director in charge	Thomas SITHOLE (ZIM)

"This is why the role of the International Olympic Academy is so important, particularly today, for everything turns out to be an issue of education in the end.

This is why we have the duty to support, with all our forces, morally and with material resources, institutions that promote the Olympic ideal through solid educational processes and initiatives, like the IOA".

Quotation from the address of the Prime Minister of Greece, Panagiotis PIKRAMMENOS at the Opening Ceremony of the 52nd International Session for Young Participants of the International Olympic Academy

Hill of the Pnyx, 17th June 2012

"More than ever, the Olympic Games remain fundamentally a force working for good.

They are a catalyst for collaboration and change, and not a remedy for all ills".

Quotation from the address of the IOC President Dr Jacques ROGGE
at the Opening Ceremony of the 52nd International Session for Young Participants
of the International Olympic Academy

Hill of the Pnyx, 17th June 2012

CONTENTS

Foreword
by the Honorary Dean of the International Olympic Academy,
Prof. Konstantinos GEORGIADIS 19

OPENING CEREMONY
OF THE 52nd INTERNATIONAL SESSION FOR YOUNG PARTICIPANTS
HILL OF THE PNYX, 17th JUNE 2012

Address by the President of the International Olympic Academy,
Isidoros KOUVELOS 27

Address by the Prime Minister of Greece,
Panagiotis PIKRAMMENOS 31

Message on behalf of the IOC President, Dr Jacques ROGGE,
delivered by the Chairman of the IOC Commision For Culture
and Olympic Education, Dr Lambis NIKOLAOU 34

Address by the President of the Hellenic Olympic Committee,
Spyros CAPRALOS 36

Honorary distinction by the IOA 38

Address by the awarded Prof. Maria BULATOVA (UKR) 40

Honorary distinction by the IOA 41

Address by the awarded Prof. Christina KOULOURI (GRE) 44

Address by the Minister of Culture and Tourism,
Tatiana KARAPANAGIOTI 45

Recital of poems in the Greek language
by students of the International Master's Degree Programme
on Olympic Studies 46

OPENING CEREMONY
OF THE 52nd INTERNATIONAL SESSION FOR YOUNG PARTICIPANTS,
ANCIENT OLYMPIA, 18th JUNE 2012

Address by the President of the International Olympic Academy,
Isidoros KOUVELOS 51

Address by the Deputy Commissioner of the Region of Eleia,
Haralambos KAFYRAS 53

Address by the Mayor of Ancient Olympia,
Efthymios KOTZAS 55

Pierre de Coubertin's Olympism
Prof. Konstantinos GEORGIADIS (GRE) 58

WORKS
OF THE 52nd INTERNATIONAL SESSION FOR YOUNG PARTICIPANTS
ANCIENT OLYMPIA

Lectures

The Ancient Olympics and the Birth of Democracy
Prof. Emeritus Stephen G. Miller (USA) 71

Women, sport and democracy
Prof. Maria Bulatova, D.Sc. (UKR)..... 81

Sport, Community, and Democracy
Prof. Mark Dyreson (USA) 94

The educational programmes of the International Olympic Truce Centre
Dr Constantinos Filis (GRE)..... 110

Olympic Games: Spreading Democracy
and Olympic Values versus Commercialization
Dr Barbara Keys (AUS) 114

Olympic Games, human rights and democratization
Prof. Kazuo Uchiumi (JPN) 122

Athletes' rights: The empowerment of athletes' status
in the Olympic Movement
Prof. Bruce Kidd (CAN)..... 132

Democracy and Olympic ideals
Prof. Dr Margaret Talbot (GBR)..... 141

Olympic universalism and the Apartheid issue
Sam RAMSAMY (RSA)..... 152

The role of Physical Education teachers in the democratization process of schools
Prof. Dr Gylton B. DA MATTA (USA)..... 160

(Democratic) values and identity in sport. Towards the effect of the Olympic Movement on sport identities
Prof. Dr Otmar WEISS (AUT)..... 193

Short presentations by the participants

The enhancement of the principles of democracy throughout the course of the Olympic Movement
Denis PETUKHOV (USA)..... 203

My Olympic experience
Ida BABULFATH (SWE) 205

Youth Olympic Games 2016 in Lillehammer
Lotte BRÅTHEN, Mads ANDREASSEN and Tormod TVARE (NOR) 206

My Olympic experience
Sara CARRIGAN (AUS)..... 209

My Olympic experience
Donald David GEISLER III (PHI)..... 211

My Olympic experience as a volunteer
Konstantine Michael TZIGOUNAKIS (GRE)..... 213

My Olympic experience as a team official
Michelle Brown (USA) 215

My Olympic experience as a youth Olympian
Samantha McIntosh (RSA) 217

Olympism and the enhancement of the principles of democracy
Adriano Visagie (NAM) 220

The advertising campaigns of the COC and CPC on social media
Kate Moorhouse and Marie-Hélène Cayer (CAN) 224

XXII Olympic Winter Games and XI Paralympic Winter Games of 2014 in Sochi
Anastasia Leontyeva (RUS) 226

Coordinators' reports

Report on the tennis competition
Lea van Breukelen (NED) 231

Reports on the Fine Art Workshop / Arts Happening
Georgia Boukla (GRE) 233
Anfisa Kasyanova (BLR) 237

Report on the dance workshop
Sanja Pancic (SRB), Eriketti Margari (GRE), Ashish Rawat (IND),
Xue Qiu (CHN) 239

Report on the internet live transmission of the Session
Akhry Ameer (SRI) and Panagiotis Trikaliotis (GRE) 242

Conclusions of the discussion groups

Cycle A' 251

Cycle B' 285

CLOSING CEREMONY
OF THE 52nd INTERNATIONAL SESSION FOR YOUNG PARTICIPANTS
ANCIENT OLYMPIA, 28th JUNE 2012

Address on behalf of the participants of the Session,
by Mads ANDREASSEN (NOR) 325
by Ndoumbe WANE (SEN) 327

Address on behalf of the coordinators of the Session,
by Tracy GLASSFORD (CAN) 329

Address on behalf of the lecturers of the Session,
by Prof. Dr Gylton B. DA MATTA (USA) 332
by Prof. Dr Mark DYRESON (USA) 337

Address and closing of the works of the Session
by the President of the International Olympic Academy,
Isidoros KOUVELOS 340

Activities of the International Olympic Academy (2012) 343

List of participants 347

FOREWORD

The 52nd International Session for Young Participants was held once again in Ancient Olympia between 16 and 30 June 2012. The special theme that was chosen for the Session was "The enhancement of the principles of Democracy throughout the course of the Olympic Movement". The IOA welcomed 175 participants (91 women and 84 men) from 96 countries who were offered accommodation in its facilities in Ancient Olympia.

On 17 June the Session's traditional opening ceremony was held on the Hill of the Pnyx, in the presence of the participants and a large number of representatives of the country's sport and political leadership, as well as many friends of the IOA. During the ceremony, the IOA awarded the honorary distinction "Athina" to the President of the National Olympic Academy of Ukraine Professor Maria Bulatova and the honorary distinction 'Delphi" to Christina Koulouri (Greece), Professor of Modern and Contemporary History at Panteion University for their contribution to the IOA's work and the Olympic Movement. During the ceremony, soprano Anastasia Zanni interpreted musical pieces of Greek and foreign artists accompanied by the choir of the Commercial Bank of Greece.

The special theme of the Session was developed by Professors Maria Bulatova (Ukraine), Mark Dyreson (USA), Constantinos Filis (Greece), Barbara Keys (Australia), Kazuo Uchiumi (Japan), Bruce Kidd (Canada), Margaret Talbot (Great Britain), Sam Ramsamy (South Africa), Gylton Da Matta (USA) and Otmar Weiss (Austria). Excerpts from their lectures were also included in the second (October 2012) issue of the IOA's Journal.

These lectures led to lively debates both in the Lecture Hall and the discussion groups (11 English-speaking and 2 French-speaking) and their conclusions were

presented and published in the Session's proceedings. Twelve participants also took the floor and presented their Olympic experiences and thoughts on current Olympic issues.

This year, the Session's participants were given the opportunity to take part in the revival of the Nemean Games that were held on 23 June 2012 in Nemea. They competed in foot races that were organized for all age groups according to the ancient ritual. In addition to the knowledge they acquired, several participants were also proclaimed Nemean victors. This was a special learning experience that took them back through many centuries to the past and showed them, in particular, how the Pan-Hellenic Games were staged.

During the Session in parallel to the educational activities, poetry and literature, dance and fine arts workshops were organized, as well as sports activities, the popular arts happenings and social evenings. The Session's proceedings were broadcast live on the Internet with the participation of people from around the world. Among the coordinators there were many students of the Master's degree Programme in Olympic Studies, as well as former participants who offered their services voluntarily and at their own expense in order to guarantee the smooth running of the workshops and discussion groups and the other activities of the participants.

In 2012, the IOA participated in the educational and cultural programme of the 1st Winter Youth Olympic Games "Innsbruck 2012" and in the "House of Hellenes" during the London Olympics with its interactive educational programme "Discovering the Olympic Movement and its values" that offers, through state of the art technology, a vast number of activities for acquiring knowledge about the Olympic Movement.

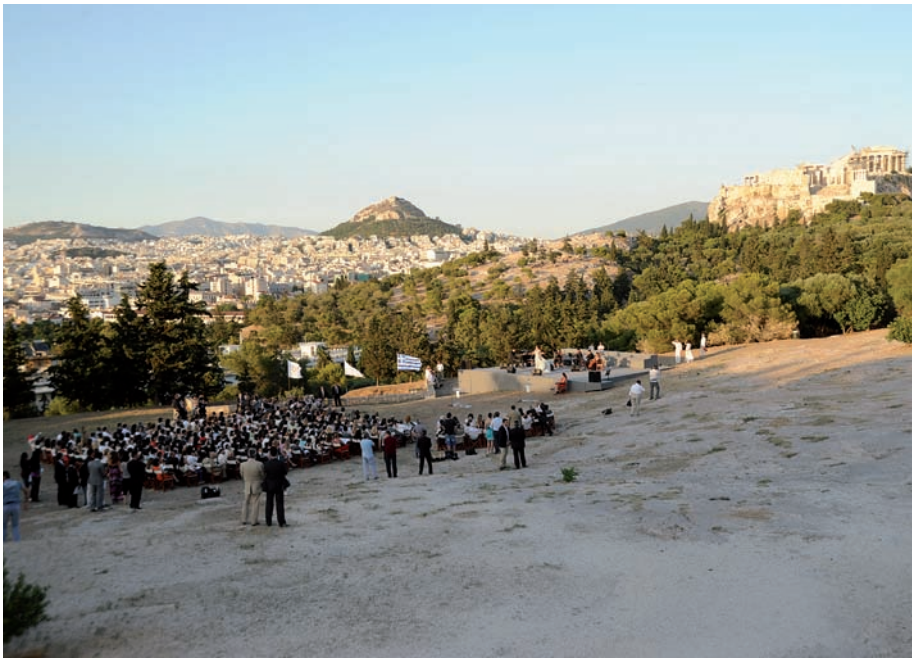
2012 was also the year when the IOA began its collaboration with university institutions, opening its doors to the international academic community for the organization of conferences. In particular, Harvard University's Center for Hellenic Studies organized, in cooperation with the IOA, an international scientific conference on "Sports, Politics and Cultures". The University of Yale also convened at the IOA, in the summer of 2012, the *Olympia Summer Seminars* on international relations and political science issues with the participation of 120 doctoral and postdoctoral students from different countries.

Finally, we would like to warmly thank the Ephoria and staff of the IOA, the International Olympic Committee, the Hellenic Olympic Committee and all those who lend their moral or financial support to the IOA's difficult task.

Prof. Konstantinos GEORGIADIS
Honorary Dean of the IOA

Opening Ceremony of the 52nd International Session for Young Participants

Hill of the Pnyx, 17th June 2012



Opening ceremony of the 52nd International Session for Young Participants on the hill of the Pnyx.

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

Ladies and Gentlemen,

On behalf of the Ephoria of the International Olympic Academy I have once again the honor of addressing the young participants who attend the opening ceremony of the 52nd International Session of the International Olympic Academy and welcome them warmly to Athens and Greece.

I particularly wish to welcome the President of the Hellenic Government who honors us with his presence at this event. His presence, during the sensitive political situation we are presently experiencing, is highly significant, particularly today when Greek citizens will be invited to decide about their own future and that of their country.

I also wish to welcome all the members of the political and sports leadership, the members of the academic community and all the friends of the Academy who confirm with their presence here today their support to its work for the promotion of the educational values of Sport and Olympism.

The Young Participants who are with us here today, and who shall be going tomorrow to the facilities of the IOA in Ancient Olympia for the Session's proceedings, will have the opportunity of coming in close contact with the different facets of the ancient and modern history of the Olympic Movement as they seek, through the messages they convey, realistic solutions for dealing with the problems faced by today's society. The IOA has the great advantage of being situated in the area of Ancient Olympia, a region which, because of its special characteristics, arouses

the interest of and teaches the modern heirs of the ancient Olympic philosophy. The particular historical and ideological significance of the region harmoniously chimes with the modernist views of the modern Olympic Movement, which are considered by the IOA during its Sessions.

In the language of sport, all agree that the IOA operates as a small "Olympic village". An "Olympic Village" where participants, through their intellectual, cultural and sporting activities, are looking for distinction and games, learning and entertainment. The IOA, in addition to the high quality of the teaching provided during its Sessions through the lectures and presentations of distinguished academics, also offers young participants the opportunity of enjoying a pleasant stay in an idyllic setting of archeological treasures and modern architecture.

Dear friends, we should not forget that there is no idea more enduring than that of the Olympic philosophy. The educational and cultural dimension of the modern Olympic Movement, as developed by Coubertin and his successors, remains alive to this day, supported by the institution of the IOA. This year will be the 75th anniversary of the death of the reviver of the modern Olympic Games. Coubertin was a warm sports fan and a fervent supporter of sport's educational values. He devoted all his life to the values we all cherish today and fought for their propagation. This great visionary remains in our hearts as the most prominent historical figure of Olympism who was fighting for the ideas he believed in until the day he died. Despite his elitist biases, due to his origins and background, his approach to equality and respect for one's fellow-beings established the foundation underpinning the modern Olympic Movement. I should, however, also stress his great love for ancient Greece and its history, which he used positively in order to carry out his idea of reviving the Olympic Games in our modern times. A love that was fulfilled when after his death his great heart came to rest under the earth of Olympia in a special commemorative stele that was erected in the facilities of the International Olympic Academy.

Since 1961 the IOA remains the ideal site for the teaching and spreading of the Olympic ideals that welcomes every year, young people from various countries with different institutions, languages, mentalities, customs and mores. All these young people are, however, connected by a common denominator: Olympism and its values and symbolisms. As a general rule, this remains the central theme

of the Session for Young Participants, which is combined with a more specific subject each year.

The special theme of this Session is "The enhancement of the principles of Democracy throughout the course of the Olympic Movement". At a time of global economic and social crisis, with wars and conflicts, ideological reversals and controversies, the value of Democracy remains a predominant cause. According to the Olympic Charter, "The goal of Olympism is to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity". And of course, the question that will be asked during this Session and will be the object of scientific deliberation between lecturers and participants is the extent to which Democracy and the values arising from it are supported and enhanced by the principles of the modern Olympic Movement. An interesting subject for consideration, exchange of views, positions and conclusions that will certainly contribute not only to a better understanding of Olympism's true dimension but also to a more appropriate development of young people's character by providing them with the necessary elements for their constructive participation in their societies.

Dear participants, the crisis that Europe and other regions of the world are facing today is more than just an economic crisis. It is a crisis at the level of the institutions, which are unable to cope with the pressures and demands of widespread globalization. Maybe now, more than ever before, we should respond to the imperative need of expanding and consolidating the Olympic principles whose aims are to create a healthy and functional framework in every civilized society.

Therefore, dear friends, you who represent the new generation of responsible young citizens, you who are closely related to the sports movement are truly the ambassadors who will undertake the important duty of disseminating these principles, paving the way for a better tomorrow, based on respect for your fellow citizens and faith in peace and democracy. This is precisely the IOA's role: to open a window of opportunity for the future and give you the resources you need to put into practice everything that Olympic education teaches us.

Ladies and Gentlemen, dear Young Participants, let me welcome you all once again to Athens and wish you a creative and unforgettable stay in Greece. See you soon in Olympia.

Standing for the Olympic anthem.

ADDRESS
by the Prime Minister of Greece,
Panagiotis PIKRAMMENOS[1]

Dear President of the International Olympic Academy, thank you for the introduction and welcome.
Distinguished Ambassadors,
Dear guests,

This celebration reminds us all of the lofty, human and therefore durable and timeless values of Olympism. It is a celebration that gives the opportunity to us all to distance ourselves from the negative events and developments that have affected the soul and spirit of the Greek people and remember that there is another Greece of which we can and should all be proud.

I wish to thank you warmly for your invitation and for the opportunity to attend this important event – under this unique Attica sky, in this sacred place, in this significant event.

I will not hide the fact that when I decided to accept the invitation of the International Olympic Academy, I was wondering whether it would be appropriate on the evening of the elections, when the famous exit polls would be announced, to be attending such an event.

My answer was immediate and affirmative. Yes, absolutely.

For I sincerely believe that, particularly during this period, all Greeks have the national duty of supporting with all their strength the positive aspects of Greece

1. The address of the Prime Minister, Panagiotis Pikrammenos was delivered by the Minister of State, Antonios Argyros.

and Hellenism and at the same time remind the international community that the Olympic idea is a very important legacy of Greece to humankind, which should be safeguarded at all costs.

On my way here I could not refrain from remembering that magic summer of 2004 when Greece was literally and metaphorically the center of the world, sending positive images and messages to all corners of the globe.

Those times are not as remote as they seem today and, more important, their memory is not an "illusion".

The summer of 2004 was and will always be there to remind us that if we work united and set high, ambitious goals we can distinguish ourselves worldwide and convey to the whole world the image of a country that is small but has high ideals, history, tradition and culture and, above all, a country that has competent, hard-working and hospitable people.

This is what we also need today so that Greek men and women can regain faith in their capabilities and their hope for tomorrow: dream of a new Greece and put aside all the things that divide us and work all together to build it again.

We do not need to look far for the materials we shall have to use for this new endeavor. They are within us. They are the principles and values that the Olympic Idea carries. We should not remember them only every four years. They can and should become a daily way of life for all of us.

Olympism is a beacon of positive messages and tangible examples for us all. It is an ark of universal human values that make men's coexistence more harmonious and productive, more human and therefore more hopeful.

The Greece that we are called upon to build again should be founded on excellence, fair play, meritocracy and reward for effort, persistence and team-spirit for otherwise it runs the risk of not existing at all. These are precisely the elements that make up the Olympic ideal and should be our guide for a better tomorrow.

This is why the role of the International Olympic Academy is so important, particularly today, for everything turns out to be an issue of education in the end.

The role of education in handling and managing a growingly complex reality proves to be crucial.

This is why we have the duty to support, with all our forces, morally and with material resources, institutions that promote the Olympic ideal through solid educational processes and initiatives, like the IOA.

The temporary failure and weakness of the State to give the necessary financial support to the IOA's work should not be an obstacle to your work. During this period, in particular, the State's absence should be covered by private initiative through donations and sponsoring to the IOA.

Ladies and Gentlemen,

I know that in troubled historical times, when lasting certainties are strongly challenged and people understandably lose their orientation, the safest way to move ahead without deviating from our course will be:

- First, to look deep inside ourselves and remember who we really are, and
- Secondly, to revisit our history and be encouraged by the fact that our elders have gone through much more difficult times than us and remember that dilemmas which seem hard and almost insurmountable to today's generations have already been resolved by our predecessors.

In this undertaking of historic proportions for the reconstruction of our collective self, the contribution of the Olympic values and through them of the International Olympic Academy may prove decisive in my opinion.

I wish the best of success to this year's session and welcome to our country, on behalf of the Greek government and Greek citizens all participants in this year's event.

Thank you.

MESSAGE
on behalf of the IOC President, Dr Jacques ROGGE,
delivered by the IOC Member and Chairman of the IOC Commission
for Culture and Olympic Education, Dr Lambis NIKOLAOU

Dear Friends,

I would like to welcome all of you who have come from the four corners of the world to participate in the 52nd Session of the International Olympic Academy.

I should also like to send you best wishes from the President of the International Olympic Committee, Jacques Rogge, who I am honoured to represent, and who wishes to address the following message to you:

"Dear Young Participants,

You are gathered here today, in accordance with tradition, on Pnyx Hill, near the Acropolis, in this city, Athens, which saw the revival of the Olympic Games.

And it was this country, Greece, which invented democracy and made a decisive contribution to civilisation.

Therefore, it is no coincidence that, over the next 10 days, in Olympia, you will discuss these two important and essential themes, democracy and the Olympic Movement.

Dear Friends,

Placing sport at the service of humanity and using the Olympic values to promote better understanding between peoples, nations and religions, strengthens the development of humanity and peace and is at the heart of the mission of the Olympic Movement.

It is a fundamental principle laid down by our Olympic Charter, like the principle which states that every person must have the right to practise sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding, friendship and fair play.

The Olympic Games were not created only to present the best competitions and the best athletes in the world.

They also contribute to breaking down barriers and overcoming differences.

More than ever, the Olympic Games remain fundamentally a force working for good.

They are a catalyst for collaboration and change, and not a remedy for all ills.

Because the IOC and the whole sports community cannot alone resolve the social, political and economic problems which exist in numerous countries.

We can only hope that the sports movement succeeds where political and social movements have failed.

However, wherever sport can make a contribution, it will try to do so.

We cannot change the world, but, thanks to sport, we can make better citizens.

Dear Young Participants,

I am convinced that the experience that you will acquire and the lessons you will learn during this 52nd Session will be very useful for you in the future.

Before concluding, I would like to thank the President of the International Olympic Academy, Mr Kouvelos, the members of the Ephoria, and the teachers and lecturers for their contribution to the Olympic cause year after year.

I wish you all an excellent and fruitful 52nd Session!"

ADDRESS
by the President of the Hellenic Olympic Committee, Spyros CAPRALOS[1]

I am particularly pleased to welcome once again the Young Participants at the 52nd International Session of the International Olympic Academy. This is a widely recognized institution which represents, from the very beginning, the most important opportunity for initiating world youth into the ideals of Olympism.

I am sure that all young people who are present here today and will then travel to Olympia shall become, once the Session's proceedings are over, tomorrow's ambassadors of the Olympic Movement having learned the Olympic values that will accompany them as a valuable asset throughout their lives.

Today's ceremony on the Hill of the Pnyx, over and above the formal opening of the Session, has a deeply symbolic character. This was the site of the People's Assembly, the quintessence of the Athenian Democracy and the special theme that was selected for this Session is "The enhancement of the principles of democracy throughout the course of the Olympic Movement".

Everyone knows that the Ancient Greeks have bequeathed to the younger generations Democracy and the Olympic Games among other things. These two institutions, which remain alive to this day, reveal the indivisible links that unite them and their lasting imprint on the history of mankind.

It is worth mentioning that the Olympic Games had existed long before democracy in ancient times since the democratic form of government had prevailed in Athens and in some other city-states only for about two centuries, whereas the Olympic Games survived, as an institution, for 1169 years.

1. The address of Spyros Capralos was delivered by the HOC 1st Vice-President, Pavlos Kanellakis.

Baron Pierre de Coubertin immediately realized this bond at the time when, in addition to promoting the idea of reviving the Olympic Games, he was also trying to introduce reforms in the French education system. In his eyes, sport and Olympism were the two tools that would promote ethical and social behaviour among French youth, with sport being the first element for the revival of democracy, collective endeavour and social freedom.

In modern times, Olympism is unquestionably the expression of Democracy itself, since after the revival of the Games in 1896 it was able to survive two World Wars, terrorist attacks, political interventions and international boycotts and offer to the world, for more than one century, the timeless freshness of its democratic and humanitarian ideals and a lasting hope for universal peace.

Dear friends,

At this point, I would like to underline the very important work carried out by the International Olympic Academy under its President Isidoros Kouvelos who, together with his co-workers have enhanced the Academy's role with the view to passing on to the next generations the values and paradigms that govern the Olympic ideals.

I truly believe that the proceedings of this Session and the in-depth analysis of the topic "The enhancement of the principles of democracy throughout the course of the Olympic Movement" will provide an answer to the question of whether returning to the authentic values of sport and Olympism can restrain the distortions of our times and provide a way out from the moral and spiritual crisis that has hit contemporary societies.

I wish you all the best for the success of the Session's proceedings.

HONORARY DISTINCTION
by the International Olympic Academy

Honorary distinction "ATHINA": Prof. Maria BULATOVA (UKR)

CURRICULUM VITAE
Prof. Maria BULATOVA (UKR)

The obtained education at the National University of Ukraine on Physical Education and Sport and at Human Biology Faculty of the National State University allowed Dr Maria Bulatova to do researches in Olympic sports and education that have brought her two Academic degrees.

Maria Bulatova successfully combines teaching, research and administrative activities: she is a Doctor of Pedagogical Science, Editor-in-Chief of the scientific journal "Science in Olympic Sports" for over 20 years, Pro-rector of the National University of Ukraine on Physical Education and Sport, Director of the Institute of Advanced Technologies in Physical Education and Sports (1990-2000), Full Member of the Ukrainian Academy of Sciences, as well as Merited Science and Technologies Worker of Ukraine. Within the field of sports administration, Maria Bulatova has served as NOC Executive Board member (1998 - now), President of the Olympic Academy of Ukraine (1998 - now), while she is the first and the only woman in the CIS countries who has headed Sports Ministry (2001-2003).

M. Bulatova is Honorary Doctor of Sport Universities in Ukraine, Bolivarian Republic of Venezuela, Kazakhstan, Lithuania, Moldova and Mongolia.

At her credit there are about 250 scientific publications including more than 20 fundamental books issued in Ukraine, Russia, Croatia, Spain, Argentina, Portugal, Brazil, Colombia, Venezuela, China, Poland, Kazakhstan, Moldova.

The scientific works of Dr Maria Bulatova have been honored with a lot of distinctions among which the *Gold Order of Plato* of the Ukrainian Academy of Sciences, the *St. Princess Olga Order of Ukraine*, *Medals of the Ukrainian Academy of Sciences*, the *Gold Medal of Ministry on Culture and Sport of the Republic of Lithuania*, the *Medal of friendship of Mongolia*. She is a Laureate of the State Prize of Ukraine in Science and Technologies. The works of M. Bulatova on Olympic education have been recognized by the IOC through the *IOC award - Medal of Pierre de Coubertin* (2009).

Awarding of the honorary distinction "Athina" to Professor Maria Bulatova by the IOA President Isidoros Kouvelos.

ADDRESS

by the awarded Prof. Maria BULATOVA (UKR)

Ladies and gentlemen,
Dear friends,

It is a great honor for me to receive this high award from the International Olympic Academy. I would like to thank the Academy – the guardian of the Olympic Spirit, here on the sacred hill of Pnyx in front of the young women and men, for the utmost efforts which the International Olympic Academy exerts on keeping the noblest Olympic legacy.

Moreover, I am glad to take this happy opportunity to express my deep gratitude to the Greek people who have enriched mankind with democracy, Olympic Spirit and celebrations, the ideals of which are tolerance, equality, fair play and, above all, peace, that have become the way of living for most of us today.

And, finally addressing to you, our young participants, I call you to apply your purity, your sparkling/vibrant energy and enthusiasm to keep this Olympic Spirit alive!

HONORARY DISTINCTION
by the International Olympic Academy

Honorary distinction "DELPHI": Prof. Christina KOULOURI (GRE)

CURRICULUM VITAE
Prof. Christina KOULOURI (GRE)

Christina Koulouri is Professor of Modern and Contemporary History at the Department of Political Science and History of Panteion University. She studied at the History and Archaeology Department of Athens University as a scholar of the State Scholarships Foundation and the George and Anna Sakellariou Foundation. As a postgraduate scholar of the Saripoleion Trust of Athens University, she continued her post-graduate studies in Paris and obtained two post-graduate degrees (D.E.A) in History, one from the University of the Sorbonne (Paris I) and another from the Ecole des Hautes Etudes en Sciences Sociales. She defended her PhD thesis at the University of the Sorbonne (Paris I). In 1994 she received the Nikos Svoronos award for her literary and research work. She has taught at the Universities of Crete, Thrace and Peloponnese. In 2010 she was a visiting professor and researcher at the Sorbonne.

A significant part of her literary and research work deals with the history of sports and the Olympic Games and she has been a co-worker of the International Olympic Academy since 1999. She was the scientific project coordinator for the classification, electronic recording and digitalization of the historic and photographic archives of the Hellenic Olympic Committee and the International

Olympic Academy. Furthermore, three volumes of the IOA's series of publications were published under her scientific supervision.

She has participated as a Council of Europe expert and representative of Greece in the European research working group for the Council of Europe's "Learning and Teaching 20th century European history" program. Since June 1999, she chairs the History Education Committee of the Center for Democracy and Reconciliation in South-East Europe (Thessaloniki). In June 2005, four volumes of alternative educational material on the teaching of history in all Balkan countries were published in English, edited by her. She has been a member of the Experts Committee for the examination of Greek and Turkish school textbooks of the Ministry of Education (2001-2004). She was also the Chairperson of the thematic commission for social and human sciences in the National NSRF Committee of the General Research and Technology Secretariat (2008-2009).

She has taken part as a guest speaker in international conferences in Europe, Asia and the US. She was also invited to deliver lectures at the University of

Professor Christina Koulouri is receiving the honorary distinction "Delphi" by the IOA President Isidoros Kouvelos.

Missouri, St Louis, in Paris, during the conference on "27 leçons d'histoire européenne par 27 des plus grands historiens de l'Union Européenne" (27 lessons of European history by 27 of the greatest historians of the European Union), at Hitotsubashi University (Tokyo), the Southeast European Studies Center, St Anthony's College, University of Oxford.

She has published 6 books, 5 collective volumes and 46 articles on history teaching, school textbooks, the formation of national identity and historic memory and the history of sports and the Olympic Games. Her writings have been published in Greek, French and English and translated in over ten languages.

ADDRESS
by the awarded Prof. Christina KOULOURI (GRE)

I wish to warmly thank the Ephoria of the IOA and its President Mr Isidoros Kouvelos personally for the honor of awarding me the "Delphi" prize. I am particularly moved because I have had close ties with this unique educational institution since the time I was conducting my personal research on the history of Greek sports clubs. And this cooperation has borne fruit and I was entrusted with the classification of the historical and photographic archives of the HOC and the IOA, thus contributing to the dissemination of the Olympic Movement's historical memory and the publication of three volumes, one of which is devoted to the history of the IOA.

Since its foundation, the IOA has never stopped working silently and systematically, far from the limelight, for the promotion of research and Olympic education in Greece and the rest of the world. Many generations of young people, from all over the world, have benefited from its educational work and experienced the values of universality and humanism in its facilities. For teachers, lecturers, Olympic medalists, students, men and women of all ages, from all continents and from the most remote countries of the planet, the IOA is the place where they meet, communicate and come together. After all, universality means, above anything else, the multicultural beauty of the human landscape.

What is most important, however, is the message of hope that the IOA wishes to convey at all times, even during the most difficult moments. The need to overcome the problems and crises that exist everywhere in the world can only rely on a system of universal values that promotes human solidarity.

I therefore wish to dedicate this prize to all those who go on fighting for a better world, refusing to compromise and inspiring the younger generations through their action and to all those who keep alive the hope of mankind.

ADDRESS
by the Minister of Culture and Tourism, Tatiana KARAPANAGIOTI

Ladies and Gentlemen,

It's a great pleasure for me to be here today. The work and action of the International Olympic Academy are a source of inspiration and a reference for all of us. In particular, the program of the annual Sessions for Young Participants is an outstanding workshop for dialogue between different cultures.

Nowadays, we need first of all to enhance and promote the value of the Olympic Spirit. The Olympic Spirit expresses the timeless belief that sport can tear down walls and build bridges among people for global peace.

In a constantly changing world, it is not accidental that the values to which the Athenian democracy gave birth, the values of equal civic rights (isopolitia), freedom of speech (isegoria) and equality of law (isonomia) represent the only values today that are able to face the challenges of the future since even those challenges that appear to be deeply technocratic, cannot be dealt with effectively if the solutions are not deeply anthropocentric.

From this sacred Hill of the Pnyx, filled with ideals, I welcome you to the cradle of Democracy and Culture and express the wish that participants, on their return to their countries, can serve the Olympic ideals as ambassadors.

Have a good start!

Thank you very much.

RECITAL OF POEMS
in the Greek language by students of the International Master's Degree Programme on Olympic Studies

PAPER MOON – NIKOS GATSOS

The sea will bring in birds
and golden stars the wind
they will caress your hair
and kiss your hand

Paper moon
False beach
if you trusted me a little
everything would be genuine

Without your love
times passes difficulty
without your love
the world is even smaller

Paper moon
False beach
if you trusted me a little
everything would be genuine

DENIAL – GEORGE SEFERIS

On the secret seashore
white like a pigeon
we thirsted at noon;
but the water was brackish.

On the golden sand
we wrote her name;
but the sea-breeze blew
and the writing vanished.

With what spirit, what heart,
what desire and passion
we lived our life: a mistake!
So we changed our life.

Students of the International Master's Degree Programme on Olympic Studies organized by the University of Peloponnese and the IOA, are reciting poems in Greek.

Commemorative photo of the Master's Degree Programme students who were present at the opening ceremony of the 52nd International Session for Young Participants.

Opening Ceremony of the 52nd International Session for Young Participants

Ancient Olympia, 18th June 2012

Commemorative photo at the main stairs.

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

Dear Young Participants of the 52nd Session,

Let me welcome you once again, with special pleasure, to the International Olympic Academy in Olympia. I wish you all a creative and pleasant stay here. I assume that for all of us it will be a nice challenge to live together for 12 days here, in a place with strong historical roots and a wonderful natural environment, strangers at first but friends forever at the end of the Session. It is a wonderful thing when you're young to dream of changing the world, to believe in ideas, share moments together and know, when you leave the place that hosted you, that you are not alone. It is important to know that in another area of the world there are people with whom you shared a few days of your life, with common feelings, ideals and objectives.

This is the greatness of the International Olympic Academy. It is a vibrant place that stands out because of its ancient Olympic history and for the opportunity it gives young people to participate in a new form of socialization with people who are totally different from one another. The Academy generates knowledge, meanings and ideas, whilst cultivating tolerance, friendship and respect among young participants. This is something you cannot find anywhere else in the world. The unique variety of the daily stay in the IOA is the element that defines it and makes it so special.

I believe that we are lucky to be so close to the cradle of the Olympic Games and to live at the same time like modern people in the present, literally playing

with the time machine as we share a unique experience, which only archaeological sites of outstanding historical importance can offer to the people who come in contact with them. How often indeed, simple people and athletes, as well as high-ranking sports officials and distinguished scientists have referred to Ancient Olympia and to the ancient and modern Olympic Games? And we are here now, in the place where it all started. Let us listen to the place and its history, not only with our mind but also with our heart as Pierre de Coubertin did when he visited Olympia for the first time in 1924 and wrote: "I feel that I am in some enchanted world, where time is unknown and where my heart rests as it travels through the history of this place... every corner, every inch of Olympia has its own secret story". This year, which marks the 75th anniversary of his death, let us reflect on the legacy which this great educator and reviver of the Olympic Games has offered with his work and his life to the world community. The modern ideological construct of Olympism, which was built on Coubertin's pedagogical principles, is the core element of the Olympic Movement that we all serve.

But I do not want to tire you, dear friends, with more words. I truly wish you a pleasant stay and creative involvement in all the Session's activities. I hope that during the Session's proceedings we shall all understand the fundamental value of Democracy within the context of the Olympic Movement and remain throughout our life staunch supporters of this high ideal. I will be here with you during all the Session and be happy to share your interests and concerns every single moment.

Thank you.

ADDRESS
by the Deputy Commissioner of the Region of Eleia, Haralambos KAFYRAS

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

I address the 52nd International Session for Young Participants on the topic of: "The enhancement of the principles of Democracy throughout the course of the Olympic Movement".

On behalf of the people of Eleia, I welcome you all to this sacred place where the sporting idea united the ancient Greeks who were fighting for fair play, peace and civilization, the place where the ancient Olympic Games were staged during 1200 years.

Dear participants,

We welcome you to this ideal place where you can acquire all the assets that you need in order to achieve your noble efforts thus ensuring that the Olympic Movement shall continue to play its peace-making role in those critical times.

More than ever before, our society is thirsting for hope and ideals and Olympia should remain a point of reference for such human values. I believe that our meeting takes place at an extremely critical time for the Olympic Movement. The value crisis worldwide has led to individualism that must be overcome and sport is therefore called upon to play its unifying role.

We hope that in the end all people will take on their responsibilities and that

Apollo, the god of light, will prevail over Ares, the god of war, as has always been the case in Olympia.

Young participants of the 52nd International Session,

The Olympic Movement is above all an educational movement and the International Olympic Academy has played a very important role within it. Olympic education is a field where the active cooperation of all concerned is of paramount importance for achieving the main goal of the Olympic Movement which is to promote, cultivate and disseminate the Olympic spirit among the young generations.

The International Session for Young Participants is an introduction to Olympism and the Olympic Movement bringing together a large, international group of young people, students mostly, Olympic athletes, people involved in sport who teach or work in their respective National Olympic Committees or National Olympic Academies, with the view to promoting the Olympic ideals and teaching others when they return to their countries.

We owe it to the new generations to increase our efforts in order to cultivate and spread the Olympic spirit. Today, more than ever before, our wish is to be able to look, through mutual contacts, friendship and understanding, at the future with optimism.

With the opportunity of the Academy's 51 years of operation, I want to congratulate you personally Mr President and all the people who have contributed through their efforts to this result. I also want to assure you of the support of the Region of Western Greece so that you can continue your valuable and multifaceted work in the future with the same success.

With these thoughts, I welcome you and wish, from the bottom of my heart, that you may savour the magic of our Olympic land during this short stay.

I wish you a pleasant stay in our country and the best of success to your Session.

ADDRESS
by the Mayor of Ancient Olympia,
Efthymios KOTZAS

Mr President of the International Olympic Academy, Distinguished guests and Young Participants of the 52nd International Session.

On behalf of our fellow citizens I welcome you all to this sacred place to which both the ancient and modern history of the Olympic Games have entrusted their noblest memories.

Greece's legacy to humankind has been tremendous: philosophy, medicine, arts, letters, as well as the social and political institutions, which constitute its most important part. Two political institutions, Democracy and the Amphictyonians, which have had a major influence and contributed to the evolution of its civilization, are still alive today. Almost all countries around the world are proud of their democratic political system. The League of Nations before the war and the UN after World War 2 are the continuation of the Greek idea of the Amphictyonians.

Among the social institutions of the ancient Greeks, the institution that fascinated and continues to fascinate mankind today are the Olympic Games, which represent the most effective way of bringing people together and promoting the spirit of cooperation and peace.

The Olympic ideals are also the ideals of the United Nations: dialogue, equality, equal treatment and, above all, democracy and peace. But war, intolerance and deprivation continue to exist on earth. We must resist and make all necessary efforts. Like the athletes who compete for victory and records, we must fight for Democracy and world peace. This is why the revival of the ancient Greek

Presentation of the NOCs' and NOAs' delegates in the amphitheatre during the opening ceremony in Olympia.

tradition of the Olympic truce is so important. The truce and fair play are the first step towards global intercultural understanding.

The promotion of Ancient Olympia as a global center of values in our contemporary world should become a subject of dialogue among the leading speakers-representatives of the Olympic Movement, culture, intellect and sport, in order to confirm, at international level, that the Games and the all human values which underpin them have a timeless significance. The Municipality of Ancient Olympia asks you to support its efforts with the view to giving to Ancient Olympia the position it deserves as the "cradle" of the Olympic Games at political, social, cultural and athletic level.

We dream of Olympia as the gathering place of people of every ethnic origin, race, color, age and religion sharing the same wish of living in a world governed by man-centered rules, a world that celebrates values instead of marketing them.

In the difficult times we are now living, we believe that a closer association of Olympism and the Olympic Games with their birthplace Olympia will enhance the Games and further disseminate the values of the Olympic spirit among the young men and women of the world.

We are dreaming of a Youth Olympiad in Olympia, adapted to the demands of the cradle of the Olympic Games, faithful to the values, the principles and the ideals of the Olympic spirit.

We are dreaming of a Youth Olympiad in Olympia where athletic contests will be associated with cultural events focusing on the natural environment and our planet's protection, new technologies and scientific breakthroughs and the new trends in art and aesthetics. Young people from all over the world would meet here, in a wonderful celebration of body and mind, sport and culture, shaping new horizons for the new world that lies ahead, their own new world.

I wish the best success to your Session and a pleasant stay in Ancient Olympia.

PIERRE DE COUBERTIN'S OLYMPISM

Prof. Konstantinos GEORGIADIS (GRE)
University of Peloponnese
Honorary Dean of the International Olympic Academy

> *"Olympism did not come to the world spontaneously... There is a whole historical preamble that must be taken into account".*[1]
>
> *Pierre de Coubertin*, 1934

Olympism for Coubertin as a philosophy of life was a spiritual, mental and physical life experience in man's constant effort to achieve moral and intellectual elevation.

Well ahead of his time in thought and in action – in conjunction with the creation of a Chair of Olympic Studies in Nice – he advocated in favor of the teaching of Olympism in education[2].

Predominant in Coubertin's thinking was the Olympic educational framework of holistic education, the concurrent development of man's spiritual, intellectual and physical qualities.

His Olympic pedagogical program as presented in his work was multifaceted, interdisciplinary, inter-thematic, with precise social, cultural and humanitarian objectives.

---

1. Pierre de Coubertin, "L'Olympisme à l'école. Il faut l'encourager", in: *La Revue Sportive illustrée*, vol. 30, 1934, special issue, p. 36, in: N. Müller, *Pierre de Coubertin 1863-1937, Olympism, Selected Writings*, Lausanne, IOC, 2000, p. 218.
2. *P. de Coubertin*, *Selected Writings*, op. cit., p. 218.

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

The local authorities of Elis and the participants are standing for the Olympic anthem.

His Olympic Pedagogy included:

Athletic Education[3], Education for Peace[4], Social Education (Democracy requires Social Education)[5], Historical Background, Philosophy of Physical

3. *P. de Coubertin*, *Selected Writings*, op. cit., p. 121.
4. *P. de Coubertin*, *Selected Writings*, op. cit., p. 135.
5. *P. de Coubertin*, *Selected Writings*, op. cit., p. 149.

The IOA Honorary Dean Konstantinos Georgiadis is providing information regarding the stele of Pierre de Coubertin.

Education Culture, Art in Education[6], Sports Psychology (in Modern world who engages in sports and why)[7], Education to hygiene, From games to heroic acts, Formation of Character, Modern Chivalry, Apotheosis.

His concern about the future of the Olympic Games and later developments in sport, made him coin and define a new term that of "Olympic Pedagogy"[8] based on "the worship of effort and the worship of eurhythmia".

According to Coubertin Olympic pedagogy required: "... permanent factories. The Olympic factory of the ancient world was the gymnasium. The Olympiads (sic) have been reviewed but the gymnasium of antiquity has not-as yet. It must be!"[9]

6. *P. de Coubertin*, *Selected Writings*, op. cit., p. 155.
7. *P. de Coubertin*, *Selected Writings*, op. cit., p. 141.
8. *P. de Coubertin*, *Selected Writings*, op. cit., p. 217.
9. *P. de Coubertin*, *Selected Writings*, op. cit., p. 217.

Laying of wreath at the stele of Pierre de Coubertin by the lecturers Dr Barbara Keys and Prof. Kazuo Uchiumi, and the IOA President Isidoros Kouvelos (at the back).

Laying of wreath at the monument of John Ketseas and Carl Diem by the IOA Honorary Dean Prof. Konstantinos Georgiadis (on the left) and the lecturer Prof. Bruce Kidd (on the right).

Coubertin did not live to witness what he had dreamed of, the revival of the ancient gymnasium, as a permanent workshop of Olympic Pedagogy.

Only few people would have probably realized then that his ideas were the first seeds of Olympic education.

His vision became reality many decades later.

In 1961, "the ancient gymnasium" began its operation in Ancient Olympia as the legacy of Coubertin's ideas under the name of International Olympic Academy, the outcome of a long cooperation between Carl Diem and John Ketseas.

Through the IOA's educational activities, the concept of Olympic education gradually found a practical application in education.

After 1968, with the creation of Centers of Olympic Studies and National Olympic Academies, Olympic education programs were progressively introduced in many countries.

The coordinators of the Session, valuable assistants to the work of the IOA.

Participants with the IOA Director, Prof. Dionyssis Gangas.

Commemorative photo at the stele of Pierre de Coubertin.

Since the mid-eighties, the term Olympic education started being used in many countries as a result, in particular, of the IOA sessions for Directors of National Olympic Academies, inaugurated in 1986, but also as a result of the NOAs activities in their respective countries.

At the Panathenaic Stadium in Athens.

We gather together to honour the humanist Pierre de Coubertin in memory of his death 75 years ago.

At the archaeological site of Ancient Olympia.

Works
of the 52nd 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.

THE ANCIENT OLYMPICS AND THE BIRTH OF DEMOCRACY

Prof. Emeritus Stephen G. MILLER (USA)
President of the Society for the Revival of the Nemean Games,
Professor Emeritus at the University Berkeley in California, USA

Sixteen years ago, on June 1, 1996, the Nemean Games were revived for the first time in the ancient stadium at Nemea after an absence of some 2,266 years. The fifth race that day included the following dozen "athletes": the Chancellor of the University of California at Berkeley, the Athletic Director from the same university, the United States Ambassador to Greece, the Ambassador of the Czech Republic to Greece, the Director of the Fulbright Foundation in Greece, two lawyers from Athens, a policeman from the town of Agrinion, a local Nemean shopkeeper, a local Nemean farmer, and two others whom I did not know.

As I later tried to label my slides, I realized that I was having a problem with those people I did not know well. For example, one of the Athenian lawyers always wore a suit and tie, but here in a white tunic or "chiton" and in bare feet like all the other runners I could not identify him. I asked myself if I would have recognized even so many as I did if they were all nude, if our revival of the ancient games had been truly authentic? After all, the most important competitions at Olympia and elsewhere were in the *gymnikos agon* – literally the "naked competition". It seemed to me that I was looking at a truly democratic competition – everyone was equal at least with regard to opportunity if not natural talent.

The next thought was inevitable: was I looking at the basis for Greek democ-

racy? Was there a causative connection between ancient Greek athletics and the birth of democracy? Had I come upon the answer to a very old question: why did the Greeks invent democracy - *demokratia* the rule of the people?

We may or may not believe that democracy is the best form of government and that through democracy a society is most likely to develop its full potential when its citizens exercise not only the right to vote but also share in communal responsibilities upon which a functioning democracy depends. But I think we would all agree that democracy is not a natural development in a world where the fittest naturally survive and the most powerful naturally dominate. And yet, by the 6th century BC democracy was in existence and in action, and in the 5th century we see its fullest fruition in the city-state of Athens although it existed in many other parts of ancient Greece by that time.

If democracy is not a natural development of itself, we need to ask what fundamental basis is necessary for humans to come together in a democratic system. The answer lies in a notion of egalitarianism, a notion of basic equality between human beings. This is not, of course, an equality of size or shape or intellectual capacity or economic wherewithal, but an equality of opportunity that has as its corollary that even the least of us has a positive contribution to make to our common good. In the case of our Nemean athletes, it means that everyone has the opportunity to win.

If this concept is codified into equality before the law, then all men are, indeed, created equal, and the ancient Greeks did understand this concept which they called *isonomia* = the same law for everyone.

But how did the concept of *isonomia* arise? It was once believed that it came from the *phalanx,* that organization of Greek soldiers in which a solid rank was formed with each man protecting his comrade with the shield on his left arm and having his right arm thereby freed for offensive weaponry – usually a spear at least at the beginning stages of the battle. But the soldiers did not discuss or vote upon their movements and formations in the heat of battle. Rather, an absolute obedience to a leader was required for the success of this formation. There is, to be sure, a necessary equality, but it is an equality of discipline, not of debate before an impartial *isonomia*. Further, the sense of the individual and the volun-

tary responsibility of the individual in a democracy is not to be found in the rank and file of the army. This is not to deny that a camaraderie of shared danger and hardship does not come from military service, but that can have played only a secondary role in the development of *isonomia*.

Rather, I believe that the ultimate source of *isonomia* and, therefore, democracy was athletics. But we must be specific about what kind of athletics could have given rise to democracy.

In general, there were two different types of athletics. One of these is that which we call today "civic athletics".These were organized by the individual city-states as training for their young citizens to be. Let us look at just two examples of the competitions in civic athletics at Athens where our knowledge is best, but the same competitions and underlying principles were to be found in every ancient city-state.

Lecture by Prof. Margaret Talbot.

One these is the torch-race, a relay race organized by teams, one team from each of the 10 tribes of ancient Athens. The race course was about 2.5 kilometers in length and began in the Akademy on the outskirts of the city and ended at the altar in front of the Parthenon on the Akropolis. Each team passed its lighted torch from member to member along the race course, and the first torch to reach the altar lighted the fire. The winning tribe received a bull, perhaps to be sacrificed at the altar of Athena and consumed by the members of the tribe, and a sum of money worth perhaps 4,000-5,000 €. I would emphasize that this was a team event.

Another competition of civic athletics was called Pyrrhic Dancing. Again teams were organized from each of the 10 tribes, and the young men equipped with helmets and shields performed co-ordinated movements and even akrobatics. The winning team was chosen by the vote of judges from each of the tribes. In other words, there were not completely objective standards of determining the winner. We should also note both the military training that underlies such armed choreography, and the necessity for teamwork rather than an emphasis on the individual. Such competitions certainly develop a sense of community, and they may maintain a pre-existing notion of democracy, but we can doubt that they were the ultimate inspiration of that democracy.

For that inspiration we have to turn to the other kind of athletics – the stephanitic or crown games. There were four of these in classical Greece: the Pythian Games at Delphi, Isthmian at Isthmia near Corinth, Nemean at Nemea near Argos, and of course the Olympics at Olympia. These all had in common a crown of victory made of vegetal matter and a sacred truce that protected all who were on their way to or from the games. They all consisted of competitions by individuals, not by teams. Basketball and football, for example, would have had no part in the schedule at these games.

But there were some differences between the sites, and the most notable of these was the musical competitions at Delphi and Isthmia, and later at Nemea, but never at Olympia. The winners in the flute playing, the kithara playing, and the kithara singing competitions were determined by a panel of judges whose opinion could be, and frequently was, swayed by factors like crowd reaction,

reputation of the competitor, personal preferences, bias against competitors from certain cities, and so forth. This is not a system that guarantees isonomia, and we have only to look at our contemporary instances of judgment calls in, for example, ice-skating to realize that the absence of objective criteria of victory, of equality before the law, does not provide an inspiration for the genesis of democracy. It is significant, I believe, that the musical competitions were never a part of the Olympics, and that the Olympics were the most respected of the four ancient games.

Even at Olympia, however, the competitions were of two different types, and one of these was again not a basis for equal opportunity. This was the *hippikos agon* – the horse race, whether in a four-horse chariot or on horse back. To be sure, the winner was decided by completely objective criteria – the first to cross the finish line won and that was visible to every spectator. No panel of judges was necessary. But who was that winner? The owner of the horses, not the jockey or the horses. And it is very clear that the owners belonged to the uppermost economic stratum. There was *isonomia*, but only for aristocrats. Further, it was in the equestrian contest that an Olympic victory could be bought. For example, in 416 B.C. the Athenian Alkibiades entered 7 four-horses chariots – a total of 28 horses. Again, the first woman to win in the Olympics, where women were banned even from attending, was Kyniska of Sparta. Her brother bought her the best team of horses he could, and she won, *in absentia*. She could not collect her crown on the spot, but she was entitled to set up a statue commemorating her victory, and she did and the base of her statue survives here in the archaeological museum of Olympia. The inscription on that base gives Kyniska's boast: "the only woman in all of Greece to win at Olympia". An Olympic victor but not, I think, a democrat.

This brings us to the final but must important type of competitions at Olympia - the *gymnikos agon*; literally, the naked competition from the ancient representations of the various events whether running or wrestling or boxing or the pentathlon for example. Could this custom – naked competition – have given rise to democracy? The traditional answer has been negative because it has always been stated that ancient athletics were aristocratic and athletes from the wealthiest

stratum of society. But is this correct? Such an answer has led scholars to an absurdity: given that fouls were punished by flogging, the aristocratic athlete must have accepted that he be flogged before an audience of the lower classes filling the ancient stadium just across the road from where we sit today. This is not what we would expect from an aristocrat.

In fact, we can bring evidence to bear that shows the assumption of aristocratic athletics to be wrong.

For example, we have in our written sources records of Olympic victors from the lower classes; a cook, a ploughboy, a goatherd, a cowherd, and a fishmonger are all explicitly documented as winning here at Olympia.

Secondly, it is surely significant that Pindar, who celebrated victors here at Olympia and at the other sites in his odes, wrote for more than twice as many equestrian victors than for victors in the *gymnikos agon*. Once we realize that Pindar did not write for free – he says his "muse needs silver" – we understand that the economic ability to hire him was twice as strong among horse owners than among athletes. This does not mean that wealthier people did not compete in the "naked competitions", but it does mean that those competitions were not exclusively or even predominantly for aristocrats.

This still does not prove a connection between athletics and democracy, but I suspect that we all understand that nudity strips away many of the pretensions of wealth or social status. Indeed, I often wonder how we would be able to tell an American athlete from a Russian or a German or an Australian or a Greek if they all were competing in the nude.

If nudity is a leveler, a way in which we all are reduced to our common denominators, then I believe that the Olympics reinforced that leveler by the institution of *isonomia* – the equality before the law that we have identified as a pre-requisite of democracy. Remember, please, that all of the events here at Olympia were judged by clear and independent criteria. Who crossed the finish line first? Whose jump was the longest? Who threw his wrestling opponent to the ground? Who knocked his opponent into submission, holding up his finger to concede? There were very few chances for human judgment to make the decision, and in the rare cases when, for example, there appeared to be a dead

heat, and the judges on the track decided for one of the runners, the other could appeal to the 50-member Olympic Committee. And such decisions are recorded only twice in the history of the ancient games. In other words, the fundamental human equality that nudity reveals was made even more pronounced by the objective quality of the Olympic competitions.

But does that prove that the Olympics – that the *gymnikos agon* – played a major role in the birth of democracy? No, and proof is not readily available. But there are some pieces of very suggestive circumstantial evidence.

First, vases painted in Athens in the 6th and 5th centuries tell an interesting story. The Panathenaic Amphora, the oil-filled prize at the local Athenian games, portrays the event for which the prize was awarded and, therefore shows nude athletes from the earlier 6th century, but in the remainder of Attic painting of that period, filled with mythic and domestic scenes, athletes are nowhere to be seen. But in the period around 510 B.C., this changes, and athletes are portrayed on all sorts of vases. Is it only coincidence that full-fledged democracy was introduced to Athens in 507 B.C.?

Moreover, the athletes in these scenes are not only those engaged in the *gymnikos agon*, but also those in the *gymnasion* – the *gymnos,* or naked place – the school house of ancient Greece where young citizens-to-be were trained in mind and body. In other words, this is the training ground not only for athletics, but for citizenship in the democracy of Athens – in the nude! Is there a connection between nudity and democracy, between naked athletes and a democratic form of government?

I believe so and there is one more piece of highly suggestive evidence. For this, we need to consider what we know of the Greek city-state of Kroton on the ball of the foot of Italy. If any ancient city-state can be called a jock-factory, it was Kroton. A whole host of Olympic victors came from Kroton including the most famous ancient athlete – the wrestler Milo of Kroton. Another very famous athlete actually never won at Olympia. This was Phayllos who won the pentathlon at Delphi, Isthmia, and Nemea, but when his turn came for Olympia in 480 B.C., the Persians had invaded Greece, and rather than run and jump and throw the diskos, Phayllos provided and commanded his own ship at the Battle of Salamis.

His patriotism was celebrated in antiquity, and the actual anchor from his ship has recently been discovered at Kroton.

