



INTERNATIONAL OLYMPIC ACADEMY



*Olympic Movement:
Governance based on Olympic Values*



14th

INTERNATIONAL SESSION
FOR PRESIDENTS OR DIRECTORS
OF NATIONAL OLYMPIC ACADEMIES

ANCIENT OLYMPIA



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6-13 MAY 2017

Editor
KONSTANTINOS GEORGIADIS
Professor, University of Peloponnese
Honorary Dean of the IOA

ANCIENT OLYMPIA

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(February – July 2017)**

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FOREWORD

The International Olympic Academy's international Sessions for National Olympic Academies have always been considered an important tool for the dissemination of Olympic values to young people in contemporary society. The participants in the Sessions for Presidents or Directors of National Olympic Academies (NOAs) assume the responsibility for promoting the core values of Olympism in their countries, combining sport with culture and education, as expressly laid down in the Olympic Charter. With the support of the International Olympic Committee, the directors of the NOAs and the members of the Olympic Movement receive training from the International Olympic Academy in the implementation of the new educational programmes of Olympic Education.

In this year's 14th Session for Presidents or Directors, 99 participants (34 women and 65 men) from 79 NOCs and NOAs plus three university teachers took part. The special theme of the Session, "The Olympic Movement: Governance based on Olympic Values", prompted a creative dialogue between participants and speakers. The theme held a special interest for members of the Olympic Movement, particularly in relation to Olympic Education, and a range of opinions and proposals were put forward concerning the role of Olympism and the Olympic Ideal, and the relationships of the principles and values of both with good governance in sports organizations.

Distinguished researchers presented proposals based on their findings and academic knowledge of good governance and what this signifies for a National Olympic Committee and National Olympic Academy. They also put forward proposals on how we can shape the structure and environment to achieve better governance and better opportunities within the NOAs. In addition, good governance means equality between the sexes, integrity and democracy within sports bodies, and the active participation of the civil society.

Another major theme which was discussed and presented to the participants

was the promotion of Olympism and the Olympic Games through the activities of NOCs and NOAs, and particularly through the implementation of the IOC's OVEP II Toolkit. The ways in which educational proposals can be implemented using the OVEP II Toolkit were explored in integral workshops in which all participants took part with great enthusiasm.

On the initiative of Ms Elizabeth Sluyter-Mathew, who is responsible for the Olympic Education and OVEP II programme, interactive presentations were made covering the implementation of OVEP by its coordinators, Dr Sock Teo-Koh and Prof. Silvia Dalotto, as practical training for the NOAs' leaders.

As happens every year, the Presidents and Directors of the NOAs highlighted in brief presentations their abundant educational work and activities organized over the year. It is worth noting that an ever-increasing number of NOAs submit educational programmes to Olympic Solidarity, which supports them financially.

Regarding the structure of the IOA Sessions, discussion groups on the specific subject as well as opinions expressed by the lecturers have a special place in the management of the Session. The main issues chosen by the participants for discussion among themselves, which of course concern good governance and cooperation between the NOC and NOA, are presented in this book of the proceedings. In addition, matters relating to the governance of the international institutions of the International Federations were discussed, as well as how the NOA and IOA are able to contribute through their work to the better governance of the Olympic Movement.

The Sessions for NOA and NOC officials began in 1986. Since then, hundreds of Olympic Movement officials have received training to deepen their knowledge of the educational philosophy of Olympism and the procedures for implementing Olympic Education programmes in all countries.

Today, Olympic education is one of the tools the United Nations employs in its effort to create a better and fairer global society.

Prof. Konstantinos GEORGIADIS
*Dean, School of Human Movement
and Quality of Life Sciences,
University of Peloponnese
Honorary Dean of the IOA*



Opening Ceremony

ANCIENT OLYMPIA, 7 MAY 2017



Commemorative photo on the main stairs.