But Phayllos was not the only accomplished athlete from Kroton. Let us consider the following. First of all, every ancient Olympiad was named for the victor in the *stadion* race, a sprint down the track roughly 200 m. in length. Since the Olympiads were the most common ancient time-reckoning system, we know the name of every ancient Olympic victor in the *stadion.* In the century between 588 B.C. and 488 B.C., there were 26 victors in the *stadion* at Olympia. Of them 11 were from Kroton, 2 from Elis (the home state of Olympia) and 2 from Kerkyra. The remaining 11 winners were from 11 different city states. In one of those Olympiads we are told that the first 7 finishers were from Kroton; no. 8 was the fastest of the rest of the Greeks.

During this same period there were 258 total events and victories, although if some athletes won more than one event, the number of victors would be less. We actually know the names of 71 victors, and of those 28% were from Kroton. Note that in the 2008 Olympics China won 51 out of 302 gold medals, or 16.8%. It should also be pointed out that, so far as we know, Kroton did not win an equestrian victory during this period. The winners were all in the *gymnikos agon* – the naked competition.

And now we return to another fact: the earliest extant mention of *isonomia* comes to us in a fragment of the writings of Alkmaion, a physician from Kroton. This should not surprise us, for it is now understood that Kroton itself was one of the first, if not the first, city-state to introduce democracy as its form of government. Hence, it is certainly possible and even likely that the first democrats in the history of mankind were naked athletes.

A final question must be asked. Why did it take a dozen middle-aged men running bare foot down the track at Nemea to make us realize that the ancient games, starting always here at Olympia, were the source of democracy? The reason is that modern academics have turned their back, until recently, upon athletics. Just to use one example, in 1993 a splendid exhibition, which included a 200 page beautifully illustrated catalogue, celebrated the 2,500th birthday of Athenian democracy. In it we see the physical remains of that democracy including ballots and court water clocks and decrees and juror's tokens, as well as everyday items such as cooking pots and children's toys. But we do not read one word about athletics or see any athletic gear. It was as if the Panathenaic games, the Panathenaic stadium, and Plato's Academy – which was a gymnasium – never existed. And the possibility that Plato won a victory here at Olympia was rejected out of hand. It is only in the past twenty years that a few classical scholars have begun to understand that it is possible for a single human to be both smart and swift, and that the Olympics and Democracy grew up hand-in-hand.

The participants are posing their questions to the lecturers and are expressing their opinions.

WOMEN, SPORT AND DEMOCRACY

Prof. Maria BULATOVA, D.Sc. (UKR)
National University of Ukraine
on Physical Education and Sport
President, Olympic Academy of Ukraine

Equality and freedom have been both identified as important characteristics of democracy. Maintenance of democratic values – legality, equality, freedom, the right to self-determination, human rights, consensus, pluralism, and others – allows society to live a balanced way. The implementation of these principles of democracy in relation to women is an important part of the history of Olympic sports.

Turning to history it should be noted that in Ancient Greece women were not allowed to take part in the Olympic Games – neither as participants, nor as spectators. However, in history there are some precedents when women (as horse owners) became Olympic champions even if they were not present at the events.

Since ancient times women have strived to become a part of the Olympic movement (a case with Kallipateira and others) but all their efforts failed.

The initiator of the revival of the modern Olympic Games Pierre de Coubertin, following the traditions of the Olympic sport in ancient Greece and being a supporter of conservative views set forth in British society during the reign of Queen Victoria, which widely penetrated into France and other European countries, was a categorical opponent of women's participation in the Olympics. "The Olympic Games – he wrote – are the celebration of male power, sports harmony; the commencement based on the principles of internationalism, loyalty, perceived by the audience as art and remunerated approving applause of women". In this

opinion Coubertin was actively supported by the majority of IOC members, who ignored the views of mounting feminism which sought to eliminate the discrimination against women, to abolish their cultural and political inequality with men.

According to Coubertin, to watch women, sweating and demonstrating postures in a public view that he felt awkward, appearing in public places on horseback riding, traveling on skis or playing football was totally unacceptable. These views were based on Coubertin's historically persistent notion of the ideal woman and ideal man. And if for men strength, power, determination, courage, rationality were the most important qualities, then, the most suitable ones for women were beauty, grace, humility, chastity. Therefore, the ideal woman and an ideal athlete in ancient Greece and ancient Rome and in other cultures in the ancient and later times were regarded as opposites. Allowing for certain exceptions, including the characteristic and ancient Greece, the overall picture did not change, so Coubertin took from the experience of the ancient Greeks, which he considered important and fundamental, and rejected what did not correspond to his ideals and ideas.

Formation of women's sports and inclusion of women in the Olympic Movement. Programme of the Olympic Games

At the Games of the 1st Olympiad (1896) in Athens, women did not compete. But even then there were cases of women protesting against their non-admission to the Olympic Games. One of them is a well known story of a Greek woman – Stamata Revithi (Melpomene?), whose claim for participation in the Games was rejected, but a day after the Games she ran the marathon in 4.5 hours and finished at the external perimeter of the stadium, because she was not allowed to enter the stadium. However, her efforts were not cared and rewarded by the organizers of the Games.

For the first time women took part in the 1900 Games of II Olympiad in Paris.

It is commonly believed that the first woman to win an Olympic event was England's Charlotte Cooper who won tennis singles and also excelled in the

mixed category (along with her countryman Reginald Frank Doherty). Swiss sailor Helene Pourtales won a gold medal as a part of a crew in sailing earlier than this.

The competitions among the women at the Olympic Games 1900 in Paris, were considered by Coubertin incompatible with the Olympic idea, so he demanded to ban them.

Women's competitive sports were considered by him as "impractical, uninteresting, unaesthetic, and incorrect".

In spite of numerous attempts of some leaders of the Olympic movement to eliminate all forms of women's competitions from the program of the Games of the Olympiads and the Winter Olympic Games the women's part of the Olympic program has been constantly expanding. At present time women compete in 127 events of the Olympic program. (Tables 1, 2)

Table 1.
Inclusion of sports in the programmes of the Games of Olympiads and Winter Olympic Games

Year	Sport in the male part of the programme	Sport in the female part of the programme
1896	Track and field, swimming, cycling, gymnastics, sports, Greco-Roman wrestling, shooting sports, tennis, weightlifting, fencing	–
1900	Water polo, freestyle wrestling, rowing, horse riding, sailing, archery, shooting bench, soccer, golf, cricket, croquet, polo, rugby	Tennis, golf
1904	Diving, boxing, lacrosse, rocky	Archery
1908	Field hockey, rackets, jeu de paume, figure skating	Figure skating
1912	Modern pentathlon	Swimming, diving
1920	–	–
1924	Bobsleigh, speed skating, skiing, Nordic combined, ski jumping, skeleton, ice hockey	Fencing
1928	–	Track and field, gymnastics

Year	Sport in the male part of the programme	Sport in the female part of the programme
1932	–	–
1936	Kayaking and canoeing, basketball, Alpine skiing	Alpine skiing
1948	–	Kayaking and canoeing
1952	–	Equestrian sport, skiing
1956	–	–
1960	Biathlon	Skating
1964	Judo, volleyball, luge	Volleyball, luge
1968	–	–
1972	Kayak slalom, handball	Archery, kayak slalom
1976	–	Rowing, basketball, handball
1980	–	Field hockey
1984	–	Shooting, cycling, synchronized swimming, rhythmic gymnastics
1988	Tennis, table tennis	Tennis (returning to the Olympic program after a 64-year absence), table tennis, sailing, shooting
1992	Short Track, freestyle, baseball, kayak slalom	Badminton, judo, kayak slalom, biathlon, short track, freestyle
1996	Beach volleyball	Soccer, softball, beach volleyball
1998	Curling, snowboarding	Ice hockey, curling, snow-boarding
2000	Trampoline, taekwondo, triathlon	Trampoline, modern pentathlon, taekwondo, triathlon, weightlifting, water polo
2002	Skeleton	Skeleton, bobsleigh
2004	–	Free style wrestling
2012	–	Boxing

Table 2.

Women's sports on the programmes of the Olympics

Year	The Games of the Olympiads			Winter Olympic Games		
	A total number of competitions	A number of kinds of competitions among women*	% of a total number	A total number of competitions	A number of kinds of competitions among women*	% of a total number
1896	43	–	–	–	–	–
1900	86	3	3,5	–	–	–
1904	89	3	3,3	–	–	–
1908	107	3	2,8	–	–	–
1912	102	6	5,9	–	–	–
1920	152	6	3,9	–	–	–
1924	126	11	8,73	16	2	12,5
1928	109	14	12,84	14	2	14,28
1932	117	14	11,96	14	2	14,28
1936	129	15	11,62	17	3	17,64
1948	136	19	13,97	22	5	22,72
1952	149	25	16,77	22	6	27,27
1956	151	26	17,21	24	7	29,16
1960	150	29	19,33	27	11	40,74
1964	163	33	20,24	34	13	38,23
1968	172	39	22,67	35	13	37,14
1972	195	43	22,05	35	13	37,14
1976	198	49	27,74	37	14	37,83
1980	203	50	24,63	38	14	36,84
1984	221	62	28,05	39	15	38,46
1988	237	74	31,22	46	18	39,13

Year	The Games of the Olympiads			Winter Olympic Games		
	A total number of competitions	A number of kinds of competitions among women*	% of a total number	A total number of competitions	A number of kinds of competitions among women*	% of a total number
1992	257	86	33,46	57	25	43,86
1994	–	–	–	61	27	44,26
1996	271	97	35,79	–	–	–
1998	–	–	–	68	31	45,58
2000	300	120	40,00	–	–	–
2002	–	–	–	78	36	46,15
2004	301	124	41,20	–	–	–
2006	–	–	–	84	40	47,62
2008	302	127	42,05	–	–	–
2010	–	–	–	86	40	46,95

* *including mixed events*

The real expansion of women's part of the Olympic Games' programme is directly connected with the name of the IOC President Juan Antonio Samaranch.

Thus, it is easy to see that the year-long struggle for women's equal participation with men in the Olympics has been extremely successful, especially during the last 30 years. Nowadays, women compete in the Olympic Games in all sports in which men do, except one – Greco-Roman wrestling.

Today, competitions in only two Olympic sports, synchronized swimming and rhythmic gymnastics, are held exclusively for women. In two other sports women directly compete against men – equestrian and sailing. And two more are mixed: tennis and badminton.

Women have long received the right to compete in many sports and sports disciplines, against which even in the 20s and the 30s physicians strongly objected, particularly in athletics, in the middle and long distance running. The

performance of women in all the contact team sports – handball, basketball, football, field hockey, ice hockey is included in the Games. The female part of the Olympic programme has included competitions in such sports about which the women a few decades ago could not think of even the most radical proponents of feminism – judo, modern pentathlon, freestyle wrestling, and boxing.

However, the achievements of women in respect of full equality with men in terms of representation in the Olympic Games can not be clearly appreciated. It is difficult to say with certainty when the expansion of the Olympic Games has crossed the line, after which the IOC's approach to the elimination of discrimination against women in this matter was dangerous not only to women participating in the Games but also to Olympic sports in general, as well as children and youth sport and elite sport in distinct parts of the world.

Representation of women in the Olympic teams of different countries

In the 60s the number of women in the national Olympic teams from different countries did not exceed 15-20% and approximately corresponded to the number of female competition.

In Muslim countries, which sent their teams to the Olympic Games, women were generally absent, as determined by religious beliefs, traditions and customs. And in the teams from South America women were either absent at all or represented a very small part of the composition of the teams.

The intensive development of women's sports around the world focused on the success of the whole team at the Olympics, has led to the fact that in the national teams the ratio of women and men was significantly higher than the ratio of male and female competitions (Table 3).

Table 3.

Representation of women in the national teams of some countries at the games of the Olympiads 1960-1968 and 2000-2008

Country	Number of women (%) in the national teams per year							
	1960	1964	1968	1960-1968	2000	2004	2008	2000-2010
Japan	13 (20/162)	18 (58/328)	17 (25/171)	15	41 (110/266)	55 (167/307)	50 (165/322)	49
Canada	13 (11/85)	17 (20/115)	20 (28/138)	17	49 (144/294)	50 (132/262)	44 (146/322)	48
USA	17 (51/292)	23 (79/346)	23 (83/357)	21	43 (253/586)	48 (254/586)	48 (282/589)	46
Australia	15 (29/189)	16 (40/243)	19 (24/128)	17	45 (276/617)	43 (202/470)	46 (199/432)	45
Romania	16 (16/98)	22 (30/138)	20 (16/82)	19	51 (74/145)	54 (58/108)	60 (61/101)	51
USSR\ Russia	18 (50/283)	20 (63/317)	19 (66/312)	19	45 (194/446)	45 (202/446)	49 (202/446)	46
Germany*	19 (55/293)	18 (62/336)	17 (85/501)	18	43 (181/422)	43 (191/441)	44 (183/420)	43
Great Britain	19 (47/253)	22 (44/204)	22 (50/225)	21	42 (129/310)	39 (103/264)	46 (141/304)	42
France	12 (28/237)	14 (20/138)	16 (31/200)	14	37 (125/336)	37 (113/308)	39 (121/309)	38
Nether-lands	27 (30/110)	16 (20/125)	23 (25/107)	22	36 (84/231)	36 (76/210)	41 (98/237)	37
Poland	16 (29/185)	18 (25/140)	21 (37/177)	18	31 (58/187)	32 (62/194)	39 (101/257)	34
Nigeria	0 (0/12)	11 (2/18)	14 (5/36)	8	47 (39/83)	66 (46/70)	50 (37/74)	54

Country	Number of women (%) in the national teams per year							
	1960	1964	1968	1960-1968	2000	2004	2008	2000-2010
Kenya	0 (0/27)	0 (0/37)	8 (3/39)	3	39 (22/56)	52 (24/46)	39 (18/46)	43
Malaysia	–	7 (4/61)	0 (0/31)	3	20 (8/40)	31 (8/26)	44 (14/32)	32
Tunisia	0 (0/43)	0 (0/9)	0 (0/7)	0	15 (7/47)	19 (10/54)	46 (12/26)	32
Algeria	–	0 (0/1)	0 (0/3)	0	21 (10/47)	25 (15/61)	39 (22/56)	28
Turkey	6 (3/49)	0 (0/23)	0 (0/29)	2	26 (15/57)	31 (20/64)	28 (19/67)	28
Egypt	–	0 (0/73)	0 (0/30)	0	17 (15/89)	16 (16/97)	26 (26/100)	20
Brasilia	1 (1/72)	2 (1/61)	4 (1/76)	2	46 (92/198)	49 (119/243)	48 (129/268)	48
Argentina	0 (0/91)	6 (6/102)	6 (6/89)	4	31 (45/143)	30 (46/152)	40 (53/132)	34

** 1960-1964 – Joint German team, 1968 – total representation of German Democratic Republic and Federative Republic of Germany*

Women in governing bodies of the International Olympic system

More than 30 years ago the IOC Director Monique Berlioux in a speech being delivered in Dublin (Ireland) in 1980, immediately after the Games of the XXII Olympiad in Moscow, at a symposium on women's participation in the Olympic movement, exposed an analysis on the problem. According to the data, 52% of

the population are women, and, as indicated by international practice, progress in any sphere of activity is suspended when there is no equality between the sexes, when there was no co-operation and mutual complement of men and women.

Unfortunately, almost all governing in the world sports was concentrated solely in the hands of men. Then there was not a single woman in the IOC, all international sports federations and national Olympic committees were led exclusively by men, 97% of the officials represented at the Games of the XXII Olympiad in Moscow, were men.

In order to get out of this situation Monique Berlioux has seen not so much in an effort to change the attitude of men towards women, as to give an opportunity to women in obtaining the necessary education as a key factor in winning positions in the Olympic sport.

This statement is consistent with the spirit of the time and was one of the manifestations of feminism, thriving in the world in those years. Juan Antonio Samaranch, who became the IOC's new president in 1980 was very well aware of the problem and took active steps to eliminate discrimination against women in the leadership of different parts of the International Olympic system.

Certain changes have taken place in it, and in the early 90s, of the 95 IOC members in its composition there were 7 women (7.4%) and 5 women (2.6%) led the national Olympic committees and one woman led the international sports federation. However, these changes were minor and did not meet the calls of the President of the IOC.

In the 90s the IOC conducted a series of measures aimed at enhancing the role of women in the Olympic movement, and increasing their representation in the governing bodies of the International Olympic system.

The place of women in Olympic sports has been one of the main topics discussed at the Centennial Olympic Congress, held in Paris in 1994. A series of international conferences on women's sports were held. The IOC Medical Commission has prepared and published a fundamental work, "Women and Sport", in which leading experts from different countries got an opportunity to express their views on various issues of women's sports, which became a subject of discussion at the IOC session.

One of the problems of the Olympic movement is poor women's representa-

tion in the governing bodies of the various structures in the international Olympic system. Thus, in the summer of 2009, the International Olympic Committee was composed of 110 people including only 16 women (14.5%). The IOC Executive Board consisted of 15 people with only one woman (6.7%) – the IOC member Nawal El Moutawakel from Morocco (the XXIII Olympic Games champion, 1984, Los Angeles, the women's 400 m hurdles).

At the moment the composition of the International Olympic Committee of 106 members includes 19 women (17.9 %) – Lydia Nsekera (Burundi) was added. In the IOC executive committee of its 15 current members there are still only two women – the aforementioned Moroccan Nawal El Moutawakel and Gunilla Lindberg (Sweden).

At the same time, the IOC has got 25 commissions responsible for various areas of activity, and only two of them (7.4%) are headed by women: the IOC Evaluation Commission to 2018 led by Gunilla Lindberg (Sweden), and the IOC commission "Women and Sports" by Anita DeFrantz (USA).

Of the 35 international sports federations (IFs) responsible for the development of sports represented in the Games of the Olympiad programme (28 federations) and the Olympic Winter Games (7 Federations), up to 2009, there are only two IFs (5.7%) led by women (President of the International Equestrian Federation – Princess Haya bint Al Hussein (the UAE), and Els van Breda Vriesman (the Netherlands), a member of the IOC and President of the FIS.

The situation is not the best in the national Olympic committees. This branch of the system now includes 205 national Olympic committees, of which only 11 (5.4%) are headed by women. With all that it is not a surprising fact that there are women in the Norwegian Olympic Committee and the National Olympic Committee of the Netherlands, since in these and some other countries in the region, women's equality has been a reality for a long time.

Paradoxically, the number of women participating in the Olympics is close to the number of men. Women are almost equal to men regarding the number of events, but they are actually withdrawn from real participation in the governing of the Olympic sports. It is no wonder that the decisions made by IOC and the IFs for the development of women's sports look controversial, if not erroneous.

The decisions made today in the Olympic sports, reflect only the position of men. There is enough evidence to suggest that if in the international Olympic system women's roles had been real, it is likely that in the programme of the Games there would not appear feminine types of competitions in weightlifting, wrestling freestyle, boxing, and the expansion of the Olympic programme would occur due to the recognition and the inclusion of sports specific to women, which in modern sport is enough.

However, it would be wrong to blame only men in the artificial isolation of women from leadership of Olympic sports. To a large extent it is determined by the situation and the position of women themselves. Even the most educated and professionally trained are not inclined to engage in intense competition with men into the cruel world they have created in modern sport. In this respect, women behave much less aggressively, which greatly contributes to their lack of leadership in world sport and as a consequence of the lack in role models, which young women, who want to build their careers in the management of Olympic sport, should seek.

Bibliography

Berlioux M. Women in the Promotion and Administration of Sport / M. Berlioux. Dublin, 2 Oct. 1980.

Clark J. Olympic Athletes: the Pressures of Winning / Jessica Clark // XIII Olympic congress. – Lausanne, Switzerland: International Olympic Committee, 2009. – P. 546-547.

Coubertin P. de. Olympism: Selected Writings / P. de Coubertin; ed. N. Müller. – Lausanne: IOC, 2000. – 864 P.

Davenport J. Breaking into the rings: women on the IOC / J. Davenport // J. Physical Education, Recreation, and Dance. – 1996. – N 67. – P. 26-30.

DeFrantz A. Women and Leadership in Sport / A. DeFrantz // J. Physical Education, Recreation and Dance. – March 1988. – N 59. – P. 47.

Durry J. Le combat des femmes et l'évolution des structures / J. Durry // L'Histoire en Mouvements / ed. R. Hubscher. – Paris: Arman Colin, 1992. – P. 287-313.

Hargreaves J. Sporting Females / J. Hargreaves. – London: Routledge, 1994.

Leigh M. H. The Pioneering Role of Madame Alice Milliat and FSFI in the Establishment of Track and Field Competition for Women / M. H. Leigh, T. M. Bonin // Sport History. – 1977. – N 4 (1). – P. 72-83.

Lubysheva L. I. The woman and sports: social aspect / L. I. Lubysheva // The theory and practice of the physical training. – 2000. – No 6. – P. 13-16.

Miles R. The Women's History of the World / R. Miles. – Topsfield, MA: Salem House, 1989. – xvi.

Mitchell S. Women's participation in the Olympic Games 1900-1926 / S. Mitchell // J. Sport. History. – 1977. – N 2. – P.208-228.

Niauri D. A. Reproductive health of women in sports / D. A. Niauri, T. A. Evdokimova, M. Yu. Kurganov. – SPb., 2003. – 28 P.

Odenkirchen E. Auch Frauen beteiligt / Odenkirchen // Die Olymppischen Spiele 1896 in Athen: Erlauterungen zum Neudruck des Offiziellen Berichts / ed K. Lennartz. – Kassel: Agon, 1996. – S. 133-135.

Park R. A decade of the body: researching and writing about health, fitness, exercise and sport, 1983-1993 / R. Park //J. Sport. History. – 1994. – N 21. – P. 59-82.

Pfister G. Women and the Olympic Games / G. Pfister // Women in Sport / ed. by Barbara L. Drinkwater. – Oxford: Blackwell Science Ltd, 2000. – P. 3-19.

Platonov V. Olympic Sport: Volume II / Vladimir Platonov. – K.: Olympic Literature, 2009. – P. 641-670.

Pound R. W. Women in Sport / Richard W. Pound // XIII Olympic Congress. – Lausanne, Switzerland: International Olympic Committee, 2009. – P. 373.

Schneider A. Ethical Issues / A. Schneider // Women in Sport / ed. Barbara L. Drinkwater. – Oxford: Blackwell Science Ltd, 2000. – P. 430-440.

Vertinsky P. Gender relations, women's history and sport history: a decade of changing enquiry / P. Vertinsky // Journal of Sport History. – 1994a. – No 21. – P. 1–24.

Wilson W. The IOC and the status of women in the Olympic Movement: 1972 –1996 / W. Wilson // Research Quarterly for Exercise and Sport. – 1996.– No 67. – P. 183-192.

Wu C.-K. Women's Boxing in the Olympic Programme / Ching-Kuo Wu // XIII Olympic Congress. – Lausanne, Switzerland: International Olympic Committee, 2009. – P. 168.

SPORT, COMMUNITY, AND DEMOCRACY

Prof. Mark DYRESON (USA)
Professor of Kinesiology and History
at Pennsylvania State University, USA

The theme of this 52nd International Session for Young Participants sponsored by the International Olympic Academy is the "enhancement of the principles of Democracy throughout the course of the Olympic movement".[1] Any effort at such an enhancement must grapple with the historical complexities of the ways in which sport in general, and the Olympic movement in particular, have been enmeshed in modern debates over the meanings of community and democracy. As a starting point for introducing the delegates to the rich and robust arguments about these ideas I can think of no better doorway into the debates than a famous and unfinished work of art, a sketch that does not depict a sporting event but rather presents a pivotal moment in a political contest that changed the course of world history.

In the history of modern Western civilization, Jacques-Louis David's brilliant neoclassical portrait of "The Oath of Tennis Court" stands as a pictorial devotion to the promises of revolutionary democracy. David's visual project sought to depict the eruption of a modern France dedicated to "liberty, equality, and fraternity", to anglicize the motto of the French Revolution. The sketch depicts

1. International Olympic Academy website on the 52nd International Session for Young Participants, <http://www.ioa.org.gr/en/home/34-cat-events/316-young>, accessed 24 March 2012.

the moment in the French Revolution when the members of the Third Estate, the *demos* of France, having constituted themselves as the National Assembly moved to seize power from the *ancien régime* and write a new, democratic constitution that would fundamentally reorder the French political cosmos.[2] The site of this pivotal moment in world history, the tennis court at the Palace of Versailles, the sacred bastion of royal power that the revolutionary tide was in the process of sweeping into the dustbin of history, is crucial for our subject today, the relationship of what I contend are three very modern ideas – sport, community, and democracy – albeit ideas with ancient lineages, as I am more than aware as I address you here in the shadows of ancient Olympia.[3]

Tennis developed over several centuries in medieval and early modern Europe as the game of the monarchy and aristocracy, the First and Second Estates of France's traditional social order – a society not long for the world in 1789. The invasion of the tennis court by the masses, in the form of the representatives of the Third Estate, carried enormous symbolic power. It represented the arrival of the commoners at the center of Western polity and society as they overwhelmed the elites who for millennia had dominated the landscape.[4]

---

2. I am not the first scholar to link David's sketch to the emergence of modern sport. I owe an intellectual debt for seeing these connections to one of my old mentors, Bill Baker. See his version of this argument in William J. Baker, *Sports in the Western World*, rev. ed. (Urbana: University of Illinois Press, 1988), 99.
For interpretations and analyses of the power of David's art, see Warren Roberts, *Jacques-Louis David and Jean-Louis Prieur, Revolutionary Artists: The Public, the Populace, and Images of the French Revolution* (Albany: State University of New York Press, 2000); Warren Roberts, *Jacques-Louis David, Revolutionary Artist: Art, Politics, and the French Revolution* (Chapel Hill: University of North Carolina Press, 1989); Dorothy Johnson, *Jacques-Louis David: Art in Metamorphosis* (Princeton, N.J.: Princeton University Press, 1993); Stefan Jonsson, *A Brief History of the Masses: (Three Revolutions)* (New York: Columbia University Press, 2008).

3. On the contrast of ancient versus modern notions of sport, community, and democracy, see Donald G. Kyle, *Sport and Spectacle in the Ancient World* (Malden, Mass.: Blackwell, 2007); Mark Golden, *Sport and Society in Ancient Greece* (Cambridge: Cambridge University Press, 1998); Nigel B. Crowther, *Sport in Ancient Times* (Westport, Conn.: Praeger Publishers, 2007); and Gerald P. Schaus and Stephen R. Wenn, eds., *Onward to the Olympics: Historical Perspectives on the Olympic Games* (Waterloo: Wilfrid Laurier University Press, 2007).

4. For an insightful study of the role of tennis in French class structure see Corry Cropper, *Playing at Monarchy: Sport as Metaphor in Nineteenth-Century France* (Lincoln: University of Nebraska Press, 2008). For general interpretations of the Tennis Court Oath in the history of the revolution see Georges Lefebvre,

That fact that in their hunt for a site on which to write their new social order into existence the masses seized control of what the geographer John Bale has labeled a "sportscape", the tennis court at Versailles, was no accident.[5] Perhaps nowhere in the more than two centuries that have transpired since the beginnings of the French Revolution have the hoary platitudes of the motto that animated its makers – liberty, equality, and fraternity – been more inscribed onto the conscious-nesses of modern cultures than on the landscapes of modern sport. In sport liberty, equality, and fraternity have become immanent – or so the chroniclers of sporting narratives have been telling us for more than two hundred years in newspaper articles and scholarly tomes, on radio waves and through television signals.[6]

Let me illustrate this argument by making some sweeping generalizations – about which we can argue later. Fraternity, a sense of community, a devotion to the commonwealth, the patriotic sentimentalism that functions as the very lifeblood of modern nations, has in contemporary history been animated with the greatest force by two institutions – war and sport. The French Revolution itself provides, of course, the lesson that when the power of ideas fails the machinery of warfare emerges to bind the sinews of nationhood. The revolution in France ended, in its first incarnation at least, not in a democratic utopia but with the arrival of a "man on horseback" – military fraternity trumped all other forms of community. Next to war, no other force binds together modern nations with such energy as sport. In national pastimes and international competitions the polities of the modern world shape and reshape their identities. As a leading scholar of modern nationalism, Eric J. Hobsbawm, argues, in modern cultures sport represents "an expression of national struggle, and sportsmen representing their nation or state, primary expressions of their imagined communities. The imagined

The French Revolution (New York: Columbia University Press, 1964); J.F. Bosher, *The French Revolution* (New York: W.W. Norton, 1988); William Doyle, *The Oxford History of the French Revolution* (New York: Oxford University Press, 1989).

5. For Bale's varied ruminations on "sportscapes" see John Bale, *Landscapes of Modern Sport* (Leicester, UK: Leicester University Press, 1994); John Bale, *Sports Geography*, 2nd ed. (London: Routledge, 2003); and John Bale, *Sportscapes*, (Sheffield, UK: Geographical Association, 2000).

6. For an example see Bud Greenspan's plethora of cinematic elegies to the Olympics and these themes.

community of millions seems more real as a team... The individual, even the one who only cheers, becomes a symbol of the nation himself".[7]

In such fraternal dreams have the two grand spectacles of modern global sport, the Olympic Games and the World Cup football tournament, emerged and developed. As biographers of the founder of modern Olympism, the Baron Pierre de Coubertin, have noted, the French aristocrat placed fraternity at the heart of the movement. He certainly had a cosmopolitan and international vision of fraternity, hoping that his quadrennial sporting event would nurture communal bonds between men – and he meant men and not women – of the ruling classes of the globe's leading nations. Coubertin was, however, not just an internationalist but a French patriot who dreamed that the Olympics would convert France to the gospel of modern sport and reinvigorate his nation to reclaim a role as a global superpower. That teams would compete as nations, with all the accouterments of national fraternal bonding from anthems to flags to uniforms, testifies to the national as well as the international sentiments that resided at the center of the project designed by Coubertin and the original incarnation of the International Olympic Committee (IOC).[8]

Certainly the nations that competed at the first modern Olympics in Athens understood that these contests were supposed to build patriotic fervor as well as international harmony, as I have demonstrated for the United States and the historian Alexander Kitroeff has demonstrated for Greece.[9] World Cup soccer

7. E.J. Hobsbawm, *Nations and Nationalism since 1780: Programme, Myth, Reality*, 2nd ed. (Cambridge: Cambridge University Press, 1992), 141-143. For a fuller treatment of "imagined communities" see Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, rev. ed. (London: Verso, 1991).

8. For well-developed histories of these paradoxes see Allen Guttmann, *The Olympics: A History of the Modern Games* (Urbana: University of Illinois Press, 1992); John J. MacAloon, *This Great Symbol: Pierre de Coubertin and the Origins of the Modern Olympics* (Chicago: University of Chicago Press, 1981); Alfred Erich Senn, *Power, Politics, and the Olympic Games* (Champaign, Ill.: Human Kinetics, 1999); and David Young, *The Modern Olympics: A Struggle for Revival* (Baltimore: Johns Hopkins University Press, 1996).

9. Mark Dyreson, *Making the American Team: Sport, Culture and the Olympic Games* (Urbana: University of Illinois Press, 1998); Mark Dyreson, *Crafting Patriotism for Global Domination: America at the Olympics* (London: Routledge, 2009); Alexander Kitroeff, *Wrestling With the Ancients: Modern Greek Identity and the Olympics* (New York: Greekworks, 2004).

spectacles, which emerged in 1930 from the Olympics, reveal similar tensions between national and international fraternal energies. The forces of fraternity unleashed by the French Revolution continue to swirl through modern sport, as the globe's most popular sporting events, the World Cup and the Olympics, amply demonstrate.[10]

Fraternity and modern sport are inseparably linked. Equality, the middle ideal in the French revolutionary troika, is similarly enmeshed with modern sport. I draw this argument from one of my mentors, perhaps the most prolific contemporary scholar of sport Allen Guttmann, who has labeled equality as one of the seven fundamental characteristics of modern forms of sport. Guttmann contends that equality suffuses modern sports in two ways – in making equality of the conditions of competition the essential substance that structures modern athletic contests and in making equality of opportunity the guiding ideal that shapes access to modern athletic opportunities. Guttmann makes a compelling case for both dimensions of equality in modern sport, expanding on his Weberian understanding of modernity to link the egalitarian preferences embodied in sports to the emergence of meritocracies in the evolution from traditional to modern social patterns.[11]

The Olympic movement has enshrined both versions of the principles of equality into its fabric. On its playing field the Olympic charter insists on strict and observable practices that ensure equality of the conditions of competition. Off the playing field the Olympic charter has evolved toward the precept of equality of opportunity to compete, prohibiting racial or religious exclusions, as well as

10. For a variety of viewpoints on the national versus transnational struggles in modern sport see Bill Murray, *The World's Game: A History of Soccer* (Urbana: University of Illinois Press, 1996); Maurice Roche, *Mega-Events and Modernity: Olympics and Expos in the Growth of Global Culture* (London: Routledge, 2000); Alan Bariner, *Sport, Nationalism, and Globalization: European and North American Perspectives* (Albany: State University of New York Press, 2001); Alan Tomlinson and Christopher Young, eds., *National Identity and Global Sports Events: Culture, Politics, and Spectacle in the Olympics and the Football World Cup* (Albany: State University of New York Press, 2006); Boria Majumdar and Sandra S. Collins, eds., *Olympism: The Global Vision: From Nationalism to Internationalism* (London: Routledge, 2008).

11. Allen Guttmann, *From Ritual to Record: The Nature of Modern Sport* (New York: Columbia University Press, 1978); Allen Guttmann, *From Ritual to Record: The Nature of Modern Sport*, rev. ed. (New York: Columbia University Press, 2004).

evolving after some early opposition to particular dimensions of egalitarianism toward dismantling boundaries created by gender and by social class.[12] Difficult cases sometimes emerge, as the fascinating contemporary struggle of the 400-meter sprinter Oscar Pistorius for inclusion illustrates. Of course the Pistorious case reinforces Guttmann's contention about the modern fetish for equality in sport, revealing fault lines and conflicts over competing claims of equality in regards to both the conditions of competition and the opportunity to compete.[13]

Ultimately, the Olympic charter represents an extension in the long lineage of the constitution-making practices spawned by the Enlightenment. The document seeks to enshrine the principles of equality at the heart of Olympic sport and create a space where any human can succeed or fail based upon their own merits and not the artifice of birth or tradition – *citius, altius, fortius* writ as both sporting and political philosophy. The charter promotes Olympic equality as a communal property, a transnational virtue available to the entire globe, as the fact more nations participate in IOC affairs than even in the United Nations underscores. The makers of the French Revolution as well as the makers of the American Revolution and all the other disciples of revolutionary equality and fraternity created by the ideas of the Enlightenment ultimately saw their particular views of these political "truths" as universal "truths", the property of all humankind.

12. Guttmann, *The Olympics*; MacAloon, *This Great Symbol*; Senn, *Power, Politics, and the Olympic Games*; and Young, *The Modern Olympics*.

13. Pistorius has written an authobiography. Oscar Pistorius, *Blade Runner* (London: Virgin, 2009). His case has spawned a gaggle of articles pondering the ethical, legal, medical, and social implications of his challenge to "equality" in sprinting. M.E. Norman and F. Moola, "'Bladerunner or Boundary Runner'?: Oscar Pistorius, Cyborg Transgressions and Strategies of Containment, *Sport in Society* 14.9 (November 2011): 1265-1279; B. Burkett, M. Mcnamee, and W. Potthast, "Shifting Boundaries in Sports Technology and Disability: Equal Rights or Unfair Advantage in the Case of Oscar Pistorius?" *Disability and Society* 26.5 (August 2011): 643-654; T.C. Corrigan; J. Paton, E. Holt, and M. Hardin, "Discourses of the 'Too Abled': Contested Body Hierarchies and the Oscar Pistorius Case", *International Journal of Sport Communication* 3.3 (September 2010): 288-307; Gregor Wolbring, "Oscar Pistorius and the Future Nature of Olympic, Paralympic and Other Sports", *Script-ed: A Journal of Law and Technology* 5.1, (2007): 139-160; David McArdle, "'Just One of the Challenges of 21st-Century Life': Oscar Pistorius in the Court of Arbitration for Sport, *Script-ed: A Journal of Law, Technology & Society* 5.2 (2008): 404-413; David McArdle, "Elite Athletes and Disability Discrimination", *Cambrian Law Review* 40 (2008): 49-62; Silvia Camporesi, "Oscar Pistorius, Enhancement and Post-Humans", *Journal of Medical Ethics* 34.9 (September 2008): 639.

They would have cheered the "universal" character of the Olympic movement as described in the IOC's constitution.[14]

I hope by this point that I have convinced you that equality and fraternity are enmeshed with modern sport, that my effort to link David's famous sketch to the broad history of the modern global sporting culture ring true. Equality and fraternity are the easy cases to make. Adding liberty to the equation is a much more difficult challenge. Under the banner of liberty the philosophers and revolutionaries of the Enlightenment included elements of democracy, requiring some scheme of representative government in which the masses gained the power to design their own laws. Liberty, however, also required the other crucial institutions necessary for the creation of a free and open society – free thought, free expression, free exchange, and free association. Liberty also requires a system of constitutional mechanisms that protects these universal freedoms, limits the power of the state over the individual, and guarantees the rights of minority factions against the tyranny of the majority.[15]

The first obstacle to surmount in making the case that modern sport can be connected to liberty and democracy is that the historical record is littered with examples of modern sport bolstering communities that are anything but democratic. Sport has provided communal glue for binding the masses in military dictatorships, fascist states, and totalitarian regimes as well as in liberal democracies.[16] Indeed, whether or not sport has the power to propel undemocratic

14. Key studies of the global impact of these revolutions include R.R. Palmer, *The Age of the Democratic Revolution: A Political History of Europe and America, 1760-1800* (Princeton, N.J.: Princeton University Press, 1959); Manuela Albertone and Antonino De Francesco, *Rethinking the Atlantic World: Europe and America in the Age of Democratic Revolutions* (New York: Palgrave Macmillan, 2009). For interpretations of legacy of the French Revolution in Western and other civilizations, see Emmet Kennedy, *A Cultural History of the French Revolution* (New Haven, Conn.: Yale University Press, 1989); Geoffrey Best, *The Permanent Revolution: The French Revolution and its Legacy, 1789-1989* (Chicago: University of Chicago Press, 1988); Paul R. Hanson, *Contesting the French Revolution* (Malden, Mass: Wiley-Blackwell, 2009); Crane Brinton, *A Decade of Revolution, 1789-1799* (New York: Harper & Bros., 1934).

15. Ibid.

16. For a grand overview of the subject see John Hoberman, *Sport and Political Ideology* (Austin: University of Texas Press, 1984). For an interesting "global history" see Barbara Keys, *Globalizing Sport: National Rivalry and International Community in the 1930s* (Cambridge, Mass.: Harvard University Press, 2006). On Soviet sports see Robert Edelman, *Serious Fun: A History of Spectator Sports in the USSR* (New York:

regimes in democratic directions remains one of the great controversies of the Olympic movement.[17] Certainly the "classic example" of the impossibility of sport to fundamentally reorder a totalitarian cosmos through the magic of democratic physics remains the 1936 Olympics staged in Germany. No historian can argue that the "Nazi Olympics", as the games at Garmsich-Partenkirchen and Berlin were labeled at the time, made any dent whatsoever in the anti-democratic trajectory of the Third Reich.[18]

Oxford University Press, 1993); Robert Edelman, *Spartak Moscow: A History of the People's Team in the Workers' State* (Ithaca: Cornell University Press, 2009); and James Riordan, *Sport in Soviet Society: Development of Sport and Physical Education in Russia and the USSR* (Cambridge: Cambridge University Press, 1977). On Maoist sport see Susan Brownell, *Training the Body for China: Sports in the Moral Order of the People's Republic* (Chicago: University of Chicago Press, 1995). On fascist Germany and Italy see Simon Martin, *Football and Fascism: The National Game under Mussolini* (New York: Berg, 2004); David Clay Large, *The Nazi Games: The Olympics of 1936* (New York: W.W. Norton, 2007); and Richard D. Mandell, *The Nazi Olympics* (New York: Macmillan, 1971). On sport and dictatorships in Latin America see Tony Mason, *Passion of the People?: Football in South America* (New York: Verso, 1995); Rory Miller and Liz Crolley; eds., *Football in the Americas: Fútbol, Futebol, Soccer* (London: Institute for the Study of the Americas, 2007); Janet Lever, *Soccer Madness* (Chicago: University of Chicago Press, 1983).

17. For overviews of these debates at various Olympics see Christopher R. Hill, *Olympic Politics: Athens to Atlanta, 1896-1996*, 2nd ed. (Manchester: Manchester University Press, 1996); and Guttmann, *The Olympics*; and Senn, *Power, Politics, and the Olympic Games*. On the Berlin Olympics see Large, *The Nazi Games*; and Mandell, *The Nazi Olympics*. On the never-consummated 1940 Tokyo Olympics see Sandra Collins, *The 1940 Tokyo Games* (London: Routledge, 2007). On Mexico City see Kevin B. Witherspoon, *Before the Eyes of the World: Mexico and the 1968 Olympic Games* (DeKalb: Northern Illinois University Press, 2008); and Keith Brewster and Claire Brewster, *Representing the Nation: Sport, Control, Contestation, and the Mexican Olympics* (London: Routledge, 2009). On Moscow see Derrick L. Hulme, *The Political Olympics: Moscow, Afghanistan, and the 1980 U.S. Boycott* (New York: Praeger, 1990); and Nicholas Evan Sarantakes, *Dropping the Torch: Jimmy Carter, the Olympic boycott, and the Cold War* (Cambridge: Cambridge University Press, 2011). On Seoul see Brian Bridges, "The Seoul Olympics: Economic Miracle Meets the World", *International Journal of the History of Sport* 25 (December 2008): 1939-1952; and Gwang Ok, *The Transformation of Modern Korean Sport: Imperialism, Nationalism, Globalization* (Seoul: Hollym, 2007). On Beijing see Susan Brownell, *Beijing's Games: What the Olympics Mean to China* (Lanham, Md.: Rowman & Littlefield, 2008); and Guoqui Xu, *Olympic Dreams: China and Sports, 1895-200*. (Cambridge, Mass: Harvard University Press, 2008).

18. Large, *The Nazi Games*; and Mandell, *The Nazi Olympics* In fact, one of the leading scholars of modern sport and politics, John Hoberman, once wrote an entire book entitled *Sport and Political Ideology* that ignored democracy almost entirely. Indeed, the term "democracy" does not appear in the book's index, and most of the fascinating text is devoted to covering sport's linkages to fascism, communism, and other forms of totalitarianism, with chapters devoted Nazi theories of sport, Soviet sport, and East German sport, and Maoist (Chinese) sport. Hoberman, *Sport and Political Ideology*. There have been some recent attempts

While liberal democracies write tomes to the democratic promise of modern sport and democratic voices sing the praises of sport as a manifestation of the liberties their cultures enjoy, it would seem, given that historical record, that sport is too plastic to belong solely to liberty and democracy, to claim a clean and direct lineage to the liberal and democratic traditions that emerged in the Enlightenment and its revolutions. Fraternity and equality resonate much more strongly with the triumphal symphony of the French Revolution than liberty and democracy – a truism that many students of the revolution itself have seen as the claims of the communalists and the egalitarians eroded the realities of liberty as the revolutionary republic descended into "The Terror" and thence to military dictatorship. We seem to have arrived at an insurmountable obstacle in our effort to connect democracy to sport, a fundamental dissonance that exists in efforts to proclaim an essential connection between liberty and modern sport.

Similar dissonance exists in Jacques David's efforts to capture the essence of what happened on the Tennis Court at Versailles as the revolutionaries destroyed the old order and gave France a constitutional republic. Interestingly, though David expresses revolutionary ardor, he chose to portray the Tennis Court Oath as a subject not solely out of personal conviction but because a leading revolutionary organization, the Society of the Friends of the Constitution which would later form the core of the notorious Jacobins, offered the artist a commission to record history. David set out to create a painting worthy of this crucial moment in world history, an enormous canvas of life-sized demigods remaking the political cosmos of Western civilization. The task proved too much. David began his massive undertaking in 1790 with his famous pen and ink sketch, the image that we have inherited of the project. However, the size, cost, and time required for the project delayed its completion while the Revolution spun out-of-control. Two years later, with only a few components of the painting finished the radicalization of the French Revolution made it impossible for David to continue. Many of the

to connect modern sport to democratic and liberal political ideology. See William J. Morgan, *Why Sports Morally Matter* (London: Routledge, 2006); Robert Putnam, "Bowling Alone: America's Declining Social Capital", *Journal of Democracy* 6.1 (January 1995), 65-78; and Robert Putnam, *Bowling Alone: The Collapse and Revival of American Community* (New York: Simon & Schuster, 2000).

"heroes" at the tennis court in 1789 had become "enemies" of the state by 1792. Indeed, some of the figures David planned to depict would soon lose their heads to the guillotine. The "Oath of the Tennis Court" fell victim to revolutionary politics. In despair, David abandoned the painting that he had once hoped would become his magnum opus.[19]

As France declined further into chaos, David himself was threatened with execution and spent considerable time in prison for his political activities. A decade after he set out to memorialize the framing of liberty, equality, and fraternity in "The Oath of the Tennis Court" he found a new political muse, Napoleon Bonaparte, who would soon dismember liberty from equality and fraternity as he led France away from democracy. David painted two of the most iconic representations of Napoleon, including the signature portrait of the leader as "the man on horseback" (*Napoleon Crossing the Saint-Bernard*, 1801) and the symbolic snapshot of his ascension to emperor (*The Coronation of Napoleon in Notre Dame*, 1806).[20]

Given the complex and contradictory history of David's art and of the consequences of the French Revolution, it would not be imprudent on my part to give up on efforts to marry democracy with modern sport. After all, my successful match-making between community and equality and modern sport can provide me with solace. Dictatorships and democracies certainly both embrace community and equality, and their sporting habits demonstrate those commitments. In complex and contradictory ways two great Olympians illustrate that point. Jesse Owens, the great American sprinter of the 1930s, symbolized both of those qualities for democracies while Emil Zátopek, the great Czech endurance runner of 1940s and 1950s, symbolized both of those qualities for dictatorships – though the lives and careers of both men simultaneously challenged the communal and egalitarian claims of their respective polities as well.[21]

---

19. Roberts, *Jacques-Louis David and Jean-Louis Prieur*; Roberts, *Jacques-Louis David, Revolutionary Artist*; Johnson, *Jacques-Louis David*; Jonsson, *A Brief History of the Masses*.

20. Ibid.

21. On Jesse Owens see William J. Baker, *Jesse Owens: An American Life* (New York: Free Press, 1986); and Mark Dyreson, "Jesse Owens: Leading Man in Modern American Tales of Racial Progress and Limits", in *Out of the Shadows: A Biographical History of the African American Athlete*, ed. David W. Wiggins,

To rescue liberty and democracy and to return them to the equation that animates modern sport, I might attempt another strategy that some scholars and political savants have employed.[22] If liberty is narrowly conceived as the freedom to choose mainly what to consume in the marketplace, then modern sport can be easily liberalized. No matter the shape of the polity, whether democratic or authoritarian, when people enjoy the liberty to choose how they want to spend their money and their time, they show a remarkable market preference for sport. Thus, the Olympics and the World Cup rank as the contemporary world's most popular television programs. During the Cold War in both the Soviet Union and the United States the masses willingly forked over their hard-earned cash and spent their hard-won leisure time watching sporting spectacles and buying their children sporting goods – though Russian parents favored soccer balls and American parents purchased baseball gloves.[23]

Some chroniclers have seen this mania for democratic consumption spread into unlikely places, noting, for example, that the taste for even such radically "democratic" pastimes as BMX cycling has spread from the capital of the contemporary global consumer culture, California, to the streets of Beijing via the Olympics. Journalists have reported that in the wake of the 2008 Games – where the sport debuted as an Olympic event – BMX clubs have sprouted all over China.[24]

(Fayetteville: University of Arkansas Press, 2006). For a classic biography see František Kožík, *Zátopek, The Marathon Victor: A Reportage on the World's Greatest Long-Distance Runner*, trans. Jean Layton (Prague: Artia, 1954). Zátopek has inspired homages that range from the sublime to the ridiculous. For an example of the former see the brilliant book by Jean Echenoz, *Running: A Novel*, trans. Linda Coverdale (New York: New Press, 2009). For an example of the latter, see the strange account by endurance guru Sri Chimony, *Emil Zátopek: Earth's Tearing Cry and Heaven's Beaming Smile* (New York: Agni Press, 1980).

22. See, for instance, Leo Strauss, *Liberalism, Ancient and Modern* (New York: Basic Books, 1968); John Rawls, *Political Liberalism* (New York: Columbia University Press, 1993); Pierre Manent, *An Intellectual History of Liberalism* (Princeton, N.J.: Princeton University Press, 1994); and Andreas Kalyvas and Ira Katznelson, *Liberal Beginnings: Making a Republic for the Moderns* (Cambridge: Cambridge University Press, 2008).

23. Randy Roberts and James Stuart Olson, *Winning is the Only Thing: Sports in America since 1945* (Baltimore: Johns Hopkins University Press, 1989); and Kathryn Jay, *More than Just a Game: Sports in American Life since 1945* (New York: Columbia University Press, 2004); Edelman, *Serious Fun*; and Edelman, *Spartak Moscow*.

24. Mark Dyreson, "Reading American Readings of the Beijing Olympics: U.S. Interpretations of the China 'Threat,'" *International Journal of the History of Sport* 27.14-15 (September/October 2010): 2510-2529.

How else, other than the worldwide triumph of modern sport as a vehicle for freedom to choose how to spend one's time and money could the emergence of a small legion of Chinese BMX-ers be explained?

If such a theory of liberty works as explanation, it creates problems for the political philosophy of democracy. The downside of reducing democracy to shopping mall size, with defining liberty merely as the freedom to choose how to spend time and money without interference from the state or society is that it narrows and oversimplifies human experience and the human condition to vulgar commercial exchanges. This vulgar version of democratic sport thus signifies free consumption and nothing more. The Olympic movement, from such vantages, becomes at best an upscale market where the finest human performances are sold to eager consumers. Some critics, of course, condemn the contemporary Olympic project as precisely this sort of institution, a gigantic commercial endeavor that coarsens global culture.[25] Some critics also point out that reducing liberty and democracy to the free exchange of the marketplace cheapens the liberal tradition to the point where it becomes indistinguishable from more authoritarian forms of government that tolerate semi-capitalist economies in order to keep their emerging bourgeois masses placated.[26]

Reports after the 2008 Beijing Olympics revealed that the Chinese added BMX contests to their traditional Spring Festivals, a fascinating merger of the ancient and the postmodern. Li Aoxue and Wang Ying, 'An Ancient Custom Still Loved by One and All', *China Daily*, 30 January 2009; and Zhao Rui, 'Olympics Stimulates Interest in Cycling', *China Daily*, 8 August 2008.

25. For particular harsh critiques along this line see Helen J. Lenskyj, *Inside the Olympic Industry: Power Politics and Activism* (Albany: State University of New York Press, 2000); Andrew Jennings, *The New Lords of the Rings* (New York: Simon and Schuster, 1996); and Vyv Simson and Andrew Jennings, *The Lords of the Rings: Power, Money and Drugs in the Modern Olympics* (London: Simon & Schuster, 1992). For broader accounts see Robert K. Barney, Robert K., Stephen R. Wenn, and Scott G. Martyn, *The International Olympic Committee and the Rise of Olympic Commercialism* (Salt Lake City: University of Utah Press, 2002); John Lucas, *The Future of the Olympic Games* (Champaign, Ill.: Human Kinetics, 1992); and John M. Hoberman, The Olympic Crisis: Sport, Politics and the Moral Order (New Rochelle, N.Y.: Aristide D. Caratzas, 1986).

26. See, for instance, Jürgen Habermas, *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society* (Cambridge: Massachusetts Institute of Technology Press, 1989); Steven Slaughter, *Liberty beyond Neo-liberalism: A Republican Critique of Liberal Governance in a Globalising Age* (New York: Palgrave Macmillan, 2005); and Jeremy F. Lane, *Bourdieu's Politics: Problems and Possibilities* (London: Routledge, 2006).

Is there a better way to rescue the connections between sport and democracy, to make the case that like equality and fraternity, liberty might be an essential feature of modern sport in the Olympics and in other realms? For a clue to a different route we need to return to David and the Tennis Court Oath, for it is there on that "sportscape" that a more robust definition of liberty and democracy and the connection of those ideas to rise of modern sport can be constructed. The Third Estate's capture of the tennis court at Versailles represents the triumph in the early stages of the French Revolution of the Enlightened idea of the right of voluntary association. The representatives of the masses who at the tennis court constituted themselves as the National Assembly and wrote the original French constitution were clearly executing their right to assemble free from the coercive constraints of the state that they were about to dissolve and reconstitute. Free exchange of ideas, free religious expression, freedom to associate – these ideals and practices resided at the core of new and modern attitudes toward social order spawned by the Enlightenment. The French Revolution was born in the salons, cafés, political clubs, and other free associations that had sprung to life in eighteenth-century France.[27]

A century earlier in 1689 the same sort of free associations spawned the Glorious Revolution in Britain, a far less bloody and chaotic social upheaval that moved that nation toward the creation of more abundant liberty, equality, and fraternity in British society. These free associations, or clubs in English parlance, gathered in British cafes, taverns, churches, and homes.[28] They sparked the evolution toward constitutional republics in Great Britain and in other realms of the English-speaking world. They are also the sites where some historians have argued that modern sport was born. English clubs, free associations comprising individuals who chose to band together to support a common interest, modernized pastimes ranging from horse racing to cricket to rowing to golf to athletics by

27. Dena Goodman, *The Republic of Letters: A Cultural History of the French Enlightenment* (Ithaca, N.Y.: Cornell University Press, 1994).

28. Habermas, *The Structural Transformation of the Public Sphere*. See, also, Lawrence James, *The Middle Class: A History* (London: Little, Brown, 2006); and Ann Bermingham and John Brewer, eds., *The Consumption of Culture, 1600-1800: Image, Object, Text* (London: Routledge, 1995).

writing constitutions for their pastimes – or what they called rules for games. In the process they created schemes of representation, elements of democracy, to shape their sports. Modern sports were thus born in the bosom of free associations, one of the primary forms of democratic liberty.[29]

Approximately two centuries after the creation of modern forms of sport in these free associations, two centuries after Britain's Glorious Revolution and a century after the American and French Revolutions, a French aristocrat born into a family of monarchists, of all imaginable lineages, created a transnational free association dedicated to spreading the spirit of modern sport around the world. The Baron de Coubertin's International Olympic Committee became arguably the most influential "club" in the history of modern sport and modern transnationalism.[30]

The IOC in its early years clearly did not extend the concept of equality to women nor, in many cases to the working-class masses, but enormous changes in their perspectives on egalitarianism and democracy would appear over time. The IOC clearly embraced the concept of community (fraternity), though whether or not the communal basis of the movement resided at the global level, the national level, or among a set of wealthy international elites who for most of the history of the IOC comprised its membership, remains contested terrain. Though labeled throughout its history, and not entirely unfairly, as an international agency that sometimes favored conservative or even reactionary politics over democratic trends as well as an entity that collaborated with authoritarian and totalitarian governments and ideologies, the IOC nevertheless represents a free association born from democratic impulses imagined in the Enlightenment and unleashed in the age of revolutions. Over time, often in response to crisis, it has moved toward expanded notions of equality and democracy.[31]

---

29. Wray Vamplew, "Playing with the Rules: Influences on the Development of Regulation in Sport", *International Journal of the History of Sport* 24.7 (July 2007): 843-871; and Stefan Szymanski, "A Theory of the Evolution of Modern Sport", *Journal of Sport History* 35.1 (spring 2008): 401-432.