OPENING ADDRESS¹
of the Session Proceedings
on behalf of the President of the International Olympic Academy
Michael FYSENTZIDIS

Dear Participants of the Session,

It is my honour to welcome you to the premises of the International Olympic Academy. I would like to take this opportunity provided by the 14th International Session for Directors of National Olympic Academies to say that I also feel a great sense of responsibility towards all of you, since this Session also marks the beginning of my role as the President of the International Olympic Academy.



Presentation of lecturers and delegates from the NOAs.

-
1. This address was read to the participants on behalf of the IOA President by Assoc. Prof. Athanassios Strigas.



The IOA Honorary Dean, Prof. Konstantinos Georgiadis, presenting the Coubertin stele.



Attending the Ceremony at the Coubertin stele.

Over the past four years as Vice-President of the IOA Board of Directors – what is known as the Ephoria – I have been closely observing the important work accomplished at the Academy, and within this framework I have also seen and appreciated the enormous contribution made by the National Olympic Academies to the diffusion of the Olympic values and the pedagogical principles of Olympism. Your efforts and accomplishments are known to everybody involved in the Olympic Movement and demand ongoing support from all of us at the International Olympic Academy. With our backing, the National Olympic Academies can broaden their influence and impact in their respective countries.

Today, I would like to personally commit, but also to commit this institution, to the following objective: “We will always be by your side”.

This year, as you know, the topic of the Session is quite interesting, since it focuses on a subject that has attracted the interest of the International Olympic Committee and everyone involved in Olympic and sport institutions over the last few years. It is a topic of the outmost importance, since it concerns the governance of sport and its impact on the Olympic Movement.

It has been underscored numerous times before that governance is one of the cornerstone of excellence in sport. Nevertheless, what does the word signify and how did it come to prevail in our Olympic vocabulary? The usage of the word “governance” has become particularly common over the last 20 years, and the term has become very popular in the social sciences. Within the Olym-



Commemorative photo in front of the Pierre de Coubertin stele.



The NOAs delegates lay a wreath at the Coubertin stele.



The lecturers Prof. Lozan Mitev (left) and Dr Aikaterini Mouratidou (right) lay a wreath at the Carl Diem and Ioannis Ketses monument.

pic Movement, the term was included in the Olympic Charter in 2004, when it was immediately linked to the values of Olympism. The official use of the term was considered an indication of the democratization of the Olympic Movement. The use of the adjective “good” in relation to governance is of ideological interest, since the term allows for a broader analysis and connection with the contemporary realities of sport and Olympism. The question “who governs the Olympic Movement and how is this governance materialized?” has been raised multiple times, and as a consequence, the term “good governance” refers to the regulatory framework of the Olympic Movement at both an internal and an external level.

Olympic governance incorporates basic moral values along with transparency, democracy, responsibility and accountability. These four notions constitute the pillars of good governance and relate to the ethics of Olympism and to Olympic values as they have formed over time. The IOC, which leads a global sport movement with 205 National Olympic Committees, federations, National Olympic Academies and other Olympic institutions, was quick to recognize and introduce the notion of good governance as one of the central tenets of the Olympic Movement. Transparency, democracy, responsibility and accountability are key notions that we all have to respect and to forge through our educational programmes. Then we can be certain that the practices of good governance will have a social, political and financial impact on society.

Dear friends,

The good governance of the Olympic Movement is reflected in its visions, ideas, structures and functions. And that is our responsibility. Let us not forget this. Without these visions and these ideas, the Olympic Games would be a historical footnote rather than the most important sport movement in the world; Olympism is a living educational and philosophical framework which contemporary society can employ as a noble tool for social reform.

I do not want to take up any more of your time. I am sure that the works of this Session will lead to viable conclusions and enhance our understanding of issues of good governance.

I would like to wholeheartedly wish you a pleasant stay, creative activities, and every success in your sessions.



At the archaeological site of Ancient Olympia.