30. John Hoberman, "Toward a Theory of Olympic Internationalism", *Journal of Sport History* 22.1 (Spring 1995):1-37.

31. A perusal of the Olympic Charter provides support for that contention. The opening section of the "Fundamental Principles of Olympism" underscores the constitutional heritage of the IOC is connected to

The IOC, and the movement and sports spectacles it crafted, are, ultimately, like David's painting of "The Oath of the Tennis Court", unfinished projects. Though David himself moved away from his original democratic sentiments as he embraced Napoleon, his sketch of the creation of a new republic has remained alive in global imaginations as a narrative of the ideals that animated the struggle. In the same imperfect, unfinished fashion, the Olympic movement remains alive in global imaginations by creating depictions of community, democracy, and equality. If liberty, equality, and fraternity through Olympic sport have not entirely remade the history of the world, brought democracy to all people, squelched all international disputes, and made the globe into one happy and united community, they have at least created spaces where depictions of the possibilities and difficulties those endeavors entail can be made and remade. Ultimately, free associations, from the Jacobin Club that David joined at the outset of the French Revolution to the IOC that oversees the Olympic movement, cannot guarantee democracy, meritocracy, and community – or liberty, equality, and fraternity in more familiar Jacobin terminology. They can, however, enrich our understanding and forward our debates about those ideals.

I am heartened that as we move into the second decade of the twenty-first century, the Olympic movement continues to spawn free associations that promote liberty, equality, and fraternity. The rise since the 1990s of Olympic Aid, which in 2000 became Right to Play, and a host of other "clubs" (or NGOs in

---

the older revolutionary tradition in its focus on rights, equality, and democracy, particularly in principles 4, 5, and 6:

> 4. The practice of sport is a human right. Every individual must have the possibility of practising sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.
>
> 5. Recognising that sport occurs within the framework of society, sports organizations within the Olympic Movement shall have the rights and obligations of autonomy, which include freely establishing and controlling the rules of sport, determining the structure and governance of their organisations, enjoying the right of elections free from any outside influence and the responsibility for ensuring that principles of good governance be applied.
>
> 6. Any form of discrimination with regard to a country or a person on grounds of race, religion, politics, gender or otherwise is incompatible with belonging to the Olympic Movement.
>
> "Olympic Charter", http://www.olympic.org/Documents/olympic_charter_en.pdf, pp. 10-11; accessed 20 February 2012.

modern parlance) that seek to use sport to tackle global social problems represents the continuing possibilities for Olympic sport to enhance "the principles of democracy". Johann Olav Koss and the other former Olympians who labor in the vineyards of the burgeoning Sport for Development and Peace movement provides evidence that the spirit of the "The Oath of the Tennis Court" still remains alive in the Olympic movement.[32]

32. Alexander Wolff, "Sport Saves the World", *Sports Illustrated*, 26 September 2011. Right to Play <http://www.righttoplay.com/International/about-us/Pages/History.aspx>, accessed 10 March 2012.

THE EDUCATIONAL PROGRAMMES OF THE INTERNATIONAL OLYMPIC TRUCE CENTRE

Dr Constantinos FILIS (GRE)
Director, International Olympic Truce Centre

Dear friends,

Welcome to Olympia, the city whose reputation had spread from the East and Mesopotamia to the West and Lower Italy in the 8th century B.C.

The city whose splendour was so tremendous in the 5th century B.C., that politicians, philosophers and artists would gather there because they would have a large public for propagating their ideas.

The city where, according to Greek tradition, was born one of the most brilliant ideas in the history of human civilization.

According to the legend, the oracle of Delphi recommended to king Iphitos to organize every four years athletic contests in Ancient Olympia in order to put an end to the circle of conflict and replace war by friendly athletic competition. Iphitos sought the cooperation of the king of Sparta Lycurgus and the king of Pisa Cleosthenes. They all agreed to sign the longest lasting peace agreement, the Olympic Truce and staged the first Olympic Games in Olympia, in 776 B.C.

Hostilities stopped from the seventh day before the opening of the Games until the seventh day after their closing, allowing athletes, artists and spectators to travel to Olympia, take part in the Games and safely return to their homes.

This was the birth of the ancient Greek tradition of the Olympic Truce...

The concept of the Olympic truce is indivisibly linked to the Olympic Games of Ancient Greece. From the seventh day before the opening of the Games until the seventh day after their closing, hostilities stopped in order to allow athletes, artists and spectators to travel to Olympia, take part in the Games and safely return to their homes.

The video you just watched was conceived by a group of young people like you who are gathered here today. It is the main communication instrument of the International Olympic Truce Centre, in view of the London Olympic Games. The International Olympic Truce Centre was founded in July 2000 by the International Olympic Committee, in close cooperation with Greece, with the view to reviving the ancient tradition of the Truce.

The idea of the Olympic Truce originated from the deep belief that sport and the Olympic ideals can contribute to the creation of a peaceful, democratic and better world. Initiatives that promote dialogue, reconciliation, mutual understanding, solidarity and peace are the main purpose of this endeavour. Olympic Truce as an all human effort wishes to emphasize the importance of respect for peaceful coexistence.

Greece decided that it should contribute substantially and give further impetus to the joint effort for building peace, over and above the ideals promoted by the Olympic Games.

We created the video you just watched for we strongly believe in the propagation of ideas through the new "Assembly of the Demos", the social networks that is, which have shown these last few years how tremendously powerful they are. The IOTC must be part of this dialogue, bringing new ideas and incentives. We want to create the new ambassadors of the Truce, all around the world, via the Internet. We have just started our efforts and we need people like you, who are the bearers of change, of a different perception of things, to help us disseminate our core messages.

Please allow me to share a few important thoughts with you.

In recent years we have been giving special emphasis to making children, students and the new generation as a whole acquainted with the timeless messages of the Truce and the values of Olympism. We are trying to instil in

the heart and in the mind of young people the all human ideas of the Truce and convert them into daily practices. We offer the necessary incentives to children that will make them wonder what would be the Truce's impact on their everyday life and how it could become a part of their daily activity.

How can we bridge our differences, respect the other person's uniqueness and diversity, dedicate time and pay attention to our neighbor in order to listen to what he has to say, get to know him and finally understand him. To choose dialogue, mutual understanding and cooperation instead of the endless confrontation that leads nowhere. How can we make all this part of our daily life, in order to live together in harmony and improve our own and the others' quality of life?

We are convinced that the new generation should be the main target of the action of the International Olympic Truce Center. We are counting on their participation, their spontaneity, their romanticism and the flame that burns in their soul for creative ideas in order to become tomorrow's ambassadors of the messages of the Truce.

The launching of the educational program "Imagine Peace" represents the symbolic start of a series of activities, which are expected to take place in the near future. More specifically, "Imagine Peace" introduces the concepts of the Olympic truce, in its ancient form and after its revival, whilst exploring its references and importance in modern times. Based on the IOTC's painting book and the British Council's educational manual, it targets primary school children who, through interactive activities and questions and answers, come in contact with the key concepts of Olympic Truce.

A series of specially designed seminars were held recently in the schools of Athens and other parts of Greece, designed by specialized teachers of the British Council, in cooperation with the officials of the International Olympic Truce Center and Greek Olympic medalists.

At the same time, the educational program Imagine Peace comes out of the class rooms and acquires a global dimension: young men and women from all over the world will have the opportunity to express themselves in a creative and artistic manner, on the Virtual Truce Wall that will be erected on the site of the International Olympic Truce Center.

In previous years, hundreds of athletes, international figures and visitors were given the opportunity to express themselves on the Truce Wall erected by the host cities of the Olympic Games, in Athens in 2004, in Torino in 2006, in Beijing in 2008 and Vancouver in 2010 and declare their support to Olympic Truce.

Today, technology allows any individual, from any corner of the globe with Internet access, to participate in this worldwide effort and share with all the others his/her own messages for Olympic Truce. Participants can upload texts, images and videos, compete and vote for the best creations.

The efforts for Olympic Truce are important because they combine the power of the Olympic Movement, thee credibility of the sports movement and the enthusiasm of younger generations – and not only them – around the world, who want to cooperate for peace under the umbrella of the Olympic Movement. The object is to link the spirit and dynamism of these movements with specific issues and ensure their contribution for solving problems around the world.

These efforts should be seen as the re-inventing and revival of the whole idea of the Olympic Games, of which they are a part. The Truce is an integral part of Olympic tradition. By bringing it to the forefront we can give new dynamic impetus, new power and perspective to the Olympic Games.

Our ultimate aim is to attract the interest of young people and create a global community of "ambassadors" of the truce who will share between them their personal experiences, ideas and stories through the new technologies and social media. Such a development can mobilize international public opinion for the adoption of a communication code that overcomes conflict, hatred and fanaticism, based on a framework of values and rules for understanding and accepting differences.

We do not want the ideals of the Olympic Truce and Olympism to revive only for the duration of the Olympic Games every four years; we want the Truce to be part of our daily life and that of young people and children in particular.

Our aim is to encourage the young generation to work hard for a better society, for a world community of men who realize that the things that unite us are much more than the things that divide us.

OLYMPIC GAMES: SPREADING DEMOCRACY AND OLYMPIC VALUES VERSUS COMMERCIALIZATION

Dr Barbara KEYS (AUS)
Senior Lecturer in history in the School of Historical and Philosophical Studies at the University of Melbourne, Australia

The Olympic Games are often linked to the spread of values such as democracy. Unlike other major sporting events, the Olympic Games from their inception just over a century ago have been couched explicitly in the language of peaceful internationalism. The embrace of a broader mission to foster a more peaceful world and build international friendship has made the Olympic Games a very powerful force in the world, much more so than if the Games were merely a sporting competition. Particularly today, when we are seeing sweeping popular revolts against dictatorships in the Arab world, the question of democracy-promotion looms large on the contemporary agenda. It is a given that governments, human rights organizations, the media, and the interested public will scrutinize the Olympic Games on democracy and other human-rights issues. It is therefore fruitful to look back over the last several decades to see how the relationship between the Games and these ideals developed and operated in the past.

Before turning to democratization, let me treat the issue of commercialization. The assigned topic –"Spreading Democracy and Olympic Values Versus Commercialization"– suggests that democracy and commercialization are opposed, but the situation is in fact more complicated. Commercialization in the context of the Olympic Games has many elements, including corporate Olympic

sponsorships, advertising during media broadcasts of the Games, and product endorsements by Olympic athletes. Commercialization began early in the history of the modern Olympic Games. By the 1920s, businesses were peddling wares outside Olympic venues, claiming Olympic connections, and designing Olympic products (Olympic playing cards, shaving kits, and toffee tins, among many other things). The Olympic Museum in Lausanne maintains a fascinating collection of material objects, including not only athletic equipment and clothing from past Olympics but also souvenirs and product tie-ins. Since the advent of television broadcasting, introduced for the first time on a significant scale at the Rome Olympic Games in 1960, revenues from television rights have vastly increased the income of the International Olympic Committee (IOC) and its distributions to national Olympic committees and international sport federations. Even in the 1950s, the IOC staff was tiny and its administrative costs were borne partly out of the personal finances of the president! Television rights to the 1960 Rome Olympics sold for about $1.2 million. By 1988, NBC paid $300 million for the U.S. rights to the Seoul Olympic Games.[1] The change has been dramatic.

The IOC has placed limits on commercialization, so that in contrast to professional soccer stadia in Europe, for example, there are no corporate advertisements within Olympic venues. Nevertheless, there are close links between the Olympic Games and consumerism. Olympic aspirations to stand for moral leadership, not just sporting excellence, increase the Games' value to potential advertisers, who see a way to link their brands not only to values such as high performance and achievement but also to aspirations such as peace and friendship. The IOC feels that a certain degree of commercialism can be beneficial. In an official statement, the IOC notes that Olympic sponsors like Coca-Cola, Kodak, and McDonald's "develop advertising and promotional activities that help to promote the Olympic ideals".[2] It is safe to say that the IOC itself sees the situation not as democratiza-

1. Robert K. Barney, Stephen R. Wenn, and Scott G. Martyn, *Selling the Five Rings: The International Olympic Committee and the Rise of Olympic Commercialism* (Salt Lake City: University of Utah Press, 2002), 51-8.

2. International Olympic Committee, "Olympic Marketing Fact File", 2008 edition. The fact file describes Olympic sponsorship as "an agreement between an Olympic organisation and a corporation, whereby the corporation is granted the rights to specific Olympic intellectual property and Olympic marketing opportunities in exchange for financial support and goods and services contributions".

tion *versus* commercialization but as controlled commercialization assisting in the process of spreading Olympic ideals.

I will turn now to the relationship between the staging of the Olympic Games and the question of democratization. When founder Pierre de Coubertin created the modern Olympic Games, the world was in the age of empires. The end of the 19th century, when the first Olympic Games were held, was the era of high imperialism, when much of the world was carved up into colonies by European powers. It is therefore not surprising that democracy per se was not an Olympic ideal. Since the end of World War II, which set in motion a process of decolonization that greatly increased the number of independent countries in the world, the IOC has prioritized the ideal of universalism, admitting states to membership regardless of their form of government. The Olympic Games have been hosted by dictatorships several times, perhaps most famously in 1936, when Hitler's regime hosted the Games in Berlin.

It is important to recognize that our contemporary language of universal human rights and our interest in democracy-promotion are relatively new. Universal human rights were systematized at the United Nations only after the end of World War II, beginning with the Universal Declaration of Human Rights in 1948 and then elaborated in two general human rights covenants in the 1960s and dozens of more specific human rights conventions and declarations. However, the Cold War dominated international relations for four decades, taking precedence over efforts to promote human rights. Western governments supported dictatorships as long as they were anticommunist. Only with the demise of the communist threat in the 1990s did democracy-promotion and the pursuit of universal human rights assume the preeminence they have today.

Democracy is not an Olympic ideal – it is nowhere mentioned in the Olympic Charter – but it could be considered broadly consonant with the general framework of stated Olympic ideals. The Charter does claim to promote broad, idealistic goals. Olympic ideals were not codified in early Olympic Charters, but beginning in 1949 the Charter included opposition to discrimination. In the language of the current Charter, Olympism is incompatible with "any form of discrimination with regard to a country or a person on grounds of race, religion, politics, sex or other-

wise". (It is worth noting that the IOC wrote non-discrimination into its Charter roughly at the same time that the United Nations adopted the Universal Declaration of Human Rights in 1948.) Successive Olympic Charters of the 1950s began to cite the promotion of peace and international friendship as explicit goals. The current Charter states that "the goal of Olympism is to place sport at the service of the harmonious development of man, with a view with a view to promoting a peaceful society concerned with the preservation of human dignity". It states that an additional aim is "to promote a positive legacy from the Olympic Games to the host cities and host countries". [3]

The most notable case in which the Olympic Games are thought to have had a "positive legacy" of democratization in a host country is the 1988 Seoul Olympics. Numerous scholars have suggested that hosting the Olympic Games created political pressures that helped move South Korea's dictatorship toward democratization. The argument is not that the Olympic Games caused a dictatorship to institute democratic reforms, but rather that hosting the Olympics was one of the factors that helped catalyze this transformation and shaped the timing and the nature of the change.[4]

The democratizing effects of the Olympics in South Korea were often cited in debates over the 2008 Beijing Olympics as evidence of the potential of the Olympics to precipitate political reform in China. Because of the importance attributed to the 1988 Games, it is worth examining the Seoul Olympics in some detail. The vote to award the Games to South Korea came in 1981, a year after General Chun Doo-hwan seized power in a coup and brutally suppressed oppo-

3. Olympic Charter, at http://multimedia.olympic.org/pdf/en_report_122.pdf. Some ethical provisions were introduced in the 1990s. In 1990, there were no references to "human dignity" or to the need to ensure a "positive legacy", though these additions are in keeping with a longer-term ethos that the IOC implicitly espoused. *Olympic Charter* (Lausanne: International Olympic Committee, 1990), 6-7.

4. In the following section I am drawing on Jarol B. Manheim, "Rites of Passage: The 1988 Seoul Olympics as Public Diplomacy", *Western Political Quarterly* 43 (June 1990), 279-95; David Black and Shona Bezanson, "The Olympic Games, Human Rights, and Democratisation: Lessons from Seoul and Implications for Beijing", *Third World Quarterly* 25 (2004): 1245-61; and Jeffrey N. Wasserstrom, "Using History To Think about the Beijing Olympics: The Use and Abuse of the Seoul 1988 Analogy", *Harvard International Journal of Press/Politics* 7, no. 1 (Winter 2002), 126-9; Richard Pound's fascinating memoir of the IOC's role in the negotiations between North and South Korea, *Five Rings over Korea* (Boston: Little Brown, 1994).

sition, including killing hundreds of protesting students in Kwangju. The IOC's decision to award the Games to South Korea over rival Nagoya, Japan, appears not to have been influenced by the authoritarian nature of the new South Korean regime or its flagrant abuses of human rights.[5]

How exactly did the Olympic Games then create pressures that helped spur democratization? The story is as follows. The dictatorship had sought the Olympic Games for its prestige value and to enhance its own legitimacy, both at home and abroad. These aims are important for every host city, but assumed unusually high importance for South Korea. In addition, South Korea's government saw the Games as a kind of insurance against aggression by North Korea, with which it was technically still at war; since the Korean War in the 1950s, tensions between the two halves of the Korean peninsula have remained high and have occasionally flared into confrontation. South Korea's dictatorship believed that the scrutiny brought by the Olympics would deter aggression and raise global awareness of the threat North Korea posed to the South.[6]

The years before the Games inevitably place a spotlight on the host city and, by extension, on the host country. The IOC and international sports federations make inspection visits to assure compliance with various rules and to measure the progress of venue construction. The world press descends on the city well before the Games, keeping tabs on developments and placing the country under unusually intense scrutiny. In South Korea the glare of pre-Olympic publicity coincided with a political crisis in 1987, just a year before the Games were to take place. The opposition pushed hard for democratic reforms. The leadership dug in its heels. Weeks of protests rocked Seoul and other cities. The crisis was finally resolved in June, when Roh Tae-Woo, who had helped General Chun Doo-hwan seize power in 1980 and who was a candidate for the presidency, broadcast an announcement that said that he willing to meet virtually all of the opposition demands for direct presidential elections and other reforms. Those elections took place in December – Roh narrowly won the election –.

Just days before Roh's surprising announcement, IOC president Juan Antonio

5. Black and Bezanson, "The Olympic Games", 1251-2.
6. Ibid., 1252.

Samaranch paid a high-profile visit to Seoul. We do not know exactly what Samaranch said or did, but press accounts at the time suggested he might have helped broker the resolution of the crisis. We know that Roh mentioned the Olympic Games several times in his broadcast, indicating the importance of the upcoming global event to his thinking as he sought to resolve the political crisis.[7]

It is possible, then, that Samaranch had some direct role in the democratization process. But it is likely that the greater significance of the Olympic Games lay simply in focusing the attention of the world on South Korea. The press's interest in South Korea was enormously heightened by the upcoming Games, and it portrayed the political crisis of 1987 in ways that were critical of the government. The negative publicity then spurred on the pro-democracy forces and added pressure to the government. Because the government felt it could not afford the negative publicity that would come from a continuation of protests or repressive measures to stop them, it chose to offer concessions.[8] Without the Olympics and the attendant media scrutiny, the government might have been more inclined toward repression. But around the world, some athletes were threatening not to attend the Games because of the political crisis, and there was talk of moving the event to Berlin, Los Angeles or New York. The government feared that repression might sully its hosting of the Games – something that would produce an intolerable loss of face.[9]

We should note, however, that democratization was not the only side effect of the Games. Sociologist and Olympic critic Helen Lenskyj points out that host cities often engage in human-rights violations such as forced evictions to clear space for the construction of Olympic venues or beautification projects and the suppression of protests. Seoul was no exception, even using violence to suppress protests. Lenskyj also notes that sex tourism was a feature of the South Korean government's marketing efforts.[10]

7. Ibid., 1253.
8. Ibid., 1253.
9. Ibid., 1252.
10. Helen Lenskyj, "Making the World Safe for Global Capital: The Sydney 2000 Olympics and Beyond", in *Post-Olympism? Questioning Sport in the 21st Century*, eds. John Bale and Mette Krogh Christensen (Oxford: Berg, 2004), 137-8.

What does the case of South Korea tell us about the relationship between the Olympic Games and democratization? Historians are often wary of generalizations or "lessons" from the past because we are trained to see each event as particular and unique. The case of South Korea is not a case of "add Olympic Games scrutiny to dictatorship and stir to produce democracy". Unique conditions existed in South Korea that led to the particular outcome there. Without those conditions elsewhere, the hosting of the Olympic Games would produce different results. Crucially, because the South Korean government had seized power in a coup, it lacked legitimacy and was therefore especially vulnerable to criticism. It was not a major international power and was therefore unaccustomed to global press attention, and more sensitive to negative publicity on the global stage. Moreover, there was a preexisting opposition, in the form of a growing middle class wanting a greater say in their own fate. These factors were not present in Beijing in 2008. In short, a historian is likely to conclude that no generalizable results can be gleaned from South Korea.

One other notable case is worth discussing in the context of democratization. Beginning in the 1950s, South Africa was the subject on many boycotts because of apartheid, including sports boycotts. The IOC banned South Africa from participating in the Olympic Games beginning in the 1960s and made the ban permanent in 1970. How much did international condemnation and ostracism have to do with the end of apartheid in 1994? The question is subject to debate, but at least one scholar has recently concluded that although other factors were more important in ending apartheid, sport boycotts were an important cause of the deracialization of South African sport that began in the 1970s, which in turned helped undermine support for apartheid.[11] In this case also, then, we might attribute to the Olympic Games an indirect, partly catalytic role in a democratic transition.

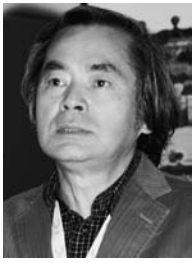
Overall, however, political circumstances are typically too complex and too deep-rooted for a single cultural event, even one as enormous and as prominent

11. Douglas Booth, "Hitting Apartheid for Six? The Politics of the South African Sports Boycott", *Journal of Contemporary History* 38 (2003), 493; see also idem, *The Race Game: Sport and Politics in South Africa* (London: Frank Cass, 1998).

as today's Olympic Games, to result in profound political change. One ought instead to look for small changes that might lay the seeds for longer-term effects. The Olympic Games are a prime venue for small-scale political contacts that are invisible to the public. "Nowhere else", Olympic scholar John MacAloon has commented, "do such favorable conditions exist for otherwise difficult meetings – on an invisible, informal, and agenda-less basis – among such a total range of global political elites, including from nations at war or having no diplomatic relations with one another".[12] It is often this kind of activity that will have the greatest cumulative impact: the subtle rather than the dramatic.

12. John J. MacAloon, "Politics and the Olympics: Some New Dimensions", Working Paper no. 128 (Institut de Ciències Polítiques i Socials, Barcelona, 1997), 5; available at http://www.icps.es/archivos/WorkingPapers/WP_I_128.pdf.

OLYMPIC GAMES, HUMAN RIGHTS AND DEMOCRATIZATION



Prof. Kazuo UCHIUMI (JPN)
Professor of Sociology of Sport,
Hiroshima University of Economics,
Japan

Olympic Games, Human Rights, Democratization

My theme is 'The Olympic Games, human rights, democratization.' This requires us to examine how the Olympic Games promote human rights and democratization of society. The reverse, how the human rights and democratization support the Olympic Games, must also, of course, be examined. This is one of several issues which the Olympic Games and the Olympic Movement have confronted throughout their history and still do today. Researches on the theme are required. Ever since the 1936 Berlin Games, the Olympic Games have been utilized politically by host nations, most notably during the Cold War. Up until the 1970s the Olympic Games had been holy and non aggressive. They were the protective objects rather than the critical ones. However, since the 1980s, as the IOC became richer and more powerful, criticism of the Olympic Games increased.

These criticisms have focused on the gigantism of the Games, environmental destruction, corruption, doping in competition and the agitation of nationalisms. Primary criticisms in the host cities center in excessive investment in city infrastructure at the expense of the welfare and rights of local people. The IOC has coped with those problems and wanted host cities and countries to clarify their legacies gained by hosting the Games.

The relationship between the Olympic Games and human rights and democratization will be described by more focused and ramified methodologies. Research on this theme is lacking and without an appropriate direct research methodology, I will examine the issue in terms of 'The Olympic Movement, welfare, peace'. The Olympic Movement is vigorously devoted to welfare and peace movements throughout the world, and these movements are one side of a coin backed by the promotion of human rights and democratization.

The Olympic Movement is guided by the principles of Olympism. It makes sense, therefore, that we first consult these principles, and secondly, the role of the IOC in the Olympic Charter.

The fundamental Principles of Olympism are described as follows:

1) Olympism is a philosophy of life, exalting and combining 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, social responsibility and respect for universal fundamental ethical principles.

2) The goal of Olympism is to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity.

3) The Olympic Movement is the concerted, organized, universal and permanent action, carried out under the supreme authority of the IOC, of all individuals and entities who are inspired by the values of Olympism. It covers the five continents. It reaches its peak with the bringing together of the world's athletes at the great sports festival, the Olympic Games. Its symbol is the five interlaced rings.

4) The practice of sport is a human right. Every individual must have the possibility of practicing sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.

5) Recognizing that sport occurs within the framework of society, sports organizations within the Olympic Movement shall have the rights and obliga-

tions of autonomy, which include freely establishing and controlling the rules of sport, determining the structure and governance of their organizations, enjoying the right of elections free from any outside influence and the responsibility for ensuring that principles of good governance be applied.

6) Any form of discrimination with regard to a country or a person on grounds of race, religion, politics, gender or otherwise is incompatible with belonging to the Olympic Movement.

7) Belonging to the Olympic Movement requires compliance with the Olympic Charter and recognition by the IOC.

Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. The goal of Olympism is to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity. The practice of sport is a human right. Any racial, religious, political and sexual discrimination is in direct contravention of these aims.

The mission of the IOC is to promote Olympism throughout the world and to lead the Olympic Movement. More specifically the roles of the IOC are as follows:

1) To encourage and support the promotion of ethics and good governance in sport, as well as education of youth through sport and to dedicate its efforts to ensuring that, in sport, the spirit of fair play prevails and violence is banned;

2) To encourage and support the organization, development and coordination of sports and sports competitions;

3) To ensure the regular celebration of the Olympic Games;

4) To cooperate with competent public or private organizations and authorities in the endeavor to place sport at the service of humanity and thereby to promote peace;

5) To take action to strengthen the unity of the Olympic Movement, to protect its independence and to preserve the autonomy of sport;

6) To act against any form of discrimination affecting the Olympic Movement;

7) To encourage and support the promotion of women in sport at all levels and in all structures with a view to implementing the principle of equality of men and women;

8) To lead the fight against doping in sport;

9) To encourage and support measures protecting the athletes' health;

10) To oppose any political or commercial abuse of sport and athletes;

11) To encourage and support the efforts of sports organizations and public authorities to provide for the social and professional future of athletes;

12) To encourage and support the development of sport for all;

13) To encourage and support responsible concern for environmental issues, to promote sustainable development in sport and to require that the Olympic Games are held accordingly;

14) To promote a positive legacy from the Olympic Games to the host cities and host countries;

15) To encourage and support initiatives blending sport with culture and education;

16) To encourage and support the activities of the International Olympic Academy ("IOA") and other institutions which dedicate themselves to Olympic education.

Through these roles, the IOC declares its commitment to the protection of human rights and democracy, the abolition of discrimination and the promotion of peace education etc.

The main problem is now to search how these roles are achieved by concrete activities. As these roles are closely related to welfare and peace, we can turn to the fields of welfare and peace studies in search of an appropriate research methodology.

Solid welfare as a basis for peace

Solid welfare is a basis for peace. Poverty and economic discriminations lie behind almost all social conflicts. Therefore, to produce a solid welfare, policies

for the recovery of peace in a society need to be implemented in tandem with the dissolution of poverty and economic discrimination.

The promotion of welfare and peace in a society is directly connected to ensuring human rights and democratization in that society.

When the spread of sport is made an element of welfare in a society, it too becomes a contributing factor in the promotion of human rights and democratization. Culture, including sport, does not directly equal human rights and peace, but an element of them in a broad sense. The ensuring of welfare equals ensuring human rights and democratization economically, politically and culturally. 'Sport for all' policy is an element of the Welfare State. Thus, 'sport for all' policies are unfortunately not realized in developing countries, because the levels of their economic development are insufficient to support such policies.

No.12 in the roles of the IOC is to encourage and support the development of sport for all mainly in the developing countries. However, the IOC cannot directly promote 'sport for all' in every country. 'Sport for all' is an internal affair of each country and levels of welfare depend upon levels of economic development. The IOC can only support the policy from outside a country.

Solid welfare presupposes a degree of economic development, but some Eastern Asian countries such as Japan, South Korea and Taiwan, which achieved economic development, did not create welfare states.

What is peace?

Gathering together almost all countries over the world to the Olympic Games indicates a typical peace in the modern world. If we don't say it is a symbol of peace, how can we mean peace?

One opposition view states that the Olympic Games should be stopped because they overtly stimulate nationalisms. However, if we eject national anthems and national flags from the Olympic Games, the interest in the Games by many countries, and the charm, dignity and their power to influence will be diminished. Then the meaning of the Olympic Games as a peace movement will be decreased.

Moderate nationalisms cannot be eradicated and are necessary. They can have the effect of releasing frustrations in lieu of real conflict, and in this way, the Olympic Movement can be said to be a Peace Movement. The Olympic Games will not be held in a war. And the Olympic Truce is necessary for the Games and world peace. They are premises for the human rights and democratization in a society. Of course, excessive nationalism, which causes chauvinism instead of patriotism, should be restricted.

The United Nations is an international organization which exists for arranging interests and nationalisms between nations, and which can exist itself under the premise of the existence of nations, nationalisms, national anthems and national flags.

Here, I would like to examine what peace is and what the relationship between the Olympic Movement and peace is.

In Peace Studies, peace is conceptualized as follows; A state of "passive peace" indicates a situation in which although direct violence is absent, structural violence exists. On the other hand "positive peace" indicates a situation in which, not only direct violence and any kind of structural violence are absent, starvation, poverty and political oppression are also absent. Namely, peace is composed of both passive peace and positive peace. The former means a situation and activities in a state of truce and promotion of friendship, and the latter, the dissolution of poverty and freedom from political oppression. These concepts of peace apply both within a country and internationally.

We can apply these concepts to sport and the Olympic Movement as follows:

- **Positive Peace: dissolution of economic difference, equality, welfare, human rights**

Positive Peace contains two areas, inside a country and between countries.

Inside a country, sport for all policy and sport-right is realized as an element of welfare and human rights in a welfare state. Sport for all is an element of a welfare state. How many countries which are recognized as welfare states are there in the world now? How many countries which ensure the sport-right of people are there? Perhaps only twenty or thirty per cent of nearly 200 countries and regions. The

spread of sport inside a country depends on the level of the welfare within that country. And the level of welfare depends on the economic development of that country. In the near future, if developing countries get a certain level of welfare, their sport will equally be enhanced. Such developments will change the structure of world sport and the Olympic Games. The Olympic Movement cannot directly develop for all inside a country, but can indirectly support its development.

Next is the dissolution of economic differences between countries. Sport for all policies are impossible in developing countries because the economic development and welfare are insufficient to support them. The IOC supports sports promotion in many developing countries in conjunction with the United Nations. Such support comes can be described as welfare and peace promotion. I will return to this topic in the section 'The UN and sport'.

- **Passive Peace: thought and activity for avoiding wars**

International sporting exchanges can act as brakes on the road to real war, and the Olympic Truce declaration demands that fighting countries and groups cease fire at least during the period of the Olympic Games.

They need to share any common feeling for mutual understanding. Sporting competitions between countries and also in many countries are most important, requiring levels in the mutual understanding that range from shallow and instinctive national identity to deep and cognitive nationalism. For many, these are a human need and the mass media organizes them and agitates people. We need to carefully discuss the relationship between the Olympic Games and nationalisms.

The United Nations and sport

The United Nations, the UNESCO and the IOC etc. support sport promotion activities in developing countries. These activities aim to directly promote the spread of sport in those countries, but mainly to utilize sport for promoting welfare, peace and ensuring human rights in those countries.

So far, the activities of sport promotion in the United Nations were shared by

the UNESCO, and recently the United Nations General Assembly recognizes the importance of sport and makes some important sport policies. For example, the Millennium Development Goals (MDG) in 2000 made long term targets for the development and peace of the world up until 2015. In the MDG, very important roles are given to sport.

The United Nations General Assembly decided the year of 2005 as 'the Year of Sport and Physical Education' and adopted a slogan, 'Sport for Development and Peace', and several policies. The United Nations promotes many activities including the meeting of persons in charge of sport etc. In 2008 its concrete and systematic sport policy, 'Harnessing the Power of Sport for Development and Peace: Recommendations to Governments,' was issued. The recommendations run to over 300 pages and are composed of seven chapters as follows:

1. Introduction to Sport for Development and Peace
2. Sport and Health
3. Sport and Child & Youth Development
4. Sport and Gender
5. Sport and Persons with Disabilities
6. Sport and Peace
7. Cross-Cutting Recommendations to National Governments

In developing countries economic development and welfare level is not enough for a successful sport for all policy, so sport promotion is not for sport itself but as a means for promoting local welfare and peace. Especially chapter 6, 'sport and peace', will be accomplished through the following activities:

- To eradicate extreme poverty and hunger;
- To achieve universal primary education;
- To promote gender equality and empower women;
- To reduce child mortality;
- To improve maternal health;
- To develop a global partnership for development.

The relationship between sport and peace in the above is in a category of reduction of poverty in 'Positive Peace.' In developing countries sport for all policy and sport promotion as such are used for reducing poverty and preventing real conflicts rather than sport.

The United Nations General Assembly organized a new institute, 'Sport for Development and Peace International Working Group: SDP IWG', for the accomplishment of the aims in MDG.

The IOC supported sport promotion in the developing countries by the Olympic Solidarity with the United Nations. Especially since 1990s the IOC has been committed to many international environmental meetings cooperating with the United Nations.

Contribution of Lord Philip Noel-Baker

Lord Philip Noel-Baker (1889-1982) was a British politician, a peace activist (insisting on total disarmament and total abolition of nuclear weapons), an international political scientist, and he joined the foundations of the League of Nations and the United Nations. And he was an excellent sportsman and also a peace activist in the world of sport, and he was a 1500m silver medalist in the 1920 Antwerp Olympic Games. He attended almost all Olympic Games except the 1936 Berlin Olympic Games as a British delegate. In 1959, he became a Nobel Peace Prize winner. He is still the only Olympic medalist who has received a Nobel Prize.

He supported the United Nations in his insistence on total disarmament and abolition of nuclear weapons, and he led the international sport movement as a peace activist. He became the first chairman of the International Council of Sport and Physical Education which was founded in 1960 at the Rome Olympic Games. He led the council until 1976.

He insisted frequently on the connection between sport and peace and was an ardent defender of the Olympic Games in the media and the newspapers.

'I have said again and again throughout my life that, of all the international

causes I have served, sport is the most noble. I have even ventured the thought that, in a nuclear age, sport is man's best hope. (Philip Noel-Baker, Man of Sport, Man of Peace: Collected Speeches and Essays of Philip Noel-Baker Olympic Statesman 1889-1982, 1991, p. 164) 'Sports, games and physical education and those who work in their field are the best hope for the ultimate salvation of Mankind. (p. 118)

Why did he think so and what did influence his thought? He thought that in the international political situation in the United Nations and in the Peace Movement every country needs to obey international laws and rules, but many of them use schemes elsewhere. In international sporting competitions and the Olympic Games, however, all athletes obey their international rules and play fairly. Then, the competition and the Olympics proceed solemnly.

He joined the international peace movement and thought that sport predominated over other international activities in terms of the promotion of international peace. He insisted more,

'The ceremonies in the Olympic Games are a supreme example of this marriage of the national and international, patriotism and pride'. (p. 157)

'To realize sport for all especially in the developing countries proves the international peace.'

'Olympic Movement is the League of Nations in sport.'

Bibliography

The Olympic Charter

Sport for Development & Peace, International Working Group (United Nations), Harnessing the Power of Sport for Development and Peace:

Recommendations to Governments, 2008 *Kazuo Uchiumi, Olympics and Peace - Problems and Methodology -, Fumaido, 2012 (Japanese)

Philip Noel-Baker, Man of Sport, Man of Peace: Collected Speeches and Essays of Philip Noel-Baker, Olympic Stateman 1889-1982, 1991.

ATHLETES' RIGHTS: THE EMPOWERMENT OF ATHLETES' STATUS IN THE OLYMPIC MOVEMENT

Prof. Bruce KIDD (CAN)
Professor of Kinesiology and Physical Education,
University of Toronto
Honorary Member, Canadian Olympic Committee

On October 16, 1968, shortly after they won gold and bronze medals at the 200 metres at the Olympic Games in Mexico City, American sprinters Tommie Smith and John Carlos staged a silent protest against American racism from the victory podium.

While the US national anthem played and the flag was raised, they stood shoeless in black socks (to connote black poverty) and raised black-gloved fists in the air (to express the aspirations of black people for inclusion and justice.) All three medalists, including second-place finisher Peter Norman of Australia, wore the button of the Olympic Project for Human Rights, the broadly-based movement that inspired the protest.

Outraged by what he deemed an unacceptable political protest, International Olympic Committee (IOC) President Avery Brundage immediately ordered the United States Olympic Committee (USOC) to suspend Smith and Carlos from the team and remove them from the Olympic Village. When the USOC refused, Brundage threatened to ban the entire US track team from the Games. The USOC capitulated, and Smith and Carlos were expelled from the Games, losing their opportunity to compete in their remaining events. They were sent

home to social ostracism. Norman was reprimanded by the Australian Olympic Committee.[1]

If Smith and Carlos had conducted their protest during a recent Olympics, they would never have been subject to such arbitrary power, and it is highly unlikely that they would have been expelled from the Games. They would have had the right to defend themselves, with legal representation, before impartial arbitrators from the Ad Hoc Division of the International Court of Arbitration for Sport (CAS) that meets during every Olympic Games. Even if they had been found to have violated an Olympic rule, they would have had the right to put the case for a less severe sanction than removal from the Games.[2]

The creation of CAS, with a growing number of national equivalents such as the Sport Dispute Resolution Centre of Canada[3], has given athletes the right to appeal any decision that they believe improper or unjust, including selection and/or discipline, allegations of doping, and the transfer of citizenship. Rulings by the Ad Hoc Division are rendered within 24 hours of the submission of the appeal, and at modest cost. It is just one of the many advances that athletes have won during the last four decades.

Today Olympic athletes elect representatives directly to the IOC and to the decision-making bodies of some International Federations (IFs) and National Olympic Olympic Committees (NOCs). In some countries, Olympic athletes collectively bargain for training and living expenses, educational benefits, working conditions and the rights of representation in the mass media. Athletes also draw upon the rights established by humans defined in other ways, such as the rights proclaimed by the International Charter on Physical Education and Sport, the

1. Harry Edwards, The Revolt of the Black Athlete (New York: Free Press, 1969); Douglas Hartmann, *Race, culture and the revolt of the black athlete: the 1968 Olympic protests and their aftermath* (Chicago: University of Chicago Press, 2003); Tommie Smith, *Silent gesture: the autobiography of Tommie Smith* (Philadelphia: Temple University Press, 2007); and John Carlos and David Zirin, *The John Carlos Story: The Sports Moment That Changed the World* (Chicago: Haymarket Books, 2011).

2. Jean-Loup Chappelet and Brenda Kubler-Mabbott, The International Olympic Committee and the Olympic System (London: Routledge, 2010), pp. 128-136.

3. Sport Dispute Resolution Centre of Canada, http://www.crdsc-sdrcc.ca/eng/home.jsp, accessed March 22, 2012.

International Convention on the Rights of Girls and Women; the International Convention on the Rights of the Child; and the International Convention for Persons with Disabilities, and regional, national and local legislation which guarantees these rights.[4]

The basic athletes' rights – the rights to opportunities, to protection against discrimination, to participate in decision-making, and to challenge arbitrary or unfair decisions – have now been fully established. They constitute an important first step towards athletes' empowerment.

Yet, the struggle is far from won. The extent to which athletes actually enjoy their rights in practice varies significantly. In some cases, the advances of an earlier period have been rolled back. Moreover, female athletes in many countries still face discrimination and sexual harassment; female athletes still do not enjoy the right to gender self-identification, i.e. the IOC has resumed 'gender identification' testing; and in many parts of the world, lesbian, gay, bi-sexual, transgender and queer (LBGTQ) athletes face discrimination and persecution.

This paper will set out the basis for athletes' rights, argue that athletes' rights were won through athletes' activism, suggest areas where athletes could take better advantage of the rights that they have been promised and recommend that the rights to gender self-identification and sexual diversity still need to be respected. The author was an active supporter of the Olympic Project for Human Rights in 1968, and has been an advocate for athletes' rights all his life.

The basis for athletes' rights

Athletes' rights – and the promise of empowerment – are deeply rooted in Olympism, the philosophy that Pierre de Coubertin developed in the course of establishing his version of modern Olympic Games. For Coubertin and his colleagues, the Olympic Games were not be just a sporting event, but an initiative of social reform in which participants – through the vigorous testing and

4. Bruce Kidd and Peter Donnelly, "Human Rights in Sports", *International Review for the Sociology of Sport*, 35 (2), 2000, 131-148.

intercultural exchanges of sport – would acquire the knowledge, skills and values that would enable them to make the world a better place.[5] The primary 'subject' or doer of Coubertin's project was the independent, self-actualizing athlete who learned through practice and reflection. Coubertin drew upon several European traditions that emphasized the individual – the aristocratic commitment to 'unique and conspicuous moral acts' or *prousse*; the enlightenment confidence in self-improvement and the 19th century amateur ideal of education through sport.[6] It was a time when most amateur athletes were independent self-actualizers in this way – they were middle and upper-class men from the developed countries accustomed to making their own decisions. The now familiar pattern of coach-led sport was only in its infancy. Olympism assumes a freely choosing, politically engaged subject. If learning through sport is to be effective, the athlete must be free to participate in the major decisions that structure his or her life.

Two other ideals of Olympism – fair play and universality – provide further premise for the articulation of athletes' rights. To be sure, Coubertin and his immediate successors did not extend 'universality' to women, it took decades for the IOC to act upon the implications of these ideas, and contractions between aspiration and reality remain. Yet, the promise of athletes' rights was inherent in Olympism from the beginning.

Campaigns for athletes' rights have drawn inspiration from the struggles for human rights that have occurred throughout the world, and the efforts of people in comparable walks of life to win opportunities and protections for themselves. For example, the Olympic Project for Human Rights and other efforts to eradicate overt racial discrimination in sport during the 1970s was deeply intertwined with the US civil rights movement, in the context of the world-wide campaign against racism and apartheid in South Africa. The effort to eradicate overt gender discrimination in sport and mandate equal opportunities for girls and women has drawn strength from world-wide feminism. The example of professional athletes

5. Bruce Kidd, 'The Aspirations of Olympism', Olympic Academy of Canada, Canadian Olympic Association, Montreal, Canada, 1985.

6. John MacAloon, *This Great Symbol: Pierre de Coubertin and the Origins of the Modern Olympic Games* (Chicago: University of Chicago Press, 1981).

initiating court challenges, forming trade unions and engaging in collective bargaining has also inspired Olympic athletes.

The importance of athlete activism

The comprehensive history of athletes' rights is still to be written. Any such an account would have to take the very different experiences of athletes in different countries and different sports into consideration. Even for the Olympic Movement as a whole, generalization is difficult. But there is one common theme: every major breakthrough was enabled by athletes' activism.

It was athletes' widespread opposition to the US-led boycott of the Olympic Games in Moscow that persuaded the IOC to establish the Athletes' Commission and the requirement that athletes serve on every other IOC commission, the National Olympic Committees, and the International Federations. While many western NOCs capitulated to the cold-war inspired call for a boycott, Olympic athletes in those very same countries organized to protect their right to participate, weighing in eloquently in the contest for public opinion. In Canada, for example, while the membership of the Canadian Olympic Association voted 137-35 to respect the boycott, a delegation of 20 prominent athletes attending the meeting voted 13-7 against it; in the US, while the full USOC voted 1,604 to 797 to stay home, the US Athletes' Advisory Council voted overwhelmingly to go, and rower Anita DeFrantz and 24 other members of the US team sued the USOC in federal court. The lesson that athletes constitute an unwavering source of support for the Olympic Movement was not lost upon incoming IOC president Juan Antonio Samaranch. Pressured at the Olympic Congress in Baden-Baden in 1981 by Sebastian Coe, Thomas Bach and 36 other Olympic champions, Samaranch agreed to create an IOC commission to give athletes access to Olympic decision-making.[7]

7. Donald Macintosh and Michael Hawes, *Sport and Canadian Diplomacy* (Montreal: McGill-Queen's University Press, 1994), p. 101; and Peter Tallberg, 'The Athletes in Baden-Baden 1981', in Deutscher Olympisher Sports Bund, *Documentation: Celebration Ceremony, 30th anniversary of the 11th Olympic Congress in Baden-Baden 1981* (Frankfurt am Main, 2011), pp. 20-24.

It was an athlete's legal challenge a decade later that turned CAS into an impartial arbiter of athletes' appeals. CAS had been established in 1981 as a means of settling contentious international disputes, in situations where both parties agreed to arbitration. But the arbitrators were chosen by the IOC, the NOCs and the IFs, and the IOC financed and controlled its administration. In 1992, equestrian Elmar Gundel appealed a doping violation to CAS. When only partially successful, he challenged the CAS decision in Swiss court, arguing that CAS could not provide impartial decisions because it was primarily appointed and financed by the IOC. The court agreed with him, and as a result, CAS was completely reformed in 1994 to give it the required independence. The Ad Hoc division for Olympic and Olympic Winter Games was created in 1996. It operated for the first time in Atlanta.[8]

It was the advocacy of the Athletes' Advisory Council that finally brought an end to the sexist 'gender verification test' in 1999.[9]

Perhaps the most telling episode came during the IOC's crisis of legitimacy in the late 1990s, when the Salt Lake City bribery scandal and President Samaranch's seeming indifference to the Festina doping scandal unleashed a world-wide call for reform. While some Olympic athletes contributed to the clean-up through the IOC 2000 Commission, others created a new organization, Olympic Athletes' Testify Honestly (OATH), to serve as an external pressure point for democratic governance, accountability and transparency. OATH's founding meeting in New York was attended by athletes from around the world. It was clear that if the IOC was not prepared to clean house, a group of Olympic athletes would challenge it for the moral leadership of the Olympic Movement. It was in this climate that athletes won the right to elect 15 representatives directly to IOC, and a place on the Executive Board; hitherto, the IOC Athletes' Commission was only advisory. It was only after the first elections in Sydney that OATH disbanded and many of the leaders, such as former Olympic champion Mark Tewksbury,

8. Court of Arbitration for Sport, 'History of the CAS', http://www.tas-cas.org/en/infogenerales.asp/4-3-234-1011-4-1-1/5-0-1011-3-0-0, accessed March 17, 2012.

9. Claire Sullivan, 'Gender Verification and Gender Policies in Elite Sport: Eligibility and "Fair Play", *Journal of Sport and Social Issues*, 35 (4), 2011, p. 407.

resumed participation within the Olympic Movement. In 2012, Tewksbury will head the Canadian Team in London. The lesson should not be forgotten.[10]

Strengthening athletes' rights

What is the status of athletes' rights today? I will be very interested in what participants at this International Session for Young Participants report from their countries and experiences. Your comments will enable us all to gain a more accurate international picture.

From my viewpoint, much remains to be done if the full promise of athletes' rights is to be realized. In terms of opportunities, admittedly an extremely complex subject, rising inequality, the neo-liberal assault on public facilities and programs and the increasingly sedentary character of everyday life have had the effect of reducing access and/or discouraging participation, and the promise of 'sport for all' is a distant prospect. As a result, only a small fraction of the world's population enjoys genuine access to participation in sport.[11]

Where children, youth and adults are able to engage in sports to the point that they become competitive athletes, they do not always realize that they have rights, let alone enjoy their protections and opportunities. Coaches and officials in many sports and parts of the world still treat athletes as undeserving of rights, and refuse to include them in decision-making. Female athletes still face sexual harassment and assault and both male and female athletes face discrimination on the basis of sex and gender. [12]

---

10. Johann Koss, Ann Peel and Alexandra Orlando, 'Athletes' rights and Olympic reform', *Sport in Society*, 14 (3), 2011, pp. 312-314.

11. Peter Donnelly, Jean Harvey, Barrie Houlihan, Bruce Kidd, Kyoung-Yim Kim, Margaret MacNeill, Yuka Nakamura, and Kristine Toohey, 'Sport Participation in Canada: Evaluating Measurements and Testing Determinants of Increased Participation', Centre for Sport Policy Studies, University of Toronto, http://www.physical.utoronto.ca/Centre_for_Sport_Policy_Studies.aspx, accessed March 22, 2012.

12. There is a vast literature on these issues. For a recent survey of the status of women in the Olympic Movement, see Sarah Teezel, 'Rules and reform: eligibility, gender differences and the Olympic Games', *Sport in Society*, 14 (3), 2011, pp. 386-398; on the need to combat discrimination against LGBTQ, see 'Homophobia in Sport', Canadian Association for the Advancement of Girls and Women in Sport and

Nor is it clear that every NOC allows athletes to elect independent representatives to their decision-making boards, nor provides appeal mechanisms on selection and discipline. The *IOC Charter* simply says NOCs 'must include' active and recently retired athletes, without stipulating how they are to become members, how many they should be, and how they should participate in the organization. At the Olympic Games, elections for athlete representatives are largely popularity contests, with little opportunity for the full solicitation, presentation and debate about issues that is the characteristic of democratic engagement. Once elected, athletes are pressured to represent the IOC to athletes, in the tradition of 'delegation in reverse', rather than solicit athletes' viewpoints and communicate them to the IOC.[13]

To strengthen athletes' rights, the IOC Athletes' Commission should:

- Conduct an educational campaign, with modules on the history of athletes' activism, so that every athlete knows about her/his rights and how to they can be realized, and every coach and administrator knows that they must be respected;
- Pressure the IOC to require all NOCs to conduct open elections among qualified athletes for the positions on their boards; to include at least one athlete representative on their executive committees; and to provide CAS-like appeals for disputes;
- Ensure that there are genuine elections at the Olympic and Winter Olympic Games for athlete representatives, and that those elected have the training and resources to communicate effectively with their constituents;
- Establish an office to assist athletes' activism around the world.

Physical Activity, http://www.caaws.ca/homophobia/e/index.cfm, accessed March 24, 2012–it is disturbing that after the LBGTQ-affirming Pride Houses of Vancouver and London, a Russian judge has banned Pride House from the 2014 Olympic Winter Games; on the gender identification test, see Sullivan, 'Gender Verification and Gender Policies in Elite Sport', pp. 400-419; and Ljungqvist, Georg Facius and Bruce Kidd, 'The Intersex Challenge to Sport', Play the Game Conference, Cologne, October 5, 2011, http://vimeo.com/31500034, accessed March 24, 2012.

13. Koss, Peel and Orlando, 'Athletes' rights and Olympic reform', pp. 309-312.

The International Olympic Committee should continue to fight against gender discrimination, abolish the gender identification test, and recognize the rights of LGBTQ. It should establish a protocol for the prosecution of sexual harassment at the time of Olympic, Winter Olympic and Youth Olympic Games.[14] In the spirit of human rights, it should revise Rule 50 of the *Olympic Charter* – which currently states that 'no kind of demonstration or political, religious or racial propaganda is permitted in any Olympic sites, venues or other areas' – to protect the rights of peaceful expression.[15]

Finally, it should be recognized that the realization of athletes' rights is a necessary but not sufficient condition for athletes' empowerment. If athletes are to express their full powers as humans through sport, they need the enabling conditions of knowledgeable, supportive, coaching, and genuine access to opportunities. They must feel safe, valued, socially connected, morally and economically supported, personally and politically empowered; and hopeful about the future. They must have confidence that they can engage in sport as an educational, cultural and inter-cultural activity, with opportunities for self-discovery and social learning as well as the development of athletic excellence. This requires the Olympic Movement to move away from its unrelenting pursuit of the podium and return to its original broad focus on the aspirations of Olympism. There is no better place to prepare for this journey than the International Olympic Academy.

I look forward to discussing these issues with you.

14. While the IOC's 'Consensus Statement: Sexual Harassment and Abuse in Sport', adopted in 2007, recommends 'procedures for reporting and handling complaints' and a 'range of consequences', no such mechanism has been created.

15. Bruce Kidd, 'Human rights and the Olympic Movement after Beijing', *Sport in Society,* 13 (5), 2010, pp. 901-910.

DEMOCRACY AND OLYMPIC IDEALS

Prof. Dr Margaret TALBOT (GBR)
President, International Council of Sport Science and Physical Education (ICSSPE)

I am very happy to be here in Olympia once more, where almost 40 years ago, I attended as a young participant, and began a lifelong love affair – with Greece and its sporting history. I now live part of each year here in Greece – all because of the Academy!

I will begin by outlining the membership and mission of the International Council of Sport Science and Physical Education (ICSSPE), of which I am President. ICSSPE is the largest worldwide umbrella organisation in its field, with more than 300 member organisations, including sports institutes and universities, international sport federations and national and international associations and government organisations. It therefore covers a huge number of people through its collective membership – a conservative estimate is in excess of 60 million people, all working in sport science, sport and physical education.

ICSSPE's mission is to:

- promote better scientific understanding of all facets of human movement;
- educate better quality of life and improved health for all people; and
- advocate the benefits related to an active lifestyle and the ethical values inherent in sporting activity.

I hope that this immediately shows the synergies between ICSSPE's mission, and the theme of this presentation – democracy and the Olympic ideals. This is even clearer, when looking at ICSSPE's contribution, ie to place science at the service of sport, through:

- SCIENCE, for better informed, more rigorous examination of experience and evidence;
- EDUCATION, for dissemination and explanation of information, and the development of the skills for informed choice; and
- ADVOCACY, in promoting the ethical bases for sport and physical education, with an emphasis on inclusion and positive values.

We play the roles of scientist, educator and advocate. As scientists, we use facts, logic and reasoning, to create knowledge and rational thinking – and to help us to balance complex arguments. As educators, we use knowledge and skills to develop others, supported by belief in their ability to realise their potential. And as advocates, we use rational argument and belief to promote causes and values in which our members believe.

As a scientist, educator and advocate, I see myself as a passionate rationalist for sport! But I am very aware that there are many issues and dilemmas in sport, which are not simple and which cannot be "solved" only by science. Sometimes, we must recognise the sources and implications of problems – and choose the most convincing position, or even, the least damaging solution (not always the most popular!).

The title of my presentation asks me to consider the relationships between democracy and the Olympic ideals. So the first task is to outline what they are. It should be easy, here in Greece, to go to the roots of the word "democracy".

δημοσ – the people

κρατια – rule

Hence, rule by the people, for the people, which is seen as one of the ultimate ideals for modern civilizations. As a system of governance, democracy should allow extensive representation and include as many people and views as possible, to feed into the functioning of a fair and just society. Democratic systems are also

supposed to require accountability of those in power, and to prevent abuse of power by the few. This is often managed through elected representatives, requiring transparent, free and fair elections. Basically, the people can express their views, both through free speech and through voting their representatives in or out.

The origins of the word and the concept are easy enough. But its implementation and interpretation may not be so simple! Here in Greece, the so-called cradle of democracy, only free-born, male Greeks were entitled to a voice in ancient times, and the whole basis of society was supported by slavery and servitude of the conquered. Women's and slaves' voices were excluded, at least in public. The question about democratic systems which must always be asked is – "which people?" – who is entitled to have their say and to vote? It is important to remember that in my country, the UK, only in 1918 were all men over 21 allowed to vote, with the privilege being extended to all women over 21 in 1928. The voting age for both men and women was reduced to 18 much later, in 1969. Switzerland extended the vote to its female citizens, only as recently as 1971. And some of us will remember the long voting lines in South Africa in 1994, as the regime of *Apartheid* was dismantled and all citizens, of all colours, were at last allowed to participate actively in the new democratic South Africa. These examples should demonstrate that democracy is an ideal to strive for, not an immutable system which can be taken for granted. There are parallels in sport.

If democracy, rule of the people – is to apply to sport, we have to acknowledge some challenges. For example:

If sport is to be truly democratic, as in the notion of "sport for all", how do we deal with the inherently competitive nature of sport, which implies a ***meritocracy***?