Proceedings



LECTURES



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

GOOD GOVERNANCE: WHAT IT MEANS FOR A NATIONAL OLYMPIC ACADEMY

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

President, NOA of Ukraine

Member, IOC Culture and Olympic

Heritage Commission



The beginning of the twenty-first century has been marked by new challenges to world civilization. Engendered by aggravated political and socio-economic problems in many countries, they have introduced destructive changes into social relations and led both to the dehumanization of public life and a decline in the status of universally recognized human values.

In such a difficult situation, humanity faces an important task: to preserve and multiply the effect on public life of those phenomena that have an unconditionally positive impact on its development and are capable of curbing the influence of destructive factors.

Today, of course, one such phenomenon is the international Olympic Movement, which is represented in the world by a system of organizational structures headed by the International Olympic Committee. One of the defining elements of this complex system are the National Olympic Academies (NOAs) which operate in many countries under the auspices of the International Olympic Academy. They fulfil the important role of a key link in the global dissemination of the ideas of Olympism and other humanistic values through the methods of Olympic education and the general education of broad population segments.

It should be noted that current conditions in world development cannot be considered favourable for the activity of the National Olympic Academies to bear fruit. The complex socio-political and economic environment that is emerging



During the lectures in the amphitheatre.

today in the world in general and in many countries in particular makes it very difficult for the NOAs to realize their potential. This increases the need for their governing bodies and authorities to use methods of good management in operating the academies.

Good governance allows fundamentally important goals to be achieved. First of all, it can mitigate the negative impact of the external environment and thus ensure the stable functioning of the academies. In addition, and this is especially important, they can create conditions in which the Academies can continue to develop in a way which takes into account the constantly changing situation in individual countries and beyond.

The International Olympic Committee has defined a strategy for its further development which focuses on the importance of following the universal principles of governance.

Hence, in February 2008, the IOC proposed seven “basic universal principles for the management of the Olympic and sports movement”:

- foresight, mission and strategy
- structure, regulation and democratic process
- the highest level of competence, integrity and ethical standards
- reporting, transparency and control
- solidarity and development
- involvement of athletes, participation and care
- harmonious attitude of state power while maintaining autonomy

Attaching great importance to the role of sport in modern society, in 2012 the EU Parliamentary Assembly adopted Resolution 1875 on “Good Governance and Ethics in Sport”.

Adhering to the previously approved principles for the management of the Olympic and sports movement, and taking into account their important role in successful operation and development, Recommendation 27 of the Olympic Agenda 2020 adopted at the 127th IOC Session in 2013 draws attention to the observance of the basic principles of effective management:

“All organizations belonging to the Olympic Movement must accept and observe the basic universal principles for the effective management of the



Asking the lecturers questions, interacting and exchanging views on Olympic education issues.

Olympic and sports movement. ... The principles of effective management are subject to periodic updating with an emphasis on the need for transparency, honesty and opposition to any form of corruption.”

The concept of governance is as old as human civilization. Put simply, governance means the process of decision-making and the process by which decisions are implemented.

Good governance has eight major characteristics: it is participatory, consensus-oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive, and follows the rule of law.

At the present stage, the activities of the National Olympic Academies are organized in accordance with the Olympic Charter and the recommendations of both the International Olympic Committee and the International Olympic Academy. In their educational activities, a NOA cooperates with many institutions, including public and state organizations.

After Ukraine gained the status of an independent entity in the international community, including the Olympic Movement, we were faced with the need to create a national system of Olympic education. We had a choice to make in implementing the model of the Olympic education system. Since the social model, which is characterized by the implementation of Olympic education through public organizations, does not ensure the large-scale involvement of children and young people in the assimilation of Olympic values and knowledge, we chose a public-state model instead based on interaction between the state education authorities, the governing bodies of physical education and sports, the National Olympic Committee and the National Olympic Academy. The model is currently implemented in Ukraine in two directions: special-education and general education.

Work on the creation of a national system of Olympic education began in 1991, the year in which the Olympic Academy of Ukraine was established. Within five years, the concept of creating 24 regional offices which would work together with the regional branches of the National Olympic Committee of Ukraine had been adopted. Focusing on the vector of activities set by the Academy, the regional branches were able to work creatively, using their ideas and introducing innovative forms and methods.