In any national political system, how are decisions about sport to be taken? By all the people, who pay taxes but may be totally disinterested in sport? Or all the people "in" sport? Or by the leaders of sport, even if they have not been elected by the people? How do the principles of democracy operate, in practice? – in sport, in Olympic sport, and in specific sports? Do we even know? Do we care? Does it matter? How do sporting representatives of democratic political systems work with sporting representatives of other political systems, and how are democratic principles and procedures protected and promoted in such situations?

I leave these questions to one side, and turn to the other part of the relationship I have been asked to examine – the Olympic ideals, which are expressed in the Olympic values:

- **respect** – this includes respect for one's own and others' bodies and sporting contributions (both colleagues' and opponents'); and respect for the rules, shown through fair play. Respect extends to taking care of one's health and the environment.
- **excellence** – being the best that one can be, both within sport and in life, through setting one's own objectives and striving to achieve them through active participation and contribution.
- **friendship** – celebrating difference through shared sporting experiences and appreciating others' challenges and achievements.

It is interesting that these Olympic values have begun to take precedence over the three elements of the Olympic Motto – *"citius, altius, fortius"* – *"faster, higher, stronger"*, which are fundamental to the notion of sport as a meritocracy.

The Paralympic values add further dimensions, especially towards an inclusive sport:

- courage – to be who you are and to overcome difficulties and challenges;
- determination – to achieve what you set out to do;
- inspiration – to demonstrate ability and sporting prowess;
- equality – to show that Paralympic sport provides opportunities for achievement and excellence.

The Olympic Charter includes 3 clauses which are central to this relationship between democracy and the Olympic ideals, and to putting the ideals into practice:

4. The practice of sport is a human right. Every individual must have the possibility of practising sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.

5. Recognising that sport occurs within the framework of society, sports organisations within the Olympic Movement shall have the rights and obligations of autonomy, which include freely establishing and controlling the rules of sport, determining the structure and governance of their organisations, enjoying the right of elections free from any outside influence and the responsibility for ensuring that principles of good governance be applied.

6. Any form of discrimination with regard to a country or a person on grounds of race, religion, politics, gender or otherwise is incompatible with belonging to the Olympic Movement.

Clauses 4 and 6 are strong statements supporting the entitlement, the right, of all people to take part. This principle is claimed in both democratic and Olympic ideologies – and leaders of both democratic and Olympic organisations commonly struggle to put it into practice. One current example is the call for Saudi Arabia to fulfil the Olympic Charter by sending women competitors to the Olympic Games; IOC leaders have been working with Saudi Arabian sport leaders to try to achieve this. One lobbying organisation, Atlanta/Sydney/Athens/London +, calls for any NOC which does not send women to the Games, to be excluded from the Olympic Games. This is an example of a real dilemma. It is a dilemma which is rooted in culture rather than religion, since there is no prohibition of women participating and competing in sport in Islamic teaching (Benn at al 2010). This is where knowledge of the issue is vital, before selecting a course of action. Even then, doing the right thing is not a simple matter:

- Can the IOC achieve more by excluding countries which fail to enter women competitors, or by including them and ensuring persuasive advocacy for change?
- Should organisations calling for countries' exclusion on the grounds of sex discrimination consult the women (especially the sportswomen) of the country, before making the call? Might they inadvertently damage progress which has been made inside the country?

There are no easy answers to these questions – but they should be asked, and the issues and circumstances considered, before adopting a position. It might also be useful to examine practices adopted by some international federations, within the Olympic Movement, which actually exclude large groups of potential participants. Rules and clothing requirements can be discriminatory, and are often applied without consulting the people who will be affected most – the athletes. Much sport clothing, especially for female athletes, is designed around western stereotypical ideas about what women (and men) should wear, rather than the functional needs of the sport. When this results in the exclusion of large numbers of participants, surely there is a need for a radical rethink. These two illustrations of track and field athletes show quite similar covering of the body, albeit for rather different reasons – first a Bahraini athlete, and then a world-famous achiever from Australia:

In 2008, following an international study week in Oman, the International Association of Physical Education and Sport for Girls and Women issued the "Accept and Respect" Declaration, which calls upon International Sport Federations to assess their own rules and practices, especially with regard to clothing.

Clause 6:

We urge international sport federations to show their commitment to inclusion by ensuring that their dress codes for competition embrace Islamic requirements, taking into account the principles of propriety, safety and integrity.

The IAPESGW rationale is that conventional thinking about "appropriate" clothing should be secondary to the rights of millions of women and girls to take part in and compete in sport. As long as athletes are safe and well prepared, why should unnecessary clothing restrictions exclude them? IAPESGW is asking sports administrators and legislators to think logically and clearly, with due regard for the rights of their client group – players and athletes. Another live issue is the request by many Muslim women to wear a specially adapted hijab for playing soccer, which has been supported by members of the IOC but resisted for "safety reasons" by members of the FIFA medical commission.

In some cases, the reasons for decisions cannot be seen as either for safety or ethical reasons – rather, they are led by commercial interests. Two recent examples have been the attempted imposition in badminton and boxing, that women competitors should wear skirts (not shorts)! The Badminton World Federation was up-front about its ruling to require female players to wear short skirts - *"to boost the sport's profile among viewers and sponsors"*. Contrast this so-called rationale with comments from international players:

Indian player - "I wear skirts or dresses only on special occasions, but never in tournaments... Skirts hamper my movement when I play."

In the case of boxing, there is defensiveness from the sport's leaders about the "femininity" of women boxers, hence the ruling that skirts should be worn – a ruling which was ridiculed by many leading women athletes. In both badminton and boxing cases, the rationale was based on attractiveness to the media, rather than on functional sporting needs. In both cases, the athletes have contested the ruling vigorously and have won their case. Bruce Kidd has already outlined the issue of athlete rights, and this issue of "appropriate" clothing is one aspect which repeatedly appears to be poorly managed by sport leaders, without the benefit of input from female athletes.

Gender stereotypes and myths affect and restrict expectations: they deny individuality, diversity and ranges of behaviour; constrain (& deny) achievement; they polarise behaviour between categories; and they affect the ways in which rules are made and services are delivered – as they have done in sport. Possibly one of the most extreme examples is beach volleyball, which illustrates gender stereotype and sexualisation in the *governance* (rules) of sport: this clearly conflicts with the Olympic Charter, clauses 4 and 6.

Here, the international federation has blurred the edges of sex and gender, and polarised how males and females present themselves, by actually legislating a *maximum* size for women's uniforms. The reasons are clearly centred on the sexualisation of both the sport and its female competitors. When I have raised this issue, I have been told that the female uniforms are "functional"; but if this the case, why do the men not wear them? My view is that this IF is failing to meet

the principles of good governance (clause 5) and of equity and inclusion (clauses 4 and 6) of the Olympic Charter – yet no-one has challenged it. However, very recently the Federation has conceded that women players be allowed to wear shorts and tee shirts with long sleeves, after pressure from what the Federation calls "more conservative countries".

The rhetoric around sport – sometimes called its "theology" – is defined by assumption of *inherent values*, like fairness, its currency as a common language and its availability to all – and these values are central to the tenets of Olympism. Yet, sport has also been described as a "value receptacle" (Harry Edwards 1978), which reflects the values of the people who control and play it. This view questions the idea that sport *necessarily and always* is imbued with positive values; and every day, values like fairness or inclusion are constantly being violated, at all levels of sport, but perhaps most visibly, in professional and international sport. You only need to look at some of the behaviour in Euro 2012 to see this. This places significant responsibility on the people who lead and manage sport, at all levels, to enact and uphold the values related to the Olympic ideals.

These issues escalate into significant challenges in governance for federations at all levels, whether local, national or international; and since federations are often less wealthy and powerful than professional leagues and some clubs, which may resist or appeal against control and sanctions, the value struggle can be unequal, and very time-consuming and expensive.

What does this imply for the Olympic Movement and leaders of sport? Often, upholders of values "swim against the tide", facing enormous challenges; and they therefore need all their *knowledge, belief and passion* to fulfil their roles as moral guardians of an ethical sport system. They have to be prepared, and brave enough, to work on *the system*, as well as with *individuals' behaviour*. They also need to be prepared to apply and maintain an ethical framework and explain why one is needed.

In many ways, a robust ethical framework is a self-evident need. One only needs to look at the colliding worlds of "professional" players and clubs, against those responsible for governing the game; at the all-too-common collusion and confusion by stakeholders (including administrators, fans, media, politicians);

and at the recurring evidence of distinct, competing priorities, value systems and behaviours. Any sports pages of almost any newspaper will provide examples.

An ethical framework is a system of *shared, agreed* values and behaviours, which define and support the management and delivery of a service system. Such frameworks are relatively easy to assemble and publish, but much more challenging to implement, as can be shown by the development and work of the World Anti-Doping Agency (WADA). Implementation is challenging because of major realities which many times are overlooked or ignored in sport strategy and policy. First, institutions of sport are run by people – with all the human flaws, talents and peculiarities they bring. Sport can become exclusive and unfair, if those who manage it do not commit themselves to inclusion and fairness. This is why clause 5 is so important; and why it relates so strongly to clauses 4 and 6. Sport, all too often, fails to apply self criticism, instead allowing perpetuation and even exaggeration of the status quo, as shown by Jay Coakley's work on what he calls over-conformity to the "sport ethic" (Coakley 1998). Coakley argues that ethical tenets such as subjugation of an individual's needs for the good of the team can actually lead to legitimation of deviant behaviour, like playing whilst injured or taking performance enhancing drugs: he calls for a healthy level of self-evaluation and reflection.

Who defines the sport ethic? Power in sport tends to be in the hands of people with "currencies" – money, spaces, people and institutions – all prerequisites for sport to happen. If power and its sources are not recognised, there is the danger that it can be mis-used, and lead to examples of the old adage, "power corrupts": since sport is an arena which is commonly seen to be outside normal life and jurisdiction, the threat of abuse of power increases. Abuse of power can be enabled by:

- Dysfunctions between agencies within the sport system, with failure to recognise responsibility, and one's own power to influence; and
- Lack of connection/accountability to client groups, by the people controlling and delivering sport, ie there may be a lack of genuine professional accountability.

The danger in sport – and other self-governing institutions, like democratic governments, – is of self-perpetuating cliques, which lack critical reflection and instead, resort to mystification and secrecy. Lack of transparency is all too often evident among some of the most powerful and influential sport institutions; this is almost always accompanied by lack of accountability and lack of any machinery for criticism or complaint. Yet, accountability is central to any successful ethical framework. The challenge is how to get agreement and a shared view? Arriving at such agreement requires the courage to reflect and evaluate – but as Martin Luther King once said, *"It is surprising how many people find it difficult to think about what they know best and value most".* Thus, some of our most prized areas of sport remain apparently beyond effective critique or review.

De Coubertin himself recognised these tensions, very early in the development of the Olympic Movement:

> *"Human imperfection tends always to transform the Olympian athlete into a circus performer. One must choose between two athletic methods which are not compatible... The re-establishment of the Olympic Games on a basis and in the conditions in keeping with the needs of modern life would bring together, every four years, representatives of the nations of the world face-to-face, and one is permitted to think that these peaceful, courteous contests constitute the best form of internationalism".*
>
> de Coubertin, 15 January, 1884

It is clear from this extract that de Coubertin was aware that the holders of power, and those to whom they are accountable, need constantly to be vigilant – a point which was made very early in this presentation, and one which applies equally to democracy and the Olympic ideals. Sport leaders must acquire the understanding, knowledge and skills they need to play this role, beginning with an appreciation of the term ***values*** – principles or standards, judgements of what is important or valuable in life. It is significant that *professions* are further characterised by values, codes of conduct and expected standards of skill and behaviour, by which professionals can be judged and held accountable. Hence, sport leaders

need to identify the characteristics of professionalism which will further define their role, through the nature of service and professional practice, to identify and practice the principles of democracy and the Olympic ideals in sports governance.

In the context of contested value positions, there are inevitable effects on equity and inclusion in sport, and hence on opportunities to participate and success, for young people especially. This raises the issue of the role of non-governmental organisations and of governments, in setting a lead towards positive sporting values – and most relevant to this audience, the role of sport leaders and participants in protecting and promoting them.

> *"The essence of professionalism depends on the effective performance of two separate, but overlapping elements: knowledge and judgement".*
>
> Charles Leadbetter "Seeing the Light": RSA 2003

This is where it is necessary for science and ethics to be deployed together, so that the positive values of both sport and democracy can be promoted and protected, through good governance. We can all play a part, by encouraging reflection on sporting practices, and ensuring transparency and accountability among our sport leaders.

References

Benn, Tansin, Pfister, Gertrud & Jawad, Haifaa (eds) *Muslim Women and Sport* (2010) London, Routledge

De Coubertin, Baron Pierre (1894) Extract from Coubertin's 15 January 1894 circular invitation to the Sorbonne Congress of June 1894, cited in Michael Llewellyn Smith (2004) *Olympics in Athens 1896* London, Profile Books

Edwards, Harry (1969) *The Revolt of the Black Athlete* New York, Free Press

International Association of Physical Education and Sport for Girls and Women (2008) *Accept and Respect Declaration* www.iapesgw.org.uk

Leadbetter, Charles (2003) "Seeing the Light" Royal Society of Arts

OLYMPIC UNIVERSALISM AND THE APARTHEID ISSUE

Sam RAMSAMY (RSA)
IOC Executive Board Member,
Vice-President,
International Swimming Federation (FINA)

Introduction

There are two elements to this presentation. But what is the connection between Olympic Universalism and Apartheid. The general definition of universalism is basically "affecting, concerning or involving all". Apartheid was a term used by the former White South African Government giving them the legal basis for white domination and to discriminate against anyone who is not white (black).

The International Olympic Committee (IOC) defines universality of sport as:

In its broadest and most basic definition, the universality of sport means that all sport, of whatever kind and at whatever level, should be accessible to all people, whatever the nature of their involvement. Every man, woman and child should have the individual and collective opportunity to enjoy sport. Their practice and enjoyment should be open to everyone, regardless of race, culture, nationality, ethnicity, gender or religion, with full access to the manifold benefits and opportunities which sport provides.

The policy of South Africa's white sports organisations was to follow the South African Government's guidelines and legislation to exclude blacks (which form 80 per cent of the population) from representative sport at all levels, including participation in the Olympic Games. Therefore only white South Africa continued to participate in the Olympic Games until 1960. Thereafter, South Africa was excluded from future Olympic Games until 1992 when South Africa competed in Barcelona with a mixed team.

Olympic universalism

In the Olympic Charter the Fundamental Principles of Olympism states:

> *The goal of Olympism is to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity.*
> *It covers the continents. It reaches its peak with the bringing together of the world's athletes at the great sports festival, the Olympic Games.*

Universality at the Olympic Games

The first Modern Olympic Games was held in Athens 6-15 April 1896 (25 March-3 April – Julian Calendar) at the initiative of Baron Pierre de Coubertin. The IOC records state that there were 241 competitors from 14 countries; and there were only 10 sports with 43 events.

More countries then joined the Olympic Movement and new sports were being added to the programme. Initially the number of countries and the inclusion of new sports increased only progressively. The organising cities of the early Games were able to absorb the increase/expansion without much difficulty.

With the growing popularity of the Games, the abandonment of amateurism, the prestige attached to athletes, countries and international federations all

wanting to be involved, the organisation of the Games was tending to become expensive and unmanageable. To ensure universality, the participation of all countries was paramount for the IOC. As of today 204 countries have accepted to participate in London.

When Mr Juan Antonio Samaranch became President of the IOC in 1980 he was confronted with the problem of gigantism in the Games. But, at the same time, it was important that all countries, irrespective of their financial positions, attend, especially the Olympiad (Summer Games). The IOC agreed to cover the costs of 6 athletes and 2 officials for the Games of 1984 in Los Angeles. This policy still prevails although the organising committees of the Games now cover virtually all costs for participating athletes and officials.

In 1987 the IOC imposed restrictions on the number of athletes for certain sports. However, for the 1992 Barcelona Games there were over 18,000 applications for participation. The IOC was then forced to set a ceiling of 10,000 athletes and 5 000 officials for Barcelona.

The present quota for London is 10,500 athletes and 5,500 officials in 26 sports. In 2016 for Rio de Janeiro there will be 28 sports (Golf and Rugby being included). All sports now have restrictions in the number of athletes who can compete. In team sports, the number of teams cannot exceed 12; but men's football is allowed 16 teams. All sports must have qualification standards. Again, to ensure all countries are included in the Games, there is a waiver in athletics and swimming on qualification standards. In other cases, some countries are allowed to apply for wild-cards. A further regulation requires that all continents are represented in all sports.

Olympic Solidarity

Many developing countries, because of lack of resources, were not able to develop their athletes to Olympic qualification standards. Lord Killanin, President of the IOC (1972-1980) said *"...it is our ideal that from the most difficult beginnings it should be possible for everybody to have an equal opportunity to reach*

world level standards...". The Olympic Solidarity Programme was the answer. The IOC states:

> *The aim of Olympic Solidarity is to organise aid to NOCs, particularly those which have the greatest need of assistance. It takes the form of programmes, developed jointly by the IOC and the NOCs, with the technical assistance of IFs, where necessary.*

As far as the athletes are concerned, Olympic Solidarity has the following objectives:

– to ensure that the athletes obtain qualifying standards and not rely on invitation places;
– to maintain the universality of the Games;
– to establish a level playing field so that athletes from developing countries have the same training opportunities as those from established sporting nations.

Other Programmes and Projects

Olympic Universalism has numerous other programmes and projects which ensures the harmonious and peaceful development of humankind.

They include:

– Health and Doping;
– Women and Sport;
– Ethics;
– The Environment;
– Culture and Education;
– Sport and Peace – Olympic Truce.

THE APARTHEID ISSUE

History

It is generally recorded that European history in South Africa began in 1652 when the Dutch established a settlement in Cape Town. Later the British occupied the Cape area. Thereafter Britain established another settlement in Natal. Many members of the Dutch population, dissatisfied with British rule moved north and founded so-called new settlements. This being the era of colonial rule, the Europeans (British and Dutch) paid no attention to the black inhabitants. They suppressed all black opposition, sometimes by vicious wars.

After a series of wars between the British and Dutch, which the British won, the Union of South Africa was founded in 1910. The black inhabitants who formed the majority of the population were not given any say in running the country. In fact, the black population was even deprived of most of their land.

The African National Congress (ANC) was formed in 1912 to oppose these anomalies. In 1948 the white government instituted a much more rigid form of race segregation, generally known as apartheid.

Modern European sport was first introduced into South Africa during the 19th century by the British army and the British settlers. This led to the formation of sports bodies at local, regional and national levels. Between 1895 and 1910 most of the whites-only sports bodies were affiliated to international sports organisations. Blacks were barred from becoming members of these bodies.

As black groups were socially and residentially separated from the whites, they formed separate associations. Initially the three black groups (Africans, Coloureds and Indians) had their own associations, but later united and called themselves non-racial bodies as their constitutions were open to all South Africans. But the whites, enjoying international participation, kept apart.

South Africa and the IOC

The first three Olympiads had no formal organisational structure. There were no entry rules per se. At the 1904 Olympic Games, two black South Africans, who were working on an exhibition site, entered the marathon. The 1908 Olympic Games held in London began the period of formally recognising National Olympic Committees (although still identified as countries). South Africa officially entered the Games – white-only of course.

The IOC which was very conservative in the early days, and in some ways still possessing a colonial attitude, paid no attention to the discriminatory policy of South Africa – or, for that matter, in any other part of the world. In fact, during this period all international sports bodies also tolerated the South African policy of race discrimination.

National Non-Racial Sports Bodies Seek International Recognition

South Africa's whites-only regulation was soon brought to the attention of International Sports Bodies (now known as International Federations – IFs). In 1956 the International Table Tennis Federation (ITTF) was the first body to expel the whites-only body and gave affiliation to the non-racial South African Table Tennis Board. The non-racial team composed of black players then competed in the International Table Tennis Championships in Stockholm. On their return to South Africa the apartheid government confiscated the passports of the team members. Application by other non-racial bodies was less successful.

IOC Action and South Africa's Olympic Recognition

As the matter was also brought to the attention of the IOC, it was forced to take action after its members from Africa and the "Socialist" countries sought the exclusion of South Africa from the Olympic Games. The position of the South African government was very clear:

– Whites and non-whites cannot compete together;
– South African sports bodies may not send mixed-race teams to represent the country in international competitions;
– Already several laws prevented mixed sports events taking place in South Africa.

South Africa was not allowed to participate in the 1964 Tokyo Olympic Games and the Games of Mexico in 1968. Finally, in 1970 the IOC withdrew South Africa's recognition.

After 1964 many International Federations either expelled white South Africa or suspended its participation in international competitions.

Growing opposition inside the country by black groups and international sanctions forced the apartheid government to progressively abandon parts of its policy of race segregation.

Nelson Mandela and others, held in the notorious Robben Island jail, were released in 1990. Negotiations were soon under way to abandon all discriminatory laws and to elect South Africa's first democratic government involving all South Africans – irrespective of race.

The IOC, on the initiative of then President Juan Antonio Samaranch, after assisting to set up an inclusive National Olympic Committee, invited South Africa to participate in the 1992 Barcelona Olympic Games.

The first democratically elected government was formed in April 1994, with Nelson Mandela becoming the President. South Africa then became an integral part of the Olympic Movement.

Conclusion

The IOC's position is that sport *"should be accessible to all people... with full access to the manifold benefits and opportunities which sport provides"*. This was not the case in South Africa. Politics, race or religion should not, and must not, in any way, become an obstacle to undermine Olympic Universalism. The first known blatant

discrimination occurred at the 1936 Berlin Olympic Games when people of Jewish origin were barred from participating. During this period white domination prevailed in parts of the USA. But perseverance by African Americans (then called "Negroes") managed to overcome discrimination by employing certain tactical arrangements. Sadly, the IOC was not able to counter this form of discrimination.

Although the IOC's determination to include women in all sports at the Olympic Games has now succeeded, the debate of women's participation and representation still continues. Only when: *"Every man, woman and child should have the individual and collective opportunity to enjoy sport... regardless of race, culture, nationality, ethnicity, gender or religion"* becomes a reality in every country in the world can we state with joy and triumph that the principle of Olympic Universalism has been achieved.

Bibliography

Apartheid: The Real Hurdle, by Sam Ramsamy, International Defence and Aid Fund – London ECI – 1982.

The Olympic Movement, International Olympic Committee Publication – Lausanne – 2004.

The International Olympic Committee and South Africa, Keba Mbaye, International Olympic Committee – Lausanne – 1995.

Fabulous 100 Years of the IOC, Wolf Lyberg, International Olympic Committee – Lausanne – 1996.

Olympic Charter, International Olympic Committee – Lausanne – 2011.

My Olympic Years, Lord Killanin, Secker and Warburg – London W1V 3DF – 1983.

South Africa at a Glance 2011-2012, Editors Inc, Melrose Arch, Johannesburg 2076 – 2011.

Olympic Revival, Dr Konstantinos Georgiadis, Ekdotike Athenon SA – Athens – 2003.

Olympic Revolution, David Miller, Pavilion Books Ltd – London WC2H 8JL – 1992.

Athens to Athens, David Miller, Mainstream Publishing – Edinburgh – 2003.

Analysis of the Olympic Programme 1896-1996, Nikolay Gueorguiev, International Olympic Committee – Lausanne – 1996.

THE ROLE OF PHYSICAL EDUCATION TEACHERS IN THE DEMOCRATIZATION PROCESS OF SCHOOLS

Prof. Dr Gylton B. DA MATTA (USA)
Professor at the Sport Exercise Department
at the University of Northern Colorado, USA

"We elected principals through direct vote... 68 out of 172 principals and vice-principals elected in 1994 (Belo Horizonte, Brazil - PBH) were physical educators..." (Jennings & Da Matta, 2009).

As a school discipline, Physical Education is deeply related to education and all over the world, it is a content that teaches skills that last a lifetime. From an ontological stand-point, physical education curriculum aims to develop healthy lifestyles through physical activity and sports (Rovegno, 2006). Because physical activity is one of the performance indicators of students' adherence to healthy life styles, physical education has an important role to deliver health content to the whole school community. Moreover, sports, along with recreational games and dance, have been the signature of physical education school curriculum, thus, an important content that convey the means for a purposeful and thorough Physical Education programme across school curriculum, hopefully, facilitating that our youth will be physically active for a lifetime (Rovegno 2006). In fact, in western countries, Physical Education and Sports should represent a similar set of common identities but it is known that school physical education has distinct goals and purposes compared to educational sports programmes (Rovegno &

Dolli, 2006). Nevertheless, in Brazil, in order for one to coach it is mandatory to be a physical educator licensed from a four-year institution (DaCosta, 2004). This paper addresses the phenomenon of physical educators becoming principals in the school system by the direct vote of school communities in Belo Horizonte, MG, Brazil. It also suggests the inclusion of Olympic education from K-12 as well as in Physical Education higher education through community-based physical activity and sports programmes.

Purpose

The purpose of this study is to describe and examine the narratives of physical educators contributing to the radical democratic education reforms in post-military Brazil. Participants were six physical educators, two superintendents and one director of School of Education, who deliberately engaged in democratic action through their practices in order to change status quo as well as re-build their schools, their school systems and their extended school community. All participants had a close involvement with amateur/Olympic sports and such experience empowered them to become positive leaders and agents of social transformation in their school communities.

LITERATURE REVIEW

Olympic Games and Physical Activity

Regarding sports and physical activity, there has been no other comprehensive event more influential in youth's sporting experience than the Olympic Games. According to Colli (1999) the ancient games dating back to776 A.C. mobilized the city-states of Sparta, Pisa and Elis, and later on involved the whole of Greece in the Olympia valley. Meanwhile, since the first Games of the modern time, its idealizer, Pierre de Coubertin depicted the Olympic Games as an event that

would go beyond the competition per se, but instead would happen with the purpose of celebrating peace, respect, excellence and friendship (participation). According to Rubio (1999), Pierre De Coubertin, believed that physical education, sports and physical activity had the specific purpose to promote health, peace and ultimately, promote the transformation of society. Tavares (2006) mentioned that for Coubertin, the Games depicted the social institutionalization of sports as a moral and social undertaking, meaning that the Olympic Games should be a pedagogical manifestation of the values attributed to the essence of sports praxis. In other words, Olympism should be taught in schools (Tavares, 2006; Noronha, 2011). So, if such content should be taught in schools, in what discipline? When? How? And for what?

The origin of physical activity manifestations intertwine with the history of civilization. Each human society community has its own physical culture. The meaning of human movement and physical activity is organized as leisure, dance, and sports or as an educational activity. In this realm, since its conceptualization as a school discipline, Physical Education has assumed its unique role to be the main subject matter that addresses physical activity, human movement and sports as its content within the school context (Metheny, 1968).

Background of Physical Education in Brazil during the military regime

The rise of the military dictatorship in the early and mid-60's in Brazil represents a landmark in the educational and historical aspects of physical education teacher education (PETE) programs in Brazil, as well as in K-12 physical education (PE) curriculum within school context. From 1964-1984, Physical Education and sports were perceived as means of propaganda for the dominant power. Therefore, in the early 90's, although Brazil enacted one of the most democratic constitutions in its history, Physical Education and Sports (PES) were still perceived as a subject that reproduced the status quo (Jennings & Da Matta, 2009).

A critical analysis of the Physical Education and Sports context points out that there were positive aspects accomplished during the military regime. In fact,

physical education and sports are positively perceived as an important subject-matter in the schools, children understand the importance of participating in physical activity and sports are wide-spread disseminated as a factor of education and as a community-based activity. DaCosta (2004) highlights that in post-military period physical education and sports were the treasure of schools. By 2004, sports were democratically performed in the streets, beaches, parks, schools, clubs and corporate institutions like a physical activity option and like a means of social integration and social development reflecting Olympic values and excellence. DaCosta (2004) stated that the popularity of Brazilian sports reflected a genuine expression of Brazilian identity where sports represented a national passion.

> "Sports and athletic activities in general are a Brazilian treasure because they express the polysemous, multicultural and miscegenational identity of the Brazilian people. Sports have come through Brazilian rich cultural diversity not only because the essence of Brazilian sports is community-based, with volunteers at their foundations polishing the gems, but also because good practice along the years has been translated into excellence (DaCosta, 2004, p. 7).

As Brazil emerges as an economic power for the XXI Century, many initiatives have been implemented towards making sports more inclusive, more accessible and more humane. One of these initiatives intends to adopt sports as a fundamental right and as a factor of human integration in all communities as opposed to an elitist activity. Therefore, schools have assumed a critical role to become the agency that can effectively deliver a modern PES curriculum encompassing the values of participation, social inclusion, social peace, social justice, freedom, respect and excellence. Moreover in Brazil, the role of schooling in general also highlights citizenship education, democratic education and peace education as transverse themes across all disciplines (Ghanem, 2004). In Brazilian physical education, the identity view and the purpose to educate towards citizenship is equally shared in theory across all school disciplines but overall PES experience a major transition in regard to its implementation in school versus competitive clubs structure. As a means to promote and advance a new PES curriculum several

studies (Isayama, Pinto, Uvinha & Stoppa, 2011; Rodrigues, Pinto & DaCosta, 2008) indicate that Olympic education has not been addressed in higher education and that Olympism could be a relevant interdisciplinary tool to reach out the whole school community and extended communities in Brazilian schools.

In the early 80's, Physical Education was heavily criticized for being a privileged area in regard to space, reduced number of students per teacher and having abundant equipment. It was the last period that the military regime attempted to single out one discipline over others as essential and as important in students' academic lives. The fact that PES was misused during the military dictatorship has also created misconceptions that also reflect this moment of change and transition. In practical terms, new policies have suggested the adoption of a PES content that promotes social integration, social development and ultimately, achieving the caring and critical consciousness in the schools (Larson & Silverman, 2005; Noronha, 2011). In certain clusters, such as in Belo Horizonte, this process has created aspirations of freedom, social justice and democracy as never demanded before among Physical Education teacher education faculties in Brazil (DaCosta, 2008). As sports received major institutionalized support from the military regime, physical education as a school curriculum was neglected, ostracized and reduced into its minimum standards. Several physical educators/coaches migrated to the private sectors in search of better working conditions and in certain cases, in search of better salaries.

In Physical Education schools (higher education), however, new approaches to teacher preparation embraced libertarian concepts, democratic ideas and innovative policies that have influenced how PES has been managed in post-totalitarian Brazil. From new pedagogies to new sport philosophies, several legislations and policies were in effect in schools. Examples of this include the creation of schools' Colegiados, mandatory elections for principals and the institutionalization of sports after school programs towards social development through the so-called Political Pedagogical Projects (PPP). From maximizing participation to the language of choice, Physical Education Teacher Education (PETE) programs have now the potential to advance promoting a more democratic and humanizing pedagogy in schools (Jennings & Da Matta, 2007; Isayama, Pinto, Uvinha & Stoppa, 2011).

METHOD

Participants

Participants were six physical educators/coaches, two school superintendents, one Director of School of Education; one state secretary of education (first set of data from 2006) and six recently elected physical educators – principals of K-12 schools (second set of data from 2010). All physical educators graduated from a four-year college programme heavily committed to the social, political and philosophical aspects of education. They were men and women from 36-52 years of age and had more than 12 years of experience teaching and coaching at the public school system. Five participants were also at higher education Faculty both at the private and public universities in Belo Horizonte for at least four years during the time of the interviews. Participants were identified by recommendation of the author's school community and by indication of other participants. Most participants were both physical educators and teacher educators both in the public and private sectors in Belo Horizonte, Brazil, who also coached and directed after school programmes in Track & Field, Team Handball, Basketball, Soccer, Gymnastics and Volleyball.

They have been involved directly or indirectly in the process of democratization of public schools in Brazil and they also teach research methods, PE methods classes and sports science subjects for undergraduate physical education.

Settings

Municipal schools in Belo Horizonte, MG, Brazil, elect principals through direct vote. This research is an ongoing process since 2008 to present, designed as a historical ethnography in physical education and sports.

Context & Background

Belo has a population of about 2.3 million in the urban center, almost 4 million in the greater Metropolitan area and 172 municipal schools from K-8th and K-12. Like the rest of Brazil, Belo is a place of great wealth and great poverty, often found side-by-side. While some residents have prospered from the extensive mining industry and other capital ventures, and there is a small middle class, many children and their families live in poverty, some in favelas or squatter's communities of makeshift shelters that dot the hillsides (Jennings & Da Matta, 2009). Those who can afford it go to private schools, and thus the public school system serves largely the working poor and working classes. From 2002 through 2010 35 million Brazilian moved up from absolute poverty into low middle class. Civic education, social participation and community action were key processes towards this social mobility and economic development. Many people received support from the Brazilian government in order to move from survival to decent levels of living standards. The pre-requisite for families to be eligible for such assistance was that all children should be attending school. Informal interviews suggested that one of the reasons that helped students to stay in school was their affiliation to physical education and sports programmes. For this reason, many social development programmes have been developed under the same premise (PBH, 2012). Interestingly, due to public incentives and social projects to fight hunger, in Belo Horizonte there is no hunger across the population since 2010.

Data collection

Participants were interviewed in their homes, workplace and at their convenience. Interviews lasted 2-4 hours and focused on physical educators' narratives on what was their role and/or lived experiences with regard to developing, constructing and implementing elections for principals from K-12 in Belo schools while coaching after school Olympic sports. The collection and interpretation of the narratives have been influenced by the subjectivity of the author (Weis &

Fine, 2000). A phenomenological interview protocol was modified and utilized in this interview focusing on participants' background, experiences in the democratization process of schools and professional roles as physical educators/coaches. Interviews were conducted in Portuguese and the author translated all the transcripts into English as well as developed follow up procedures through Skype or e-mails (Seidman's 1998).

Data analyses

Cross-checking of all participants' narratives revealed insightful events about the role of physical educators/coaches within their school. Event mapping and constant comparison facilitated in-depth thematic analyses, taxonomy analyses and document analysis of all interviews. Participants' narratives were coded and categorized into main themes. For triangulation purposes, I collected an extensive set of school documents as well as performed a literature review on elections for principals, history of Colegiados and historical context of education in Brazil. After transcriptions and analyses (Jennings & Da Matta, 2007; Jennings & Da Matta, 2009) several member-checks were performed and one peer-reviewed presentation was delivered in educational and sports-related conferences (NAKPEHE, 2011). Further analyses were developed from a physical education teacher education perspective as it relates to Olympic values and to the implementation of sports as a factor of social development. All participants signed a consent form to participate in this research. Alias names were assigned in order to protect participants' privacy and their identities.

Premise

How do physical education teachers contribute to developing democratic schools?

Assumption

Physical education teacher/coach educator as an agent of change and as one of the authority powers within the school community. This article evolves based on the assumption that effective teachers assume a leading role in their school communities. Students listen to their coaches and to their effective physical educators. When coaching properly, physical educators have a major influence upon their student-athletes as well as in their school community. It is hypothesized that innovative and successful democratic experiences should be included as one of the goals of athletics in the XXI Century. The implementation of an effective Olympic education (peace, respect, friendship and democracy) could and should also be implemented in schools as a factor of human achievement (Brantmeyer, 2007).

Research Questions

How and why did physical educators/coaches become authentic agents of change in schools?

How are physical educators elected principals in the schools of Belo Horizonte, Brazil?

FINDINGS AND RESULTS

Description and Context of Phenomena

The 1988 Brazilian Constitution mandated the elections in the fundamental basic institutions such as public departments and schools through direct vote. Specifically in school student representatives, members of schools Colegiados, members of curriculum committee, pedagogical coordinators, vice-principals and principals were all elected by members of the school community such as faculty, staff,

students and prominent members of the community representing students under 10 years of age as well as parents. The collapse of the educational system with the fall of the dictatorship allowed the various segments of the school to re-organize its basic structure with a major democratic dialogue that included all disciplines and all school segments (Brazilian Constitution, 1988). That was a critical dialogue on power, privilege, oppression and struggles. The preparation for the elections represented a renewal for the whole school.

> "If the country was going to directly elect a president, then schools had to mirror that process and elect principals at schools... or we would need break with the mind-set the military regime, but this would not work without PE..."(Carla – PE / Basketball coach).

Then, as a result of a long and overwhelming bottom-up process, physical educators emerged as potential leaders in the school community and were massively elected as principals of their respective schools.

> "Many PE teachers were elected principals both because they were good or bad teachers but essentially they all coached well and their team sports were extremely successful in their communities... " (Wagner – PETE Faculty)

> "We thought it was utopian but we had to fight for it. We lost a lot of space in 1990 but we got more classes, resisted the policies that opposed us and showed them what we were doing in our programme (interdisciplinary projects, after school programmes and community-based health initiative) per week and rescued the community respect in each school!"(Cida – PE Teacher/ athletic director).

The discipline of Physical Education and Sports were highly regarded among the student body population and respected by many members of the school community.

> "Physical educators are so respected by students and have the admiration from the school community... it does not surprise that the community would vote for PE. Sports can oppress but PE had to liberate and include all students to participate in classes". (Patricia – Elementary PE/ Team handball Coach).

Many PE teachers who were alienated from the political pedagogical projects were invited to participate in the school agenda and were included into the political life of their schools. In some cases, PE teachers had to be questioned about their views and in other cases to be included in the comprehensive school discussions, meetings and assemblies.

> "Some of my best teachers told us: You guys [PE teachers/coaches] must participate in the assemblies and voice your opinions... for years PE has accommodated with receiving it all from this regime and has accepted it too easily. You must explain that and tell what is going to happen from now on..." (Milton – Middle School PE / Soccer Coach).

Physical Education is an integral part of the schools. When the dictatorship fell it was a disaster and that impacted everyone. All teachers, areas, disciplines and school segments suffered. Teachers had to re-invent themselves and re-build their programmes from the bottom-up.

> "All school documents and project samples were destroyed, the military government took everything, destroyed everything and left nothing in the schools; archives, equipment, machines... everything gone! That was so sad... so we had to re-invent the school and our praxis through dialogue and through our vote. We re-invented the curriculum and brought democratic values in PE".(Vanessa – PE/ 5th – 8th Area Coordinator).

The legitimacy of a competent work was the legacy that rescued the trust and sustained all PE projects and sporting programs when they could truly be eradicated but now with the Olympics 2016 being held in Rio everything is changing.

"I was in charge of an after school sports project, a health project and I used to organize all dance festivals for our school. Because of that, I was invited to be vice-principal but I knew that I was never prepared in school to do that, however working in the public schools allowed me to understand what it means to be a team member of my school". (George – Elementary PE/ Volleyball Coach)

Oppression represents an opportunity for democracy

Threatening school initiatives intended to cut after school programs (PES) and decrease curricular physical education as a means to balance/control the school budget in the city of Belo Horizonte, Minas Gerais, Brazil. Physical educators along with community allies reverted the process and radically influenced the process of democratization of schools that ultimately impacted democratic views in the country through one of the most democratic initiatives in Brazil during the post-military authoritarian regime. Physical educators/coaches were in search of a new identity and new ways to re-define their professional perception.

"The elections for principals have been a pivotal structure in allowing for critical dialogue and changing our professional praxis. The elections grew out of resistance to an oppressive regime and physical education needed a new identity within that new democratic context. We were able to advance because the community stood-up for what we have done for them".(Vanessa; PE Coordinator – Teacher/Coach).

Themes & Emerged Issues

1. A sleeping giant – Physical educators engaged as agents of change (micro & macro levels) when their professional careers were threatened due to budget cuts. The role of physical educators as a power figure in schools is often over-

looked or to a certain extent undermined. 2. Power and control – Educational policies, administrative bureaucracy, political processes, and pedagogical experiences have supported and constrained these coaches/ PE teachers in their efforts to contribute to reforming the school grounded in educational equity. 3. A new hope – Olympic education has not been implemented in K-12 schools PE as well as in PETE programs. 4. Need, opportunity & win (N.O.W). – There is a need to fill the gap between elite sports, mega-events and physical education professionals.

Discussion

When all themes were distinctively analyzed, it was concluded that democratic education, citizenship education, sustainability and peace education represent the new frontier for Sport Pedagogy studies. The literature review pointed the lack of studies on diversity training for coaches/physical educators as well as the lack of studies on students' democratic practices in K-12 physical education/PETE (Thayer-Bacon & Bacon, 1998). In contrast to the United States research physical educators in Brazil embraced health, physical activity and sports as their core knowledge. Castelli and Williams (2007) report the lack of knowledge physical education teachers demonstrated in regard to the health content those respective teachers taught. It seems that it is important to highlight that in addition to the content physical educators/coaches also need political skills and leadership in order to become effective professionals in the XXI Century. Much attention must be given to the conceptualization of physical education and coaching education towards promoting a more democratic and just society. Specifically, in Brazil, it is worth investing in new empirical studies in order to better understand and apply the benefits of democratic praxis in Brazilian schools as possible management implementation in developing countries that share similar historical background as Brazil. Moreover, physical education teacher education programmes should be enriched with the realm of information and possibilities offered through the Olympic values and Olympism.

Event analysis: A unique phenomena!

Have you ever heard of schools electing their leaders? Students, faculty and staff voting for principals? Well, there is not much out there on this subject. In fact, Brazil is one of the few countries that enacted a law requesting direct vote for principals in schools (Jennings & DaMatta, 2007; Jennings & DaMatta, 2009). According to literature, citizenship education embraces the notion that elections must be inclusive, transparent, accountable and inspire public confidence (Hammerness, 2006; Merloe, 2008). These and many other thresholds are the foundations for the international principles for democratic elections. Throughout the world, there has been a need for citizenship education and the respective enactment of attitudes that embrace freedom, democracy and citizenship. Overall, civic education highlights the cognitive acquisition of competences that often overlooks the meaning and the depth of all implications toward adherence or not to legitimate democratic processes. Brazilian educators have set a standard, a couple of notches above the rest of the world both theoretically as well as in practice. During times of post-oppression parents, students and teachers tended to be away from the schools afraid of polemic discussions or trying to prevent unpleasant experiences. The issue with Physical Education and Sports brought them back to discuss the problems of the school. Students engaged their parents and brought them to school in order to protest against possible cuts in PES. The open dialogue process to discuss the budget and the physical education curriculum was also a link to promote an overall discussion about the whole school.

> "The elections for principals and the creation of the Colegiado got the students and parents back to the school... the community got involved with the school again. Their participation gave legitimacy to the elections for principals. The newly elected principal had also a new leading role: to administer the school as a representative of the school community not as an authoritarian imposed by the central administration. Democracy brought voices for the students but also empowered teachers and us coaches. In my case, I used to be the school representative [through the basketball teams], leading the school within the

community. Our area was in evidence because we had a great rapport with them... we had a huge influence in this process (community)". (Cida – Elected Principal/ PE Teacher/ Basketball Coach).

Why PE teachers were massively elected principals?

Data analysis revealed that there were some reasons related to teacher effectiveness in two different poles of a performance spectrum: good teachers and bad teachers could be elected.

"Students' perceptions were very critical, thus they would vote for those PE teachers who were not good teachers, not committed to classes thus... they should be sent to the administration... " (Wagner – PETE Faculty).

"Well, PE teachers were so involved in the community and overall, they were good teachers working with interdisciplinary projects and such, so... I assume that students would like to see them in a leading role in order to make the school more PE oriented, more holistic and more humane..." (Milton – PETE Faculty).

Dichotomy, dialectic and ambivalence: reasons are still unclear.

To a certain extent, there are many unanswered questions. For instance, the notion of what would be the other reasons that could explain why PE teachers were elected or not would fall into a spectrum that needs further investigation, but a couple of isolated reasons could be a hint. For instance, popularity could be one reason.

(THE POPULAR): "For about two decades only PE could do after school projects (sports, dances, festivals, etc) in the eyes of the community this would be translated as equal to popularity. Any platform with a PE teacher would immediately attract the sympathy of students and their parents due to PES popularity". (Patricia – Elementary PE/ Team handball).

Limitations

Subjectivity and objectivity as legitimacy for the conclusion of this research:

When starting this research, I was interested in examining the structures and processes of talent development and coaching expertise development but realized the uniqueness of how school reforms both at K-12 as well as in higher education affected the role of PE in an important city in Brazil. In fact, I have lived this process as an elementary PE teacher and after school volleyball coach in a periphery school of the public system in Belo Horizonte, but I would like to describe and discuss the issues related to the democratization of schools in Brazil from the voices of 12 PE teachers interviewed in Brazil. From an American educators' perspective, these reforms were unique in many ways and had various implications for modern Physical Education and Coaching Education programmes (Weis & Fine, 2000).

Context of democratic education in Brazil

The interviews and documents collected in the first phase of the research in 2005 revealed key democratic structures and processes in the public school system in Belo and across Brazil that decentralized authority. Principals, vice principals, and other school administrators are elected by teachers, staff, parents, and students. Colegiados were formed as representative bodies responsible for all administrative, curricular and fiscal decisions. Representatives of the Colegiado also include parents, teachers, and students as well as the principal. Teachers emerged from their isolated classrooms and formed interdisciplinary teaching teams, meeting weekly to re-examine and revise their teaching philosophies and practices. Coaches participated in the process reaching out to the communities searching for awareness, harmony and transformation, thus breaking with their traditional role to maintain the status quo. Additionally, democratic processes opened spaces for dialogue, deliberation, and critique (Jennings & Da Matta, 2009).

Social, political context in perspective

Our analysis also centered our attention on the transitional space between the dictatorship and democratization, a space commonly referred to in Brazilian terms as "abertura", which means "opening". Typically a child enters school in kindergarten and leaves at grade 11th or 12th. During his/her school time, a Brazilian student will experience at least five elections for principals in which they can vote, participate in electoral commissions, be in charge of inauguration ceremonies, be elected as a Colegiado member, become a student representative in various positions and vote/voice ideas in at least 36 schools assemblies. In 1994, school communities (parents, staff, faculty and students) participated massively in principals' elections. Although the level of discussions have decreased, the rate of participation has been constant as well as the process of principals' elections takes place every 3 years since 1999 (Campos & Matos, 1999). The democratic education in municipal schools in Belo has been intentional and planned, however, the citizenship outcomes have not. In this regard, the role of PE teachers has been remarkable in the ways to teach games, activities and content that elicit choice, fairness and inclusion (Jennings, O'Keefe & Shamlin, 1999).

Coming out of deep oppression and a regime of fear, Brazilian educators needed opportunities to begin to speak openly with each other, criticize the status quo and begin to imagine alternatives for its public education. Informal and formal spaces opened and proliferated on the streets and in public institutions, including the School of Physical Education at the Federal University of Minas Gerais, Brazil. The university has been a space where students engage in dialogue sessions to critically examine the role of teachers in a democratic society and reframe their views and opinions as young citizens. In the case of Brazil, there was a gradual educational opening that also impacted and took place in private spaces as family members and friends came to feel more comfortable with criticism without fear of endangering themselves or each other. "Abertura" was also a space of social amnesty, whereby the military regime "gave up"power, those in exile safely returned, and there was a civic commitment to rebuild and reconstruct a democratic society (Jennings & Da Matta, 2007; Jennings & Da Matta, 2009).

Framework and influential philosophical background

These processes of democratization were influenced by the work of many intellectuals in and out of Brazil (Freire, 1998). With respect to our data, the greatest influence came from Brazilian educator, Paulo Freire. Prior to the dictatorship, Freire developed a radical method of adult literacy for the Brazilian peasant class, a method that taught adults to read while also learning to criticize the larger systems that oppressed them – what he referred to as "reading the word and reading the world". His work and publications, particularly the "Pedagogy of the Oppressed", are widely known around the world. His work was banned during the dictatorship and he was sent into exile. When the dictatorship ended, Freire returned to Brazil to serve as Secretary of Education in Sao Paulo, which contains the largest municipal school system in the country and one of the largest in the world. Most of this work is based on Freire's seminal work "Mentoring the Mentor" and the "Pedagogy of the Unfinished". Most public schools adopted the "pedagogia de projetos" inspired by Paulo Freire's inquiry-based, transverse themes and interdisciplinary approach.

Freire's liberating pedagogy centered on the development of social/critical consciousness through dialogue grounded in one's lived experiences, reflection on the social and political conditions that produce oppression and inequity, and taking action to break the reproductive cycles that maintain the status quo. He also referred to this as a humanizing pedagogy, one that positions students as subjects who actively make meaning of their own lives and the world around them rather than objects who passively receive content knowledge from teachers. This humanizing pedagogy also breaks down hierarchies to emphasize a non-dichotomous student-teacher relationship (Jennings & Da Matta, 2009).

What really struck me through this first phase of research was how the construction of democratic practices and processes opened spaces for what Freire referred to as *praxis* or *critical change* and the role of teachers in that process. It became evident that, through these democratic reforms, feminist principles of dialogue, relationship-building, collaboration, and critique, among others were reflected. Many areas such as social sciences and history had a leading role in the

democratization process. Physical educators modestly followed other representatives until a major crisis put at stake the after school programs and all pedagogical projects provided by the physical education area.

From mid-60's through early 80's sports and physical education benefited from privileges that could not be sustained. In the early 90's PE classes went from separated by gender to mixed-gender classes and from a limit of 25 students-per-teacher ratio, to 40 students per teacher. Initially all sports materials and supplies were provided by the federal government, but after 1992 they were provided by the local Secretary of Education rather than from the Federal Minister of Sports.

The municipal Secretary of Education revoked many privileges that PE had such as reduced class sizes, classes separated by gender and the exclusivity to do after school projects, but it expanded it to all areas and it increased the number of physical education classes per week.

> "I did not have a choice, the issues discussed in all three [education] congresses raised the discussion among all teachers of 172 schools... each school designated the Colegiado do discuss the project that would best fit the needs of each community... " "We had to redistribute the grid and parents, students and faculty decided that PE needed one more class per week in order to have a good quality program offered to all students, not only for the selected to be part of the school teams". (Maria Lisboa – Secretary of Education)

The debate to defend physical education and sports programmes in the schools was very political. Teachers that had not political affiliation or did not belong to the dominant party could be segregated, ostracized and cast out. Some of the teachers/coaches that had no political preparation certainly suffered more than others but in the end they learned about school politics and the need to exercise democracy as a way of living.

> "We lost our placements in schools and were relocated... all municipal schools had two PE teachers per class, one male and another female. If that would not be enough many classroom teachers were questioning why we

had gyms, external courts and track & fields... we justified all of our space with our competence and community projects. For years and years I had to learn how to be more political. I was always quiet and somehow naïve when participating in our faculty meetings but I finally learned in the hard way". (Carla – PE/ Track & Field Coach)

Document analysis from university and personal artifacts (Carla – PE/Track & Field Coach):

Throughout much of this time, Carla (a Track & Field Coach) also continued her work as a teacher, but she emphasized that during the transition to democracy, her personal history blended with the workers' party and the teachers' union, where she played a role of a militant organizer. The workers' union was closely linked with the teachers' union. Their leaders, based on Freire's readings, developed a platform that demanded a democratic school and a new concept of educational policy/politics that positioned high school students as citizens. The Constitution of 1988 enacted that students at the age of 16 can vote.

So according to Freire, high school students were not empty vessels at all! Carla worked with high school students with sports project and with human sexuality programmes. She worked with other students as well focusing on building a mindset towards participation and towards offering sports for the whole community. Carla told us, "I graduated at 23, started a community engagement project and worked in developing unions until I was 25. Now, I am 56 and still believe in sports as a tool to promote social engagement". She emphasized that while she served in a leadership role throughout much of this time, and served as the Women's Union's vice-president, she always felt that Physical Education was the trigger/ inspiration toward her leadership. She told us, "I believe the sports pedagogical experience is the most important experience for me... it is in Physical Education and Sports that I can reach my students, parents and the whole community, in the gym is where I can have the most impact".

This abbreviated narrative of Carla's experiences provides a context for the historical scope of why physical educators have been community leaders and also, it introduces a theme found consistently across all the participants' narratives: the construction of a political consciousness.

The political awakening: The resistance to top-down policies.

Whereas counter-narratives provide alternatives to oppressive master narratives, Jennings & Da Matta (2009) use the term counter-pedagogy to refer to those strategies that challenge and redefine traditional pedagogies. Data we have collected since 2005 illustrate how school pedagogies throughout the military dictatorship emphasized values embedded in the ideologies of the military regime: order, routine, hierarchy, competition, alienation, objectification, testing, censorship, and mastery of content above deeper understandings and criticism. For the most part Physical Education and Sports always had a duty to reinforce discipline and obedience across the school curriculum. Data collected in this phase of the research, indicate how these ideologies operated consistently across different disciplines, but specifically in physical education, the data show trends of change towards inclusion, participation, democracy and community-based programmes. In the remainder of this paper, I will share quotes from participants describing how PE/Coaches constructed their democratic identities and their respective analyses in regard to their roles in the school democratization.

Social development in action: Voices of Teachers/Coaches

Carla: Carla studied for the college entrance exam, the vestibular, in the midst of the military regime. She noted that the course was heavily authoritarian and content-oriented. Many teachers belonged to the military and those who were not military ranked, were monitored (teachers and content were greatly censored). When Carla graduated and became an in-service teacher she was shocked with

her lack of humanistic background. Civic education was essentially described as being in line, sing the national anthem and celebrate national dates such as the Independence Day. Yet, Carla reported that other school teachers constantly invited her for debating about daily school routines and school policy debates (Political Pedagogical Project). Carla reports quotes from other colleagues in regard to school flow and order: "The schools do not function if PE is not functioning... It [school flow] does not work without the PE teacher!" Carla's pedagogy of critique and action were boosted due to engaging in the political life of the school as a whole. In post-military phase, schools needed to discuss the new curriculum, new school grid and new purpose of schooling. Carla recollects her colleagues claiming the importance of physical educators/ coaches participating in the democratic discussions: "[School cohesiveness] Is only possible with the engagement of all teachers, and especially the PE teachers! The Political pedagogical project (PPP) takes every teacher..."

School's counter-pedagogy: Re-inventing schooling through social action (Patricia).

Patricia's construction of PhysicalEducation counter-pedagogy was the most meaningful process shared among the participants. She thought back to her enrollment in a history course designed to prepare students for the ultra-competitive university entrance exam. "The class was a joke", she told us, "everything was censored". All good teachers had fled, were persecuted, or remained silent. History was delivered as a series of dates and events and students passively took notes. The study of history in the university reflected the same approach. In Physical Education it was not different but worse. In the case of PE many professors in the 70's were military ranked officials. In the 80's they left the schools and took everything with them. The schools had to re-invent themselves... through faculty meetings; the political pedagogical project was created.

"Participation in the study group marked my professional identity more than university ever did", she remarked. Patricia carried this liberatory pedagogy into

her work with elementary PE/ team handball teachers through the resistance movement and into her own PE classrooms. She consciously chooses to work in "favelas" schools and engages students in critical inquiry projects that often involve examining their own lived realities within larger social, political, and historical contexts."Team handball is a tough sport that directly relates to the lives of these girls...", remarks Patricia. "When, I talk about offence, defence and holding your grounds, I am speaking politics and they understand that! We talk about the life in the "hood", about hygiene and how we need to be street wise in order to survive all sorts of oppression. If they [military regime] used sports to alienate and segregate us then we can use it [sports] to get us together... For me, sports exist to liberate people... " (Patricia, Elementary PE/Team handball Coach).

When the 1988 Brazilian Constitution was being developed, she had her own students' debate and developed proposals in regard with keeping their sport programme going; then she brought 40 of her students to the capital city of Brasilia, where they offered their proposals to legislators. This is a clear example of positioning students as citizens rather than empty vessels. However, Patricia still faces many challenges in constructing this liberatory pedagogy with students, including the limits of the school schedule, which provides only a few hours a week for each PE class, and the pressure to select students for their interscholastic competition.

Physical Education Curriculum and Interdisciplinary Projects

From 1992 through 2008, Math, Science and PE were taught together. A concept of "Escola Plural" (Plural School) emerged as a result of the implementation of the "Pedagogia de Projetos". On the one hand, this was beneficial for students because they had the opportunity to acquire fundamental concepts through the lenses of three different disciplines. The interdisciplinary approach was helpful because teachers could plan, discuss extra projects and provide dynamic classes, often as hand-on or laboratory experiences (PBH, 2012). On the other hand, teachers felt short in assessing their content and physical education teachers

consistently struggled to assess their students without emphasizing skills performance. High stakes assessments and testing were literally abandoned and the process became more important than the products and/or outcome. Such projects require the supervision of the school district.