Two fundamental principles were established for the creation of the system of Olympic education in Ukraine: Firstly, developing the system of Olympic

education in Ukraine in organic unity with the activities undertaken towards achieving this same goal by the International Olympic Academy, the International Olympic Committee, and other international organizations that promote the spirit of Olympism and spread knowledge about Olympic sport. And secondly, concentrating the main volume of educational activities in higher education institutions in general and the system of special physical education, in particular. This is because, in the process of preparing future sports specialists, their assimilation of the key theoretical, methodological and philosophical aspects of Olympic sport is fundamental to the successful activity of teachers, coaches and other specialists in the field of physical education and sports.

In order to fully support the development of the system of Olympic education, the National Olympic Committee joined forces with the Olympic Academy of Ukraine and the National University of Ukraine for Physical Education and Sport (NUUPS) to develop a ten-year programme of research, education and publishing activities designed to ensure the introduction of Olympic education into the country.

The programme was discussed in detail with IOC's seventh President, Juan Antonio Samaranch, as well as several of its leading experts, and received the full support of this international organization.

The programme provided for the:

- establishment of Olympic Sports departments at institutions of higher education
- creation of "Olympic sport" as an academic discipline
- creation of the "Olympic Literature" publishing house
- creation of scientific/academic journals and popular science magazines
- creation of the Olympic Library
- creation of the Olympic Museum
- establishment of an international academic congress on "Modern Olympic Sport" for specialists from Central and Eastern Europe and the countries of Central Asia

To implement the programme, it was necessary to have appropriately prepared pedagogical staff, and higher educational institutions of physical education and sports were to play an important role in this process.

The programme started with the creation of educational materials and meth-

odological provisions for Olympic education. Professors V. N. Platonov and S. I. Guskov prepared and published the world's first official Olympic Sport handbook for the preparation of teaching staff in the field of physical education and sports: coaches, physical education teachers, academics, scientists and educators. The handbook was published by "Olympic Literature", a publishing house affiliated to the NUUPES, as part of the long-term programme of cooperation between the IOC and the NOC of Ukraine.

At the Centennial Olympic Congress held in Paris in 1994, the textbook was presented on the initiative of IOC President, Juan Antonio Samaranch. The edition was highly appreciated and recommended for use in the system of Olympic education and for preparing specialists in different countries. On the initiative of the IOC, and thanks to its financial support, the English version of the handbook was donated to all National Olympic Committees and recommended for use in the Olympic education system.

In 1992, the world's first Olympic Sports academic department was opened at the Kiev State Institute of Physical Culture (now the National University of Ukraine on Physical Education and Sport – NUUPES), and the discipline "Olympic Sport" became an integral part of the curriculum. For the first time, knowledge of the history and development of the Olympic Movement, its ideals, principles and place in modern society would be taught along with the organizational, legal, socio-economic, political and humanistic aspects of Olympic sport as part of a distinct discipline.

This initiative taken by Ukraine's leading higher educational institution in the sphere of sport was picked up by other institutions of higher education: Olympic Sports departments were created in another four institutions of higher education dedicated to physical education and sports and, in subsequent years, at an additional 26 physical education faculties at leading higher educational institutions around the country. Together, they would underpin the work of the regional branches of the Olympic Academy of Ukraine.

Currently, the study of the academic disciplines "History of the Olympic Movement" (150 hours, 5 credits) and "Olympic Sport" (180 hours, 6 credits) is compulsory for students at specialized institutions of higher education at both the bachelor and master's level (120 hours, 7 credits). They also form part of the postgraduate preparation programme (90 hours, 3 credits) and proficiency improvement courses.

Simultaneously, Ukraine's Ministry of Education and Science set about creating an academic specialty in "Olympic sport" and reforming the system for preparing academic and teaching staff. In 1997, their efforts resulted in courses being made available at the highest level with masters, Ph.D. and D.Sc. qualifications in Olympic Sport.