The decentralized approach had the Superintendent as the chair of districts and each district had Pedagogical coordinators in each respective school.

Below is the report of Massara (City Superintendent for Education). Much like Carla, Massara was also engaged since her childhood in radical sociopolitical organizations and was deeply marked by the trauma of the torture and disappearance of friends. She referred to the beauty of her involvement in a women's organization that brought women of all stripes together to discuss life, support each other, and grow. Massara was invited to do workshops on sexuality and adult literacy for this organization, so she started studying and engaging in Freire's work, which became so central to her approach that she was part of a group that organized his home-coming from exile. Throughout this time, she was also a math teacher who had a difficult time letting go of traditional authoritative pedagogy. In fact, as a math teacher Massara reveals that her teaching style was content-oriented and very authoritarian, but as a human sexuality instructor she tends to be a XXI Century educator: open, participative and democratic. In the 1960's she was a teen and as an undergraduate who became the Vice-President Representative (VPR) of students governing body alliance, a pro-education movement (Jennings & Da Matta, 2009). Massara reports... "My friends were tortured, it was devastating. We were only requesting more support for schools and access to higher education... " In the 1970's she did not belong to a formal organization but was involved with study groups with political texts, shifting attention from the teachers' movement to the need for a broader awareness (conscientização) among workers.

During that time, Brazil was playing the 1970 World Cup in Mexico, with the all-time greatest team ever. Massara remembers watching the world-cup and celebrating it enthusiastically while processing the rumors that classmates and school teachers were being tortured, all at the same time. Her main escape was to be in the bubble of freedom in her university where she could speak openly

in order to reason what was happening in the country. As an undergraduate student at the Federal University of Minas Gerais (UFMG), she could interact with other teacher candidates and participate in political discussions in the College of Education (UFMG) and in the student-union. The UFMG was one of the few institutions to defy the federal law abolishing student organizations. Very similar to the dual-role lived daily by physical educator/ coaches, Massara lived a conflict: as a math teacher she was authoritarian but as an administrator/ sex educator she was very democratic. Further research is needed to investigate if the same conflict is present in the professional lives of physical educators/coaches in Brazil. Could the same professional be an authoritarian coach in the after school program in sports and, in their role as physical educators be very open to dialogue and be very democratic? Well, this would be a good empirical question for another paper.

PE teachers becoming principals through direct vote? Why? How?

A comprehensive analysis on job description, professional self-report and interview data revealed that physical educators/ coaches has the following characteristics prior to becoming elected principals. Below is the summary of a large matrix on PE roles, profile and characteristics throughout their careers.

Physical Educators' Roles in Public Schools (Belo Horizonte, Brazil)

1. Health specialist and movement expert; 2. Sports promoter and physical activity event coordinator; 3. Marginalized and victimized from school meetings and political processes; 4. Invited to promote community events, sporting events and other major school events; 5. In rare instances, a powerful leader. When a good teacher and powerful leader often elected as principal of the school; 6. Big voice! Master of Ceremony (MC) for major school events; 7. Idealist with education issues and pragmatic within its own subject; 8. When committed to the

school, an expert in designing and leading school projects; 9. A patch for every situation! First assistance for science fair, international festival (dances), outdoor programmes and college fairs; 10. Athletic director for Olympic sports & field trips specialist; 11. PE teachers are the sports role models for students in remote areas as well as in the inner-city schools. 12. Typical partners with Math, Science and Biology teachers.

Based on the school reforms of 1990, the elections for principals assumed a distinct role for physical education. Not solely because they decentralize authority, but because they extended beyond the ballot box and operated in ways that promote critical dialogue in a day-to-day basis. The resistance to the old (military PE) represented a moment of major criticism to all elite sports but as a result it expanded the number of PE in the school grid and also created the policy that sports in the public schools should offer to all students, not just for a few. Such decisions were taken in school general assemblies and in school Colegiados. In at least two schools part of soccer fields (PE classrooms) were utilized as public gardening as a well to provide greens, vegetables and fruits needed for school lunch. PE and after school sports programmes were the pivotal discussion (space and resources), thus, participants reported polemic as being one of the main events that made schools more democratic through their weekly meetings. Every positive action performed by PE teachers/coaches as mentioned in the schools' assemblies but also lots of negative comments came about as strong criticisms of bad practices and many issues related to elitism, discrimination and power struggles. Below are some of the quotes indicating the rationale for principals' elections and the role physical educators performed in that process.

> "If the country was going to directly elect a president, then schools had to mirror that process and elect principals at schools. But this would not work without PE..." (Carla – Middle School/ Track & Field).[RATIONALE]

> "We thought it was utopian [to run for school principal and win] but we had to fight for PE, and for my basketball team... [sigh] we got it!" (Cida – High school PE/Basketball Coach). [RATIONALE]

"Physical educators have a huge respect among students and among the school community... it does not surprise that the community voted the PE candidate". Patricia – Elementary PE/ Team Handball.[RATIONALE]

"All bureaucratic models collapsed; the military principals took everything and left nothing; so we had to re-invent the school and our praxis through dialogue and through our vote. We re-invented the games and brought democratic values in PE".(Vanessa – High School/ Soccer Coach).[ROLE – Agent of Change]

"A couple of years ago, the quality of our school lunch was very, very poor. The Colegiado of teachers discussed what could we do to help. A quarter of my soccer field was used to create a community garden that helped not only our students but also many families in the community. When they (central administration) were trying to cut my soccer project our community literally stepped up for us... " (Vanessa – High School/ Soccer Coach). [RATIONALE]

"I had two Olympic sport projects, a health project and I used to organize all dance festivals for our school. Because of that, I was invited to be vice-principal but I knew that I did not have the qualifications to do that, however working in the public schools allowed me to understand what it means to be a team member and a faculty member of my school. I was elected vice-principal twice, in 1992 and 1995".(George – Middle School PE/ Volleyball). [ROLE – Competent professional]

During the military regime, the Secretary of Education would assign principals who had nothing to do with school communities. Often, principals expressed their dissatisfaction with the job due to their lack of connection with the local community. Now, a teacher has to be in a school for at least a year and can only be elected with the vote of the whole school community.

Participants experienced both authoritarian and democratic PETE. In essence, teachers tend to teach the way they were taught... but in this case Cida, Patricia,

Vanessa and Wagner disrupted with that cycle and George and Milton did not know any other way.

Critical dialogue and autonomy; PE teachers elected principals

Principals are still the main figure of power in the schools but the general assemblies, principals' elections and the creation of "Colegiado" made the school more democratic.

> "...It was a surprise when students requested [suggested] my candidacy [just because I was the PE teacher]. The students wanted to protect our sports programmes because they heard rumors that our sport teams were threatened because of the budget cuts... It was another major surprise when in 1994, we had so many PE teachers elected as principals... then it was repeated in '98 and 2000... "(Cida – Elected principal - PE teacher / Basketball coach).

The elections changed how PE has been conceptualized in schools, but at the same time, PE has contributed to and changed how schools have conceptualized democracy in their communities. From participants' reports and other document analyses, some questions have been raised as part of the examination of the process of democratization of the schools. One of these questions deals with why there were so many PE teachers elected in 1994, 98 and 2000. In the first set of the data the assumption of the national teams influencing the population national identity had a direct effect on how physical educators/ coaches were perceived in their schools. During times in which national teams were successful in the world-cup, Olympic Games and other sporting related events such as Formula-1 racing, after school programmes had a major boost and social sports programmes reached out to the community very successfully.

From a professional development stand-point, coaching and teaching physical education embraces more similarities and a converging view than the role-conflict observed in developed countries such as the United States. The uniqueness of

physical educators being a pre-requisite for coaching is also a contrast with the main stream American literature but it is not uncommon to see similar approaches at the international arena. The field of physical education has evolved primarily towards leisure, tourism, health and corporate business initiatives, but the identity of PE teachers is still closely related to coaching (DaCosta, 2004; DaCosta, 2008; Noronha, 2011).

Conclusion

Physical Education is the post card of our schools and sports is the best way to reach out for the community. From the data analyses, it is plausible to say that the elections have been pivotal structure in allowing dialogue among students, parents and teachers to be our main advocate. The elections grew out of resistance to an oppressive regime, and physical education needed a new identity for the new democratic context. In-depth analyses of the second set of data revealed that teaching effectiveness and teacher characteristics had something to deal with PE teacher/ coaches running for administration positions in the schools. Further research is needed in order to differentiate and examine which is more prominent or not, but in essence:

Teaching characteristics and profile:

a. PE teachers were good teachers → Administration;

b. PE teachers were terrible teachers but great coaches → Administration.

There were two distinct views that led into a rationale to vote for physical educators who were candidates to become principals. On the one hand, students expected that the good physical education teacher could be a voice for them and therefore, he should be elected in order to the in a power position to make the school a better educational place in which their needs, wants and desires could be contemplated. On the other hand, students thought that, when they had a PE teachers that was not committed to teach properly, sending him/her into an administration position would be the only way to create an opportunity for hiring another PE teacher in their school. So, in the midst of this evidence the

data suggests that, in Brazil, students, parents and other members of the school community still see Physical Education as one of the most important subject-matter in schools.When comparing and contrasting what did "good"and "bad" PE teachers had in common, we concluded that: 1.They were strong leaders in and outside the classroom; 2. They were heavily involved with school projects and after school programs (community-based programs); 3. They were very committed with the community (primarily in urban schools and peripheral areas); 4. Demeanor based on personal relation with students, engaged with Olympic social projects and; 5. They were very involved with social-political issues (politics); 6. They also embraced the cause of students' with disabilities through adapted physical education and Paralympics. The importance of long-term physical education career development needs further investigations (Deglau & O'Sullivan, 2006), primarily in emerging economies striving to build quality education to their communities. In sum, beyond any romantic conclusion, it seems critical to further analyze the insights presented in this paper in order to a proper implementations of democratic practices is sporting programs and or the inclusion of democracy as a major value for the new generations of in-service and pre-service physical education and coach educators in the XXI century.

References

Brantmeyer, E. (2007) Everyday understandings of peace and non-peace: Peacekeeping and peace building at a Midwestern U.S. High school. *Journal of Peace Education,* 4, 2, pp. 127-148.

Brantmeyer, E. (2009). Teachers insight from a peace curricula project development. *Interamerican Journal of Education for Democracy*, 2, 2, 295-320.

Brazilian Constitution (1988) Retrieved from the world wide web http://pdba.georgetown.edu/Constitutions/Brazil/english96.html

Castelli, D., & Williams, L. (2007). Health-related fitness and physical education teachers' content knowledge. *Journal of Teaching in Physical Education, 26, 3-19.*

Colli, E. (1999) UniversoOlímpico: Uma Enciclopédia das Olimpíadas. Rio de Janeiro, RJ: EditoraConex

Cothran, D. & Ennis, C. (1999). Alone in a crowd: meeting students' needs for relevance and connection in urban high school physical education *Journal of Teaching in Physical Education,* 18, 234-247.

Cothran, D. J., & Ennis, C. D. (2000). Building bridges to student engagement: communicating respect and care for students in urban high schools. *Journal of Research and Development in Education,* 33(2), 106-117.

DaCosta, L. P. (2004) Atlas of sports in Brazil; Atlas of sports, of physical education and of physical activities for health and for leisure in Brazil. Rio de Janeiro, RJ; Shape Editora.

Deglau, D. & O'Sullivan, M. (2006). Chapter 3: The effects of a long-term professional development program on the beliefs and practices of experienced teachers. *Journal of Teaching in Physical Education, 25* 379-396.

Freire, J.B. (1985) Physical Education in the New Millennium; The identity, history and philosophy of Physical Education in neo-liberal societies. Forum UFMG, Brazil.

Freire, P. (1998) Pedagogy of Freedom: Ethics, Democracy and Civic Courage. Rowman & Littlefield; Oxford, England.

Freire, P. (2007) Daring to dream: Toward a pedagogy of the unfinished. Bolder, CO: Paradigm Publishers.

Ghanem, E. (2004) Educação Escolar e Democracia no Brasil. "Schooling and democracy in Brazil". Belo Horizonte, MG: AutenticaAçãoEducativa/FAPESP Editora.

Gilbert, W. (2009) Physical Education and Citizenship Education. Retrieved from http://www.csufresno.edu/cge/catalog/spring/education_educators/education_citizenship.shtml

Giroux, H. A. (1997) Pedagogy and the Politics of Hope: Theory, culture, and schooling. New York: Harpercollins.

Isayama, H. F., Pinto, L.M., Uvinha, R.R., &Stoppa, E. A. (2011) Gestão de políticas de esportee lazer. *Sport and leisure policy management.* Belo Horizonte, MG: UFMG.

Jennings, L. B., O'Keefe, T., &Shamlin, M. (1999). Creating spaces for dialogue: Democratic classroom practices in first and second grade. *Journal of Classroom Interaction, 34*(2), 1-16.

Jennings, L. B., & Da Matta, G. B. (2007).*Creating a humanizing pedagogy: One teacher's engagement in democratic school reforms in post-Authoritarian Brazil.* Paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL. (April).

Jennings, L. B, & Da Matta, G. B. (2009). Rooted in resistance; women teachers constructing counter-pedagogies in post-authoritarian Brazil. *Teaching Education, 20*, 3, 215-228.

Hammerness, K. (2006). From coherence in theory to coherence in practice. *Teachers College Record, 108* (7) 1241-1265.

Hodgkinson-Williams, C., Slay, H. & Sieborger, I. (2008). Developing communities of practice within higher education institutions. *British Journal of Educational Technology, 39,* (3) 433-442.

Kaasila, R. &Lauruala, A. (2010). Towards a collaborative, interactionist model of teacherchange. *Teaching and Teacher Education, 26* 854-862.

Larson, A., & Silverman, S. (2005). Rationales and practices used by caring physical education teachers. *Sport, Education & Society*, 10(2), 175-193.

Metheny, E. (1968) Movement and Meaning. McGraw Hill: New York, USA.

Merloe, P. (2008) Human rights the basis for inclusiveness, accountability, transparency and confidence in public elections. In International Principles for Democratic Elections. Harding, J. (Ed) American Bar Association: Washington, DC.

Milton, M., Watson, D. L., Gano-Overway, L., Fry, M., Kim, M., & Magyar, M. (2007). The role of a caring-based intervention in a physical domain. *The Urban Review*, 39, 281-299.

Myers, J. P. (2007). Citizenship education practices of teachers active in social movement and formal politics in Porto Alegre, Brazil and Toronto, Canada. *Comparative Education Review, 51*(1), 1-24.

Myers, J. P. (2008). Democratizing school authority: Brazilian teachers' perceptions of the election of principals. *Teaching and Teacher Education*, doi: 10.1016/ jtate.2007.09.012.

NASPE (2001) National assessment task force; Physical Education standards for quality physical education NASPE: Richmond, VA, USA.

Noronha, V. (2011) Pensandosobrepolíticaspúblicas de lazerpara a juventudesem contextos de vulnerabilidade social: Contribuições a partir de pesquisaemRibeirão dasNeves/ Belo Horizonte, Minas Gerais. *Thinking about leisure and sports public policy for underprivileged youth in the greater Belo Horizonte.* Belo Horizonte, MG: PUC Minas Editora.

Prefeitura de Belo Horizonte.PBH (2012) Retrieved from www.pbh.gov.br on April 30, 2012.

PBH (2012) Retrieved on April 28, 2012 from http://projeto3ciclo.appspot.com/init/plugin_wiki/page/festival-esportivo

Patton, K., Griffin, L., Sheehy, D., Arnold, R., Gallo, A. M., Pagnano, K., Dodds, P., Henninger, M., & James, A. (2005). Chapter 2: Navigating the mentoring process in a research-based teacher development project: A situated learning perspective. *Journal of Teaching in Physical Education, 24* 302-325.

Rodrigues, R. P., Pinto, L. M., Terra, R., & DaCosta, L. P. (2008) Legados de mega-eventos esportivos. *Legacies of sports mega-events.*Brasilia, DF: SNDEL – Secretaria Nacional dos Esportes.

Rovegno, I. (1998). The development of in-service teachers' knowledge of a constructivist approach to physical education: Teaching beyond activities. *Research Quarterly for Exercise and Sport Science, 69,* (2) 147-162.

Rovegno, I. (2006). Situated perspectives on learning. In D. Kirk, D. Macdonald, & M. O'Sullivan (Eds.), *Physical Education Handbook* (pp. 262-274). Thousand Oaks: CA: Sage.

Rovegno, I. & Dolly, J. (2006) Constructivist perspectives on learning. In D. Kirk, D. Macdonald, & M. O'Sullivan (Eds.), *Physical Education Handbook* (pp. 242-261). Thousand Oaks: CA: Sage.

Rubio, K. (1999) Megaevents: Sports heritage, legacy and social responsibility. Sao Paulo, SP: Casa do Psicologo.

Siedentop, D. (2009) National plan for physical activity; A white paper prepared for the prevention research center. University of South Carolina.

Souto-Manning, M.V. (2006). Education for democracy: The text and context of Freirean cultural circles in Brazil. In E.D. Stevick, & B.A. Levinson (Eds.), *Reimagining civic education: How diverse societies form democratic citizens* (pp. 121-146). Lanham, MD: Rowman- Littlefield.

Tavares, O. (2006) Olympic values in the 21st Century: Between continuity and change. Bellaterra: Centre d'Éstudis Olimpics (UAB).

Thayer-Bacon, B. (1998) Philosophy applied to education: Nurturing a democratic community in the classroom. Upper Settle River, NJ: Prentice Hall.

Weis, L., & Fine, M. (2000). S*peed bumps: A student-friendly guide to qualitative research.* New York: Teachers College Press.

Westling Allodi, M. (2002) A two-level analysis of classroom climate in relation to social context, group composition, and organization of special support, *Environments Research,* 5, 253-274.

(DEMOCRATIC) VALUES AND IDENTITY IN SPORT. TOWARDS THE EFFECT OF THE OLYMPIC MOVEMENT ON SPORT IDENTITIES

Prof. Dr Otmar WEISS (AUT)
Head of the Department of Sport Sociology,
Vice-dean of the Centre of Sport Science
and University Sport,
University of Vienna, Austria

During my post-doctoral studies at Universities in the United States I learned that the most important thing in American Sport is winning. I still remember very well the following epigrams by highly successful football coaches one can find in almost every American textbook for sociology of sport:

– Winning is not everything. It is the only thing.
– It's not the size of the dog in a fight, it's the size of the fight in a dog.
– Everytime you win, you're reborn; when you lose, you die a little.
– A quitter never wins, a winner never quits.

Americans want winners. Coaches are fired if they are not successful.

As a contrast, let us examine games from another society: a fascinating example is, for instance, the way the Inuit play in Alaska. Struggling to keep alive in a harsh environment, these Inuits learned early that everyone's survival depended on everyone else. Thus they developed a very strong non competitive group morale. This affected the games they were playing. Lynn Ager, the first anthropologist to visit Nelson Island, says, "The kind of competition I saw was one in which everyone tried to do his best but not at anyone else's expense". As we see, these Inuits enjoyed a non winning game.

Another example of a different attitude towards sport, although closer to the American one, is found in Austria's skiing champions, personifications of all the characteristics considered of value in this country. These athletes usually come from simple Alpine backgrounds, train rigorously, never give up, accomplish great things and – above all – stay modest.

From these examples we can learn that human beings are not born to be competitive or co-operative, aggressive or passive, "good" or "bad", but behave as they do because of their culture and therefore also their socialisation. This becomes evident when we define the term "socialisation".

Socialisation is:
- the transmission of culture;
- the process of internalisation of values, norms, patterns of behaviour and social roles in order to become integrated in a social group or society;
- the process of learning culture and developing identity, how we answer questions such as who we are;
- the process of becoming human.

It is important to note that although everyone undergoes socialisation, not everyone undergoes the same socialisation experience. In different cultures children are educated and socialised differently. Through socialisation they learn the values, attitudes and normative behaviour of the society in which they live.

Let us look at the definitions of values and of norms in the context of socialisation:

Values are the bases for making decisions. Values are the culturally prescribed criteria by which individuals evaluate persons, behaviour, objects, and ideas such as their relative morality, desirability, merit, or correctness. Important values are, for instance, democracy, health, fairness, tolerance, just to mention a few.

Norms are established standards of behaviour shared by members of a social group to which each member is expected to conform.

Sport appears to be an expression or mirror of these values and norms. Cooperative societies have sports that minimize competition, while aggressive societies have highly competitive games.

But sport is not just a mirror or microcosm of society. Sport is more. Society's values and norms can be seen and experienced in sport more than elsewhere. This can be illustrated using "achievement" as an example.

Achievement exists only when someone acts in a certain way and an observer judges this type of action to be an "achievement". Very often the actor must draw attention to the criteria for his or her achievement so that the observer notices or recognises it. For instance, managers or politicians use a lot of time for "face work", as Erving Goffman puts it.

Then a second achievement comes into play: the representation of the performance that establishes the action as an achievement. The individual must be able to put the action into an appropriate scenario: only successful representation will lead to social acceptance of the action.

What makes sport stand out is the unity of action and representation, a unity that hardly exists anywhere else. Performance in sport can be reduced to a quantifiable dimension: only goals, seconds, and centimetres count, and so outstanding achievements or records can be understood by everybody.

Reducing complexity to clear symbols of sport unites action and represen-

tation and reinforces the identity of the athlete. Whereas achievement in other areas remains invisible for many people and can often be appreciated only by experts, in sport success is immediately recognisable and can be understood by one and all. The standards of achievement in sport are known to both athletes and spectators, and the reputation of the athletes rises and falls, depending on how close to these standards they come.

This shows that sport is a social phenomenon. In modern societies there is no other institution that gives so many people, regardless of their religion, gender, age, social or educational status, access to a system of social validation and acknowledgement by others. Through commonly understood and accepted values, sport permits identity reinforcement that is to say social recognition. It enables actors to realize and confirm their sport identities.

Every human being possesses a number of identities: be it as a pupil in school, as a member of a sports club, as the youngest child in a family or, later, as a parent, teacher, doctor or colleague, for example. In every social relationship in which human beings find themselves or which they enter, they take on an identity.

Human behaviour can be explained as fundamentally endeavouring to confirm an identity. From this acknowledgement – or identity reinforcement – one's self-esteem arises. Self-awareness is always also self-esteem; recognising the acknowledgement of others in relation to one's self.

In this respect, one must assume that active efforts have to be made in order to gain social recognition, that is, identity reinforcement. Thus it becomes evident that humans are social (and cultural) beings who relate to the humans around them in a system of indispensable relationships. The human being does, in principle, act on this natural characteristic. Only via his actions the human being can satisfy his needs. Therefore he is an acting being and creates culture – he is a cultural being. It comes to an extension of man, as Edward Hall says. Extensions of man are for instance technology, or simply sport. Sport is a cultural product of man and can serve as a vehicle for identity reinforcement.

What is decisive is that acknowledgement and the reinforcement of identity can only be maintained on the basis of the controlling value and norm system of the surrounding society or social group. Since this value and norm system

is reflected very clearly in the subsystem of sport, sport offers an almost unique opportunity for acknowledgement and reinforcement of the identity.

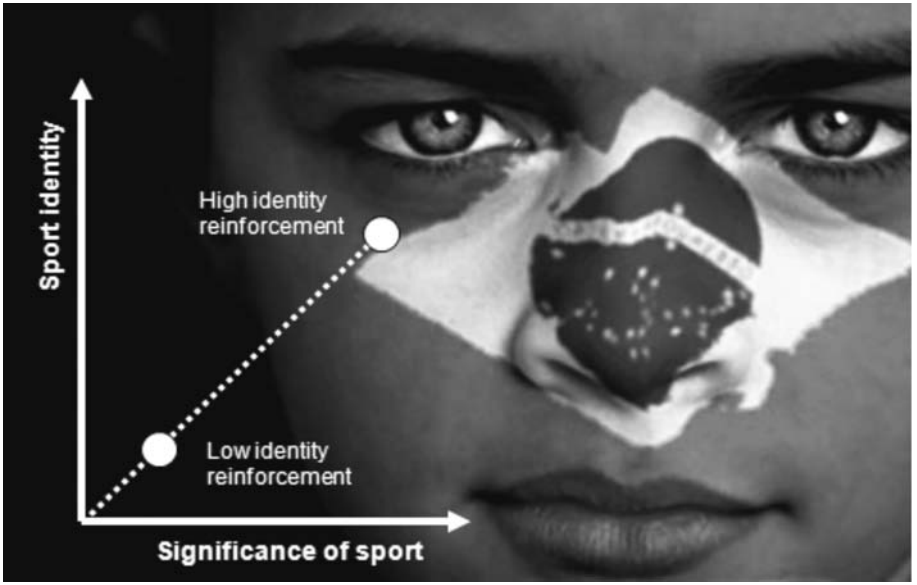
Sport is an ideal platform for generating identities and an excellent way of satisfying the human need for identity reinforcement.

We can draft the following hypothesis:

In cases where society grants sport a higher significance, those who participate in sport actively or as spectators enjoy a higher social recognition and identity reinforcement. They have a stronger sport identity.

For example, in Austria the sport identity of Alpine skiers is stronger than that of participants in other sports. This is not surprising as Alpine skiing is the national sport and also has great social significance. Professional skiers in Austria enjoy a high level of recognition and prestige.

This is also true for participants at the Olympic Games, which constitute the most important sport event in the world. "It is taking part that counts" and shapes the identity of the athletes. Olympic heroes get all the glory one can get in sport and have a very strong sport identity.



Due to the enormous significance of the Olympic Games worldwide, both athletes and spectators can experience high identity reinforcement; they enjoy a strong sport identity or Olympic identity.

For that very reason the Olympic Movement is an ideal platform for promoting human and democratic values. The Olympic Movement is in the position to serve as the moral authority of sport and could thus be responsible for those values which are the driving force behind the development of sport, and which are decisive for social recognition or identity reinforcement of the athletes. Sport identities or Olympic identities rely on those values set up by the Olympic Movement.

In sport the first and foremost value can only be fair play. Any true victory relies on fair play. The idea of fair play was first invented in sport and is its moral principle.

Fair play means:

– firstly: uniformity of competition conditions, and equal opportunities for all participants;
– secondly: respect for the opponent as a human being and a partner;
– thirdly: strict adherence to the rules, and unconditional observance of competition regulations.

It sounds easy, but it is definitely not. History tells us how difficult it is to put the principle of fair play into practice, be it in sport or in everyday life. However, one way or the other, fair play has the potential for creating a peaceful and humane society. In fact, then, it is the result of and adherence to carefully collated values and norms for given situations and thus an important aspect of successful socialization.

When it comes to democracy it is fair play which is the most important underlying factor. Fair play is the best precondition in order to develop democracy. It is a permanent task to learn democratic principles and behaviour and there is no other value than fair play which can guarantee the success of any democratic process. Learning democracy is only possible with the backdrop of fair play.

Due to the significant symbols of sport (goals, records etc.) a dialogue is set up for both athletes and spectators. This symbolic dialogue is based on societal values and norms and reinforces the identity of the athletes as well as the spectators.

Sport identities vary with the significance of sport. As the significance of the Olympic Games is very high, the Olympic athletes and spectators have a relatively strong sport identity which changes with the underlying values. In the course of democratization of modern societies and modern sport, it is in particular fair play which contributes positively towards this process and the creation of sport identities. Fair play is the answer to violence, doping and all the other negative factors in sport. For instance solving the doping problem is not a matter of punishment but a matter of trust. The opponents in sport have to trust each other not to be using drugs. The values in sport are responsible for the decision as to whether the sport identity of an athlete is a fair play identity or rather a drug identity. If an athlete has a fair play identity, he or she has an identity which can be trusted.

The enhancement of the principles of democracy throughout the course of the Olympic Movement is dependent on the development of fair play. That is to say, fair play is the starting point in order to implement democratic or other humanistic principles in sport.

The transition of the Olympic Movement towards a fair play movement can ensure democratic standards. In this context, a sport culture, which has its basis in fair play, seems to be necessary. Fair play is a cultural value which both society and sport desperately need.

There is no doubt that the Olympic Movement plays a major role with regard to sport identities or Olympic identities of athletes and spectators. As the Olympic Movement grants sport a high significance, Olympic athletes and spectators have a strong sport identity. Due to this relationship the Olympic Movement is responsible to a great extent for the values on which this identity is based.

It makes a big difference whether the sport identities rely on fair play and democratic principles or not. Should the Olympic Movement underline fair play and democratic principles in sport, this would affect modern societies as well. Fair play and democratic principles within the Olympic Movement have been contributing positively to both a better sport and a better society. This process needs to be continued and intensified, and that is why the Olympic Movement is so important.

Literature

Ager, L. P. (1976). The reflection of cultural values in Eskimo children's games. In D. F. Lancy & B. A Tindall. (Eds.), *The study of play: Problems and prospects* (pp. 92-98). Champaign, IL: Leisure Press.

Eitzen, D. S. & Sage, G. H. (2009). *Sociology of North American sport.* (8th ed.). Dubuque.

Goffman, E. (2009). *Wir alle spielen Theater. Die Selbstdarstellung im Alltag.* (7thed.). Munich, Zurich: Piper.

Hall, E. T. (1977). *Beyond culture.* Garden City: Anchor.

Mead, G. H. (2008). *Geist, Identität und Gesellschaft.* (11th ed.). Frankfurt/M.: Suhrkamp. (Orig. ed.: Mind, self and society. From the standpoint of a social behaviorist. Chicago. 1934.)

Roethig, P., Becker H., Carl, K., Kayser, D. & Prohl, R. (Eds.). (2003). *Sportwissenschaftliches Lexikon.* (7thed.). Schorndorf: Karl Hofmann.

Weiss, O. (2001). Identity reinforcement in sport. Revisiting the symbolic interactionist legacy. *International Review for the Sociology of Sport*, *36*(4), 393–405.

Weiss, O. (2009). Sport verbindet und Doping trennt. InH.C.Ehalt, W.Hopf& K.P. Liessmann.(Eds.). *Kritik&Utopie. Positionen&Perspektiven* (pp. 415-418). Vienna: Lit.

Weiss, O. (2012). *Einführung in die Sportsoziologie.* (2nd ed. in print). Vienna: Boehlau Verlag UTB.

Short presentations by the participants

SWE

UNITED
ATES
ERICA

THE ENHANCEMENT OF THE PRINCIPLES OF DEMOCRACY THROUGHOUT THE COURSE OF THE OLYMPIC MOVEMENT

Denis PETUKHOV (USA)
2006 US Olympian – Figure Skating

I am a Russian-American US Olympian. During my amateur competitive career, my journey to the Olympic Games, I have represented 3 countries with 3 completely different laws and political perspectives.

I was born in the communistic USSR, I began skating, training, and competing under the Soviet system. Through the Olympic Sport of Figure Skating, I have learned a lot during my youth about different countries and their champions at the Olympic Games.

As a teenager I competed and represented the Russian Federation at the Junior World Figure Skating Championships and became the Russian Junior National Champion. At that time Russia was in the very early stages of democracy.

Due to an injury that ended my partner's career, my journey led me on to America, in pursuit of my Olympic Dream. I was fortunate enough to win a medal at my first US National Figure Skating Championships but in 2002 was unable to attain my Olympic dream to participate in the Olympic Games due to the fact that I had not yet obtained US Citizenship. I began to understand that I was one step closer to not only reaching my Olympic dream but also achieving what as many call the American dream.

I understood that within a country led by democracy, anything was possible, no matter what your culture, race, sex, religion, or economic status.

I wrote a letter to Senator Lieberman (Connecticut Senator) addressing

my story and my dream to represent the United States at the Olympic Games. I received a response and his full support of my quest and determination. By 2006 I had obtained my US Citizenship and had qualified to represent the United States at the 2006 Winter Olympic Games!

My personal road and experience has taught me to never give up and that freedom of expression and equal opportunities is exactly what the Olympic Movement is all about. I am a living proof of how democracy and Olympism have both been instrumental in my personal development and in changing my life.

I am continuing to practice these lessons and principles in professional career and my involvement of educating youth. In 2009 I had applied and received a grant from the Connecticut State Department of Education to initiate a new project that fuses academics with sport that uses the Olympic Movement and Olympism as a role model and tool to shape the lives of youth. In 2010 the US Olympic Committee recognized my wife Melissa Gregory, for her efforts for this initiative that we started and was awarded the Rings of Gold award.

In 2012 we have started working together with our NGB, US Figure Skating to educate schools and students about Olympism and the sport of Figure Skating and use real life stories of Olympians to inspire youth.

It was an honor for me to be able to participate in this IOA educational event to share my story and exchange knowledge with others.

MY OLYMPIC EXPERIENCE

Ida BABULFATH (SWE)

When I was about 6 years old, I followed my two brothers to the wrestling club. As a "good girl" I was supposed to sit with my parents and watch the boys training and having fun. But I guess I was not such a good girl as they thought. Without my parents knowledge I changed clothes from civil to a sanglet and sneakers and just like the boys waited for the practice to begin. When the coach saw me, he said the training is only for boys and men and gave me only the permission to "play" on the side, alone. So I did! I did exactly what the other boys did for almost a year.

One day, that I will never forget, my coach asked me to join in, because they were one man short. I took my chance and by no surprise I won easily and since then I was accepted. I have found my passion and this passion is giving me more than only the medals, it has given me opportunities like: friends all around the world but also confidence that everything is possible and it's up to me to decide about my future.

Now my passion is still wrestling but it is to give other girls, just like me, the opportunity to follow their dream, whatever it may be. Before I came to this camp I did not think that I was an Olympian. It was only those who are a medallist. But now I know we are all Olympians, because we have Olympism in our hearts.

YOUTH OLYMPIC GAMES 2016 IN LILLEHAMMER

Lotte BRÅTHEN, Mads ANDREASSEN and Tormod TVARE (NOR)

In 2016 Norway and Lillehammer will once again host the Olympic Flame for the first time since 1994. We are hosting the second Winter Youth Olympic Games. Older generations might remember the Lillehammer games in 1994 for its compactness and its unique atmosphere. Older generations might also remember it for the introduction of the Olympic truce in modern games – or as the first green games. Set for the future Norway and Lillehammer is once again set to host memorable games that will give a lasting impact on both Norwegian and International sport.

The Youth Olympic Games in 2016 will put a great emphasis on peace, dialogue and reconciliation. We will also put great emphasis on environment and sustainability. But our ambitions for the Youth Olympic Games in 2016 do not stop here. We want to rejuvenate our whole organization. In the preparation for the games we will recruit new leaders, educate new coaches, prepare world class athletes and we will engage a new generation of volunteers.

An important aspect of the games is that we will integrate the participation of youth in all elements of the organizing of the event. YOG will be an event that is by the youth, with the youth, and for the youth. This will strengthen the backbone of our organization and will make us better prepared for the future. Even in our delegation to the IOA we have one of the young representatives that will be part of this youth strategy. Lotte is member of the executive board of the YOG 2016 organization.

The Youth Olympic Games adds a new dimension to what a sport event can

look like. In addition to the sport competitions the games will include a cultural and educational program that all the athletes will participate in. The games are meant to be an important cross-cultural meeting place and this program is part of that strategy. The educational program will build on principles from Pierre de Coubertin´s *Olympism*, and will emphasize the ideals of developing each individual human being and contributing to harmony in society. The themes we will highlight in this program will contribute to the implementation of these ideals.

As an event that is made by the youth, with the youth and for the youth we think it is important to give the games a modern look that proves Norwegian sport is set for the future. And in order to facilitate this in the best way possible we want YOG 2016 to have a digital and innovative dimension. One of Norway´s best media colleges is placed in Lillehammer, and the organization committee will cooperate closely with students from there.

The legacy of the games is of course important. We want to leave as small an environmental footprint after the games as possible. But when it comes to ideas we want the game to leave a large footprint. In the broadest sense, our objective will be to demonstrate the ways in which youth may assume a unique role, nationally and internationally, in making the world a better place to be. In itself the games will function as an important cross-cultural meeting-place. But the way in which we organize the games will further enhance the importance of this meeting-place. In the preparation for the games we will do a historical cooperation where we will invite other youth organizations in Norway to participate in order to make the games as good as possible. Both educational institutions and volunteer organizations will take an active part. This broad coalition of youth engagement will make a new precedence when it comes to how we organize sport in Norway.

In Norway, Lillehammer is an important winter sport region today. YOG 2016 will facilitate further development of Lillehammer as an important center for winter sport. Our aim is that Lillehammer will be the most complete winter sport region in Europe. Winter sport is already an important part of the culture in the area, and there are also several educational institutions on both high school and college level in Lillehammer. The city will function as a competence center

for winter sport in the future. A separate program for the Olympic Legacy will be founded for this purpose.

Even though we put a lot of emphasis on the philosophy behind the games, YOG 2016 is of course first of all a sport event. Youth aged 14-18 from all over the world will gather in what we hope will be the best Youth Olympic Games ever. It will be a fantastic gathering for young winter sport athletes in the winter sport nation Norway. As the Lillehammer games in 1994, we also want the games in 2016 to have a lasting impact on the Olympic family.

Our motivation is to stage Youth Olympic Winter Games that will establish a precedent for success of future Youth Olympic Games. We will host games that will be a long term, national and international, developmental program, concluding in a celebration of youth sports with great achievements by young athletes between the ages of 14 and 18. The YOG Lillehammer 2016 will have a comprehensive, ambitious emphasis on the Olympic ideals and the values of sport.

MY OLYMPIC EXPERIENCE

Sara CARRIGAN (AUS)

I must start by thanking you all for the most wonderful experience here in Greece. It has been much more than I had ever expected, I have really enjoyed your wonderful company and I do hope that we can keep in touch after we part ways.

I would like to briefly share with you my Olympic journey through some photos, a video and some valuable lessons I have learned on my quest to be the best I can be. I competed in Athens 2004 & Beijing 2008 Olympics, 2 Commonwealth Games, 8 Worlds Championships and it all started back when...

I grew up on a farm in Australia and so involved myself in many sports – horse riding, cross country running, dancing, athletics, water skiing and many more but it wasn't until I was 15 at school that I was first introduced to cycling when the local cycling club came to test students for talent and potential. I was one of 15 students chosen and was given a bike for 10 weeks to discover and enjoy the wonders of road cycling.

I had no idea what a road bike was (curly handlebars and skinny tyres) or even that the entire world of road cycling (Tour de France) existed but from that first moment I fell in love... As a young girl, one of my life dreams was to represent Australia and compete at the Olympic Games. So when I found my passion and my love in riding a bike, it was a natural progression to improve myself.

However, I did certainly ask myself... how could I become the best in the world? Would this even be possible? I remember someone telling me that I would have to ride 40km a day every day... but this eventually transformed

into 400-800km per week plus stretching, weights in the gym, yoga, abdominal strength work etc.

I made many tough choices to pursue my dreams... I missed out on many celebrations, parties, time with friends and family but I never saw this as sacrifice because really, this is what I wanted, to get me closer to what I wanted, to represent Australia!

Of course there were also some good things that came with these 'tough' decisions. Cycling has allowed me to live, train and compete in some of the most amazing places around the world, and of course, it has allowed me to achieve one of my life dreams, Olympic Gold!

It is so special for me to be back here in Greece to reminisce. In fact, when we went to the museum last week, I realized I was standing on one of the Athenian streets that we raced on in 2004 and my eyes welled up as I recalled the race so vividly in my mind as if it were yesterday...

I had broken away solo from the rest of the field with 10km to go and my heart was in my mouth as I was trying to control myself that I was leading, and that I could possibly win... As I crossed that line in the streets of Athens, a whole mix of emotion rolled through my body from absolute elation, disbelief, happiness, pride, and then a quiet moment of realisation that I had just won the Olympic Games – something I dreamt about as a young country girl and now... I was going to be crowned Olympic Champion!

One of the most incredible things about winning the Gold is realising the effect it has on the people close to me and those whom I don't know – around Australia and internationally. The ability to have such a positive effect on people's lives has been a most humbling and life-changing experience! People's support, admiration and respect continue to blow me away.

The 2004 Athens Olympic Games were my first Olympics (followed by Beijing 2008) and I still pinch myself now with the fact that I am the Olympic Champion.

MY OLYMPIC EXPERIENCE

Donald David GEISLER III (PHI)

At the early age of 7, I was introduced and forced to take up Taekwondo by my father due to the fact that he thought that I was such a lanky boy. Never did any of us imagined that I would love the sport so much that it toughened me both physically and mentally that it also honed me to be the man that I am today. I am proud to say that I'm an Olympian. Having attended and competed in two Olympics, specifically at Sydney in 2000 and at Athens in 2004, which I both consider as two of the most unforgettable and remarkable years in my life, as well as my best achievements as an athlete. I represented the Philippines as proudly and as best as I could, as I am still doing now. I was proudly assigned to be the flag bearer of our country during the Sydney Olympics in 2000 and the gratification of that experience was very surreal but the honor to be chosen to carry the Philippine flag also boosted my moral and what seemed to be my goal as an athlete, which is to excel in my given sport and hopefully to win a medal for my country.

During the Olympics, I saw how my co-athletes practice *Olympism*, which by definition is a philosophy in life that promotes the values of good example and respect for ethical principles; combining in a balanced whole the qualities of body, will and mind, the joy found in effort, the educational value of being a good role model for others and observing the universal ethical rules of tolerance, generosity, unity, friendship, non-discrimination and respect for others, something that every person should consider following, not only competing athletes. Seeing that the Philippines only had a small delegation especially in taekwondo, what I think we excelled in was how we valued sportsmanship during that time.

We might not have been able to bag medals for our country but our solidarity as a unit was stronger than ever.

At the moment, as I teach taekwondo to my students in the Philippines, I not only teach them the fundamentals on how to properly do a kick, and spar but I make sure that I instill into them the 5 tenets of taekwondo: self-confidence, modesty, indomitable spirit, perseverance and etiquette, hoping that in the future I can teach them how to love the sport but also show them how to become great, virtuous people who are responsible for their every action.

MY OLYMPIC EXPERIENCE AS A VOLUNTEER

Konstantine Michael TZIGOUNAKIS (GRE)

Since before the 2004 Olympic Games in Athens I have been volunteering in numerous athletic events in my country but also abroad. My most recent experience was last January when I was a volunteer at the 1st Youth Winter Olympic Games in Innsbruck. I had registered online in the summer of 2011 while I was volunteering at the World Special Olympics in Athens. It so happened that at the same time, the website for the YOG was having an online contest where the contestants had to provide multimedia material showing their abilities to please the crowds and spread the joy of sports with the winner getting to be the Games mascot, Yoggl! Guess who won the contest!

At first I was really excited with my job description; I mean let's face it, who wouldn't want to be a mascot! But I wasn't yet fully aware of what it would be to be the first ever Youth Winter Olympic Games mascot.

The first unofficial Olympic mascot, named "Schuss", was born at the 1968 Winter Games in Grenoble. Half a person, half an object, it was the founder and discreet ancestor of a new dynasty which would prosper and go on to become part of the Olympic celebrations. It was not until the Summer Games in Munich in 1972 that the first official Olympic mascot was created. Since then, mascots have become the most popular and memorable ambassadors of the Olympic, Paralympic and recently Youth Olympic Games. An original image, the mascot has the job of giving concrete form to the Olympic spirit, spreading the values highlighted at each edition of the Games; promoting the history and culture of the host city; and giving the event a festive atmosphere.

My first introduction to my role as Yoggl was initially through emails. I got to know that Yoggl is a Chamois and lives in the steep, rocky mountains which tower above the Olympic venues. Yoggl is the perfect symbol to raise awareness for sustainability and respect towards nature and represents the way of life and the landscape of the host region, while his colorful pixel outfit merges traditional style with modern elements. Yoggl's sporty appearance reflects the athletic aspect of the Games and his youthful character will spark the enthusiasm of young people from all over the world. His presence should lead to a close identification with the Games but above all Yoggl is a lucky charm for the young athletes taking part in the Games and a vivid example of the Innsbruck 2012 motto: "Be part of it!"

It wasn't until I got to Innsbruck, put the costume on and started interacting with athletes, officials and spectators that I realized just how an important part of the Games a mascot could be. For almost two weeks I felt like the most photographed and hugged person in the whole world. And I was. Everybody was looking for Yoggl to take a picture with him and post it on facebook. From athletes that had just won a gold medal to little kids that suddenly were looking at a stuffed animal come to life in front of them.

To tell you the truth though, the whole suit was quite uncomfortable. It was really warm indoors and the head was really heavy with bad visibility and poor air circulation. The worst thing was that the suit was a one piece from head to toe. That meant I couldn't use my hands without have to take the whole suit off.

But even so, I must say it was totally worth it. Being at a different venue every day, meeting young athletes, YOG ambassadors, IOC and NOC's members, fellow volunteers but most importantly spectators that embraced both the Youth Olympic Games athletes but also the mascot.

After all the true and pure meaning of sports is to have fun just like kids do. And what could be more fun for a kid than to be able to hug a big fluffy animal?

MY OLYMPIC EXPERIENCE AS A TEAM OFFICIAL

Michelle BROWN (USA)

Dear Colleagues,

First, I would like to take a moment to thank the IOA leadership, lecturers, and participants for your candor and discussion during this session.

As was mentioned during my introduction, my name is Michelle Brown and I am the Associate Director of Sport Performance at the United States Olympic Committee. I have been employed with the USOC for 6 years and while my specialization is in high performance, I have enjoyed the opportunity to learn more about the Olympic Movement, Olympic Academy and Olympic Solidarity and look forward to further engagement.

My experience at the Olympic Games has varied depending on the needs of the Games and my role within the USOC.

In Athens 2004, I was a part of Team Processing. During this role, I helped hand out apparel to the teams as they arrived for the Olympic Games. The athletes would use laundry baskets to go through and gather their clothing. My favorite part was seeing the wide range of athletes – from the smallest 3-XS size gymnasts to the largest 4-XL basketball player.

In Beijing 2008, I helped manage the High Performance Training Center. We utilized this facility for athlete training and so our team arrived several weeks prior to the Games to set up the mats, nets, and training equipment and then managed access and operational needs during the Games.

In Vancouver 2010, my role was three fold. I was the Manager of Winter

Sports so for the year proceeding the Games and I helped ensure that the Olympic Selection procedures were followed during Olympic Trials and worked with the sport federations to ensure they have the services needed for competition. At the Games, I helped set up the Logistics Office in the Olympic Village. After the Games, we took the team to the White House. This engagement is one of our few interaction areas as the USOC receives no government funding.

In London 2012, I will be a part of a team who manages what we call Daily Whereabouts. All sport federations will report their daily movements to us so that we can disseminate this to medical, security, and the training venues.

My experience at the Olympic Games has been memorable and I look forward to visiting more of your home countries in the future.

MY OLYMPIC EXPERIENCE AS A YOUTH OLYMPIAN

Samantha McINTOSH (RSA)

I am Samantha McIntosh, a South African equestrian athlete competing in show jumping. Today I would like to share my experiences of the Youth Olympic Games with you. When you are small everyone asks you: "What do you want to be when you grow up"? From a very young age I have always dreamt of being an Olympic athlete.

Equestrian is a unique sport that embodies the Olympic principles. It is the only sport where men and women of all ages compete against each other equally, allowing no discrimination and equality for all. The complexity and uniqueness of the sport comes from the fact that your team-mate is a horse. The relationship between horse and rider is vital. This strong partnership is based on understanding and trust. This is complex adding an animal as a team member i.e. drugs, transport, vet etc.

In 2010 I qualified to represent South Africa in the first ever Youth Olympic Games in Singapore. In Show jumping we had to compete on foreign horses that were brought in from Australia. We drew a horse's name and that would be our team-mate for the Games. We got a few monitored training sessions in order to form a new partnership with our horse. This differs from the Olympics as you would qualify and compete on your own horse. I found this adaptation in YOG to be a good equaliser in the field of play. The top 30 riders worldwide between the ages of 16-17 years competed against each other.

The Youth Olympic Games was my first Olympic experience travelling with the South African team with many other athletes doing various sports. It was also my

first opportunity to test my skills against the rest of the world on an equal footing but most importantly it gave me the opportunity to start realising my dream. I won a Bronze medal in the team event, which is the first ever Olympic medal in South African show jumping history. Unfortunately, I had a penalty on the final day which left me in 4th place just missing a second medal. I was extremely disappointed with the result of this final competition but now I realise it gave me something so important in my life. It ignited a passion and belief in myself and a desire to compete on a world stage, something that was already planted so many years ago.

Some of my best memories came from living in the Youth Olympic Village and experiencing the Culture and Education programme. Not every day do you get to have breakfast with 205 different people from different countries! All having contrasting cultures, backgrounds and languages yet all joined together by a common factor: sport. This was an eye-opening experience for me. How everyone so diverse could all get along so well!

In the Culture and Education programme, athletes were given the opportunity to learn about the International Olympic Academy, fair play, Olympism and anti-doping. The local schools is Singapore were each given a country to research and then set up a stand in the Youth Olympic Village to share their culture and traditions. This was not only an amazing experience for the athletes but the children as well. They were educated about others and interacted with the athletes. The Culture and education programme, I believe, fulfilled its purpose of educating young athletes about Olympism.

After the games I was so inspired and was set on sharing my experiences with my country in the hope of encouraging others. In January 2012 I was accepted as a volunteer for the first Winter Youth Olympic Games in Innsbruck. I saw all the hard work that goes on behind the scenes when organising the games.

The Youth Olympic Games gave me the opportunity to compete on an equal footing with the rest of the world but it also allowed me to learn about Olympism. The games inspired me to learn more and share the Olympic movement in my country. These games have taken the first steps in educating young athletes who are the future of sport in their countries. They are the future role models and the Youth Olympic Games educated them in embracing the Olympic spirit.

I attended the YOG session on behalf of South Africa in Singapore where the president of the IOC Dr Rogge said "Everyone who competed in the Youth Olympics is a Young Olympian". These Games gave me the opportunity to start realising my dreams; to always strive for excellence; to value friendship and to respect others.

I am a young Olympian. My dreams are not fulfilled yet and I am continuing my journey to try to make my dream a reality. However along the way I hope to inspire others to embrace the Olympic spirit.

OLYMPISM AND THE ENHANCEMENT OF THE PRINCIPLES OF DEMOCRACY

Adriano VISAGIE (NAM)

Olympism

Participating in Olympic Games stands out as the greatest achievement for any athlete, however to any sports code there is more to the games than the game itself.

The opportunity of participating in the Olympic Games must be in line with the guiding sport philosophy of the legendary Pierre de Coubertin, the father of the modern Olympics that "Olympism seeks to create a way of life based on the joy found in effort, the educational value of a good example and respect for universal fundamental ethical principle". All around the world we have different cultures and different ethnic groups and different beliefs but what combines us all is that we are one world and strive to have one dream. Culture plays a huge role in defining who we are and in which direction we are heading to. Olympism should thus create a multicultural environment to understand the International diversity of sports and culture.

Education is known as the greatest equalizer and indeed it is. As a sportsman we ought to be educated and have knowledge of substantial facts in our lives and the world at large to develop as human beings. Olympism is a philosophy of life, exalting and combining in a balanced whole, the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of a good

example and appreciation but also respect towards the universal fundamental ethical principles.

My personal experience in the 2008 Beijing Olympic youth camp was to conclude and say that the principles of Olympism were truly followed and implemented. Olympism has more to do than just the sports being practiced and the records being achieved. Appreciating each and every aspect of life and respecting every person's beliefs, points of view and gaining knowledge and lifelong friendships. It's about appreciating the fact that the Games are hosted in your country or continent, the fact that each and every person including the citizens are proud of being part of the Olympic movement and simply but yet very important that the person that sweeps the streets, does it with so much pride.

The enhancement of the principles of Democracy

A country that practices the political system in which everyone can vote for the government they want is known as a Democracy and unfortunately not all countries around the world have a democracy, and even if they do sometimes the principles of their democracy are not practiced.

The Namibian government is divided into different Ministries. These ministries then deal with allocated issues in the Ministry of Sports, the Ministry of Youth, the National Service, Sport and Culture. We then have the Namibia National Olympic Committee (NNOC) and also the Namibia Sports Commission (NSC). The Ministry of Youth, National Service, Sport and Culture, the NNOC and the NSC work together in order to create the proper environment in the form of an integrated sport development framework, coordinated financing development programs, provision of requisite facilities, capacity development for coaches and administrators, appropriate sport curricula in schools including kindergartens etc.

A democracy, however, does determine the spirit and thoughts towards an Olympic movement being that if one sport is highly favoured and promoted then all will be for that sports code and forget what the principles of the movement

are. If democracy stands as an independent body the principles of Olympism are then fully utilised. The enhancement of the principles of Democracy through Olympism can be motivated by allowing Education, sports and culture as a diversity to be a principle towards each and every citizen.

By educating yourself you get to discover that Olympism is more than just having the Olympic event on the track and field but that it's diverse and that you can be part of the movement and also contribute to debates affecting sports interests. By practicing your sports code you discover that you build relations with your competitors and instead of being there against each other you are there for one another. By cultures we get to learn different beliefs and experience a different world of multicultural practices.

The NNOC believes in an equal opportunity for all and consolidates the principles of Olympism.

Beata Naigambo – Marathon Runner

One of Namibia's top marathon runners over the past decade had to overcome many odds to reach her dream of competing at the Olympic Games.

In 2006 Naigambo represented Namibia at the commonwealth Games in Melbourne, Australia. She had quite a disappointing race as she fell out of the race, but with confidence she said."...it was a great opportunity, but being part of the Games was what mattered most to me..."

Beijing 2008 was my first Olympic experience and it had a "wow" effect towards me. "...I was surprised at the competition and at how hard we all are working to make it to this level..."

I qualified for the London 2012 Games and my expectations are to not go there as Beata but to represent my country at large.

Doing local and International races as a Namibian woman has empowered me a lot and women as well in my society, because now women get to look up to me, but most importantly they have the same dream of making it to the Olympics.

My advice would be to parents instead of their children. Parents are the ones who make the difference as you lay the foundation of what your child will be exposed to and to expose your child to Sports, Culture and Education is by far the most powerful tool to build a nation... (Beata Naigambo)

THE ADVERTISING CAMPAIGNS OF THE COC AND CPC ON SOCIAL MEDIA

Kate MOORHOUSE and Marie-Hélène CAYER (CAN)

In the spring of 2012, the Canadian Olympic Committee (COC) and the Canadian Paralympic Committee (CPC) launched their respective advertising campaigns on Social media platforms in order to introduce some of their best athletes to the nation. Even though the two campaigns are currently running independently, their messaging is the same: Meet Canada's top elite athletes and follow your team as they try to reach their goals.

Give Your Everything

The "Give Your Everything" brand campaign (Canadian Olympic Committee) is the largest and most integrated campaign in the COC's history. The campaign started with an ambitious two-city launch in Montreal & Toronto on the same day, and ended it with an exclusive airing of the COC's first ever 60-second TV spot during the playoffs on Hockey Night in Canada's national broadcast. The Give Your Everything campaign features over 30 Canadian Olympians and Olympic hopefuls. All participants are encouraged to watch the videos on Olympic.ca.

Key Facts

- Visits to Olympic.ca increased by 61% over the previous month with more viewers than ever before gravitating to our athlete section.

- The Give Your Everything spot was the most engaging and shared piece of content ever on our Facebook page. Thirty-five per cent of our new fan growth are 18-24 year olds.
- Our YouTube videos have had close to 100,000 views so far (previously our channel alone had just a little more than 7k views).

Super Athletes

The Super Athletes campaign is the first ever advertising campaign launched by the Canadian Paralympic Committee. In Canada, there are currently only 3% of people with a disability participating in sports. By launching this national campaign, the CPC is hoping to raise awareness of the Movement, and is confident that all Canadians with a disability will be inspired to get involved in sports to maintain a healthier lifestyle. The campaign features 16 Canadian Paralympians and Paralympic hopefuls and shows the fierce, perseverant and competitive side of Paralympic sports. All participants are encouraged to watch the videos on Paralympic.ca.

Key Facts

- Our Facebook community has grown from 8,500 to 10,500 in a month.
- The Super athletes campaign is running on several social media platforms, including the CPC's Facebook and Twitter pages as well as the CPC's Website. Additionally, our 35 sport member organizations have been provided with promotional tools to help promote their sports and their top elite athletes. Finally, our 6 major sponsors have been provided with exclusive spots in order to promote to their clientele.