A further key stage in the formation of the national system of Olympic education was the creation of the Olympic Study and Education Centre in 1992 at the Kiev State Institute of Physical Culture. This institution, whose goal it is to expand scientific research in the field of Olympic sports and education, was upgraded to international status in 2013, becoming the International Olympic Study Centre. Later, the Centre would open branches in five high-profile institutions of higher educational around the country, uniting the academic and pedagogical staff of Ukraine's western, eastern, southern and northern regions.

The founding of the "Olympic Literature" Publishing House also played an important role in the implementation of the adopted programme. Over the years, the organization has published more than 120 books on subjects relating to the history, philosophy and sociology of the Olympic Movement, to improving the efficiency of preparation and competitive performance of Olympic athletes, as well as to the biomedical and psychological fundamentals of preparation for Olympic sports and issues of Olympic education.

In 1994, the international scientific and theoretical journal *Science in Olympic Sport* and the popular scientific quarterly magazine *The Olympic Arena* were launched under the auspices of the IOC and the NOC of Ukraine. In addition, in accordance with the long-term programme for the development of the Olympic education system in Ukraine, the Olympic Library (30,000 volumes) and Olympic Museum were set up on the NUUPS campus.

In 1993, the first international scientific congress on "Modern Olympic Sports" was held in Kiev under the patronage of the IOC. The event received worldwide recognition and became an annual event, with the 21st Congress on "Olympic Sport and Sport for All" staged in 2017. Each congress brings together more than 400 participants from 50 countries around the world.

Life has shown the need to create an arena for communication between young scientists and academics. Therefore, with the support of the OAU and Ukraine's National Olympic Committee, a number of annual events are now staged for undergraduates, graduate students and young academics, including the:

- International scientific conference on “Young sports science of Ukraine” (Lviv, 300 participants)
- International scientific conference for young scholars on “Youth and the Olympic Movement” (Kiev, 250 participants)
- Pan-Ukrainian student Olympiad in foreign languages, “Student and Olympic sport” (Kiev, 150 participants)
- Pan-Ukrainian student Olympiad in a specialty Olympic Sport (150 participants)

Numerous academic and practical conferences, lectures and seminars are also held which focus on the issues of Olympic education.

The Academy actively participates in projects at the state institutions aimed at integrating Olympic education into the curricula of educational institutions and the postgraduate education system.

It conducts educational activities which disseminate Olympic knowledge to school children and university students; carries out research into the development of the Olympic Movement; publishes scientific, methodological and popular science literature; provides the Olympic Museum with methodological assistance; and cooperates closely with sports authorities, coaches, judges/umpires/referees, athletes, journalists, representatives of the sports medicine industry, and veteran sportsmen and women.

The second direction for the implementation of Olympic education in Ukraine is of a general education nature and required the content, forms and methods of its implementation to be theorized in the initial stage. It has currently entered a new stage in its development, with steps being taken to move from theoretical studies to practical implementation.

The signing of a cooperation agreement between the Olympic Academy of Ukraine, the Ukrainian Ministry of Education and Science, and the NOC of Ukraine (2006) was a significant step. The agreement made it possible to move from a public model for the implementation of Olympic education to a public-state model of general education, allowing modules devoted to Olympic education to be introduced into curricula, programmes and handbooks on physical culture in order to familiarize schoolchildren with the history of the Olympics and the values of Olympism.

In addition, “Fundamentals of Olympic knowledge” became an elective sub-

ject on the school curriculum, and began to attract deserved interest from teachers and schoolchildren.

The Olympic Academy of Ukraine, NOC of Ukraine, Ukrainian Ministry of Science and Education and Ministry for Youth and Sports joined forces to hold annual Olympic courses and Olympic weeks, a variety of contests and quizzes on Olympic themes for schoolchildren and students, and various cultural and sports projects and festivals, using a multi-stage selection system that allows millions of school and university students to get involved in them.