XXII OLYMPIC WINTER GAMES AND XI PARALYMPIC WINTER GAMES OF 2014 IN SOCHI

Anastasia LEONTYEVA (RUS)

The modern Olympic Games were conceived by visionaries who set new standards and found new ways for development. They believed that sport engenders trust and cooperation between cultures and nations. Sochi 2014 is striving to make Russia's first Winter Games an embodiment of peaceful, productive dialogue between peoples.

The Sochi 2014 brand encompasses our commitment to the values symbolized by the Olympic rings, demonstrating our continued support for the universal ideals of the entire Olympic Movement.

The Sochi 2014 emblem maintains a dialogue between the past and the future. Fusing various dimensions of Russian culture, the brand can promote several images of our vibrant country:

- A country rich in history, embarking on a successful future;
- A country open to opportunities and the passion to make dreams a reality;
- A country that is committed to equality and celebrates diversity.

Kuban State Physical Education, Sports and Tourism University (KGUPEST) in 2010 won an honorable right to open at its base one of the 26 All-Russian centers of involving volunteers to take part in organizing the XXII Olympic Winter Games and XI Paralympic Winter Games of 2014 in Sochi. This event has helped to promote the work on Olympic education and contributed to involvement in the process of creative groups of students.

I participated in the Test Events 2 times. And the director of the volunteer center is sevenfold participant of Olympic Session as participant, coordinator and lecturer.

The function of our volunteer center is event services at the Olympic Games.

Work carried out by volunteers in this functional area

- controlling the flow of spectators;
- ticket checks;
- assisting with accreditation checks;
- work on the spectator stands;
- work at the information counters at event venues;
- work at the Lost & Found;
- distribution of information material at event venues.

Requirements for volunteers:

- knowledge of foreign languages;
- good communication skills;
- politeness, affability;
- willingness to help;
- attentiveness;
- good team-working and mutual-assistance skill;
- Event services at the Paralympic games.

Work carried out by volunteers in this functional area

- controlling the flow of spectators;
- ticket checks;
- assisting with accreditation checks;
- work on the spectator stands;
- work at the information counters at event venues;
- work at the Lost & Found;
- distribution of information material at event venues.

Requirements for volunteers:

- knowledge of foreign languages;
- good communication skills;
- politeness, affability;
- willingness to help;
- attentiveness;
- good team-working and mutual-assistance skills;
- ability to work with people who have disabilities.

Welcome to Sochi!

Coordinators' reports

Sharing and experiencing the Olympic values.

REPORT
on the tennis competition

Lea van BREUKELEN (NED)

During the 52nd Session for Young Participants a tennis competition for the participants was organized. The tennis tournament was set up as an individual tournament with a men's competition and a women's competition. The competition was really popular during this session; more than 60 participants took part. All the participants got the messages to be happy and stay healthy during their matches. Luckily all the players followed this advice and made it a great tournament. The levels of the participants were variable from beginners to advanced players. In the first week of the tournament the advanced players helped the beginners with the rules and their technique. In the second week of the tournament the matches became more serious with some close three-set matches. Camila Bollini from Argentina won the women's competition by beating Francesca Mayer Martinelli from Peru

in two sets. Meng Ping Lin from Chinese Taipei captured the men's competition by beating Austria's Stefan Janisch.

I would like to thank all the players for their participation and enthusiasm. Finally, I would like to thank the other coordinators and the International Olympic Academy for this amazing chance and experience.

REPORTS
on the Fine Art Workshop / Arts Happening

Georgia BOUKLA (GRE)
Arts Coordinator

Democracy is not a destination, but a journey – Sir Donald McKinnon, 2012

Democracy within the context of the Olympic movement like in most other contexts has to do with people's involvement and participation in social settings, and to fabricate ideas and insights that emerge from diverse perspectives and experiences. Professor Stephen G. Miller on his paper presentation at the International Olympic Academy in June 2012 has stated that "Democracy is not a natural development in a world where the fittest naturally survive and the most powerful naturally dominate".

Therefore, democracy is rather a journey than a destination and people through history, from primitive times to more modern, have aspirated to be part of that journey in many different settings and concepts. The motivation behind democracy is to raise a whole host of methodological, philosophical and political morals in order to develop disciplined and committed well beings through participation and sharing. Collective activities such as sports and arts value the same principles and it is often not about competition but more about an opportunity if not a natural talent.

The educational programme for YPS at the IOA is based on a similar ethos in order to provide every year an experience for everyone participating and contributing not only through lectures and discussions but also through sports, arts and social activities. In keeping with this year's topic – "*The enhancement of the principles of Democracy throughout the course of the Olympic Movement*" – and the emergent cultural dimension of a new paradigm of connectivity, interactivity and participation, the Fine Art workshop has focused on an exploration of Lo-Fi techniques of collage; a process-orientated and accessible to all approach to drawing, under the name '*DO IT*'.

The centrality of sport to popular culture has encouraged a blurring of the lines between sport and the art, with artists from across the art spectrum becoming increasingly involved with creative practice that more directly relates to our expressive experience, engagement and understanding of sport as an

integral element within popular culture. To underpin these notions *'DO IT'* proposed a three unit hybrid – Collage/ Drawing/Photography – thematic investigation to *Sport and Art*, with an emphasis on working through these ideas with *existing* material in hand.

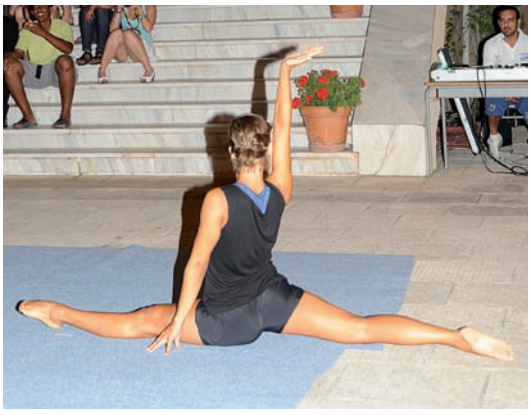
A brief description on all three thematic units is outlined here:

DO IT – Unit 1

Examples of collages of Olympic athletes and pictures of sculptures from the period of National Socialism were given in order to contrast sports (Professional Sportspersons) photographs found in daily newspapers, magazines or off the net with found images of classical sculpture.

DO IT – Unit 2

Participants were encouraged to produce imaginative childlike 'clumsy crayon' and perspective free drawings of their sport collages. Even though a mono-print technique with carbon paper was introduced they've preferred to work with marker pens, crayons, charcoal and pencil.



DO IT – Unit 3

This was a discussion on '*What If Drawings were photographs*?' Several 'childlike' drawings were selected and participants worked in groups with an allocated (artist) leader each group and work on a drawing that was turned into a photograph. Collaborative

work and commitment has led into extending ideas of performance based presentations that were included into the end of session Art Happening programme as Fine Art 'Drawing' performances.

Overall twenty five to thirty people have been involved into one shape or form in the Fine Art workshop this year. The programme has offered contemporary art ideas and encouraged conceptual thinking on what drawing can be and a photography session can lead into ideas of performance and live art.

Participants and coordinators including the Dance/Music and Poetry/Literature workshops have worked closer than any other time in my four year experience in the Academy in order to facilitate and deliver one of the most successful programmes of events throughout the session.

Many new faces in the coordinators team have given a new era of fresh ideas and an overall strong creative drive in order to present a programme that included a variety of selective performances introduced from all workshops and special 'auditions' for the final programme of the Art Happening as part of the closing ceremony events for the 52nd Young Participants Session at the International Olympic Academy in Olympia.

I would like to thank all the coordinators for inspiring a large number of participants to commit and work together into preparing an hour and a half programme to entertain everyone present in the audience through energising, vibrating and spontaneous, charming acts.

Anfisa KASYANOVA (BLR)
Coordinator

Fine Art Workshop – Micro-Planet of like-minded people

Firstly, I wish to warmly thank the President of the IOA Mr Isidoros Kouvelos, the Honorary Dean of the Academy Mr Konstantinos Georgiadis and the Director Mr Dionyssis Gangas for giving me the opportunity to stay within the IOA premises for two more weeks after my Master's studies and to be a part of the Arts team at the 52nd IOA Young Participants Session.

When I saw, for the first time, my name in the list of coordinators for the Arts group, I was wondering what could I –without any artistic skills– give to the participants. Nevertheless, Modern Art is more than creative nowadays. With the support of technological progress, artwork most often presents a combination of trends and innovations that everyone can be involved in. Our journey to the magnificent world of Art was possible with excellent Georgia Boukla's expertise leading the Fine Art workshop. With her help and advice participants had an opportunity to express feelings and emotions in their works of Art despite having limited resources.

I see art as one of the pillars reflecting Olympism's concept of balanced spirit, body and mind in every individual. Thus, participants started with lectures in the morning – activity for Mind, then went to Art/Dance Workshops – activity for Spirit, and afterwards switched to Sport exercises immediately – activity for Body.

It was my pleasure to work in the team with Georgia Boukla and Carolin Bischop. And I really regret that I have missed the last days, since I had to leave earlier, and I haven't seen participants' live performances at the end.

I had never thought I would be able to get involved in an arts programme and get as creative as I did, while helping as much as I could. Looking back now, I can say it was an interesting and useful experience to work on the preparations for the Arts Happening too, particularly creating the poster and the programme's leaflet using collage technique. I have learned and seen a lot of practical things from the Workshops and I think I will adopt some of Georgia's ideas for the Olympic education programmes in my country.

Thank you, Academy, for the opportunity to meet and work with so many people, to make friends with most of them and gain new knowledge from the immense world of Olympism and, in particular, the Arts component.

REPORT
on the dance workshop

**Sanja PANCIC (SRB), Eriketti MARGARI (GRE),
Ashish RAWAT (IND), Xue QIU (CHN)**

Dance represents a way of bringing different cultures together. In particular, folklore dances are the reflection of the traditional life of the people of a certain country or region. As a result, the Dancing Workshop became an interrelated part of the Fine Arts Workshop. The Dancing Workshop was held for eight (8) days and the duration of each session was of two (2) hours, located in the Old Lecture Hall at the IOA premises.

It was a project that brought together Young Participants from all over the world who were keen on sharing elements of their own cultures and eager to gain multicultural experience through a universal language known as *dance*. It was not about the professional aspect of it, but about taking part and embracing the opportunity to overcome the fear of dancing and public performance. Different dances were presented from a number of countries such as Serbia, Turkey, Oman, Africa and Estonia.

The participation at the beginning reached the number of over 100 people, and the average participants that performed in the Arts Happening were 30. The first part of the Workshop was to expose the Young Participants to different dances and build a friendly environment between them.

The second part of the Dancing Workshop, which was of equal importance, was to put together two (2) choreographies that the participants would perform in the Arts Happening that took place in the end of the Session. These choreographies for the 52nd Young Participants Session were the "Waka-Waka" and the "Nosa" dances, in African and Portuguese rhythms respectively. Surprisingly enough, these choreographies were loved by the Participants who were eager to perform them in front of the crowd. In fact, they enjoyed them so much that they were dancing them in their leisure time. In addition, a Hip-Hop number was put together by a few participants of the Dance Workshop with the help of the coordinator Ashish Rawat which turned out to be a real eye-bobbling act using acrobatic and hip hop moves.

In between the lessons and in order to make the participants to get to know and trust each other, we organized some games to relax them and to develop a better connection between them.

Building an environment of friendship and cooperation, we did not want to follow a strict alignment of a teacher-student relationship but to be able to all learn from each other and to have fun.

Being the coordinators of such a vivid and energetic group, eager to learn and to follow the hard schedule of their daily program, we would like to thank each and every one of them for their participation and for bringing their cultural figure into the group.

It was really a special and unique experience for us coordinators that will certainly be recorded in our memories on every sound bit of the songs that marked this Workshop.

REPORT
on the internet live transmission of the Session

Akhry AMEER (SRI) and Panagiotis TRIKALIOTIS (GRE)

The live transmission of the Young Participants Session via the internet as in the previous years continued to attract great interest. The challenge of ensuring an enhanced presence with popularity of social networking sites was met with great enthusiasm by the internet discussion group coordinators.

The invitation for participation was publicized officially using the International Olympic Academy (www.ioa.org.gr) website and its Facebook page. In addition, posts were also made through an email broadcast to members of the International Olympic Academy Participants Association (IOAPA) and postings on 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. Although there was a lead-time of about two weeks when these notices are sent, it was felt that this could be advanced even further, while on the other hand encouragement to prospective participants is needed to obtain an early confirmation of participation in order to provide login and passwords ahead of the session.

While a total of 19 participants joined the discussion group, many participated in watching the live transmission according to their availability. The discussion group participants have the additional benefits of posing questions to the lecturers and receiving digital copies of the lecture material where available. The live stream also attracts great interest from family and friends of participants during

short presentations and conclusions of discussions groups as they try to catch a glimpse of their participation.

According to many of those wishing to be participants of the discussion groups, their reservation seems to stem from the fact that they are unable to fully involve themselves in a lecture as they face challenges of time zones and internet usage policies of their workplaces. Nevertheless, the hype and interest overflowed into Facebook where many managed to stay informed of the proceedings, and questions were posed to the lecturers in instances where the participants are verified to have been a past participant.

Above all, the most exciting prospect to the internet coordinators was the ability of being able to promote the sessions through posts on the official Facebook pages of London 2012 Olympics and the International Olympic Committee. This channel could definitely be a boon to promoting IOA sessions in future.

As in the previous years the coordinators also set up a Facebook group titled "IOA 2012" for the participants so they get to know all the participants much sooner. The interest of the participants was widely evident with their postings of pictures, videos and comments throughout the sessions.

One of the discussion group participants also chose to conduct a research about the online live transmission session as a unique model that can be used in other similar areas of learning.

A special word of appreciation goes to Panagiotis Giannaras, Technical Support & Internet staff member of IOA who maintains the continuity of these initiatives prior to and after the sessions.

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 through the technological expertise of the internet broadcast experts Theo Breuers and Dorre Breuers.

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. Finally, the coordinators would like to take this opportunity to thank all the participants and all those involved in order to make the online sessions a success.

Social evenings.

Social evenings.

The IOA participants took part in the revival of the Nemean Games.

The IOA participants took part in the revival of the Nemean Games.

Torch relay in the IOA.

Conclusions of the discussion groups

CYCLE A'

FRENCH-SPEAKING DISCUSSION GROUP 1

Question 1: What is the Olympic Movement's role?

The Olympic spirit is a universal mindset that advocates the integration of sport, culture and arts for a healthy lifestyle. This philosophy contributes to the development of a better world in which sport is promoted in a spirit of participation and respect for human values.

The IOC is the supreme authority of the Olympic Movement: since its establishment, on 23 June 1894, it supervises the organization of the Olympic Games, whilst providing a structure for the international sport system. It contributes to the development and promotion of the Olympic spirit, which is based on values such as access to knowledge, excellence and surpassing one's self, friendship, respect for the rules and the opponent, as well as solidarity.

The Olympic Movement strives to encourage the different countries to transmit the values of Olympism to their citizens. It recommends the creation of efficient sport governing bodies through the establishment of National Olympic Committees and takes on a leading role with respect to education and the Movement's promotion.

Question 2: Is there a distinction between men and women within the Olympic Movement today?

It is highly interesting to see that our perception of women's role in sport varies according to our background.

We realize that women's practice of sports is influenced by their country's culture. On the one hand, women do not seem concerned about how other people see them and do not hesitate to practise the sport they choose. Sport is therefore practised in a similar way by both genders.

On the other hand, women are more sensitive to how other people see them because they are considered as W*omen* and should therefore observe a certain code of ethics. They give life; they symbolize beauty and must protect their appearance at the risk of being marginalized. Moreover, it appears that certain sports like for example football or track and field, are the exclusive prerogative of men, who are considered to be stronger.

In many countries, women are not represented on an equal footing with men within sports institutions. Leadership roles appear to be men's exclusive right, while women find it difficult to combine their role as women, mothers and managers.

In order to improve women's integration in the sport system, we feel it is important to initiate awareness-raising campaigns and show more pictures of women athletes in order to convince women themselves first and foremost.

Despite our cultural differences, we are convinced that cooperation between women and men is essential for the establishment of a healthy and fair sport system.

Question 3: What is the role of commercialization within the Olympic Movement?

Commercialization is now an integral part of the sport movement. It appears that this marriage is essential for the sound operation of the different institutions involved in sport.

Partnerships between the Olympic Movement and certain companies like Coca Cola and McDonald's do not appear, at first sight, to be compatible with the values promoted by Olympism. Should we stop concluding such alliances and only promote partnerships that are fully in keeping with Olympic values?

The answer is no because, even though such partnerships are open to criticism, they contribute to spreading and raising people's awareness of Olympism with the support of multinational multimedia campaigns.

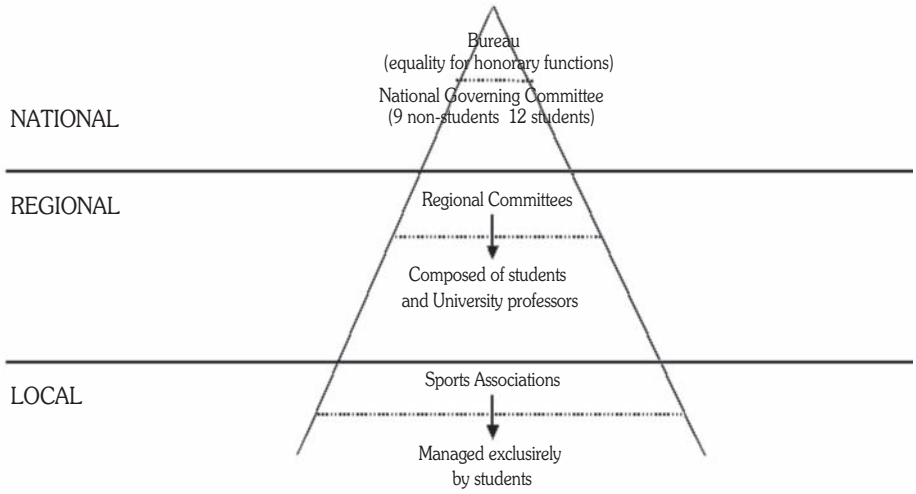
The Olympic Movement must make sure to protect its autonomy in order to influence corporations to disseminate the fundamental values of Olympism. It should also encourage initiatives aimed at the development of sport for all.

FRENCH-SPEAKING DISCUSSION GROUP 2

Working theme 1: Participation of youth in sport governing bodies

- Why? In the name of the right to freedom of expression and the right to equality.
- How? Rules should be set out (importance of the law and texts that govern the bodies), people should be informed (many young people are not aware of the possibility of becoming politically involved; this would make it possible to initiate the process) and support the process (it is more difficult for young people to become involved because they do not have the means, the experience, the rhetorical skills, etc. We should consider the creation of a framework that will support young people's involvement during their mandates).
- Illustration: university sport, an example to follow?

– Example 1, French University Sport Federation (FUSF): 3 levels in which young people participate fully in political decision-making.



The FUSF facilitates young people's participation in these bodies. Every university or higher institution has its students sport association. Students enrol in order to compete, but they also manage the association. They may be elected at regional and national level. At national level, the principle of equality between students and non-students is unique in the world: it is the only national university federation that offers young people so many opportunities to become involved in national sports policies.

- Example 2, International University Sports Federation (FISU): creation of a Student Committee by Mr Claude-Louis Gallien, President of FISU.

Working theme 2: Women's participation in sport governing bodies

- Why? In the name of the democratic principle of equality and "man's" rights which are also woman's rights.

The reasons for the obstacles to women's involvement:

- *Sport institutions = male culture.* This is a phenomenon that we see in other kinds of organizations (religious, business...). It remains a cultural phenomenon and women's inferiority is not something natural (there were matriarchal societies where the woman dominated man). It should be noted that Olympism was originally a male culture, according to Coubertin's ideas (and remains so nowadays).
- *Difficulties in combining professional and family life* (a pregnancy can at most "kill" or at least stop a political or a sport career).

Nota Bene: these two aspects were also identified in Professor Bulatova's lecture, in the first and last paragraph respectively.

- *Speech that disqualifies women,* a medium of strong stereotypes (for example: some sports would make women more masculine and therefore undesirable).
- Tools that support women's integration:
  - Gender equality principle = strictly a numerical principle (1 man, 1 woman), positive discrimination.
  - Gender parity principle = principle of equal opportunities for men and women, which does not, however, guarantee equal numbers of men and women (skill criteria).

- GENERAL CONCLUSION

The members of the discussion group were not unanimous regarding future developments. Some thought that the situation would progressively lead towards real equality, putting their hopes in human progress. Others considered this position as naïve optimism convinced that such ways of thinking that rank the position of young people and genders within society are deeply rooted and engraved in each of us.

Participants expressing themselves at the discussion groups.

ENGLISH-SPEAKING DISCUSSION GROUP 1

Question 1: Do the Olympics promote peace?

Evaluating and looking back on the Games of 1896 Coubertin writes:

"O Sport, You are Peace!

You forge happy bonds between the peoples by drawing them together in reverence for strength which is controlled, organized and self-disciplined.

Through you the young of the entire world learn to respect one another, and thus the diversity of national traits becomes a source of generous and peaceful emulation!"

As we can see from his words, this quote is very optimistic in believing that bringing people together as rivals in a competition and expecting peace. History has taught us that his words are too utopian; however the international Olympic Committee is still promoting this as one of its main values.

We don't believe that peace is meant to come through competition. How is peace to be promoted with rivalry in the fields when athletes are trying to be better than the other? We don't feel that being competitive is peaceful.

Rather it is the spirit of people coming together, living in the Olympic village and unique experiences that bind us all such as the opening ceremony, closing ceremony and special moments.

Such a special moment is exemplified in the 400m race in Barcelona 1992 Olympics... no one remembers who won this race but we remember coming together, supporting and believing in the human spirit.

The British runner Derek Redmond pulled up short in his 2nd Olympics with a torn hamstring but fought through the pain and, with assistance from his father, managed to complete a full lap of the track as the crowd gave him a standing ovation. This incident has become a well-remembered moment in Olympic history, celebrating humanity and is an illustration of the Olympic spirit and courage.

So there are two sides. One side is, in modern world the athletes need to win, which creates a competitive and even in some cases a hostile environment.

The other side is it can blend cultures, bring people together and provide opportunities to share their experiences... and this helps to promote peace.

Question 2: Is it truly "Sport for all" when women are discriminated against?

Can we truly use the term "Sport for All" when women, in many countries, do not have equal opportunity as men in sports? This disparity between the rights of women and men is due to several cultural and religious practices that make it difficult and in many cases, impossible, for us to say that the opportunity to practice and participate in sport is equal.

The time will come when every woman will have to choose between sport, education and family. When the choice has to be made between sports and education, education is often chosen because it is the safe option towards self-progression and development. It is seen as a means of becoming empowered and truly independent. When the institution of family comes into the equation there is often no choice at all. Culturally, the obligation to family far outweighs the benefits of involvement in sport.

This involvement in sports is not only restricted to athletes but also to coaching and administrative positions. There are very few women holding top positions in the IOC, NOCs and IFs. Less than 20% of the executive roles in the Olympic Movement are occupied by women.

Females are excluded from many sporting disciplines. Women should be taught and included in all sports, all disciplines and all versions of all sports, having the freedom to choose for themselves as they wish. Besides, women have very few female sporting role models to follow, so young girls aspiring to be the next female Champion have little to use in terms of motivation.

The level of participation in the Olympic Games has increased steadily throughout the history of the Games, In 1960, 11.5% of the participants of the

Games in Rome, were female, this grew to 22% in 1980 in Moscow and reached 42% at the Beijing Olympic Games. Even though this is commendable, the question must still be asked if it couldn't be greater.

The IOC needs to be stricter about their regulations regarding discrimination against women. Saudi Arabia, for example, will be allowed to participate in the 2012 London Games even though they will exclude women from the team. Here the IOC is in violation of its own rules.

Women need to be at the forefront of the movement for the enhancement of women's rights in sports. NOCs need to implement Women and Sport Committees, and this effort should be fully supported and partially funded by the IOC.

Women should call for equal opportunities in professional sport in conjunction with greater media exposure. This will aid in promoting women sports especially for young girls empowering female participation for the future.

Finally and probably the most difficult barrier to be hurdled will be the cultural and religious ones. Nevertheless, they must be overcome if Sport for All is to be achieved.

ENGLISH-SPEAKING DISCUSSION GROUP 2

Question 1: What do the Fundamental Principles of the Olympic Charter mean to you?

– Olympism is in us, we should live in it every day of our lives.
– Olympism can be applied in school, with friends in social life.
– Hard to teach Olympism, you have to experience it. This can be done by organizing smaller size Olympic Games for children.
– It is important to constantly remind people about Olympic Values, not just during the Games.
– Joy of effort is subjective; everybody has different goals – for someone it is

winning a medal, for someone it is being part of the Games or representing your country, and for some it is enjoying the sport.

– To teach universal norms, children, parents, teachers and coaches should be involved in the process.
– The norms should come from within, so if one practices the universal norms in his life, only than they can become universal – they are reciprocal.
– Spreading universal norms should involve politicians, changes has to be made also on high level.
– Sport can be a tool to educate – it has positive and negative aspects. To use it as a tool, the positive aspects should be used.
– Olympic Games help create a peaceful society through sport.
– Non-democratic countries are included in Olympism, with hope that they can change.
– If sport is a human right then women in Muslim countries should be given the equal right to participate in all sport.
– There should be an equal opportunity for all to practice to sport, regardless of gender or sport. (Arguments that wrestling, boxing, gymnastics are not good for women are discriminatory.)

Question 2: How best can we practically spread Olympism?

– Olympism is really well spread among elite athletes. The challenge is promoting it amongst the entire population.
– The promotion of Olympism would be most successful during the time of Olympic Games.
– Primary education should include an obligatory Olympic Education subject.
– IOA could develop an online educational programme\handbook that can be available all the time in order to create a bottom-up and top-down education.
– Top athletes should be included in spreading the Olympic values.
– Better promotion on the national level, governments are minimizing finances for sport. Political decisions are an important part of it.

– Olympic Education can be started on a small-scale in one school and later another such that you have a snow-ball effect on the spread of Olympic Education.
– Certificates should be awarded to everyone who attends Olympic Education programmes.
– Olympic Values should be in the national curriculum of every country that has an NOC.
– Alternatively Olympic Education should be integrated in other subjects e.g talk about anti-doping into class of biology, values of respect and friendship into ethics, words connected with Olympics into class of foreign languages, art.
– An Olympic day for children and adults with special needs should also be introduced. Olympic spirit among them is even better.
– Invest in permanent Olympic Academies even though the challenge is the financial burden on countries that do not have the finances.
– There is a lack of sharing of information among countries.
– We should use technology (discussions or internet, social media).

ENGLISH SPEAKING DISCUSSION GROUP 3

Question 1: What is the impact of the Olympic Movement at grass roots level?

Through debate and discussion of the lectures presented in cycle A the topic of 'Sport for All' captured the interest of the group and was further discussed. The findings and conclusions for our discussion are below:

The power of athletes: In Ukraine the Olympian Sergei Bubka has developed 'Olympic lessons' which invite all parents and young people to watch demon-

strations of many different sports (not just Olympic) with the aim of increasing interest and exposure of lesser known sports. The 'Olympic lessons' take place all over Ukraine and have athletes present to help inspire the young people. Athletes have a social responsibility to impact the participation of sport in a country, not only through success on the world stage but through involvement with young people when they return to the country. We need to ensure that athletes know the values and understand their importance. Vanuatu is an excellent example of this, where athletes act as role models visiting areas of the country preaching about the impact of the Olympics and how they put the values into practice.

The use of facilities: A debate arose around whether facilities were needed for participation on sports; whilst some believed that the natural surroundings such as ash to make a running track and a ball of paper was enough others insisted that finance was needed at all levels of sport to support engagement of young people. The culture of a country impacts the number of sports and therefore the facilities provided, and it was agreed that at a grass roots level participation could exist with limited facilities but when creating Olympians finance and good facilities were essential. In Singapore schools are now open for the general public to use after school and at weekends, with funding for this coming from the Ministry of Community Youth and Sport and Ministry of Education, it enables everyone to have a space to practice sport.

Education: We looked at the impact of the Olympic movement in education for all young people and found that there were many programs which implemented the Olympic values in young people but that they were not necessarily aware of them. For example in Poland, Chess is a very big sport promoting confidence, memory and inclusion of all young people, in Brazil there are social projects to increase participation amongst young people in deprived areas and in Iceland local governments co-pay for sports participation to reduce the cost for parents. It was thought that the root to solving this problem and to make everyone aware of the sports values lay in the education of the stakeholders involved in young people's lives and the provision of sport; parents, local authorities, teachers,

coaches, schools and non-government organizations all need to raise awareness of the values of sport. Volunteers in sport were also considered important to spread and promote the values from bottom up.

Conclusion. Sport for all is important to drive the Olympic movement in every country, through the use of athletes, good education and accessibility to facilities young people can gain a greater understanding and appreciation of the life skills that are the Olympic values through participating in sport.

Question 2: What is not the purpose of the Olympic movement?

- It is not a system but a way of life.
- It is a non-profit making; funds go back into countries to develop sport.
- It does not impose itself in the community but is integrated in it.
- It does not have a political role.
- It is not influenced by commercialism.
- It does not create conflict or become the source of conflict.
- It is not about which country is better but about the taking part and joy of celebrating the world united.
- Winning and success is not the most important element.

Conclusion. After discussing the impact the Olympic movement plays in sport for all and exploring what is not the purpose of the Olympic movement we concluded our ideas about *The purpose of the Olympic movement.*

The Olympic movement is the biggest social event in the world bringing every country together like 'one family', acting as a platform for intercultural communication. It unifies countries, develops relationships, celebrates differences and creates joy for all those involved. The movement combines sport, education and culture and one main function is to educate the world and specifically the youth to fully understand the values that the Olympics and sport can bring. It aims to promote peace through sport and to combat discrimination

whilst acting indirectly in both these areas but with the hope that the impact of the Games and values will create a lasting positive effect. On an individual level the movement can develop a person physically, socially, mentally and emotionally. Finally the Olympic movement is an example of good practice and provides an opportunity for all, through the values every person can aim to achieve in sport and has the unique opportunity of aspiring to compete at the highest level, providing hope for everyone. Everyone has the opportunity to live their life according to the Olympic and Paralympic values whether they participate at grass roots level or on the world stage they manage to be the very best they can be.

ENGLISH-SPEAKING DISCUSSION GROUP 4

Question 1: What is the purpose of the Olympic Movement?

The Olympic Movement began with the common dream of uniting the world through sport. It was to be a way to promote a culture of education and be used as a tool for peace and harmony amongst all citizens. Pierre de Coubertin could not have imagined, back in the nineteenth century, how his idea would grow and develop into what the Olympic Movement is today.

Sport is a common language among all people. It is similar to written music and the periodic table of the elements in that sense. Both of these do not require the services of a translator to be understood. Sport is no different. When the starter blows his whistle, or the competitor's music begins, the barriers of language are broken and we unite in the pursuit of excellence.

The goal of the Olympic Movement is not the crowning of new gold medalists, but rather the development of each and every human being. It cultivates fair play, equality, friendship, solidarity, and respect. If these values are instilled in each and every young child, we will create a society of leaders who understand

each other and work toward a common purpose. Sport is there to overcome our differences and to forge bonds of friendship in spite of them.

The organizing body of the Olympic Movement must be an autonomous organization that does not receive influence from national governments or governing bodies. It is the organizations' responsibility to create a democratic system where everyone feels included and being given a voice. While this concept sounds easy enough to implement, it is currently the framework to which we strive for today.

According to the great Olympian, and fellow Canadian, Wayne Gretzky, "You miss one hundred percent of the shots you don't take". It is the responsibility of the Olympic Movement, and the guardians of Olympism, to make sure that we don't miss any of our shots.

Question 2: How can we use the values of Olympism to promote the rights of athletes?

Within the concept of Olympism, the stakeholders of the Games have to keep in mind their rights and responsibilities when it comes to the athletes involved. They have an important role to make sure each participant feels the safety and friendship that the Olympic Games bring.

In specifically looking at rights, these main areas continue to come up in discussions:

- Education – Athletes, Coaches, Medical mission staff, and fans alike, require educational programme to keep them informed and updated on changes and developments occurring in the Olympic Movement.
- Inclusion and Respect – All persons must be included in the movement regardless of *any* differences. Feeling respect when it comes to themselves, their competitors, the rules, and any behaviours deemed amoral is an essential part of the fabric of Olympism.
- Organization – Encapsulated with the organization, we need transparency

and accountability when dealing with governing bodies. Athletes ought to know where the finances of these organizations are being spent.

- Legitimacy – Everyone involved in sport deserves the right to play a fair game, with unbiased officials.
- Multiculturalism – The differences among our nations will be celebrated through sport. From the greatest land mass down to the tiniest island country, we have a responsibility to combine our experience and grow as a community together.
- Sustainability and Ecology – The protection of the environment and the health of the athletes are essential parts to be considered by nations bidding for Games.
- Athletic Excellence – Regardless of whether or not you are competing in the sporting arena or working at your job, you must always strive to do your best. Participating and reaching your goals help to create a healthy connection of body, mind and will.
- Involvement of sponsors – To protect the athletes, the involvement of sponsors is required to be taken into account. Sponsors should know the role they play, and not overstep their boundaries to the detriment of everyone involved.
- Life after retirement – Athletes need to be aware of the opportunities available to them in their post-athletic lives. These opportunities could be turning to coaching, officiating, or participating in the IOC's Athlete Career Programme.
- Sport for all – Sport belongs to every one of us. It is not the property of one nation or group. It should be ensured that it is accessible to the entire human race.
- Peace – The ultimate goal of sport is to create a peaceful society free from discrimination.

It is the hope of the Olympic Movement that all who participate under it will holds its values in the highest regard.

ENGLISH-SPEAKING DISCUSSION GROUP 5

Question 1: Is it possible to achieve gender equality in sports and administration?

Administration in sporting bodies

Is it possible to archive gender equality in sporting administration? In many nations there is already a positive movement towards achieving gender equality in sporting bodies; however, further guidance is needed to ensure such equality is promoted in all nations.

How could equality be achieved? Introducing regulations requiring a certain percentage of females to be involved at an administrative level could be a vehicle to encourage gender equality (e.g. China currently requires a minimum of 20% of females to be involved in governance of sporting bodies). It is proposed that such regulations be imposed for a specific period only (e.g. 5 to 10 years) to encourage existing prejudices to be overcome. At the conclusion of such period, the regulations should then be lifted in the hope that there has been a positive change in thinking and that nomination to such sporting bodies would be merit based only in the future. Alternatively, in situations where a man and a woman of equal qualifications apply for an administrative position, regulation could be imposed requiring the female to be nominated into that position. However do these suggestions achieve equality? Imposing such regulations indefinitely would risk a reversal of the imbalance resulting in the development of prejudice against men. It must be acknowledged that such systems would need to be introduced as pilot programs only. Success cannot be guaranteed but this may, at least, be a step in the right direction.

Current issues and limitations in achieving gender equality:

– "Old boys network";

– In male dominated sports (or female dominated sports) the significantly higher percentage involvement of men will naturally result in a higher involvement in the administration of that sport (while not a universal rule, often involvement in a sport creates excellent administrators who understand the mechanics of the sport itself and governance applicable to that sport)

It must be accepted that in some situations full gender equality may not be either feasible or in the best interests of a sport. Selection of administrators on the basis of merit is the most positive way of encouraging gender equality (i.e. moving the focus away from numerical evidence). Universal application of rules is often not appropriate.

Gender equality needs to be promoted at both a national and international level. Encouragement and promotion of such ideals by the International Olympic Academy (IOA) through the Olympic movement is a powerful tool to positively influence nations to focus on encouraging gender equality.

Is it possible to achieve gender equality in sport?

Tradition and physical differences between men and women means overcoming gender inequality is very difficult, but certainly possible. The continual introduction of female participation in previously male-only sports in the Olympic Games indicates positive movement towards gender equality worldwide and is a real victory for the IOC.

Specific issues and limitations in achieving gender equality:

– There are fundamental factors that cannot be overridden by the ideal of gender equality (eg religion, physical differences in men and women) which suggests that although strict gender equality may not be possible, equality in opportunity to participate is a realistic and commendable goal.
– Belief in the importance of aesthetics in sport – involvement in sport should not be dictated by one person's perception of femininity or masculinity and should instead be a matter of individual choice only.

Achieving gender equality: Overcoming gender imbalance requires a shift in focus: promoting healthy and active lifestyles, respect for others and solidarity. In this way, gender equality can be achieved, even if numerical evidence of male/female participation in sport does not reflect a perfect split. Education and promotion of equality in the opportunity to participate is how real gender equality is to be achieved. Educating these ideals to youth will ensure that future generations have the freedom of choice to participate in any sport without the shadow of prejudice.

Question 2: How can we promote Olympism further in our countries?

Create a relationship with National Olympic Committees (NOCs) and/or National Olympic Academies (NOAs) (where applicable) to ensure a support network for instigating the following ideas:

- Educate people (of all ages) on Olympism and the IOA with the aim of giving Olympism a brand of equal importance to the Olympic Games
- Be active ambassadors for Olympism;
- Present to NOCs the importance and advantage of introducing a NOA (in nations where there is currently no such body);
- Create and manage a group of volunteers to promote Olympism;
- Use social media to spread the ideals of Olympism. E.g. Twitter, Facebook;
- Circulate and encourage use of materials currently available on national and international websites e.g. www.olympictruce.org;
- Promote successful national athletes using them as valuable role models;
- Suggest that Olympism is introduced into national and regional competitions i.e. educational sessions, promotional materials, competitions;
- Write an article describing the experience of the 52nd International Session for Young Participants for publication e.g. in newspapers, online, in local sports clubs' newsletters;
- Promote the existence and value of the IOA International Sessions for Young Participants;
- Educate media enabling them to promote Olympism in sports coverage.

ENGLISH-SPEAKING DISCUSSION GROUP 6

Question 1: What is the purpose of the Olympic Movement?

Through our group discussion we concluded that we believed the Olympic Movement to be much more than just the Olympic Games; it's a legacy left to the modern world by the Ancient Greeks over 2500 years ago. This movement invites all people from around the world regardless of religion, race or economic background to share the same dream envisioned by Coubertin, who said "I should like a place where any adult at any convenient moment may practice the simplest form of exercise". Concepts like respect, fair play, multi-culturlism and education have been paramount to this movement, with a view to promoting peace and prosperity throughout the world.

By looking at the principles set out in the Olympic Charter we were able to conclude that the following themes are what we consider to be important to the Olympic Movement:

- With the Olympic Movement, we are able to bring to a large audience the ideal of multiculturalism. You get to know people from all over the world, with different cultures, different languages and different values. After you have opened your heart step by step you get one part, you can achieve unity with strangers. There is the opportunity to share experiences and help bring these ideals to all parts of the world.
- The chance to achieve the maximum of your abilities, to take strength from your own environment and to build your own character.
- An important concept of the Olympic Movement is well being. The words, "A healthy mind lives inside a healthy body!", is an Ancient Greek saying, an ideal shared by Olympism which seeks to promote idea of keeping fit.

Although we have the equal opportunity to explore and take part in different sports, it is a well known fact that the cultures covering all the continent differ quite

greatly. So by bringing people together in sports, it means not only paying respect to the ancient Olympic legacy but also respecting each other and accepting our differences for the greater purpose and ultimately building of a peaceful and a better world.

Question 2: How can we enhance sport participation through democracy and the Olympic Movement?

We believe through our study of the Olympic Movement and by considering what we understand from the Olympic Charter, that by bringing its principles to the people of the world we can help to increase sport participation and a bring about sport for all within peaceful and democratic societies throughout the world.

Democracy was brought to us 2500 years ago by the Ancient Greeks. ("Democracy" is a Greek word, meaning rule by *demos*, or "people".) Modern democracy differs in many ways from the Ancient Greek version, however it is its concept of equality that still rings true to this day. The Olympic Movement shares this ideal and we can see that through participation in sport we can also help to promote democracy. Everyone has their own views on what democracy should be whilst the ideals of the Olympic Movement create an environment that supports the exchanging of views, this process transcribes into the culture of sport.

In today's world there are still many people who still cannot benefit from democracy or sport participation. In many countries of the world there is still no sport practised in schools. However, through our discussion we believe the education received throughout the Olympic Movement would be to the great avail of the young people of the world. We would like to see more sporting activities practiced in school at all levels of education and primarily at the earliest stage where a greater impression can be made.

To conclude, sport for all can be a key catalyst in envisioning the ideals of Olympism. We believe through Olympic education and sport participation we can come closer to realizing our dream of a peaceful and equal world.

ENGLISH-SPEAKING DISCUSSION GROUP 7

Question 1: How universal are the Olympic values?

A: Before we can answer the question above, it is important to know what the Olympic values are. Based on our understanding, the Olympic values include: democracy, loyalty, equality, fair play, health of minds and bodies, excellence, respect, and friendship. These values help us reach a series of objectives in the sport competitions and in life as well. They help make peace and reduce political tension, promote respect and tolerance among different cultures, bring people together in a social setting, educate people to choose a healthy and active way of life, and promote a society where people can have harmonious development of body, will and mind.

As you may see from above, the Olympic values are some of the basic values in the human society.

However, the ways in which these values are applied can vary from one culture to another. For example, when it comes to women in sport in many Arab countries, women athletes cannot compete in some sports due to a lack of encouragement from their society or clothing restriction. This is less a form of discrimination than a cultural difference. But this does not stop them from believing in the Olympic values and following these values in order to achieve the objectives above. Thus we came to our conclusion, despite the differences that may exist between individuals and cultures, the Olympic values are shared by all as universal.

Question 2: What issues turn to Olympic Movement facing democracy?

Olympic movement facing democracy requires the institutions necessary for the creation of a free and open society- free choice, free expression, and free association. Freedom of choice and opportunity should be guiding principles. In the

Olympic Movement everyone wants to compete and demonstrate his/her best ability. We have looked closer upon some issues where the principles of democracy may need improvement. The issues we have looked upon are clothing regulations, gender issues and accommodation in the Olympic Villages.

There are clothing regulations in sports today that can make ground for discrimination and limit certain groups' possibilities to participate. Our group has concluded that we think there should be a freedom of choice in terms of clothing, but this should not go against safety concerns.

We have also talked about discrimination in the Olympic Games and other Olympic events. Specifically the discrimination takes place in the Olympic villages. Athletes are not able to have a roommate of the opposite sex. If you are a guy, you have to share room with another guy. This discriminates straight people.

Question 3: What issues does the Olympic movement face in terms of equality?

Equal does not mean that people are the same, because everyone is a unique individual. The key to equality is tolerance and respect. It is against any kind of discrimination and it is a concept of equal opportunities. Respecting human rights within our differences and variety is the key to equality.

It is not something that is easy to achieve, it is a matter of argument on a personal and mostly on an international level.

The issues that the Olympic movement faces in terms of equality refer to differences in society i.e.:

- Economic differences; not everyone has the same opportunity to practice sport due to lack of infrastructure and knowledge
- Cultural differences; not everyone can participate mainly due to religious restrictions e.g. clothing. In some cultures gender also affects the view of the participation of women in sport.

ENGLISH-SPEAKING DISCUSSION GROUP 8

Question 1: 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. What's your opinion?

The majority of the members agreed that there was merit in this first fundamental principle of Olympism and while they note that it was a sound and true principle many thought it would be hard to accomplish. The group felt that education particularly of young children is vital to spreading and maintaining Olympism. However, they note that one of the major threats or challenges to Olympism was the commercialization of sport. Nevertheless they agreed that one could play to win and still experience the joy of effort.

With respect to women in sport, the members highlighted the challenges faced by women in both participation in elite sport and sports administration. It is obvious that the participation of women in sport is relatively low due to the culture of the nations.

The group also focused on the move to professionalism in various sports and the ethical and moral dilemma between representing one's country and seeking to make a living from sport. This highlighted the impact of the US and UK on sport in the South particularly as it relates to the vast scholarships that make many athletes leave their nations thus depriving the country of the expertise and knowledge that could raise the level of sport. Many of these countries in developing nations are also struggling with issues of corruption and the facilitation of personal agendas which continue to frustrate progress and deny athletes a voice.

The challenge is finding solutions to these dilemmas and the group felt while there is difficulty in changing these things it begins at the lowest level by focusing on children and educating them about the principles of Olympism so that they can be catalysts for the changes we hope to see.

Question 2: How can developing countries host the Olympic Games?

The trend for the hosting of mega sporting events like the Olympic Games has been cities from developed countries. This could be the result of commercialization of the Games where Olympic sponsors could leverage and maximize their return of investment. On the other hand, the cities from developing countries appear to have little hope for hosting the games. How can we balance the necessity to promote the Games through commercialization with the spreading of democracy and Olympic values to allow cities of less developed countries to host the games? The group suggested the following:

– The nations need to express their desire to host the games;
– The burden of hosting the games (Olympic Games or YOG) can be shared by cities of neighbouring countries;
– The IOC need to recognize that smaller market cities have hosted events on a smaller scale and have been successful.

Question 3: Is sport the true hope for mankind?

The members strongly believe that sport is a noble practice, and crucial to maintain humanity. It is universal and connects people from different religion, culture, language and political structures. It promotes values such as Olympism that can be applied in life such as excellence, resilience, discipline, etc. The Olympics is the greatest ambassador for peace in the world arguably more than the United Nation. In addition, sport provides freedom and ability to choose more than anything else. Unfortunately, we challenge the practicality of the idea of the pure notion of sport. Although sport has freedom, it is diluted by external factors including pressure from the nation, media, sponsors and even family to win. This pressure can lead to impure actions by individuals such as doping, cheating, match fixing, and illegal betting. The Olympic Games represent Olympism in theory but human actions contradict and suggest otherwise.

Question 4: How can we enhance the rights of athlete?

In general, the emphasis is not on the athlete but rather on the sport federations and organization. Many decisions are made with the consideration of the organization instead of the athletes, who are more affected by the decisions. In many countries, the funding doesn't go to the athlete, which kills the athlete's motivation and limits his/her chance for success in sport and in life. Athletes are also used to promote organizations and sponsors and discarded when they are done competing. In countries such as Sri Lanka, and India, some athletes are not well educated about their rights. What can be done to improve this situation?

– Who is responsible for the welfare and the needs of athlete?

- We believe the governing bodies of sport, the athletes and the IOC.
- Athletes with the help of former athletes can form an association to represent their interests.
- Governing bodies should be more professional and serve the athletes by providing support and education
- The IOC should take action to speak out for the athletes' rights and encourage governments and sport governing bodies to do more to protect the athletes' rights.

ENGLISH-SPEAKING DISCUSSION GROUP 9

Question 1: What is the purpose of the Olympic Movement?

- The Olympic Movement is about more than the Olympic Games and the crowning of Olympic Champions. It consists of National Olympic Committees (NOCs), International Federations (IFs), National Sport Federations

(NSFs), Spectators, Coaches, Athletes and all others who agree to respect the Olympic Charter.

- The purpose of the Olympic Movement is to establish and maintain a connection between culture, education and sport. Further the Olympic Movement looks to promote Olympic Values of Excellence, Respect and Friendship through sport and the joy of effort.
- The Olympic Movement provides a platform for tolerance, acceptance, and inclusion through a common goal. It is a rare opportunity to unite a city, a country, a continent or even the world.
- The Olympic Movement has the ability to define a nation. In countries ravaged by political unrest, ethnic violence or intolerance, people often invoke sports – especially football – as a force for national unity. The Olympic Games introduces a nation to the world, and the world to a nation.
- Olympism through the promotion of the Olympic Movement strives to unite people (athletes and spectators alike) across borders and cultures. We are all individual in our beliefs, values and traditions, and yet are equals in the field of play.
- To truly be an Olympian you need to feel Olympism in your heart.

Question 2: What is the impact of the Olympic Movement on host cities?

The staging of an Olympic Games can leave a large stamp on a host city and this impact has increased since 1984 as the Olympic Games have become larger involving more athletes, sports and a greater media and sponsor presence. There are also now higher expectations about the delivery of the Olympic Games.

The impact of an Olympic Games on a host city varies during four periods:

1. The bid period

To win a bid to host an Olympic Games a city must develop a plan that is attractive both to the International Olympic Committee (IOC) but also to the host commu-

nity and key interest groups in the host city. To win a bid contest against other cities, a bid plan will be enhanced if it demonstrates that the impact of the Olympic Games will not be detrimental to the city and the country in question, and additionally that the Olympic Games are affordable in financial, social and cultural terms.

Stadiums such as the "Bird's Nest" erected for the 2008 Beijing Olympic Games which cost the organizing committee 3.6 billion Yuan to construct, cost an average of 200,000 Yuan to keep running, and it is generally unused other than tour groups.

There is a need for greater management and investment in the legacy of the Games. Since a city on behalf of its community has invested significantly in global promotion, it is important to reap the tourism, business and other benefits. This can only be accessed with a well-developed plan supported by research which enables a city to gain ongoing benefits and to reduce possible ongoing burdens.

2. The seven year period

This is a difficult period for the Olympic organizers to manage because the excitement of winning a bid soon dissipates as a city struggles with the various problems that have to be overcome in a short time frame. There are various factors that can arise and derail an organizing committee; these may include but are not limited to: raised expectations, political interference, inconvenience and disruptions to the citizens, hidden costs and agendas, unexpected external crisis, and negative publicity.

3. The staging of the Olympic Games

The period of the staging of the Olympic Games is the time when there is the most impact on a city. This is a time when the people of the host city can participate as paying and non-paying spectators – watching the marathon, triathlon along the streets of a city – as volunteers or paid workers, by hosting Olympic guests.

Furthermore this is a time for the citizens of the host nation to have the opportunity to promote their culture on the international stage as well as learn from the other participating nations. The Olympic Games are a means to expose a world of possibilities, and it is up to all participants to reap the benefits.

4. Post-Games period.

It is important is to decide on what should be done with the Games infrastructure, particularly the new venues created for the Olympic Games. More attention needs to be paid as to whether there can be some on going return and community benefit from Olympic precincts and venues. If such facilities do not have a significant post-Games use they can become 'white elephants', and a burden to the taxpayers.

To conclude, the Olympic Games can have a strong positive and negative impact on a host city, and it is up to the organizing committee to ensure that they have developed a plan that will provide long term benefits to the host city and nation alike.

ENGLISH-SPEAKING DISCUSSION GROUP 10

Question 1: What is the purpose of the Olympic Movement?

The Olympic Movement comprises all stakeholders involved in promoting the concept of Olympism including local clubs, national federations, international federations, and other organizations such as anti-doping, sports development and promotion, culminating with IOC.

Purposes:

- Bringing people with the same interest from all over the world at the same place at the same time.
- To give an equal opportunity to everybody to participate in the Games.
- Promote Olympic values as an attitude of life.

Not required to do:

- It is NOT a political entity; IOC is an autonomous body with supreme authority.

- It does not set the rules for individual sports.
- It is not responsible for creating truce/peace i.e. they cannot demand peace but inspire friendship, tolerance & solidarity.

Question 2: Is Sport for All a tool for development of sports or for producing high performance athletes in a country?

Definition of "Sports for All":
Sport For All is a concept that requires participation in sports or in physical activity regardless of race, gender or socio-economic status.

Sports for All as a tool for Development:
- Its purpose is to promote friendship and participation.
- The emphasis is on health, activity, leisure and joy.
- Cultivates personal attributes embedded in sport such as self-confidence, determination and understanding adversity.
- Its "Play" focus – to help develop love for sport.
- Gives everyone the opportunity to participate in sport regardless of background.

Sports for All as a tool for producing High Performance:
- Its focus is on competitive athletes.
- Politics plays a role in who is chosen to be trained, there is a desire for the country to be visible and known.
- Creates an image for the country.
- The emphasis is not on training and health but just on end-results.
- It only focuses on targeted areas leaving smaller cities to develop on their own.
- Only popular sports receive benefits (money, broadcasting, sponsorships, etc).
- Sponsorships are offered only for High Performance as it gives opportunity for visibility.

Examples of practices around the world:

- In Norway, Sports for All is only a tool for development.
- In Cyprus, Sports for All is only centered around specific sports (football).
- Normally a balanced system between the two is found in Russia though nowadays there is a build-up to high performance because of Sochi 2014 Winter Games.
- In Lithuania and Albania, Sports for All is only considered for high performance.
- In USA, Sports for All is focused on high performance whereas the development is left in the hands of schools and national federations.

Question 3: Is there any democracy between sexes in sports?

Democracy is viewed as equality among the sexes in sport. Gender is different from sex: gender is a social construct whereas sex is a physical characteristic derived at birth.

While some disciplines shouldn't (or don't) need separation by sex (like Diving or Equestrian), others have a separation due to physiological requirements for the sport (like Artistic Gymnastics Disciplines). The group concluded that it should be socially acceptable to try any sport despite the challenge of the subjective nature of participation by both sexes in sports such as Synchronized Swimming, Rhythmic Gymnastics, and Ski Jumping. This is because there are social stigmas and constructs regarding participation in sports where there is an expectation on roles of sexes. (e.g.: Women → synchronized swimming, Men → boxing)

Even at a young age, children choose participation in sports for fun, entertainment and competition. They may specialize based on interest, preference, and ability. This choice in specialization is democracy. Everyone should have the chance to develop their talents regardless of sex, age, race, and socio-economic status.

ENGLISH-SPEAKING DISCUSSION GROUP 11

Question 1: Can we see the fundamental principles of Olympism in today's Olympic Games?

There are several ways in which the principles of Olympism become evident in today's world, be it sport or non-sport related.

Let's take the example of equality and democracy. These are two vital Olympic principles, which can be seen in the Games, as they strive to make no discrimination against anybody, be it for gender, political orientation, race or religion. The practice of sport is a human right. Everybody is encouraged and allowed to participate. Also the access to training facilities and funding needs to be equal and the conditions of competition need to be equal. A good example was the 2010 YOG in Singapore. One pool of horses was trained for the Games and allocated randomly to all competing equestrians before the Games, so nobody had an advantage over the other.

In general, education about the Olympic values becomes more and more important, especially at the recently implemented Youth Olympic Games. It should be a goal for the IOC to develop similar educational initiatives for the senior Olympic Games. Education about Olympic values should also be taught independently of sport events in all schools and it is also important to try to establish National Olympic Academies in all countries of the world. Athlete role models could help facilitate this process. The Ukraine presents a very good example, as in their country education about Olympic values is considered very important and those values are already being taught at very young ages (e.g. kindergarten etc). Most athletes are not aware of the Olympic Values, so it is important to educate them so they can act as role models for younger generations. Also, the media's, coaches', teachers' role in spreading the Olympic values should not be neglected and therefore, they should also be educated and informed.

Question 2: Can the Olympic Games be seen as an ideal platform to promote democracy and peace?

Democracy in sports represents equal conditions and opportunity by giving everyone the chance to play sports. Olympism can be seen as a platform to promote democracy and peace. Generally we see this direct relationship expressed only in paper but not in the field of play or in the mind sets of the participants and viewers.

It has come to our attention that the Olympic education promoting the link between democracy and sports values needs to be prioritized. Hosting the Olympic Games doesn't make you a democratic country, but it does give you the opportunity for bringing the topic into the discussion and promote change. For example, the 2008 Olympic Games held in Beijing, China were used by the local government to showcase a new political and commercial image. There were no direct or short term contributions to really open the barriers through democratization but we cannot deny the influence the Games had. They put the city in the international spotlight receiving pressure from the rest of the world to adapt to the democratic principles.

In conclusion, we think that at the moment the Olympic Games are not the most ideal platform but have a lot of potential to promote change towards democracy. We believe the IOC could develop this even more by emphasizing the Olympic values of fair play. They could also award prizes and recognize athletes not only for their mere performances but also for their ethical behavior. This way we would be promoting peace and democracy at the same time by making the Games an effective catalyst in turning the Olympic principles into reality.

Question 3: How can the IOC make the legacy of the Olympic Games more democratic so the society in the host city/country can benefit?

In almost every Olympic City some kind of legacy can be found, like stadiums, buildings and monuments. Currently there is much more discussion about the

post use of the stadiums, because it's such a waste of (public) money to build a brand new and expensive stadium for just 16 days. The International Olympic Committee, according to the Olympic Chapter, has the role to promote a positive legacy from the Olympic Games to host cities and countries. The Games need to leave more behind than just 16 days of competition and Olympic Spirit. The impact of the Olympic Games on the host city is enormous. That is why the hosting cities start to put more emphasis on the legacies because cities use the Games as a catalyst for urban development.

During the Olympic Games the host city is in the center of the world's media attention. Host cities should have Olympic Museums because the city also needs publicity when the Games are over. The Olympic Museum should be built in the Olympic Stadium because it's attractive for citizens and tourists because visiting the Olympic Stadium is prestigious.

The legacy presented in the Olympic Games can be questionable, for example Sochi where most of the facilities had to be newly built, which can seriously damage the environment. The main issue that makes Sochi a questionable host city for winter games is due to its character as a summer destination.

This problem can be solved by the IOC by being more strict with the pre enter bidding. For example cities that don't have Olympic venues and infrastructure shouldn't be bidding in the first place. We recommend that the IOC can start a legacy commission. This commission could send an official to the formal host city and to actually see what they are doing with the legacy. A problem that may occur is that if the Games are pointed to a city, the city has the power and there isn't much emphasis on the legacy anymore since the efforts are more concentrated on hosting the game.

CYCLE B′

FRENCH-SPEAKING DISCUSSION GROUP 1

Question 1: How can we limit doping?

Man has always been trying to surpass himself and achieve extraordinary feats. In Greek mythology, the myth of Daedalus and Icarus symbolizes man's wish to always go further.

What is doping?

Methods or substances that make it possible to enhance sports performances in an artificial way. Doping represents a risk for the athlete's health, it goes against the spirit of sportsmanship for which the important thing is to participate and maintain a healthy mind in a healthy body... The doping market is huge and violates the principle of equality among athletes.

The quest for medals

Today the quest for medals has become so important for certain athletes or nations that sportsmen themselves accept to resort to doping in order to improve their performance and push further their own natural limits. To win a medal ensures that you become known and recognized, whatever the method!

Although the Olympic values of "excellence, respect and friendship" are starting to supplant the values of "citius, altius, fortius", the image of a strong and charismatic victorious athlete remains... it is therefore up to us to spread the

Olympic spirit and convey the values of fair play and trust as Professor Otmar Weiss so aptly put it during our Session.

What should be the sanctions?

Opinions differed. Some people wanted a suspension for life, which could act as a deterrent for a vast majority of athletes. Is this option too severe?

Others advocate a four-year suspension instead of two that would force the athlete to "skip" an Olympiad. In Romania for example, an athlete who tested positive, is expelled from competitions for two years. If that same athlete has tested positive for a second time he shall be banned from competition for life. Is this a model that should be adopted by all?

To conclude, it is important to continue our efforts in order to reduce the gap between the manufacturing of new undetectable products and the development of methods for their detection. Keeping samples, submitting them to new testing techniques will also make it possible to at least dishonour doped athletes.

Question 2: What is the place of disabled people within the world sport system?

Sport for the disabled is governed by a sister organization of the International Olympic Committee (IOC), the International Paralympic Committee (IPC). The IPC was born after World War II, as many wounded soldiers were coming back from the war. It was Doctor Ludwig Guttman, who was a German, who had the idea of reintegrating these soldiers in society through sport. Since then, the Paralympic Games have never ceased to grow, while the competition level of different sports is steadily improving.

Our recommendations for facilitating the integration of all people with a disability:

- Start from the base of the pyramid, i.e. from the education of teachers, including physical educators, doctors and nurses in rehabilitation centres, coaches and parents of disabled children.

- Raise public awareness in order to stop marginalizing these athletes.
- Develop tools for these teachers in order to encourage more disabled people to practise a sport.
- Enhance the reputation of sport for the disabled.

In Canada, only 3% of people with disabilities practise a sport. The reasons behind this phenomenon are many: lack of education, fear of not being able to integrate, parents who find it difficult to allow their child to try a new sport...

Can athletes serve as role models?

In Switzerland and France many sponsors use Paralympic and Olympic athletes in order to promote Olympic values. This is a collaboration that appears to work and all NOCs should therefore encourage it. We recommend the launching of publicity campaigns and the staging of events such as adaptive sport demonstrations in schools and public places.

Adapted sport will thus become more widely known and this will increase participation levels of disabled persons.

The IOC's role

Under present conditions how could the IOC and the IPC work together in order to build a better sport system? There were diverging views on this issue but we all agreed that irrespective of disability it is important for the two Movements to work together in order to establish a healthy sport system that includes athletes with or without disability, without any form of discrimination.

FRENCH-SPEAKING DISCUSSION GROUP 2

Question 1: How can we promote the Olympic Truce and the International Olympic Truce Centre (IOTC)?

The concept of the Olympic Truce is indivisibly linked to the Olympic Games of Ancient Greece. It must contribute to the creation of a peaceful, democratic and better world. It should, therefore, inspire Peace. And yet, it is no longer respected during the modern Olympic Games.

Sport has developed so much that it is no longer compatible with the concept of Peace, in particular via the logic of competition and ranking. In order to re-establish this ancient tradition, the IOTC must promote the Olympic truce by training new ambassadors in the whole world.

These are the key success factors that we recommend:

- Involve all stakeholders in the process: the Olympic Movement, athletes, parents, educational institutions... and States.
- Develop a strategy at world level as well as at national level:
  - Communicate on the values of Olympism and pass them on to the national level as close as possible to the athletes and the public;
  - It is important to know what are the particularities/problems encountered by each person in order to adapt, act more efficiently, communicate with the people because access to culture, to education... varies depending on the continents, the countries, the states and even the people living in the same country;
  - Grassroots projects should back the projects implemented by the IOC.
- The ambassadors (e.g. the athletes) and the media, including social media, should promote its actions and values.

Promote education through sport

- Bring young people together around sports activities;

  - Concept: learning the notions of respect and fair play; fight against aggressiveness; learn to know oneself better and know the others in order to live and work better together (the concept of team building/coaching);
- To succeed, awareness should be built over a long period;
- Eliminate the concept of competition, of striving for results, in order to find again the joy of playing together, building team spirit and respect for others;
- Make the most of the Youth Olympic Games (YOG);
  - Fabulous opportunity to have, every two years, between 1,000 and 3,000 athletes, 15 to 18 years old, gathered in the same place;
  - The Culture and Education Program (CEP) should promote the Olympic truce and the IOTC.

To conclude, sport plays an important role in promoting peace and should inspire it. The Truce is an instrument.

On the other hand, we have to be aware of the fact that sport cannot solve all conflicts. It is not so easy to interfere with all states.

Question 2: What resources should we use in order to democratize access to training for athletes?

The access to training for athletes should be considered very carefully. There is a strong inequality depending on cultures, countries, disciplines with more or less media coverage, information on training...

We therefore need to have a more democratic process: training should be an integral part of the athletes' sports career: before, during and after.

This is what we recommend:

- More cooperation and communication between the Olympic Movement and athletes, parents, the educational system...;
- States and sport organizations must develop projects together;

⇨ In order to define Sports and Studies programmes:

- Scandinavian and English-speaking culture should be the reference;
- Elaborate rules for having school results in parallel to sports results;
- Develop specific programs, work out schedules.

The object clearly is to make athletes aware of the fact that they should not interrupt their studies, to the extent possible, for the following reasons:

- A sports career is short and many people will never reach a high level;
- An athlete is never fully protected from accidents – an injury can put an end to an athlete's career at any moment;
- The end of a career is a difficult moment, so before reaching the end of their career athletes should be prepared to consider their retraining/professional integration;
- Be aware of the positive and negative aspects of a sports career;
- Be informed on the functioning/governance of sport;
- It is important to learn how to manage one's money.

On the other hand, the following constraints need to be taken into consideration:

- Professional sport takes up a lot of time, athletes are often on the move;
- Training programs are expensive and are not always accessible and/or publicized;
- We cannot force athletes to follow training; above all awareness-raising is essential.

Question 3: Does the Court of Arbitration for Sport (CAS) guarantee the athlete's rights to a fair and impartial ruling?

What is arbitration?

- A means of resolving private conflicts;
- Arbitration clause written in a contract;
- Exclusion of state courts jurisdiction;
- An arbitration award has the same value as a state ruling.

The Court of Arbitration for Sport (CAS)

- The CAS headquarters are in Lausanne (Switzerland), which means that Swiss law on arbitration will apply[1].
- The arbitration award can be contested before the Swiss Federal Tribunal. Swiss law is known for its liberalism.
- Necessity: enables the resolution of sport conflicts in the whole world.
  - o Standardize litigation and guarantee equal treatment. Moreover, the arbitrators who are appointed are experts in the field of sport.
  - o Offer the possibility to athletes of winning their case against their federation.
- CAS is a structurally independent body since the Gundel decision (1993)[2].

But is it really impartial? Presentation of the problems that have arisen:

- Proximity to sport organizations and its funding
  - o Choice of arbitrators (closed list)
- Private character of the dispute, no obligation to apply the principles of the rule of law. CAS enjoys considerable freedom.
  - o Enforcement of federation rules
  - o Enforcement of general law principles
  - o Very limited possibility of appealing against a CAS arbitral award (international public order...).

- The problem of the athlete's consent (arbitration clause in sport regulations)
- The athlete will never be forgiven for anything (doping procedures)
- FC Sion case: if we consider CAS as a Court where no one stands a chance of winning, can we at least appeal before the civil courts? For the time being the answer is no!

1. Chap. 12 LDIP http://www.admin.ch/ch/f/rs/c291.html
2. http://www.tas-cas.org/fr/infogenerales.asp/4-3-155-11-4-1-1/5-0-11-3-0-0/

We have to change the way people think:

- o Stop thinking only of sport's autonomy;
- o Respect better the athlete's fundamental rights;
- o Take more into account the principles of a democratic state subject to the rule of law (Olympism).

ENGLISH-SPEAKING DISCUSSION GROUP 1

Question 1: The role of media and Olympic movement. Does media create stars?

Media is the most powerful tool in contemporary world. It affects ways of thinking, it persuades views and beliefs, it makes people, and breaks people.

We believe media is a double edged sword for sports people... Media can create stars but also destroy stars.

The more coverage an individual athlete receives, the more popular they can become. This doesn't have to have anything to do with ability, it is the simple fact of having publicity that allows these sports stars to become household names and therefore become a star! However, we also discussed the fact that an athlete doesn't necessarily need to be the best at the game or need to have won something to become popular and famous. For instance, media turned Anna Kurnikova into a star even though she wasn't the number one. She received more coverage than the other players due to her looks and fine figure.

However, this is not necessarily a bad thing because in Anna's case she was able to earn money that she may not have otherwise earned had she not had media coverage. So overall, athletes can make a living.

Whilst many athletes can benefit from this media coverage with sponsorship endorsements, media can also destroy an athlete and compromise ability to perform at their best. For instance, Tiger Woods profile and game has been

destroyed due to much negative media. Whether media coverage is true or not, negative media brings consequences.

Our final thoughts are that media has a more positive impact that a negative one because it inspires people, informs people, introduces people to new sports, brings together, and allows athletes to make a living.

Question 2: How can we implement fair-play in the frame of Olympic education?

There are varying approaches to Olympic education across the world. In some countries it is only restricted to Olympic day activities, but in others it has evolved into a dynamic programme that influences the society and nation as a whole.

Excellent examples of this would be the Olympic education programmes in Hungary and Ukraine, where children are taught the concepts of Olympism. Classes are taught in Olympic ideals, promoting the Olympic movement from nursery to university. There are over 250 events held throughout the year where Olympic Champions give back to the community and share the idea of fair-play.

We have defined fair-play a an equal opportunity of all participants, respect for the opponent and a strict adherence to the rules. Olympic education can aid in promoting fair play through two approaches; theoretical and practical.

The theoretical approach can be started with students at an early age because it is at this stage in a person's life that they can be easily taught the basic values of fair-play. This approach may include:

- In classroom sessions using images and videos;
- Integration of fair play concepts into other subject areas, for example Art, Geography, Languages and Music;
- Meetings and workshops hosted by Olympic athletes, using them as role models and positive examples of fair play and the Olympic ideals.

The practical approach is simply an application of theory on the field of play. This approach ensures that fair-play becomes a habit.

- Promoting total respect not only for the rules but also for teammates, opponents, coaches and officials;
- Offering awards for good displays of fair play;
- At early ages, children should be taught about the joy of effort versus the rigors of competition. That it is okay to lose, and when you do win that they should win graciously;
- Fair-play action should be promoted at all times (shaking hands, high 5s and picking up an opponent who has fallen).

Fair-play becomes a lifestyle that must be practiced on a continual basis, in order to be perfected. It can be concluded that the combination of both approaches plus the impact of inspirational coaching and the support of family, is the best way to promote fair-play.

ENGLISH-SPEAKING DISCUSSION GROUP 2

Question 1: What are the dynamics of a life-sentence for doping?

- It is difficult to determine whether in fact doping has been done deliberately or not (doping for medical reasons vs. doping to enhance performance);
- The only way to promote anti-doping is to make a longer sentence in order to ensure that athletes do not dope;
- Athletes have to be self-aware and responsible for their actions;
- Doctors and managers should also be punished for their involvement;
- There should be better cooperation between WADA and national anti-doping agencies;

- The biggest problem is that athletes have to prove their innocence instead of them being proven guilty.

Question 2: Is education on Olympic Values enough to stop doping in sport?

- Familiarization with doping and its effects at the Youth Olympic Games is a step forward;
- There are so many different ways to dope. Athletes should be educated about the list of banned substances;
- There should be a minimum universal punishment for doping that should apply to the national level;
- Education is not enough alone but can play a big role in the fight against doping.

Question 3: What are the dynamics of equality of rights for genders in competition?

- **Trans-genders** add a complex dynamic to sport regarding who can fairly compete. Should they be excluded from competition?
- **Gender testing** should apply to both male and female or not have it at all.

Question 4: Why is there still a lack of young women in management positions in sport?

- There is a lack of faith in young professionals;
- Young people are afraid to take risks;
- There is a need for more role models that can encourage young people to be involved in sport management;

- Older professionals tend to focus on young peoples' mistakes and weaknesses and not their capabilities;
- Older people are threatened by younger people's enthusiasm and willingness to effect change.

Question 5: What can we do about it?

- Mentoring programmes for young professionals in sport management;
- Organisations should have fewer management layers, so that younger people learn quicker and contribute more to the growth of the organisation;
- Young people should have more courage in order to influence others;
- Young people should network more and discuss more with decision-makers in order to be known. In sport it is not only who you know, but who knows you;
- Former athletes should be included in the International/National Federations, because they know what the young athletes need;
- It is important to learn from history, change it and not repeat it;
- Young people do not have to be leaders to make or influence decisions.

Question 6: What can be done to realise gender equity in sport management?

- Positive/reverse discrimination is necessary to speed up the process of gender equity;
- Increasing the minimum quota from 20% to 52%;
- There are enough capable women in the society; they only need an equal opportunity in decision-making process;
- Sport should not be seen through the conservative social constructs. It should neither be feminine or masculine.

ENGLISH-SPEAKING DISCUSSION GROUP 3

Question 1: How does fair play differ from different sporting codes?

Introduction

It is always of great importance to educate athletes and the entire sporting fraternity about Olympic values. Among these values there is the most important one which is Fair Play. To be able to examine this general understanding of Fair play in a systematic way, we need a criteria for the morally right and good.

What is Fair Play?

- A philosophy that can be used to teach youths to take responsibility and to show respect;
- Fair Play is an attitude and also a way of thinking and behaving;
- The Fair Play attitude relates to all people involved in sport: coaches, players, officials, spectators and Fair play should be everyone's priority.

Fair Play Behaviour

- Demonstrate respect for all individuals, respect the facility in which you participate;
- Condemn violence and harassment of all forms and always attempt to contribute to the betterment of sport.

How to Show or Demonstrate Fair Play

- Be honest. Refuse to win by cheating;
- Have self confidence and consideration for others;
- Weaken the significance of victory and defeat in competition;
- Enjoy participation and encourage others to continue their participation in sport;
- Teamwork rewards better than individualism. Create a feeling of togetherness when doing sport.

Conclusion

Fair Play is the most important value in sport which should not be taken for granted. It is through Fair Play that we shall all realise that sport is about participation and not winning. We are the future so let us go out there and preach Fair Play everywhere we go.

To lead others to do right is wonderful. To do right and then lead them is more wonderful... and harder!!

Question 2: What is the role of young participates in the development of Olympic movement education in our countries?

Introduction

In our group we represent 16 different countries; each participant has the urge to go back to their respective countries and spread Olympism as well as make change by educating the athletes and members of society about the Olympic movement, because we believe there is still little knowledge about the Olympic movement in our countries.

We will focus on the following areas:

- Share information learnt from discussion groups and lectures with our colleagues in our NOC through representation and handouts and we should be able to encourage the NOC to support our programmes;
- We will engage with universities and colleges to include Olympic movement as part of the curriculum to educate the young athletes to become ambassadors;
- Educate coaches to prepare athletes in order to spread the Olympic movement;
- We believe we can still learn from other countries by introducing video conferencing to teach children in schools and athletes about the Olympic movement;

- There is need to get *buy in* from National Olympic Committees and National Olympic Academies to avoid challenges in implementing Olympic education programmes.

Conclusion

Liaise with National Olympic Committees to arrange national sessions for young participants in our countries, similar to the IOA's session although the information will be disseminated to respective communities and the Olympic movement session it will be hosted annually but in the form of a workshop with former athletes, sports federations and which we will involve all the sporting codes.

Hunger is the strategic force for change, how hungry are you to spread Olympism..?

ENGLISH-SPEAKING DISCUSSION GROUP 4

Question 1: What are the democratic processes involved in the run up to Olympic Games?

Democracy and Olympism are the two topics that brought us here during this past couple of weeks. They might be all-inclusive words, but not ambiguous. We have learned that these two terms cannot be separated. As we know, democracy is the rule by the people, for the people. In the sports community we are pursuing democracy by the athletes for the athletes, with the goal of translating this to their post-athletic lives also.

In order to make this possible, athletes need to get involved in the decision-making, and the activities of the Olympic Movement. We need to be informed, to participate, to ask, to promote Olympism, but we must care first. We need to be interested in knowing. Professor Talbot told us, "We should care because it matters, even if the questions we ask have no easy answers".

Democracy, honesty and transparency in the run up to the Olympics are what we need to achieve. It is possible through the values of Olympism and education. Our group agreed that the following areas must be improved in order to achieve a truly clear picture:

- The selection process of members of federations, officials, coaches, and athletes, especially National and Olympic teams;
- The run up to the Olympic Games in every country;
- The sponsorship, media rights and commercialization of the athletes and the Games;
- The use of technology in sports competitions (uniforms, electronic scores, and equipment);
- The bidding process, when the host city of the Olympic Games is selected.
- The role of the IOC in each country and how it uses its funds on a national and international level.

Democracy through sport is capable of changing or improving the political landscape in specific countries because democracy and Olympic values are spread through the Olympic movement. One only needs to look at South Africa to see this change.

With the values we are learning, we realize that there is still a lot to do in our countries, and help to give to our neighbours. Accompanied by globalization and our connected world, we all share responsibility for each other. It is through this responsibility that we can foster new bonds of democracy, honesty, and transparency. We have a lot of work to do.

Question 2: How can we use education to fulfil the aim of Olympism?

"Education and culture are the heart of the Olympic Movement. The Olympic Charter clearly stipulates that 'The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practiced in accordance with Olympism and its values'".

If this is the statement made about education, then how is it living up to its promise? In our group discussions, many participants had not heard of the Charter or its values before setting foot in Olympia. They did not know the symbolism of the rings, motto, flag or torch. How many of you can explain these symbols that are worshipped biennially? If you can't, Olympic education in your country has failed you. We must take steps to correct this lack of knowledge.

Within the context of the Games themselves, organizers must strive to keep the history alive. During our stay at the IOA we will have had the opportunity to run on three of the four ancient tracks that were part of the Pan-Hellenic Games. When describing this to people back in our nations of origin, many will look at us with quizzical stares. As a requirement of hosting the Games, cities should incorporate parts of this history into their ceremonies.

Many host cities ramp up their education programmes in advance of the Games being held. Unfortunately, these programs do not continue after the Games have finished. Without a National Olympic Academy, China does not have an organization to supervise the delivery of educational programmes in a sustainable way. Now that the Beijing Games are becoming a distant memory, Olympic education has fallen by the wayside.

Education of Olympism needs to start at a very early age. The topic, Sport for All, has been discussed in great length during our sessions. Therefore, Olympic education can essentially begin in the home. Parents must foster a strong desire for sport and the Olympics in their children. Next, the young person should experience Olympism at school. Whether it is during physical education, studying history, geography, or English, teachers and coaches play the largest role in instilling the Olympic values in our youth. Training these mentors also takes on great importance. Seminars could be set up by participants of this session to begin this process in their countries. Social media is another excellent option we have at our disposal today.

The Olympic Movement has one of the most substantial groups of volunteers known today. They have become the face of the Olympics during the Games, and they are another great set of individuals who would benefit from lessons of Olympism and the history of the Games. Volunteers are a perfect group of

people to share these values with all of the spectators, athletes and coaches they interact with.

The aim of Olympism is to educate the body and mind through sport. As members of the Olympic family, we are part of the largest interconnected nation in the world. The Olympic values are values that we hold dear to our own hearts. It is only through educating our youth that these values will be passed down for generations to come.

ENGLISH-SPEAKING DISCUSSION GROUP 5

Question 1: Has sport become another avenue to portray women as sex symbols?

– Why are women becoming a sex symbol in some sports?
- Media: promotion of the sport through media in showing girls in sexy clothes, media has a big influence because of the need of money; selling posters of the women etc. → earn money for the club; is this a bad thing?
- women want to show their feminine side (football players etc.) apart from their sport;
- an important fact: the presentation of the athletes in the media and outside of their sport;
- athletes should be aware of the fact that they are role models for little children and have power to influence them.

– Problem:
- People like watching the "beautiful" →Media uses this "weakness" of the spectators to get their attention;
- Athletes by nature will be perceived as attractive; women will always have a problem with being seen as a sex symbol;

- Concerning men showing themselves naked, the acceptance of society is bigger;
- some athletes want to draw more attention on themselves, be the focus of the media and get the interest of a sponsorship and earn more money in this way;
- different cultures define different ideas of a sex symbol;
- most of the spectators in sport events are men.

– Examples:

- Swimming: Michael Phelps also sells his body by having commercials with his body → men also become a sex symbol in sport;
- Basketball: female and male sportsmen wear the same tricot;
- Beach volleyball: women are wearing bikini, the root of the problem could be that it is a new sport which still has to be promoted a lot to get the interest of the media and spectators;
- Focus is on the appearance of the women not their talent.

– Conclusion:

- Parents should inform their children about the influence the media has in sport, the hard work the athlete has to do to get to the top;
- Women should have the free choice of their clothes because different cultures define different ideas of a sex symbol → definition of the free opinion;
- Give the standards and a kind of limitation concerning the clothes (cover their intimate parts, comfortable clothes, follow the sport regulations) among which the athlete should have the free choice: e.g. in swimming it is not allowed to wear a body-covering swimsuit;
- At the moment the decision is made based on the viewership, the focus should get back to the sport, the values of the sport should be transparent and shown apparently.

Question 2: How can we achieve the Olympic value when the Olympic sponsors do not seem to support these values?

– Olympic values:
  • Promoting a healthy life

– Problem:
  • The problem are the sponsors McDonalds and Coca-Cola;
  • Healthy lifestyle of Olympism can hardly be combined with the brands Coca-Cola and McDonalds;
  • Coca-Cola has supported the IOC for a long time → coca cola spreads the Olympic idea all over the world;
  • people are getting influenced by the advertising without realizing → strategy of marketing;
  • Problem: not in every country the population has the knowledge that McDonald's food isn't healthy.

– Conclusion:
  • Promotion of a healthy menu "Olympic Menu" which is of good quality and healthy content; bottom-up to go into schools and inform students, use these "bad" sponsors to have a good outcome, or the "Olympic" drink, BUT: they want to promote the product they already have – not a new healthy product;
  • Coca-Cola and McDonald's could make projects like this or projects to spread Olympism & values, e.g. "be active" promotion;
  • The contract between the IOC and Coca-Cola states that the Olympic values should be supported, the sponsors have to comply with the values;
  • Use the money of the sponsors to promote a healthy way of life and support the Olympic values.

ENGLISH-SPEAKING DISCUSSION GROUP 6

Question 1: How does doping affect sport and the Olympic Values and how can this challenge be faced?

Definition: Doping generally means the illegal use of performance-enhancing drugs in sport.

Origins of doping abuse: Doping is one of the important current problems of the Olympic Movement. There are several reasons why athletes get in contact with those illegal substances:

- a *pressure of performance* that is inherent in the character of sport and which is empowered by the world-wide attention;
- a *matter of personality:* It might be difficult to say "no" to doping if one is facing a better opponent;
- the *financial dimension:* There are financial benefits for success, 'the winner takes all'-mentality;
- *ignorance:* blind trust in trainer or your environment;
- The athletes believe they can *beat the system*.

Doping in conflict with the Olympic Values

Doping destroys the nature and the ideals of sport as you get an inappropriate advantage in comparison to your opponents. Thus it touches the fundamental principle of fair play.

Doping provides a platform that does not support the principle of equality with the Olympic Movement. Taking illegal substances means not only cheating but also denying your personal abilities.

Doping affects the development of your body, mind and will. There are many examples that drug abusers suffered serious illnesses like blood thickness after taking EPO or even died like the British Cyclist Tom Simpson or the German track & field sprinter Birgit Dressel.

Doping not only means using chemical substances but also cheating in a technical way. Technical doping contains for example the bodysuits in swimming that improve your contact with the water (and that is banned nowadays from competitions).

As a group we concluded that we would like to see the following changes:

- Everybody has their special abilities: We don't want robots! Let us celebrate our diversity!
- Let us integrate athletes as role models and create widespread media campaigns against doping!
- The fight against doping is in need of an efficient international system. Establish NADAs (National Anti-Doping Agencies) in every country and strengthen the WADA (World Anti-Doping Agency) as the main organization!
- We need better doping tests and clear rules concerning the punishment of drug abusers without violating the athletes' rights.

Question 2: How does commercialization affect the Olympic Movement?

Commercialization and Sport – a definition: The commercialization of sport involves the business side of sports enterprise and its ability to generate income.

Necessities and chances of commercialization: Commercialization is directly linked to the Olympic Movement. Without sponsorship and well-known brands, sports events like the Olympic Games would not take place. Famous enterprises come together via the attraction of the media and contribute to spreading sport and the Olympic Values throughout the world. Coca Cola, for example, has been key to the Olympic Solidarity Programme for nearly 30 years and is one of the main organizers of the Torch Relay since 1992.

Negative effects of commercialization:

Coca Cola and McDonalds are representative brands for junk food and promote an unhealthy style of life. Thus their connection to the Olympic Move-

ment as two of the most important sponsors of the Olympic Games can be seen as having a bad influence on children and young people.

We have seen in recent years that there has been an increased financial burden on Olympic host cities and nations therefore in some cases this has brought about an over reliance on sponsors. With the perception of more and more influence coming from large corporations there is a worry that there could be a negative impact on sport as these companies use the Olympic Movement as a vehicle for their economic interests.

Question 3: How can we realize the ideals of the Olympic Movement through the Youth Olympic Games?

Concerning Doping and the commercialization of sport as two major challenges for the Olympic Movement the new idea of the Youth Olympic Games (YOG) might give some helpful answers.

Highlighting ideals like excellence, respect, friendship will leave a greater impression with young people than on grown-up athletes. The YOG can be seen as a platform that promotes the Olympic Values to young people in an atmosphere of friendship, happiness and harmony. The young athletes should celebrate the joy of effort instead of aiming to win at any cost or focusing only on financial issues.

The Culture and Education Program (CEP) of YOG aims to foster the personal skills of the young athletes in collaboration with several enterprises which are connected to the Olympic Movement. New inventions like cooking workshops promote the importance of healthy food and a balanced diet to the young athletes. This might sensitize the young sportsmen and sportswomen and prevent them from getting in contact with doping.

The get-together of young athletes from all over the world contributes to communication and cultural exchange in a new dimension. As the YOG are smaller than the Olympic Games more cities can be included in the bidding process and thus the Olympic Ideals and can be spread to more parts of the world.

ENGLISH-SPEAKING DISCUSSION GROUP 7

Question 1: How do we understand doping?

Doping is illegal substances and methods that give you advantages. Doping can be chemical, technical and genetic forms of improving athletes' performances. We do not accept doping because it has long-term negative effects. In addition doping gives an unfair advantage to those who use it. When we say that doping is unfair, we should also remember that there are other factors in sport that create unfair conditions among athletes. For example training conditions in developed countries can be better than in developing countries. Can this be considered the same as doping?

We have also discussed the motivations behind doping. The desire to win is natural for athletes. Athletes use doping in order to win because of many reasons. They want to achieve their goal, get recognition or because of economic reasons and pressure of society.

We have looked closer at some ethical dilemmas related to doping.

Some athletes need medicine in order to cure illnesses they have. Some of this medicine are in WADA's doping list. Is it ethical to give this kind of medicine to athletes? On the one side the athletes need their medicine in order to compete. On the other side the medicine might give them an advantage compared to their natural abilities in their sport.

Another dilemma we discussed is the fact that top athletes have to report to doping authorities every time they change their location. On the one hand, if you want to get rid of doping, athletes must be under constant supervision. On the other hand, is it ethical to supervise them all the time? This can go against their rights of privacy.

Our group has concluded that doping is something that should not take place in sport. However, there are some unclear areas where it is not clear what should be considered doping or not. But we all agreed that we should try to fight against doping with good education, examples and role models.

Question 2: How should we arrange an Olympic education programme for the developing countries?

Olympic education aims at studying, enriching and promoting Olympisim. Olympic education is essential, especially for the younger generation because it helps them share Olympic values, choose a healthy way of life, make friends, connect better at both local and international levels, and understand that life is not just about winning and losing, but it is participation that really matters.

Olympic education is carried out in various forms throughout the world, including NOA education, Olympic youth camp, school Olympic Games, school curriculum (e.g. regular PE classes).

Our discussion focused on education for the developing countries. Here we would like to propose a few suggestions that we hope could help these countries educate and motivate their people, especially the younger generations to embrace the Olympic values.

We would like to suggest an Olympic Month/Week in every semester in primary and secondary schools. This includes:

- School curriculum connected with sports (e.g. math, science, history, etc.);
- Arts and music galas highlighting Olympic Movement;
- Well-trained teachers who know how to teach and spread Olympic values;
- Integration of parents and adults who can participate and contribute (e.g. an Olympic Family Day).

Meanwhile, we have to realize that in order to carry out an effective Olympic education programme those who are in developing countries need decent facilities and financial resources. Proper media coverage is also necessary so that people can be well-informed. We must also bear in mind that governments should offer sufficient support for these education programmes, while people in developing countries should ask for their right to sports.

ENGLISH-SPEAKING DISCUSSION GROUP 8

Question 1: How relevant is the issue of clothing/apparel to sports?

Each sport has its own rules and regulations including the uniform. In order to participate, players have to adhere to these regulations for example wearing short skirts, bikinis as well the prohibition on wearing hijabs and long pants. The controversy is often that these rules, more often than not affect women the most. Greater emphasis is placed on the commercialization of the particular sport and the economic benefits, instead of the background, culture, and comfort of its athletes.

In some parts of Asia, countries allowed men to wear clothing that is more comfortable for them whereas women are expected to wear more conservative clothing even though the temperature is high and this is not practical.

On the other hand, there is another side to the issue which we can see reflected particularly in beach volleyball where women are required to wear bikinis while men are allowed to wear shirts and shorts. We acknowledge that these may be two very different cases but our view is that both deny women the right to choose. We reckon there is nothing fundamentally inappropriate regarding women wearing bikinis if they want to or wearing religiously appropriate clothing as long as they are not disenfranchised. Sporting regulations should always be to the benefit of the athlete with the aim of giving everyone the opportunity to participate.

The members suggested sports associations take measures to find balance between promoting sport through the appeal of clothing and taking consideration of women's right to participate equally and without restrictions. There needs to be alternative uniforms within reasonable standards that include women of every religious or cultural background. This is an important step in achieving the goal of sports for all. Ultimately, it could boost the participation of women in sport at all levels. While rules and structures are important for order in sport, we did not believe that clothing small or large should supersede the rights of athletes.

Question 2: Is money the biggest factor that brings Olympic success to nations?

The group considered whether financial equality is the solution to Olympic success. The challenge with analysing the impact of equality is that it is hard to define and therefore hard to achieve because there will always be some countries that have more resources than others. The majority of members strongly opposed the notion that money alone could bring glory and suggested various factors that have been influencing sporting success in all nations. It is without a doubt that money can boost sporting development but money alone cannot deliver Olympic success.

In Middle East countries such as Qatar, there have been massive investments in sports. Billions are spent on marketing the country as a sporting hub, from grassroots development to staging international sporting events. The progress in Qatar sport is indeed impressive, however, the nation still struggles to produce local sports icons. Despite having world class facilities, it was acknowledged that it is due to lack of participation from the people including the women.

Another vital factor contributing to sporting success is the sporting culture of the nation. We believe success in sport is not by chance, but it is intentional and consistent. It is notable that particular countries excel in their respective core sports. For example: Brazil and football, Jamaica and natural sprinters. In both of these countries, they are passionate about their traditional sports.

In addition, the culture is born out of a necessity to attain a better life through sport and this fuels their motivation for success.

In some countries in Asia, there seems to be a lack of a strong structure in sporting development in terms of grassroots and programmes which has hindered significant success. It was noted that there is lack of professionalism in sports management and the associations/federations/councils do not serve the best interest of the athletes as they are often corrupted, and filled with personal agendas.

Education is another factor that is equally important in delivering success as it is based on developing interest and attaining knowledge. Often there isn't

enough focus in the educational system on promoting sport and Olympism in schools from an early age. For instance promoting Olympic education in school is a good way to ensure long-term development.

We concluded success could be achieved through a mixture of these factors and all of them are required. Further, there should be more initiatives such as "Olympics Solidarity" by the IOC, to continue to raise the level of sport globally.

Question 3: What are the main barriers for women in acquiring senior positions in the sports industry?

If we observe the international federations/associations, the majority of the top management positions are held by men. The group discussed some of the barriers for women in their quest to be promoted or selected for senior positions in the sports industry. Here are some of the general opinions:

– Sports is not considered a career for women; they would prefer to be involved in another industry;
– A sports career is demanding, and does not provide clear career pathway for women;
– Women tend not to have the right temperament for leadership in sport.

The members suggested we should organize awareness campaigns to encourage women to serve in the sports industry. Through the governing bodies, we could promote and educate women on choosing a career in sport. Perhaps, the campaign could enhance the reach to the new generation of women by building awareness through the new media and social media.

ENGLISH-SPEAKING DISCUSSION GROUP 9

Question 1: Who is responsible for the improvement of athletes' rights within the Olympic Movement?

With the continued success and growth of the Olympic Movement a greater number of corporate entities have signed on to support athletes in their pursuit for gold. While this is important for revenue generation and promotion of the Olympic Games and the Olympic Movement, there is one group that can suffer from the increased attention, the athletes.

Sponsorship dollars can ensure that athletes have the facilities they need for training, the uniforms for competition, the means to travel to and from events, which assists to remove many of the financial burdens of being an Olympic Level athlete. The question becomes what does the sponsor get in return for their financial assistance? Of course within the agreements, sponsors have the right to the use of the Olympic Rings and to associate themselves with the Olympic Movement brand, but should they have the ability to affect the athletes' performance?

Take the Beijing Olympic Games for example, traditionally Swimming events were held in the morning, however, due to the time shifting for North American markets, specifically NBC official broadcaster of the US Olympic Team, events were moved to the evening to be featured in prime time. What seems like a simple adjustment to the schedule can have a detrimental impact on an athlete's performance.

Competition schedules are just one of the areas of an athlete's performance that is completely out of their control. When examining the competition uniforms worn by athletes in sports such as athletics, one is left wondering are they comfortable? The uniforms of female competitors are always a source of debate from a cultural and appearance stand point. More important than how an athlete looks while competing is how they feel. When competing at the Olympic level, athletes need to be focused on the task at hand and have a mind clear of distractions. Uncomfortable, constricting competition wear can distract an athlete and negatively impact their performance.

There are many key stakeholders in an Olympic athlete's career; these can include the coach, support staff, National and International Sport Federations (NSF and IF), National Olympic Committee (NOC) and most importantly the athletes themselves.

At the core of athletes' rights is the athletes themselves. The athlete must first want change to occur within their sport, NSF, IF or NOC. The next step is education, it is not enough for the athlete to simply complain about an injustice, or discrepancy, and they must educate themselves on the issue and contact the necessary authority. It is important to establish and maintain lines of communication between the NSFs and the IFs, as well as the NOC.

From the NSF, IF and NOC perspective it is important to give the athletes an opportunity to share their input, in many case the NSF, IF or NOC may think they have the best interest of the athlete in mind, when in fact they are simply lacking an athlete view point. Looking for opportunities to integrate Olympians into Sport, through Board of Directors, employment within the NSF, IF or NOC, and athlete focus groups.

Olympians are a very unique population; it takes an incredible amount of drive, determination and passion to reach the Olympic Games. There are many lessons to be learned from these exceptional athletes, and the international sport structure would benefit greatly by improving integration.

Question 2: What responsibility do Olympic athletes have as role models?

Once an athlete reaches the Olympic Games he/she is forever known as an Olympian, he/she also gets the title of a role model. This is not necessarily a title they ask for, but they are labelled with it.

The fact is that not all athletes are positive role models. Unfortunately some athletes engage in negative behaviours, or are not prepared for the added pressure. An athletic lifestyle lends itself to a position of positive role modelling for adolescents. Through sport athletes learn about Olympism and the Olympic Values, Fairness, Respect and excellence.

Respect

Fair-play, knowing one's own limits, and taking care of one's health and the environment.

Excellence

How to give the best of oneself, on the field of play or in life, taking part; and progressing according to one's own objectives.

Friendship

How, through sport, to understand each other despite any differences.

Through the National Olympic Academy, International Olympic Academy, and the International Olympic Committee, it is imperative to develop and implement education programs to prepare athletes for the added pressure of becoming role models. With the right training and preparation athletes can continue to be ambassadors of the Olympic Movement and share it with the world.

ENGLISH-SPEAKING DISCUSSION GROUP 10

Question 1: How is technology and progress in equipment affecting democracy in sport?

Pros:

- Good for marketing of sport. Increases spectatorship through online viewers. Online opportunities help to teach the sport.
- Better validation of results. e.g.: Hawkeye in Tennis, Wicket Cam in cricket, Sensors in fencing.
- Creates jobs for young people involved in technology.
- Develops the quality of the sport. e.g.: Third umpire in cricket, goal line

technology in football makes the match interesting and reduces spectator violence; larger tennis ball makes more rallies.
- Makes some sports possible.
- Sharing of equipment or specification standards creates a level playing field. e.g.: Common horses in equestrian, common guns in rifle shooting.

Cons:
- Costly for the individual and thus excludes less fortunate countries and determines the choice of sport.
- Practicing with a machine takes away interaction leading to absence of democracy.
- Increases injuries/health problems since the games increase in speed, power, etc. e.g.: East German coaches convicted and fined for giving growth enhancing steroid to young female athletes which gave them skin problems, deep voices and infertility.
- Reduces jobs for coaches as assistants, officials, etc as machines take over.
- Equipment malfunction can hamper the result of the athlete.

Question 2: Is banning athletes for life in doping offences democratic?

Pros:
- Serves as a strong deterrent and prevents others from following their path. e.g.: Dwain Chambers was banned for life by British Olympic Association and cannot compete again.
- Promotes equal opportunity (fairplay).
- Reinforces values of the Olympic movement (honesty, fair play, and respect for rules).
- Can be used to teach future generation life values. e.g.: Ben Johnson now talks to school kids.

Cons:

- Banning for life is too harsh and eliminates the concept of redemption (No second chance for the athlete).
- Banned athletes can take the case to Court of Arbitration and overturn decision against an NOC/NF that does not have resources to defend itself. e.g.: LaShawn Merritt fought his case and went to participate at the Daegu 2011 World Games and in the London 2012 Olympic Games.
- Destroys the athlete and coaches' life, making it hard for him/her to get a job or coach or even to volunteer.
- It may lead to social problems such as suicide and thus affects the Olympic image. e.g.: Athlete Martin Fagan contemplated suicide and was depressed and the ban was reduced to two years.

ENGLISH-SPEAKING DISCUSSION GROUP 11

Question 1: Doping in Sport

Doping is and should never be tolerated as it negates the fundamental Olympic value of equality and democracy in sport.

Doping also negates the rule of fair play. We live in times where the victory is extremely important, due to money, sponsors, commercialization which tempts athletes to dope and win at all costs.

In today's world, doping is a multi-million dollar business and legalizing doping would reduce fair competition to a purely financial race. It harms the nature of sport and also the Olympics as some doping infractions result in big-scale lawsuits costing millions and millions of dollars which could otherwise be re-invested in teaching and practicing Olympic Values.

The World Anti-Doping Agency is the main player in the fight against illegal doping and performance enhancing substances in professional sports and sports

in general. Their Code advocates the fight against doping due to the following three reasons:

- It is against principles of sport;
- It is harmful to health of athletes;
- It is performance enhancing.

Another problem lies in education: Some athletes are not sufficiently informed and do not know which substances are on the doping list and which are not. Education is very important, both for athletes and coaches. Athletes need to understand that they need to take ownership of their own actions, because in the end it is them who are being banned and not their coaches.

Ethics of doping infractions

It is a delicate discussion as to which penalties are being considered sufficient for doped athletes who get caught. Some parties advocate life-long bans, some only advocate a few months' ban and others are in favour of athletes receiving a second chance.

A very interesting recent example in this discussion on doping and ethics is the CAS ruling on the Osaka rule.

Overall, doping is a very serious issue which should not be underestimated, given its severe detrimental effects to both physical and mental health of the concerned athletes and their families, as well as the public image and true role of sport in society.

Question 2: How can we improve the equality of women in sports?

For us it seems logical that men and women should be treated as equal and have the same opportunity in sports. In general women are still not treated equally. In some countries women are treated equally, but in other countries men still have more power than women. For example, in Scandinavia women have equal chances and the same opportunity as men, but in South America women have fewer chances.

However the world is changing and Olympic Movement can celebrate for equality between men and women in sports. We are happy to conclude that there has been improvement in some countries, like in Saudi Arabia, they will send a female athlete for the first time to the Olympic Games.

Educating people can achieve these kinds of goals, but we have to have the patience and determination because change doesn't happen in one night.

We also should remember that women just recently got involved in sports.

It needs time to develop equality in sports, for example women's ice hockey just started 20 years ago while men's started 80 years ago. Every change needs time. Also the media has an important role and influences the way women are represented.

Women should be treated equally, but we have to keep in mind that there are still differences between men and women. We cannot put women and men on the same category in sports competitions. But we should give women and men the same opportunity and chances in the sport of their choice.

Women should support each other instead of competing. More women can be role models to inspire the youth.

Sports is all about respecting each others as human beings no matter what the gender is.

Question 3: How can we make sports more democratic for disabled people?

Sports are becoming more democratic by allowing disabled people to compete in events such as the Paralympic Games. This is a very difficult and tricky subject to talk about because each country has a different level of development in Paralympic sports and also, each type of disability represents new challenges both for the country and the sports organizations.

The IOC is faced with the debate of whether to include disabled athletes in the traditional Olympic Games or to incorporate the two games as one. They are trying to show the world that the traditional and Paralympic games are both as important. In the upcoming London Olympic Games we can see a strong effort in trying to promote both games as a whole. Collaboration between the IOC and

the media has to be implemented in order to cover this topic more broadly and extensively to integrate the two games.

Paralympic athletes can be really inspiring role models because of the challenges they've had to overcome in order to compete on the world stage. For example, in South Africa, swimmer Natalie Du Toit has become a recognizable figure in her country and is endorsing a media campaign for Visa.

In conclusion, we are witnessing a big change in how Paralympic sports are perceived; yet there is still a lot more to be done. The media should be used to create role models for the general public and unite the two games. This would be a way to promote democracy within the traditional Olympics, the Paralympics and sports for all.

Presenting the conclusions of the discussion groups.

Olympic
sports

Closing Ceremony of the 52nd International Session for Young Participants

Ancient Olympia, 28th June 2012

Coordinators receiving their participation diplomas by the IOA President Isidoros Kouvelos during the closing ceremony.

ADDRESS

on behalf of the participants of the Session,
by Mads ANDREASSEN (NOR)

Kalimera! President Kouvelos, Director Dr Gangas, Academic Dean Dr Georgiadis, lecturers, staff, co-ordinators and fellow participants.

First of all I would like say that I'm honored to be chosen to make an address on behalf of the Participants. Even though I cannot speak for you, I hope I can reflect some perspectives that most of you can relate to.

Before I came here I did not know what to expect from these two weeks. But as young participants, leaders and athletes it is key to come with an open mind, ready for whichever challenge presented to us.

I would like to start with thanking the President, the Director and the Dean at the Academy. Thank you for welcoming us to your home turf, and for sharing your ideas, your knowledge and your wisdom. Also thank you for provoking good discussions, whether it was about democracy in sport organizations or the role and perception of women in sport.

Thank you to the lecturers. It is not an easy task to present for such a large group of young participants with a diverse background, experience, culture and beliefs. You made it work, and the appreciation was shown in the never-ending list of people that wanted to share their views or ask you questions after your lectures.

Thank you to the coordinators. Thank you for sharing your time, both night and day with the aim of facilitating two fantastic weeks for us. By being our mentors, our dance teachers, entertainers and sometimes seemingly almost our parents, you have made these weeks unforgettable.

Even though the content of the lectures is important, sharing ideas and views with my fellow participants will be my strongest memories – in discussion groups, by the dinner table, in the cafeteria watching the Euros, walking at 5.30 in the morning to Mount Kronion or on the dance floor at Zorbas. From the first day we came to Greece I've only met friendly greetings and happy faces, although some tired ones at times.

As it was said earlier this week, you can now all go home as true Olympians, saying you now know at least one person in over 100 countries all over the world! Maybe you will be back for your honeymoon, who knows?

I want to finish up with honoring the man that I think has impressed us the most. You have been there night and day, helping and encouraging us, spreading your happiness. Vaggelis you are the human portrait of the Olympic values.

You taught us to be active – even though it isn't always nice esthetically, be healthy – even when fulfilling ancient Greek traditions in the night, and of course BE HAPPY!

Thanks to all of you for making this an experience of a lifetime!

ADDRESS
on behalf of the participants of the Session, by Ndoumbe WANE (SEN)

I am particularly pleased to address all of you who have come from the four corners of the world to take part in the 52nd Session of the International Olympic Academy and attend this closing ceremony.

It is an honour for me to take the floor on behalf of the French-speaking community and also, above all, on behalf of the women's team that was at the centre of the debate regarding its equality with the other sex and its inclusion in the decision-making bodies...

We thank the IOC and its President Jacques Rogge, the IOA and its President Isidoros Kouvelos, as well as all his co-workers, for allowing us to become, at the end of this Session, the ambassadors of the Olympic Movement, having learned the Olympic values and aware of our important mission that mainly consists in sharing and perpetuating the knowledge we have acquired.

Our thanks also go to all the lecturers who despite their very heavy timetable insisted on honouring us with their presence and rewarded us with lectures of very high intellectual quality.

We warmly thank all the young participants who came here from all five continents and allowed us to combine business (acquiring and sharing knowledge) with pleasure (in a healthy family atmosphere) through their more than relevant questions.

Hello to all the coordinators and mine in particular, the very happy Vangelis, who guided our steps during this Session, without forgetting the interpreters who made it possible for us to communicate, breaking down the language barrier.

I cannot end without thanking you personally for allowing me to fulfil a dream both on a sporting level (I really feel like an Olympic medallist) and a professional level (this Session played a major role in my decision to become self-employed).

I wish you all an excellent trip and a safe journey back to your next of kin and tell your parents that the family has expanded and that they now have many other children, scattered all over the world since we all brothers and sisters now!

ADDRESS
on behalf of the coordinators of the Session,
by Tracy GLASSFORD (CAN)

Good morning and kalimera!

Dear President, Director, and Dean, esteemed lecturers, fellow coordinators and of course wonderful participants. It is an honor and a privilege for me to take this speech on behalf of our coordinating team. It is hard to believe that our Session is coming to an end; it seems like just yesterday that we met each other in Athens. These past 12 days have truly been a fun, rewarding and unforgettable experience. However it was also a very exhausting and busy experience. But really who needs sleep to be HAPPY!?

This was the 52nd Young Participant Session, which is an amazing feat for the IOA. The International Olympic Academy has a long and rich history, much like the ancient site which is just minutes away. The session brings together people from all around the world in order for them to learn from each other and to expose them to the spirit of Olympism. This year the special of the Session was the enhancement of the principles of democracy throughout the course of the Olympic Movement. Many different topics related to democracy in sport were passionately discussed. Through the lectures, discussions, sporting activities and all the other amazing activities that were offered, it was however the hands on experience of democracy that proved to be an invaluable experience for all. Many viewpoints coming together doesn't always mean that we will agree, but it is through respect that we can learn from each other.

Having been a Masters student here at the IOA, I ALREADY KNEW THE MAGIC

THAT Olympia possesses, it has incredible ability to bring people together, to turn strangers into lifelong friends. Yet it never ceases to amaze me when I get to witness it happen right before my eyes. I watched all 200 of you participants interacting, learning and bonding with each other. And as for us coordinators, although many of us knew each other before hand, the blend of energy and experience that we brought to our jobs was a perfect combination that helped us be a fun and effective team of coordinators.

I would like to extend a huge thank you to all the senior coordinators for sharing your knowledge and expertise with the new members of the coordinating team, like myself. This enabled us to work together to offer a program that has reached new heights. I also must commend and thank all my fellow coordinators in facilitating through provoking group discussion sessions and for all of their wholehearted contribution in all the activities, even the ones they were not assigned. Being a coordinator is no easy task; however we as a group were able to come together as a super team. We feed off each other and collaborated together to create, if I do say so myself, a wonderful Young Participant Session. It was an honor working alongside of you all!

It is not only the coordinators however who created a successful Session, but a large amount of the credit goes out to you, the amazing participants! You helped make our job a little easier, by constantly being willing to participate in activities and discussions. It was your unique backgrounds, opinions and personalities that helped elevate your experiences as well as ours to ensure that it was memorable for all.

Although we as coordinators didn't necessarily have as much time as we would have liked to get to know each other and every one of you, we feel very lucky to have gotten the opportunity to meet you and share opinions and ideas with you. You all inspired me. Be it in a big way, though your personal struggles and journey for excellence, or by simply being willing to sharing your knowledge and stories with each others. It was also exiting to see the commitment and effort that everyone put in, not only at an academic level but also on the playing field and in the workshops. Seeing the high participation numbers in special events such as the Nemean Games, the Social Evenings and the Arts Happening reinforced not only your individual excellence, but also the excellence of this program.

Before I finish, there are many, many people I need to thank. First and foremost, thank you to President Kouvelos, Director Gangas, Dean Georgiadis and the rest of the IOA at large for making the 52nd Young Participant Session a reality. Thank you for your continued involvement throughout the Session. We must also thank the backstage IOA crew, which consists of the secretariat staff, grounds staff and support services, thank you for your patience and assistance.

As we prepare to leave, I must once again thank my fellow coordinators and participants for helping make this an unforgettable experience. I have had the great privilege of living here at the IOA in Olympia for many months, and it will forever hold a special place in my heart, along with all the amazing friends I have made. I hope that it has done the same for you. I encourage each other and every one of you to, upon returning home, to use the lessons you have learned here at the Session to help spread Olympism in your towns, in your countries and around the world.

So to conclude, a wise man once said: "The Olympic Spirit is neither the property of one race nor of one age". That man was Pierre de Coubertin; he changed the world with his ideas about the power of sport, and if we want to, together, we have the power to change the world as well.

Merci beaucoup!

ADDRESS
on behalf of the lecturers of the Session,
by Prof. Dr Gylton B. DA MATTA (USA)

Respect, excellence and friendship forever; a reflection upon the multicultural Olympic voices of the XXI Century

Dear President Isidoros Kouvelos, Director Dr Gangas and Dean Kostas, Ladies and gentlemen... Olympic greetings to all of you!

It was like a light beam going through a diamond! The light was coming out exponentially stronger... intense, warm and in all directions! Multicolor and vivid waves of peace and strength were shining upon and through our skin throughout the time we have spent together in this eternal camp.

When people with a same purpose gather together there is a transformation in the cosmos. During these days you have created a new constellation in Ancient Olympia's sky. By that I mean that you all have been stars and your work will shine up throughout the Olympic pyramid.

Mr President, De Coubertin's heart is not buried in this place... De Coubertin's heart is pulsing in this place! We are bonded with an Olympic friendship that will last a life time.

The conclusion of this 52nd Session epitomizes (represents) the respect, friendship and excellence as well as the interaction, compassion and education of true Olympians. Free men and women (you participants!) will not be quiet and will not be still facing the injustices that oppress our children, citizens and communities.

Mr President, these participants will be the new generation of *Olympic Ambas-*

sadors all over the world. In times that uncertainty affects our economy and that wild fires, earthquakes and floods test our skepticism on global climate changes, we are all called to become champions of citizenship,... principals of our schools and the guardians of the Olympic Games. It is time to unite grassroots and elite performance, coaches and athletes, administrators and parents... IOAs and IOCs we must act as one in order to promote a better quality of life, democracy and peace with, for and through the Games.

All technological advancement accelerates the changes around us but it seems that we lecturers & participants have decided to ask for a time out for sedentary life style. We have decided to substitute the conformity to traditional mal practices for new, dynamic physical education based on scientific-based principles and available to every child within curriculum time, the perpetuation of the status quo by a simultaneous renewal of our memory, history and identity. And, we have given a red card to the suppression and indifference to the voices of our Olympic valley... the voices of the Paralympic athletes, the voices of those who have a unique body and the voices of those in the exile! We are stepping in sacred grounds and these voices will soon echo in London and in Rio, as well!

We must revive all Olympic Academies in the world and revitalize the Olympic Committees in the countries the access to quality of sports and physical education is still a remote reality. We must revive the Olympic values from the grassroots to the top of the pyramid of sports performance!

As Albert Einstein said relative to the essence of human achievement:

"Insanity... to do the same things over and over and expect different results!"

We must get to our senses and revitalize the Olympic values (respect, friendship and excellence) in every school, club and higher education institutions. I cannot repeat this enough!

It seemed like time stopped and transposed us into a new dimension. We are living in a new time! During the time we have spent in this Olympic valley, I had day dreams, but I can see crystal clear the positive/concrete transformations on the lives of these young participants. Now, I can literally see the High Priestess lighting up the torch, taking the Olive tree branch and commissioning each one of us to run to our countries to make a difference in our communities.

It is imperative to understand that we have a new generation in front of us and that we cannot address a XXI Century youth with middle-age pedagogy. We must stand for those who need us the most. Those we have ignored, ostracized and discriminated against. In our schools we need to give special attention to the hypo kinetic, the poor, and those who have less voice. We need to bring some technology and much hope for those who have none! In addition, we need also to rescue the humanity and dignity to the world of sports again! This will be our torch relay!

From the moment that I arrived at the International Olympic Academy (IOA), I saw permanent change happening as authentic and pleasurable learning experiences in the playing field. I saw the *Track and the Field* of indignation against women's discrimination and the possibility that we can put down the walls of tyranny and build a more humane, just and equitable world. Valley voices of Arcadia! Today the voices achieved the Acropolis and became a flame on the ridges that surround Olympia... We are humans, not super humans! Say no to false dichotomies and complacent attitudes towards corrupt practices.

Voices of joy, justice and jubilee! It is time to move forward and implement the Olympic Values in each Physical Education, Sports Science and Kinesiology higher education institution.

For what we know from Greek, I would say that during these two weeks I have witnessed a metamorphosis to enlightenment. I have heard young participants from almost 97 countries cherishing what unite us all: Respect, friendship and excellence! We were from different villages but now we are one!