Veterans of Olympic sport, including many Olympic champions and medalists, are always welcome guests at the Olympic courses delivered in educational institutions and at the events run by Ukraine's NOC and Olympic Academy. This allows us to strengthen the bonds between generations and educate young people to follow "the values of a good example, social responsibility and respect for universal basic ethical principles".

An initiative of the Olympic Academy, supported by the NOC and Ministry of Education and Science of Ukraine, has become an important element in Ukrainian general education: the creation of the Pan-Ukrainian network of schools of Olympic education (270 schools), an educational process based on the application of the Olympic ideology and the integration of education, upbringing, sports and culture. To encourage the activities of these educational institutions, the OAU and NOC of Ukraine stage a biennial All-Ukrainian competition for the best school of Olympic education, the winners of which receive awards from the NOC and Olympic Academy of Ukraine.

In carrying out its educational mission, the Olympic Academy of Ukraine, together with the NOC of Ukraine, also implements its wide-ranging "Olympic Book" publishing project. Every school in the country (around 20,000) has received an Olympic Library free of charge, which includes three sets of Olympic posters and 20 books, including a series of educational manuals dedicated to the Olympic Games (2008–2018): the *Encyclopedia of Olympic sports in questions and answers*, the *Olympic constellation of Ukraine: Athletes*, the *Olympic constellation of Ukraine: Coaches*, plus *Games that conquered the world* and *Your Olympic Guidebook*.

The Academy prepares its Olympic diaries for release every year on Olympic Day; the publication is made possible by financial support from the NOC of Ukraine. The Olympic diaries are donated to pupils in children's sports schools.

A joint project initiated in 2008 by the NOC of Ukraine and the OAU deserves special note. The books in this series introduce readers to the organization of the Games, their symbols and ceremonies, the peculiarities of the Olympic torch relay, the sports introduced into the Olympic programme, a calendar of competitions, and a list of the countries and cities in which the Olympic Games have and are due to take place. At the same time, each book includes a section designed to develop children's creative abilities when working both independently and in a group. All the books in the series are recommended by Ukraine's Ministry of Education and Science for use in general educational institutions.

In Ukraine, considerable attention has been paid to the creation and provision of didactic material for Olympic education. The Academy prepared a standardized "Olympic trip" manual on electronic media containing a significant amount of material on the history of the modern Olympic Games and the Olympic Movement, along with two board games ("Olympic race" and "Olympic lotto"), and four series of posters containing information about the history of the Olympic Movement and the Olympic Games, the Olympic values, the history of Olympic sports, Ukrainian Olympic champions and medallists, which were distributed by the NOC of Ukraine through its regional branches to the country's educational institutions.

Speaking about the provision of Olympic education to the younger generation, we cannot ignore the youngest participants in this process: pre-schoolers. Thus, kids' Olympic Games are held both in pre-school institutions themselves and in the regional branches of the OAU and the NOC of Ukraine, along with meetings with Olympic athletes at which children become familiar with Olympic sports, and children's competitions in which they learn the value of fair play.

Olympic education in Ukraine is not limited to school classrooms and student audiences – it continues during the summer holidays. The OAU continues to provide methodological assistance within the framework of the nationwide "Olympic Summer" programme.

Realizing the importance of historical heritage in involving young people in Olympic sport and the principles of Olympism, in 2013 the Olympic Academy of Ukraine initiated the creation of museums, Olympic education offices and Olympic corners in Ukrainian educational institutions. The initiative was supported by the NOC of Ukraine and the "Pedagogical Press" of Ukraine's Ministry of Education and Science, which went on to jointly conduct the first Pan-Ukrainian

Review Competition on the History of the Olympic Movement in 2014.

Since 2004, the Olympic Education Laboratory at the NUUPES Research Institute, whose activities are financed by a grant from the Ministry of Education and Science, has been conducting research projects into the “Historical, organizational, legal and methodological foundations for the implementation of Olympic education in Ukraine” and “Realizing the national idea of becoming a citizen-patriot of Ukraine through the value potential of Olympism”.