We all have arrived here with our own views, pre-conceived ideas and perhaps idiosyncrasies but at this point, I feel as if all of us (which I include the librarian, the life guards, the interpreters, the chefs as well as our drivers), all of us have become better than from when we arrived. And, I am sure that now, we all believe in something way bigger than ourselves. One has once said that diversity is much needed in the world, but very few have addressed why? We have walked together, we have run together, we have struggled together, danced together and attended wonderful lectures, discussions and Olympic activities. Every morning we heard tunes of harmony that was a true wake up call for the days of labor ahead of us. The path to expertise is tough. The hardships and constraints require

multiple intelligences and passion to achieve excellence! We all must live what we preach and walk the walk of the Olympic ideal! "Wholeness" the Greek style... Holiness, the Olympic Spirit!

In every activity and in every question, I renewed my beliefs in the Olympic ideal! I saw love and respect being shared. I have seen the seeds of a life-long friendship experience. And I have also tasted the flavor of excellence, in just a couple of weeks here at the IOA in Ancient Olympia.

London, rise and shine! The Olympians are coming!

I hope that once again, men of women, children and elderly from all corners of this world understand that we will not give up and we will not give in. They must be aware that we are alive and connected with all the bonds from the Olympic rings! As such, we must focus our work on sustainability, social responsibility and funding for all Olympic educational projects.

The social legacy of the Games has not yet been reached to the expected levels. But we hope that London and Rio will advance their records on this issue. As democratic practices spreads all over the world, freedom and civil rights also become a lived reality.

Today with great poise and humbleness we will compete together, we will collaborate together and we solve our conflicts together. We have nurtured our whole being during the days we spent together here! In an act of love, drama and art, we have *painted our* faces and we were screaming the Haka! Men and women riding whales and crossing the seas like in a Greek Odyssey! Cheers to New Zealand! We want to put down the inertia, the hypocrisy and the prejudices that divide us.

As lecturers, we have new hopes that the words, ideas and projects designed and discussed in this Session will be fruitful and impact millions of lives. Today we feel free to stand up for what is right! We have great enthusiasm (*en*= inside; *thus= theos;* God; *asms= soul*). We have the Olympic enthusiasm that will propel us victorious against our worse enemies: guilt, selfishness, racism, greedy and doubt. And at the end, we will be crowned with abundant life, honor, peace and much, much friendship and love!

Go be the best you can be! Dance like nobody is watching... Love as if it would be your first time... and live as if today would be your last! As a teacher, educator

and now your friend, I commend you to go and be a better Olympian committed to make this world a better place for us and the generations to come. Go and don't give back to your Physical Education, mother of all sciences including the dead ones, as we will not give our back to Greece and everything that it represents for our civilization because, in the past, in the present and in the future both Physical Education and Greece will always be a special place where our Olympic hearts will pulse. We will be vigilant towards those who are challenged and in many ways very much able to reach excellence and perform wonders in all sports, arenas and contexts. That means we should revise the word "disabled" and incorporate a concept that truly depicts a Paralympics player's prowess.

And now, Mr President Kouvelos, to conclude please allow me to be a good physical educator and bring the Olympic movement into action in this arena. I would like to invite all of you to stand up. Let's connect both the grassroots and the elite performance inspired by the theme of the 1992 Barcelona Summer Games, *Friends for Ever*, and as if we are dancing the Greek Zorbas. Please join us and sing along Amigos *Para Siempre* like the great tenors and the great chorus from the Olympic Games...

http://www.youtube.com/watch?v=Cc9KPArG3jg We will be friends forever!

http://www.youtube.com/watch?v=n4k3nZU3lpo&feature=related (Lyrics)

I believe that we can transform ourselves. I believe that we can transform the squared walls of our classrooms into circles of possibilities with the Olympic education. Infinite possibilities! And finally, I believe that the fundamental values of the Olympic Games can shine through all Olympic events as the first light beam lid up the torch of our life-long athletic careers.

Young ambassadors go fearlessly... win the battles and the wars... honor what you have learned here! I hope you can spread the word so more universities, schools and IOC's can send their teams to experience what we have experienced here in Ancient Olympia.

In sum, dear participants, live as if today would be your last! Love as if it would be your first time! And dance like nobody is watching!

Thank you!

ADDRESS
on behalf of the lecturers of the Session, by Prof. Dr Mark DYRESON (USA)

Yasas (Hello),
eíste efcharistiménoi? (Are you happy?)
eísai polý charoúmenos? (Are you very happy?)
eíste exairetiká eftycheís? (Are you extremely happy?)

For all the lecturers who had the pleasure of addressing the young participants and members of the academy these past ten days, Professor Dr Stephen Miller, Professor Maria Bulatova, Dr Constantinos Filis, Dr Barbara Keys, Professor Kazuo Uchiumi, Professor Dr Bruce Kidd, Professor Dr Margaret Talbot, IOC member Sam Ramsamy, Professor Dr Otmar Weiss, and the two of us, we express our utmost appreciation for the keen questions, fascinating perspectives, warm conversations, wonderful meals, cool dips in the pool, blazingly hot excursions, and long bus rides that you have shared with us over our time together at the 52nd International Session for Young Participants sponsored by the International Olympic Academy. We thank Dean Georgiadis, Professor Gangas, and President Kouvelos, and their wonderful staff, for their amazing organization, tireless effort, and gracious hospitality at the Academy. As we prepare to leave the academy we are not just happy, not just very happy, but extremely happy about our experiences. We would also like to extend a special message of gratitude to the wonderful coordinators who served as the "glue" that bound together the session. Having learned that due to the economic crisis they paid for their travel to Greece themselves indicates the immense dedication they have for the IOA

and its mission. We salute their passion and all of their hard work in the key role in making the Young Participants' session work.

Our session's theme was the "enhancement of the principles of Democracy throughout the course of the Olympic movement". We have spent nearly an Olympic fortnight debating the meanings, ideal and practical, realized and unrealized, long-delayed and hard-won, of democracy in the Olympic movement. Winston Churchill has famously observed that "It has been said that democracy is the worst form of government except all the others that have been tried". For all its pitfalls and perils, democracy seems to us the best hope that the modern Olympic movement can survive another century, let alone last for the nearly twelve centuries that the ancient Olympic festivals endured. The movement, we know, faces many challenges but we think that the continuing application of democratic principles can sustain this global club that all nations and all cultures are free to join. It represents one of the few shared traditions of the entire globe, the property of more than six billion people who yearn for the passion and drama that it creates.

We studied this lesson with you in this recreation of the ancient Greek gymnasium here, just a short walk from the site of the gymnasium where ancient Olympians trained for the greatest test in their culture. They sought excellence in mind, body, and spirit. They created structures to enhance fair and equal competitions where the best man would win. That same passion for equality nurtured the Greek invention of democracy, as Aristotle testified when he asserted that "Democracy arises out of the notion that those who are equal in any respect are equal in all respects; because men are equally free, they claim to be absolutely equal".

The modern world has extended the idea of democracy beyond the boundaries of Greek and male citizens, and the renovated Olympic Games have made vast strides over 116 years in eroding gender barriers and incorporating all of humankind. Aristotle's ideas remain alive today. They are not merely the tired beliefs of a dead past. They are certainly vibrant here at Olympia. We know that we have far to go in the long race to expand Olympic democracy. But as we run we are filled with joy and committed to giving maximum effort, a lesson so many

of you reminded us of as we shared your Olympic dreams and Olympic experiences at the IOA. If we falter in the race let us remember the words of Abraham Lincoln to regain our balance. "As I would not be a slave, so I would not be a master. This expresses my idea of democracy", Lincoln proclaimed. As no one in the Olympic family would be slave, let none aspire to be a master. That expresses the idea of democracy of your lecturers. Now go and be not just happy, not just very happy, but extremely happy that we have all shared together our very own Olympic experience.

ADDRESS AND CLOSING
of the works of the Session
by the President of the International Olympic Academy,
Isidoros KOUVELOS

Dear Participants of the 52nd International Session, dear Coordinators, distinguished lecturers,

Today, after the 12 days we have spent at the International Olympic Academy, our common journey, which started with the opening ceremony on the hill of Pnyx, is now ending. I must confess that I am deeply moved by the fact that once again I have had the honor to be together with so many young people from all over the world, living a different cultural experience, in this beautiful setting that welcomed us all. You have all contributed to the success of this Session: you, the young people through your participation and high spirits, we, as administrators by offering security, affection, teaching and respect that we owe to youth. The distinguished lecturers through their comprehensive presentations, the coordinators through their competent presence and guidance, the IOA staff through their daily and efficient work, the director of the premises by ensuring impeccable maintenance of the place and the interpreters through their difficult communication task. I therefore wish to thank all of you, from the bottom of my heart, for your support and promotion of the IOA's work.

I am therefore deeply honored to close the Session's proceedings and warmly thank not only you for enhancing, by your presence here, the IOA's scientific profile, but also the distinguished professors who came to lecture here at the Academy, proving by their presence here their love and respect for an institution that represents, for almost fifty years, a center of education, culture and sports education. I have to tell you that I am particularly moved as I attend this farewell ceremony for

two reasons; the first is that your presence gave me a feeling of warmth that only inspired young people can offer to us, the older people, and the second is that as from tomorrow, you will all be returning to your countries and the place will look deserted. You can be sure that we will all miss you very much. We shall miss your voices, your presence, your movements and this different way of living together. I wish to believe, though, that during our common journey, we were able to achieve our objective that is nothing else than self-knowledge, love for our fellow men and the ambition to disseminate and support the fundamental values of Olympism that remains a shiny beacon for those who wish to be inspired by its philosophy.

The subject we dealt with, this year, was highly interesting and gave us all the opportunity to express views that are rarely presented in other similar sessions. Your views were clear and progressive, leading to the formulation of interesting conclusions. You can be sure that your conclusions will be considered by the IOC which follows closely the proceedings of this Session. I think that all of us who believe in the values of Olympism and Democracy should work harder in order to disseminate the Olympic ideals and support the Olympic Movement, the greatest peaceful movement in the world.

Please allow me to individually thank the distinguished lecturers who attended this year's Session and contributed significantly to its success and to the Academy's work, Professors Stephen Miller, Maria Bulatova, Mark Dyreson, Constantinos Filis, Barbara Keys, Kazuo Uchiumi, Bruce Kidd, Margaret Talbot, Gylton Da Matta, Otmar Weiss, and the Academy's great friend, IOC member Sam Ramsamy. Please allow me to thank, in particular, Professor Stephen Miller not only for his presentation but also for his outstanding work in Nemea on the research and revival of the ancient Nemean Games, thus bringing back to life their ancient past and tangibly proving that the Olympic Games and Democracy grew up together in Antiquity as he eloquently described.

Dear friends,

The Academy and I personally will always stand by you in the scientific and educational work you will be undertaking in your countries for I believe that we all share the great responsibility of preserving Democracy in the societies in which

we live. There is no stronger foundation than Democracy in our lives, a value so strong and yet so fragile that we all have the duty to safeguard.

I wish to believe that we have all acquired more knowledge on the issues that concern us through this Session's proceedings. But I also believe that we have gained something else over and above scientific knowledge: the fascinating experience of a shared journey with people from different countries, different cultures and different customs, which is something that only the Academy can offer. This is why you must keep these memories alive and I wish that the Academy may be one of the memories that you shall cherish and which will keep its doors wide open for you should you ever need it in the future.

I wish you a safe return to your countries and good luck!

Thank you very much.

ACTIVITIES OF THE INTERNATIONAL OLYMPIC ACADEMY (2012)

Date	Activity	Participants
FEBRUARY		
9	Unilever Sales Conference	380 participants
MARCH		
28	2nd High School, Kalyvia Attikis	60 participants
APRIL		
6-12	Coach Camp EOFSA (Hellenic Badminton Federation)	30 participants
19/4-16/6	2nd semester, Master's Degree Programme	40 students
MAY		
3-10	Torch relay	Priestesses
4-6	Greek Guiding Association	250 participants
20-25	Kids' Athletics	15 professors
21-24	Norwegian School of Sport Sciences Meeting	15 professors+administrative staff
24-25	Brockport University	6 participants
24-31	11th Joint International Session for Presidents or Directors of National Olympic Academies and Officials of National Olympic Committees	130 participants

JUNE		
8	3 classes of the 44th Primary School of Patra	
16-30	52nd International Session for Young Participants	200 participants
16	Coca-Cola	7 participants
JULY		
2-4	International Conference of Hellenists - Harvard University	
5-16	Yale University	130 participants
18	Coca-Cola	9 participants
SEPTEMBER		
1-30	19th International Seminar on Olympic Studies for Postgraduate Students	40 students
14/9-16/11	1st semester, Master's Degree Programme	40 students
OCTOBER		
12-14	Hungarian Olympic Academy	20 participants
DECEMBER		
15-16	General Meeting of EOFSA (Hellenic Badminton Federation)	20 participants

List of participants

EPHORIA
OF THE INTERNATIONAL OLYMPIC ACADEMY

Mr Isidoros KOUVELOS
President of the International Olympic Academy
General Secretary of the International Committee of Mediterranean Games
President of the National Olympic Academy of Greece
Member of the Hellenic Olympic Committee
Member of the Board of the International Olympic Truce Foundation
Member of the IOC Commission for Culture and Olympic Education

International Olympic Academy
52, Dim. Vikelas Str.
152 33 Halandri-Athens
GREECE
E-mail: ioa@ioa.org.gr

Prof. Konstantinos GEORGIADIS
IOA Honorary Dean
Vice Rector of the University of Peloponnese
Member of the IOC Commission for Culture and Olympic Education
Member of the Executive Board of the ISOH

International Olympic Academy
52, Dim. Vikelas Str.
152 33 Halandri-Athens
GREECE
E-mail: ioa@ioa.org.gr

Prof. Dionyssis GANGAS
IOA Director
Former Assistant Professor of Humanitarian Law at the Panteion University of Athens

International Olympic Academy
52, Dim. Vikelas Str.
152 33 Halandri-Athens
GREECE
E-mail: ioa@ioa.org.gr

Ms Ino MENEGAKI
IOA Member
High Priestess
Singapore YOG 2010, Innsbruck YOG 2012
London Olympic Games 2012

International Olympic Academy
52, Dim. Vikelas Str.
152 33 Halandri-Athens
GREECE
E-mail: ioa@ioa.org.gr

LECTURERS

Prof. Dr Maria BULATOVA (UKR)
National University of Ukraine on Physical Education and Sport, President of the NOA of Ukraine

NOA of Ukraine
1 Fizkultury Street,
03680 Kyiv-150
UKRAINE
E-mail: bulatova@bigmir.net

Prof. Dr Gylton B. Da MATTA (USA)
Professor at the Sport Exercise Dept. at the University of Northern Colorado, USA

School of Sport & Exercise Science
Gunter Hall, Room 2590,
Campus Box 39
University of Northern Colorado
501 20th Street, Greeley CO 80639
USA
E-mail: gylton.DaMatta@unco.edu

Prof. Dr Mark DYRESON (USA)
Professor of Kinesiology and History at Pennsylvania State University, USA

Pennsylvania State University
2685 Recreation Building
University Park, PA 16802
USA
E-mail: mxd52@psu.edu

Dr Constantinos FILIS (GRE)
Director of the International Olympic Truce Centre

International Olympic Truce Centre
1A Lykavittou street,
106 72 Athens,
GREECE
E-mail: about@olympictruce.org

Dr Barbara Jean KEYS (AUS)
Senior Lecturer in history in the School of Historical and Philosophical Studies at the University of Melbourne, Australia

School of Historical and Philosophical Studies, Room 309, Art West
The University of Melbourne VIC 3010
AUSTRALIA
E-mail: bkeys@unimelb.edu.au

Prof. Dr Bruce KIDD (CAN)
Professor of Kinesiology and Physical Education at the University of Toronto, Canada

Faculty of Kinesiology & Physical Education, University of Toronto
55 Harbord St. Room #2080
Toronto, ON CANADA
E-mail: bruce.kidd@utoronto.ca

Prof. Stephen G. MILLER (USA)
President of the Society for the Revival of the Nemean Games, Professor Emeritus at the University Berkeley in California, USA

Ancient Nemea, GR – 20500
GREECE
E-mail: sgmnemea@berkeley.edu

Mr Sam RAMSAMY (RSA)
IOC Member, IOC Executive Board Member, Chairman of the IOC Commission Sport for All, Vice–President of the FINA

P.O. Box 1355, Houghton
Johannesburg 2041
SOUTH AFRICA
E-mail: helsam@mweb.co.za

Prof. Dr Margaret TALBOT (GBR)
President of the International Council of Sport Science and Physical Education (ICSSPE), Berlin, Germany

89 Leeds Road
Rawdon
Leeds LS19 6NT,
GREAT BRITAIN
E-mail: margaret.talbot@btconnect.com

Prof. Kazuo UCHIUMI (JPN)
Professor of Sociology of Sport
Hiroshima University of Economics
Japan

Hiroshima University of Economics
731-0138 Gion 5-37
1, Asaminami – ku, Hiroshima City
Hiroshima, JAPAN
E-mail: rsc95829@nifty.com

Prof. Dr Otmar WEISS (AUT)
Head of the Dpt. of Sport Sociology,
Vice-dean of the Centre of Sport Science and University Sport, University of Vienna, Austria

University of Vienna
Auf der Schmelz 6a
1150 Vienna
AUSTRIA
E-mail: otmar.weiss@univie.ac.at

COORDINATORS

Ms Lilla ADAM (HUN)

10/B Muskatli utca
1 124, Budapest,
HUNGARY
E-mail: lilla.adam@t-online.hu

Mr Vagelis ALEXANDRAKIS (GRE)	8, Kekropos str., 166 72, Vari, Athens, GREECE *E-mail:* vagos317st@yahoo.gr
Mr Ishan Akhry AMEER (SRI)	37B, Boswell Place Wellawatte, CO 00600 SRI LANKA *E-mail*: akhry.ameer@gmail.com
Ms Ann ANTON (EST)	Kalmistu Tee 10A, 11214 Tallinn, ESTONIA *E-mail:* ann.anton@live.com
Ms Carolin BISCHOP (GER)	Am Rotering 25, 46414 Rhede GERMANY *E-mail:* carolinbischop@web.de
Ms Georgia BOUKLA (GRE)	I. Metaxa 3, 60062 N. Pierias, GREECE *E-mail:* gboukla22@hotmail.com
Ms Lea Van BREUKELEN (NED)	Luwte 2, 3454 TL, De Meern, NETHERLANDS *E-mail:* leavanbreukelen@hotmail.com
Mr Gabriel CARDOSO (POR)	Rua D. Frei Aires, no2 Matosinhos, 4465-557, Leca do Balio, PORTUGAL *E-mail:* gabriel_cardoso@msn.com
Prof. Dr Joao Manuel CASQUINHA MALAIA SANTOS (BRA)	San Paolo, BRAZIL *E-mail:* jmalaia@gmail.com
Ms Laura Betty CHEPCHUMBA (KEN)	P.O. BOX 3713, Eldoret, KENYA *E-mail:* laurabetty4@gmail.com

Mr Yoav DUBINSKY (ISR)
5 Noah Street, Tel-Aviv, 69050
ISRAEL
E-mail: yoavdubinsky@gmail.com

Ms Eriketti MARGARI (GRE)
Ari Velouchioti 66, 45332, Ioannina,
GREECE
E-mail: eriketti@hotmail.com

Mr Samuel Fagunwa FADELE (NGR)
37, Queen Street, Alagomeji, Yaba Lagos,
NIGERIA
E-mail: sfako@yahoo.com

Ms Theresa (Tracy) Anne GLASSFORD (CAN)
121 Philips Dr New Maryland, New Brunswick, E3C 1E6
CANADA
E-mail: tracyglassford@gmail.com

Mr Theodoros KAIMASIDIS (GRE)
Akritas, 61003, Kilkis,
GREECE
E-mail: theokangaroo@gmail.com

Ms Anfisa KASYANOVA (BLR)
Iakubova street 66/1-422, Minsk, 220095,
BELARUS
E-mail: anfisa-kasyanova@yandex.ru

Mr Siyanga MUYUNDANA (ZAM)
Private Bag 1 David Livingstone College of Education, Physical Education Section, Livingstone,
ZAMBIA
E-mail: siyangamuyundana@yahoo.com

Ms Sanja PANCIC (SRB)
Dusana Madjarcica Korcagina 121/3,
SERBIA
E-mail: sanjapancic@hotmail.com

Mr Jack PANG (CHN)
CHINA
E-mail: jackpang74@gmail.com

Mr Phelane PHOMANE (LES)
P.O. BOX 8781, Maserh,
LESOTHO
E-mail: phelanephomane@gmail.com

Mr Theofilos POULIOPOULOS (GRE)
Parmenionos 20, 52100, Kastoria,
GREECE
E-mail: theopouliopoulos@yahoo.gr

Mr Xue QIU (CHN)
China Institute of Sport Science
Tiyuguan Road no. 11, 100061
Beijing, P.R.,
CHINA
E-mail: Bolshoi@sohu.com

Mr Ashish Kumar RAWAT (IND)
A11/A Shivpark, Khanpur,
New Delhi, 110062,
INDIA
E-mail: rawat.ashish.kumar@gmail.com

Ms Lilla SZIJJ (HUN)
6/C, Hovirag Str, Szentendre, H-200,
HUNGARY
E-mail: szijj.lilla@gmail.com

Prof. Dr Raoni Perrucci TOLEDO MACHADO (BRA)
R. Jose Augusto Andrade, 75 apto 504
Lavras, MG,
BRAZIL
E-mail: raoni13@uol.com.br

Mr Panagiotis TRIKALIOTIS (GRE)
Athens,
GREECE
E-mail: ptrikalos@hotmail.com

GUEST

Ms Alexandra OIKONOMIDOU (GRE)
GREECE

PARTICIPANTS

ALBANIA (ALB)

Ms Gridi SOKOLI
Tirane, ALBANIA
E-mail: gridi_sokoli@yahoo.com

ANTIGUA AND BARBUDA (ANT)

Ms Naheemah Kaysha WILSON
Lightfoot Estate, St. George
ANTIGUA & BARBUDA
E-mail: naheemah0108@googlemail.com

Mr Carlton Edward BEDMINSTER
Clarks Hill, St John's
ANTIGUA & BARBUDA
E-mail: cbedminster268@hotmail.com

ARGENTINA (ARG)

Ms Camila BOLLINI
2653 Tronador Str. Buenos Aires
ARGENTINA
E-mail: cami_bollini@hotmail.com

Mr Facundo CIPARO
635 Alameda de La federacion Av. 3RD B,
Panama, Entreríos
ARGENTINA
E-mail: facundociparo@hotmail.com

ARMENIA (ARM)

Ms Narine ANIKYAN
Yerevan, al Manukyan 11, 375010
ARMENIA
E-mail: narine-anikjan@rambler.ru

ARUBA (ARU)

Ms Mandy Susanne ANGELA
Mabon 20K
ARUBA
E-mail: mandyangela@hotmail.com

AUSTRALIA (AUS)

Ms Sara CARRIGAN
1/14 Tamborine St. Mermaid Beach, 4218, QLD
AUSTRALIA
E-mail: sara@saracarrigan.com

AUSTRIA (AUT)

Ms Sophie KNECHTL
Martinsstrasse 1/22, 1180 A – Vienna,
AUSTRIA
E-mail: sophieknechtl@yahoo.de

Mr Mario HUEMER
Hartmann weg 2, 5400 Hallein,
AUSTRIA
E-mail: mariohuemer@stud.sbg.ac.at

Mr Stefan JANISCH
Ruckerlberggasse 28, 8010 Graz,
AUSTRIA
E-mail: janisch_stefan@hotmail.com

Mr Philipp ZAUNER
Bitze 9a, A – 6842 Koblach,
AUSTRIA
E-mail: philipp.zauner@gmx.at

AZERBAIDJAN (AZE)

Ms Khalida ALIMIRZOYEGA
Olympic Street 5, AZ 1072
AZERBAIDJAN
E-mail: ahalida@hotmail.com

BARBADOS (BAR)

Ms Katrina DOWNES
Martindales Rd, St. Michael,
BARBADOS
E-mail: katrina.downes@gmail.com

Mr Stuart MAYERS
150B Rowans Park, St George
BARBADOS
E-mail: sensitivity_7@hotmail.com

BRAZIL (BRA)

Ms Chantall BEBB
Av. Das Americas, 899 – Barrada
Tijuca, Rio de Janeiro cep. 22790 150
BRAZIL
E-mail: chantall.bebb@cob.org.br

BULGARIA (BUL)

Ms Nadezhda KANCHEVA
Sofia Pl Jurnalist No1A
BULGARIA
E-mail: loolos@abv.bg
levskarka@hotmail.com

Mr Simeon MLADENOV
Pernik Episkop Kiprian 3/34
BULGARIA
E-mail: simeon.mladenov8@gmail.com

CANADA (CAN)

Ms Marie Helene CAYER
158A McArthur Unit 906, Ottawa, K1L 7E7
CANADA
E-mail: mariecayer@gmail.com

Ms Katherine (Kate) MOORHOUSE
900 – 21 St. Clair Ave. E Toronto, ON M4T1L9,
CANADA
E-mail: kmoorhouse@olympic.ca

Mr William LINDSAY
63 Parry Drive, Chatham, ON, N7L 2J1
CANADA
E-mail: skaterarty@hotmail.com

PEOPLE'S REPUBLIC OF CHINA (CHN)

Ms Xiaoyin WANG
2, Tiyuguan Road, Chongwen District, Beijing,
CHINA
E-mail: shirleytbw@gmail.com

Mr Peng DIAO
2, Tiyuguan Road, Chongwen district, Beijing,
CHINA
E-mail: diaopeng@olympic.cn

Mr Yang ZHAO
2, Tiyuguan Road, Chongwen district, Beijing,
CHINA
E-mail: 13581912668@139.com

COLOMBIA (COL)

Mr Juan Sebastian SANCHEZ DIAZ
Carrera 2° # 66 – 52 Apto. 523 D Bogota
COLOMBIA
E-mail: js.sanchez444@uniandes.edu.co

COSTA RICA (CRC)

Ms Viviana CHAVARRIA BARRANTES
El Carmen de Guadalupe
COSTA RICA
E-mail: vivi@multireto.com

Mr Teobaldo FUMERO
San pedro, Montes de Oca,
COSTA RICA
E-mail: teofumero@hotmail.com

CROATIA (CRO)

Ms Ana VULJANIĆ
8 Podbrežje 1A,
10000 Zagreb,
CROATIA
E-mail: anavuljanic.studiokinesis@gmail.com

Mr Dario FRANJIĆ
II Njivice 15, Kruge,
10 000, Zagreb
CROATIA
E-mail: d.franjic19@gmail.com

CYPRUS (CYP)

Ms Sophia NEOPHYTOU
Daidalou 1, Livadia, Larnaka
CYPRUS
E-mail: sofia_neofitou@hotmail.com

Mr Antonis LAMBRIANIDES
Filellinon 13, Larnaca,
CYPRUS
E-mail: van_tonys@hotmail.com

CZECH REPUBLIC (CZE)

Ms Klara MEJDRICKA
Baranova 5, Praha 3, 13000
CZECH REPUBLIC
E-mail: kmejdricka@seznam.cz

Mr Jan EXNER
Studenec 38,512 33,
CZECH REPUBLIC
E-mail: jenda.ex@gmail.com

DENMARK (DEN)

Mr Thomas WILKEN
Bergthorasgade 12, 2th, 2300 KBH5
simon Sadolin,
DENMARK
E-mail: wilken89@gmail.com

ECUADOR (ECU)

Mr Bruno FAIDUTTI

Urb. Vista Sol Km 7.5 N-32 Via Samborondon-
Guayaquil City
ECUADOR
E-mail: brunofaidutti@hotmail.com

EGYPT (EGY)

Mr Mohamed Ahmed ABDELMONEM AHMED ELSOUBKY

Kaferelshiekh, Kalen
EGYPT
E-mail: elsobkeymohamed@yahoo.com

Ms Shereen Husseien MAHDY

19st, Omarat El Kawit iq – El Maadi
EGYPT
E-mail: shereenaa27@hotmail.com

EL SALVADOR (ESA)

Mr Marvin LOPEZ

45 Av. Sur No 512 Col. Flor Blanca S.S.
EL SALVADOR
E-mail: mlopezaquino@hotmail.com

ESTONIA (EST)

Ms Liis TAPASIA

Pulga Tee 4, Reiu kùla,
Tahkuranna, Vald,
ESTONIA
E-mail: liistapasia@gmail.com

Mr Dmitri VALIULIN

Tartu, Ravila 54-16
ESTONIA
E-mail: valiulin91@mail.ru

FINLAND (FIN)

Ms Leena RUSANEN
Tontunkuja 8F, 87700 Kajaani,
FINLAND
E-mail: leena.rusanen@kailu.fi

Mr Manu MYLLYAHO
Pikkumannyntie 3, 65280 Vaasa,
FINLAND
E-mail: maalmyll@jyu.fi

FRANCE (FRA)

Ms Marie Christine PLASSE
147 grande rue de saint clair 69300 Caluire
FRANCE
E-mail: plassemc@gmail.com

Ms Marjory MALBERT
49 rue Balard 75015, Paris,
FRANCE
E-mail: marjory.malbert@essec.edu

Mr Camille RICAUD
4 rue de Primevères, Montpellier
FRANCE
E-mail: camille.ricaud@gmail.com

GEORGIA (GEO)

Ms Sophiko PHILIEVI
Aragvispireli st, 20
GEORGIA
E-mail: s_pilievi@yahoo.com

Mr Luka KHVICHIA
Varketili 2 row, 4m/d flat No 49
GEORGIA
E-mail: mxatvrobe85@mail.ru

GERMANY (GER)

Ms Daniela DROGGE
Stolbergerstr. 194° 50933 Cologne
GERMANY
E-mail: danieladrogge@aol.com

Mr Malte Von PIDOLL
Sunderlohstr. 3a, 58091, Hagen
GERMANY
E-mail: maltevonpidoll@web.de

Mr Tobias BURGER
Morfelder Landstrasse 216, 60598 Frankfurt,
GERMANY
E-mail: buerger@doa-info.de

GREAT BRITAIN (GBR)

Ms Ella FERGUSON
11 Broughton Close Bierton, Buckinghamshire,
HP225DJ,
GREAT BRITAIN
E-mail: ferguson.ella@gmail.com

Mr Fraser MacKINNON
55 Moira Court, Balham High Road, London,
Swit Taq,
GREAT BRITAIN

GREECE (GRE)

Mr Michael KOTZAKOLIS
Olof Palme 2-4, Athens
GREECE
E-mail: mkotzakolis@gmail.com

Mr Konstantine Michael TZIGOUNAKIS
Plakoures 105, Kounoupidiana Akrotiri, 73100,
Chania,
GREECE
E-mail: k.tzigounakis@gmail.com

GUATEMALA (GUA)

Ms Maria Fernanda Andreu RIVAS
Km 18.5 Carretera a San Jose Pinula, Condominio Villas de Pinula, Casa 9
GUATEMALA
E-mail: mafer_and@hotmail.com

Ms Clarissa DE WIT ALDANA
3ave. 3-37 z. 8 Santa Catarina, Pinula, Post Code: 10016
GUATEMALA
E-mail: dewitclarissa@gmail.com

Mr Sergio Fernando Ralda QUINTO
18av 22-35 z. 16 col Monte Solar
GUATEMALA
E-mail: seragui_9f@hotmail.com

GUINEA (GUI)

Ms Oumou NASSOKO
Commune de Ratoma,
GUINEA
E-mail: oumounassoko@gmail.com

Mr Souaibou FOFANA
Kissosso de Matoto, GUINEA
E-mail: fofanasouaibou@yahoo.fr
camarade.fofana@yahoo.fr

HAITI (HAI)

Ms Patricia MERIZIER
18, Imp Georges, Montagne Noire
HAITI
E-mail: particiamerizier2010@yahoo.fr

HONG KONG, CHINA (HKG)

Mr Kieran SMITH
House 83, 23 Pik Sha Road,
Clear Water Bay,Kowloon
HONG KONG
E-mail: smith.kieran@gmail.com

HUNGARY (HUN)

Ms Dóra LASZTOVICZA
8300, Tapolca, Kossuth, u. 18,
HUNGARY
E-mail: lasztoviczadora@gmail.com

Mr Marton STRINGOVICS

2011 Budakalasz Gerinc u. 2309/2
HUNGARY
E-mail: smarton88@gmail.com

ICE HOCKEY FEDERATION

Ms Kristina KOCH (AUT)

Stauffacherstrasse 209, 8004 Zurich
SWITZERLAND
E-mail: kochkr@gmail.com

ICELAND (ISL)

Ms Sandra MJOLL JONSDOTTIR

Nonnugata 3, 101 Reykjavik
ICELAND
E-mail: smj9@hi.is

Mr Sveinn PORGEIRSSON

Grettisgata 6, 101 Reykjavik
ICELAND
E-mail: sveinn@fjolnir.is

INDIA (IND)

Ms Maitreyee BANERJEE

7 Ajanta Road, Santoshpur,
Kolkata – 700075
INDIA
E-mail: mukta6988@gmail.com

INDONESIA (INA)

Ms Hapsari NURUL UTAMI

FX Office Tower 18th Floor, Pinto I Senayan,
Jakarta,
INDONESIA
E-mail: shari.soebijanto@gmail.com

ISLAMIC REPUBLIC OF IRAN (IRI)

Ms Mozhgan JAFARISAROGHI

National Olympic Committee of Iran
North Seoul Avenue,
Niyayech Highway Tehran, IRAN
E-mail: m_jafari_57@yahoo.com

ISRAEL (ISR)

Ms Ornit SHWARTZ

32 Ha – meri St. Givataim,
ISRAEL
E-mail: ornitshwartz@gmail.com

Mr Yonathan DANISHEVSKY

Tabenkin st. No 17, Herzelia,
ISRAEL
E-mail: yonidlo@walla.co.il

ITALY (ITA)

Ms Maria Luisa SBRISSA

Via Giare 42 31033,
Castelfranco Veneto
ITALY
E-mail: marialuisasbrissa@gmail.com

Mr Donato GALLONE

Villa Castelli (BR),
L'Aquila Road, n.2
ITALY
E-mail: gallonedonato@libero.it

Mr Flavio NEGRI

Via Luigi Oliva 78 (NA) Boscoreale
ITALY
E-mail: step_ONE@hotmail.it

JAPAN (JPN)

Ms Yurika KATSUMATA
2-29, Nakanocho, Ichigaya,
Shinjuku, Tokyo
JAPAN
E-mail: yureka.k@gmail.com

Mr Nobukatsu SUGINAMI
406-6 Kameino Fujisawa-shi Kanagawa
Prefecture
JAPAN
E-mail: kametaro3224@gmail.com

JORDAN (JOR)

Mr Fahed ABU-ASSAF
Amman shmesanie
JORDAN
E-mail: fahed.a.a.89@hotmail.com

REPUBLIC OF KOREA (KOR)

Ms Sang A YIM
1504-103 Anam Apt. Myoongnyun 2-ga,
Jongno-gu, Seoul,
KOREA
E-mail: ssang0114@hanmail.net

Mr Hyung – Joon KIM
Sungkyung Bld. 5th floor, 279-3, Yangjae-dong,
Seocho-gu, Seoul,
KOREA
E-mail: joon0628@yahoo.com

Mr Hyung Seok SO
88, Oryundong Songpagu,
Seoul, 138-149
KOREA
E-mail: tim126@sports.on.kn

LATVIA (LAT)

Ms Madara LACE
Brivibas Gatve 351, Riga, LV – 1024,
LATVIA
E-mail: madara.lace@gmail.com

Mr Einars LANSMANIS
Siguldas prospekts 26, LV 1014, Riga
LATVIA
E-mail: einars@inbinbaltics.en

LIBYA (LBA)

Ms Fatima ELALAWY
Gergaresh Tripoli,
LIBYA
E-mail: fatima_alawi82@yahoo.com

Mr Mohamed JORNAZI
Souk Al Guma, Tripoli
LIBYA
E-mail: giornazi101@hotmail.com

LITHUANIA (LTU)

Ms Simona ARLAUSKAITĖ
Architectu st 105 56,
LT 2000, Vilnius
LITHUANIA
E-mail: fragolina.sim@gmail.com

Ms Zivile GRINCEVIČIUTE
Lithuania kaunas Siaures pr 32-67
LITHUANIA
E-mail: modezis@yahoo.com

MALAWI (MAW)

Ms Bertha Agness LIMBANI
P.O. Box 904, Blantyre
MALAWI
E-mail: berthalimbani@ymail.com

Mr Mphatso MALIDADI

P.O. Box 31757 Lilongwe
MALAWI
E-mail: olympicom@malawi.net
mphatso.malidali@gmail.com

MALAYSIA (MAS)

Ms Almastara MOHD HASIM

Tunku Mahkota Ismail Sports School, 81930,
Bandar Penawar, Johor
MALAYSIA
E-mail: almastara_amm@yahoo.com

Mr kok Liang KUAH

20 Jalan Sri Jaya 3, Taman Muzaffar Shah, Air
Keroh, 75450, Melaka
MALAYSIA
E-mail: justinkuah.sra@gmail.com

MALDIVES (MDV)

Ms Husna MOHAMED

M. Banìfsa Villa, Malé
MALDIVES
E-mail: husy50@hotmail.com

Mr Thamooh Ahmed SAEED

Meerubahuruge 6th Floor, Ameer Ahmed, Magu
MALDIVES
E-mail: thamu99@gmail.com

MALI (MLI)

Ms Ouma Kaltoum GUINDO

Baco-djicoroni, Aci Bamako
MALI
E-mail: Guindokaltoum2003@yahoo.fr

MALTA (MLT)

Ms Alison VELLA
"Aquamarine" St. Peter Street, Mgarr,
MALTA
E-mail: mgarrija@gmail.com

Mr Duncan MICALLEF
Esmeralda, Plot 15, Triq ir-Raded, Manikata,
MALTA
E-mail: Duncan.micallef18@gmail.com

MEXICO (MEX)

Ms Sandra Ximena MATA ZENTENO
Avenida Morillotla #3002 – 9, Col. Ex Hacienda
Morillotla, Puebla
MEXICO
E-mail: ximena_mata@hotmail.com

Mr German VARELA MORONI
Alcatraz 6327 Int. 7, Puebla, Puebla,
MEXICO
E-mail: german_vm10@hotmail.com

MONGOLIA (MGL)

Ms Onon BATKHUYAG
Flat 15, 113, Marshall Town,
Ulaanbaatar,
MONGOLIA
E-mail: onoko_sc@yahoo.com

Mr Ghultem MUNKHSAIKHAN
Olympic House, Chinggis Avenue
MONGOLIA
E-mail: sashka922@yahoo.com

NAMIBIA (NAM)

Mr Adriano VISAGIE
106 Kornalyn st. Khomasdal, Windhoelk
NAMIBIA
E-mail: adriano.visagie@yahoo.com
avisagie@fubnamibia.com.na

NEW ZEALAND (NZL)

Ms Georgina TOOMEY
III Scarborough Lane, Sumner,
Christchurch 8081
NEW ZEALAND
E-mail: georgina.toomey@russellmcveagh.com

Mr Moss BURMESTER
16/14 Airborne Rd. Rosedale, Auckland,
NEW ZEALAND
E-mail: mjburmester@hotmail.com

NORWAY (NOR)

Ms Lotte BRATHEN
Hamarvegen 5, 2613 Lillehammer,
NORWAY
E-mail: lottebrathen@gmail.com

Mr Mads ANDREASSEN
NIF, 0840 Oslo,
NORWAY
E-mail: mads@idrettsforbundet.no

Mr Tormod TVARE
Blindern Studenterhjem,
PB4, 0313, Oslo
NORWAY
E-mail: tormod.tvare@gmail.com

PARAGUAY (PAR)

Ms Katia Sofia MEYER CACERES
Avenida del Yacht # 580,
PARAGUAY
E-mail: katiameyer@hotmail.com
katiameyerc@gmail.com

Mr Sébastian AMARILLA
Natallcio Gonzalez 151
PARAGUAY
E-mail: sebasamarilla@hotmail.com

PERU (PER)

Ms Francesca MAYER
Mayorazgo 159 Chacarilla San Borja, Lima,
PERU
E-mail: francesca_mayer@hotmail.com

Mr Alvaro ROMERO
Jr Iquique 434-105, Breña, Lima
PERU
E-mail: 20090351@lamolina.edu.pe

PHILIPPINES (PHI)

Mr Donald David GEISLER III
1426 B. Newton St. Brgy, San Isidro,
Makati City,
PHILIPPINES
E-mail: jose_cojuangco@yahoo.com
donniegeisler@gmail.com

POLAND (POL)

Ms Kamila KALUZNA
Ul. Kakolowa 8, 62 – 510 Konin
POLAND
E-mail: kamila.kaluzna87@gmail.com

Mr Mateusz JEŻYKOWSKI
V1. Czerniakowska 24 M62, Warsaw
POLAND
E-mail: mjezykowski@gmail.com

PUERTO RICO (PUR)

Mr Felix ORTIZ
Urb Paseo Costa del Sur 100, Aquirre PR,
00704 – 2850,
PUERTO RICO
E-mail: felixortizsalinas@qmail.com

QATAR (QAT)

Mr Abdulaziz Abdulla Mohamed GHANIM
P.O. Box 7494, Doha,
QATAR
E-mail: ishams@olympic.qa,

Mr Turki Mohammed D AL-SUWAIDI
P.O. Box 7494, Doha,
QATAR
E-mail: tsuwaidi@olympic.qa

ROMANIA (ROU)

Ms Marina – Ramona CEAMURU
4, Rue Merisani, Popesti – Leordeni, Ilfov
ROMANIA
E-mail: ramona_sebe@yahoo.com

RUSSIAN FEDERATION (RUS)

Ms Nadezda LEONTYEVA
Khabarovskaya Str. 4, 112, Moscow
RUSSIA
E-mail: nleonteva@narod.ru

Ms Anastasia LEONTYEVA
22 Krasnaya Str. Kaluzskaya village,
Krasnodar Region
RUSSIA
E-mail: edelru@yandex.ru

ST VINCENT & THE GRENADINES (VIN)

Ms Ayana Elizabeth BAISDEN
Ratho Mill, c/o P.O. Box 118, Kingstown,
ST. VINCENT & THE GRENADINES
E-mail: vincylan@yahoo.com

SAUDI ARABIA (KSA)

Mr Mohammad Hilal AL DAWOOD

KSA, Riyadh 11422, P.O. Box 5844
SAUDI ARABIA
E-mail: muhamadhilal@yahoo.com

SENEGAL (SEN)

Ms N'doumbe WANE

Sicap Baobab villa No 796, Dakar
SENEGAL
E-mail: ndoumbewane@yahoo.fr

SERBIA (SRB)

Ms Isidora MITIC

Stari Most 9, 22000 Sremska, Mitrovica
SERBIA
E-mail: isidoraThe.mitic@gmail.com

SEYCHELLES (SEY)

Ms Stephanie DUVAL

Hermitage, Mahe,
P.O. Box 584, Victoria
SEYCHELLES
E-mail: c_stephd@hotmail.com

Mr Mario George NIBOURETTE

Baie Lazare, Val Den Dor
SEYCHELLES
E-mail: nibourettem@yahoo.com

SINGAPORE (SIN)

Ms Yeo YAN YAN

Blk 120, Marsiling Rise # 07 – 64 S(730120)
SINGAPORE
E-mail: yeo_yan_yan@moe.edu.sg

Mr Abdul Halim MOHAMMED ANWAR

Blk 910 Hougang St 91 # 04 – 154, 53 0970
SINGAPORE
E-mail: koolsice@yahoo.com

SLOVAKIA (SVK)

Ms Petra GANTNEROVA
Severna 10,06001 Kezmarok
SLOVAKIA
E-mail: gantnerova@olympic.sk

SLOVENIA (SLO)

Ms Lea MEDVE EK
Celovska Cesta 269, 1000 Ljubljana
SLOVENIA
E-mail: medvesek.lea@gmail.com

Mr Aljaž VOGRINEC
Vrbanska Cesta 14B,
2000 Maribor,
SLOVENIA
E-mail: aljazvogrinec@yahoo.com

SOUTH AFRICA (RSA)

Ms Samantha Mc'INTOSH
P.O. Box 70 Cornwall Hill, 0178
SOUTH AFRICA
E-mail: jonhmcin@iafrica.com

Mr Teboho Gôdfrey MONEI
124 VAN Beek St. JHB Stadium, Doornfontein,
SOUTH AFRICA
E-mail: godfrey@swimsa.co.za

SPAIN (ESP)

Ms María Teresa CALLE MOLINA
Plz/Pontevedra No 9, 8-A Fuenlabrada, Madrid,
SPAIN
E-mail: maytecallemolina@hotmail.com

Ms Carla Belén GUTIÉRREZ SÁNCHEZ
Sector Foresta, No18, 7A, 28760
Tres Cantos, Madrid,
SPAIN
Email: carla.gutierrez@estudiante.uam.es

Ms Iris GONZÉLEZ GORDILLO
Paseo de colonia, no 1, 3o B
SPAIN
E-mail: iris.gonzalezg@estudiante.uam.es

Mr Augusto Jiménez de la FUENTE
C/Rio Ompolveda 13, CP 19005, Guadalajara
SPAIN
E-mail: augusto.jdlf@gmail.com

SRI LANKA (SRI)

Ms Gayathri LIYANAGE
72/2/2, Yakkala Road, Bandarawatta, Gampaha
SRI LANKA
E-mail: lakmaligaya@yahoo.com

Mr Ishara THILAKARATHNE
12 Acress, welikumbura, Narammala,
SRI LANKA
E-mail: isharaasiri@yahoo.com

SUDAN (SUD)

Ms Safa ABDULWAHAB BASHEIR
Alazhari Block No 9, Khartoum
SUDAN
E-mail: safoya85@yahoo.com

Mr Amhad ABDEL GAYOUM SULIEMAN
Khartoum North – Shambat – Block 3
SUDAN
E-mail: spy.man247@hotmail.com

SWAZILAND (SWZ)

Ms Gcwalisile NGWENYA
P.O. Box 1100, Matsapha
SWAZILAND
E-mail: gcwalzo@yahoo.com

Mr Sizwe MABUZA
P.O. Box 66,
SWAZILAND
E-mail: sigwilim@sple.co.sz
mabuzasizwe@yahoo.com

SWEDEN (SWE)

Ms Veronica STENMARK
Korpralsvagen 36, 90432 Umea,
SWEDEN
E-mail: veronica_stenmark@hotmail.com

Ms Ida BABULFATH
Notskrikevagen 18, 13568 Tyreso,
SWEDEN
E-mail: idababulfath@hotmail.com

Mr Collins Luther ZOLA
Vastraannebergsvagen 3p, Partille
SWEDEN
E-mail: collinszola@hotmail.com

SWITZERLAND (SUI)

Ms Annette NOTZ
Avenue Floreal 2 1006, Lausanne
SWITZERLAND
E-mail: annettenotz@hotmail.com

Ms Caroline SIMON
Ruchonnet 3, 1003, Lausanne
SWITZERLAND
E-mail: caroline.simon@swissolympic.ch

Mr Roger GULKA
71 ch de Planta, 1223 Cologny
SWITZERLAND
E-mail: rolanx@hotmail.com
Roger.gulka@unine.ch

CHINESE TAIPEI (TPE)

Ms Wan-Yu CHANG
20, Chu – Lun Str.
Taipei City 104
CHINESE TAIPEI
E-mail: smallfish0720@msn.com

Mr Chuan-Yu (Joey) TSENG
20, Chu – Lun Str.
Taipei City 104
CHINESE TAIPEI
E-mail: international@tpe-olympic.org.tw

Mr Meng-Ping LIN
20, Chu – Lun Str.
Taipei City 104
CHINESE TAIPEI
E-mail: mengping7@gmail.com

TAJIKISTAN (TJK)

Ms Ekaterina AYRIYAN
24 Aini Street,
TAJIKISTAN
E-mail: mis.kathrin@mail.ru

THAILAND (THA)

Ms Thanyaluck PUTTISIRIROJ
99 College of Sport Science and Technology,
Mahidol University,
THAILAND
E-mail: chichiwa_pe@hotmail.com

Ms Ampika NANBANCHA
999 College of Sport Science and Technology,
Mahidol University,
THAILAND
E-mail: ampikaspt@gmail.com

Mr Kornkit CHAIJENKIJ
99 College of Sport Science and Technology,
Mahidol University,
Nakon Pathom
THAILAND
E-mail: kornortho@gmail.com

TRINIDAD and TOBAGO (TRI)

Ms Jeannette SMALL
#22 George Road, Mahaica, Point Fortin
TRINIDAD and TOBAGO
E-mail: smalljeannette@gmail.com

TUNISIA (TUN)

Mr Mohamed Islem AZIZI
4314 N5 Zouhour 5, Tunis,
TUNISIA
E-mail: med3aziz@hotmail.fr

TURKEY (TUR)

Ms Gizem MERT
Tantavi Mah Sipahioglu Cad. No: 12/8,
Umraniye, Istabul,
TURKEY
E-mail: gzmmert@gmail.com

Mr Yilmaz YUKSEL
Hacettepe University School of Sports Science
and Technology, Ankara
TURKEY
E-mail: yilmazyuksel@gmail.com

UKRAINE (UKR)

Ms Olena KRAVCHENKO
252650, 1 Fizkultury Str. Kyiv
UKRAINE
E-mail: 13elena13@i.ua

Mr Iaroslav GALAN
252650,1 Fizkultury Str. Kyiv
UKRAINE
E-mail: intersmm@mail.ru

Mr Eugen GONCHARENKO
03680, 1 Fizkultury Str. Kyiv,
UKRAINE
E-mail: evgenijpv@mail.ru

UNITED ARAB EMIRATES (UAE)

Ms Ayesha AL SUWAIDI
P.B. No: 77757, Dubai,
UNITED ARAB EMIRATES
E-mail: ayeshaalsuwaidi@uaenoc.ae

URUGUAY (URU)

Ms Mariana MUNOZ
Canelones 1044, Montevideo,
URUGUAY
E-mail: cou@cou.org.uy

Mr Guillermo REHERMANN
Dr Enrique Povey 2665, C. P.: 1600
URUGUAY
E-mail: grehermann@gmail.com

USA

Ms Michelle BROWN
P.O. Box, 2703 Colorado Springs, Co 80901
USA
E-mail: michellebrown1@gmail.com

Mr Justin O' CONNELL
760 Paso De Luz, #279
USA
E-mail: justin.O'Connell@usoc.org

Mr Denis PETUKHOV
1429 Park St. Apt. 417 Hartford CT, 06106
USA
E-mail: melden1@mac.com
denis.petukhov@olympian.org

UZBEKISTAN (UZB)

Mr Kamoliddin ERGASHEV
15/1 Almazar str, Tashkent 100003
UZBEKISTAN
E-mail: mrergashev@mail.ru

VIRGIN ISLANDS (ISV)

Ms Sophia AUBIN
P.O. Box 10482 St Thomas VI 00801,
VIRGIN ISLANDS
E-mail: Sophia@vinow.com

Mr Vernon ARAUJO
P.O. Box 307553, St Thomas, VI 00803
VIRGIN ISLANDS
E-mail: Vernon@melamedia.com

VANUATU (VAN)

Ms Aileen HURI
C/o Kathy Huri, Bred Bank Ltd
PMB 9088
Port Vila,
VANUATU
E-mail: ahuri065@gmail.com

VENEZUELA (VEN)

Mr Jefferson O'CONNOR
Rheinstrasse 58, 12159 Berlin
GERMANY
E-mail: jeffoconnor9@yahoo.com
Mitimiti11@yahoo.com

ZIMBABWE (ZIM)

Ms Linnet NYAKUNU
120 Pendennis, Northwood, MT Pleasant,
Harare,
ZIMBABWE
E-mail: lnyakunu@yahoo.com

Mr Newman GOMENDO
N325B Area C, Dangamvura, Mutare
ZIMBABWE
E-mail: gsnrnewman@gmail.com

INTERNET

Mr Theo BREUERS (NED)

Digital Broadcast 1, GmbH
Vaalser Strasse 540
D – 52074 Aachen,
GERMANY
E-mail: breuers@db1.org

Mr Dorre BREUERS (NED)

Digital Broadcast 1, GmbH
Vaalser Strasse 540
D – 52074 Aachen,
GERMANY
E-mail: breuers@db1.org

PREMISES' DIRECTOR

Mr Themis LAINIS

International Olympic Academy
270 65 Ancient Olympia
GREECE
E-mail: info@hoc.gr
themislainis@hotmail.com

IOA ADMINISTRATIVE STAFF

Ms Antonia BORMPOTSIALOU
Administration office

International Olympic Academy
52, Dimitrios Vikelas Avenue,
152 33 Halandri,
GREECE
E-mail: a.borbotsialou@ioa.org.gr

Ms Alexandra KARAISKOU
IOA President's office
NOAs relations

International Olympic Academy
52, Dimitrios Vikelas Avenue,
152 33 Halandri,
GREECE
E-mail: a.karaiskou@ioa.org.gr

Mr Ioannis PAPAIOANNOU
Educational projects

International Olympic Academy
52, Dimitrios Vikelas Avenue,
152 33 Halandri,
GREECE
E-mail: i.papaioannou@ioa.org.gr

Ms Evi SALEPI

International Olympic Academy
52, Dimitrios Vikelas Avenue,
152 33 Halandri,
GREECE
E-mail: ioa@ioa.org.gr

Mr Christos SKALIARAKIS
Finance Services & Logistics

International Olympic Academy
52, Dimitrios Vikelas Avenue,
152 33 Halandri,
GREECE
E-mail: c.skaliarakis@ioa.org.gr

Ms Stella TACHTARA

International Olympic Academy
52, Dimitrios Vikelas Avenue,
152 33 Halandri,
GREECE
E-mail: s.tachtara@ioa.org.gr

Ms Roula VATHI
Publications

International Olympic Academy
52, Dimitrios Vikelas Avenue,
152 33 Halandri,
GREECE
E-mail: r.vathi@ioa.org.gr

LIBRARY

Ms Ourania GREZI

International Olympic Academy
52, Dimitrios Vikelas Avenue,
152 33 Halandri,
GREECE
E-mail: ioa@ioa.org.gr

IOA TECHNICAL DEPARTMENT

Mr Evangelos FRIGGIS
Electrician

International Olympic Academy
52, Dimitrios Vikelas Avenue,
152 33 Halandri,
GREECE
E-mail: v.friggis@ioa.org.gr

Mr Panagiotis GIANNARAS
IT Engineer

International Olympic Academy
52, Dimitrios Vikelas Avenue,
152 33 Halandri,
GREECE
E-mail: p.giannaras@ioa.org.gr

Mr Konstantinos KARADIMAS
Logistics

International Olympic Academy
52, Dimitrios Vikelas Avenue,
152 33 Halandri,
GREECE
E-mail: k.karadimas@ioa.org.gr

Mr Themis VLACHOS
Electrician

International Olympic Academy
52, Dimitrios Vikelas Avenue,
152 33 Halandri,
GREECE
E-mail: ioa@ioa.org.gr

TRAINEE / ASSISTANT STAFF

Ms Apollonia KARETOU

International Olympic Academy
52, Dimitrios Vikelas Avenue,
152 33 Halandri,
GREECE
E-mail: 9eap2@queensu.ca

HELLENIC RED CROSS

Mr Thodoros FOUDOUKIDIS
Doctor

13, Thoukididou Str.,
Chaidari, Athens,
GREECE
E-mail: teopontios21@yahoo.gr

Mr Nikos GIATRAS
Rescuer

103, Syntagmatarhou Zisi str.,
Patra,
GREECE
Email: NikosGiatras8@yahoo.gr

Mr Konstantinos PANAS
Hellenic Red Cross First Aid

27, Dim. Vratsanou str.,
26332 Patra,
GREECE
E-mail: cpan13@windowslive.com

Mr Chris PAVLAKIS
Hellenic Red Cross First Aid

49, Lazaraki str.,
16674 Athens,
GREECE
E-mail: x.pavlakis@europe.com

Ms Maria NTOUKA
Hellenic Red Cross Nurse

8, Ilou str.,
26333 Patra,
GREECE
Email: melina-13-@homail.com