In addition, the Academy, the NOC of Ukraine and the International Olympic Studies Centre have joined forces to conduct a lot of painstaking research aimed at preserving the historical heritage of the international Olympic Movement, perpetuating its memory, and popularizing the huge contribution of Ukrainian athletes to its development. The work has resulted in the publication of a four-volume edition of selected writings by A. Butovsky, the books of the “Olympic stories” series, *Cultural heritage of Ancient Greece and the Olympic Games*, *Olympic Games. 1896–2012* (2 volumes), an *Encyclopedia of Olympic sports in questions and answers*, the *Olympic constellation of Ukraine: Athletes*, and the *Olympic constellation of Ukraine: Coaches*, the *Olympic legacy of Ukraine*, etc.

The contacts with state educational institutions has made it possible to implement a system of postgraduate preparation, developed by the Academy, on issues pertaining to the introduction of Olympic education to various categories of educators. Annually, the Olympic Academy and the NOC of Ukraine conduct academic and practical seminars intended for school directors and teachers on various aspects of integrating Olympic education into the work of schools. More than 250 teachers from every corner of Ukraine have taken part in each of these seminars. They gain new knowledge and practical skills and are provided with the latest literature.

The educational activities of the Olympic Academy of Ukraine and the NOC of Ukraine, along with the positive role of Olympic education in the system of national education have won awards from both the National Academy of Pedagogical Sciences of Ukraine and the Ukrainian Academy of Sciences.

In its activities, the Olympic Academy of Ukraine together with the NOC of Ukraine, the National University of Physical Education and Sports Ukraine, the centres of Olympic research and education, in cooperation with the IOC, the IOA, the National Olympic Academies of different countries and other organizations, not only devotes much attention to popularizing the ideas of Olympism

and Olympic sport in our country, but has also impacted significantly on the formation of a positive image of Ukraine as a worthy member of the international Olympic community.

At the XIII Olympic Congress in 2009 in Copenhagen (Denmark), the NOC of Ukraine was highly praised by the eighth IOC President, Jacques Rogge, for its work on Olympic education and received the IOC award. Then, in 2013, it received the prestigious international Creative Sports Award for popularizing Olympic ideas and values, while the leading experts involved were awarded high IOC distinctions including the Olympic Order, the Pierre de Coubertin Medal, Thomas Bach Trophy, the International Society of Olympic Historians' Demetrius Vikelas Plaque, with the NOC of Ukraine itself receiving medals "For Devotion to the Olympic Movement", as well as many state awards.

In conclusion, I would like to say that good governance is an ideal that is difficult to achieve and one which very few countries and societies have come close to achieving. However, if we are to ensure sustainable human development, we must continue to strive towards good governance.

THE PROMOTION OF OLYMPISM AND THE OLYMPIC GAMES THROUGH THE ACTIVITIES OF NOCs AND NOAs

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The global development of sport and its increasing importance as an element of human culture during the 20th and early 21st century is based to one of the most spectacular phenomena of modern civilization: the Olympic Games and the development of the International Olympic Movement, whose mission is to reveal and propagate the universal values of humanism among young people through sport.

Until the foundation of the International Olympic Movement, sports and competitive activities existed as an element of all human cultures, but within specific social dimensions which were limited as a component of local traditions. Consequently, games and competitiveness accumulated a huge variety of forms, rules and functions which ultimately focused in all societies on education and the social preparedness of the younger generation. Pierre de Coubertin viewed this great diversity of sport cultures, albeit with common social functions and significance, as a great challenge. He would ultimately create the unique concept of Olympism to integrate and unify sports in qualitatively new developments. However, at the same time, from the very beginning of the international Olympic Movement, it was clear that the fulfilment of its universal mission would be confronted not only with the narrowness and conservatism of previous forms of sport practices and experience, but also with a number of socio-cultural, religious, political and ideological obstacles. The influence of these factors would threaten the development of sport in many of its social functions, thus causing

the erosion and degradation of its fundamental human characteristics.

The great merit of Coubertin is that he was the first to understand the need for sport to enjoy an authentic and universal moral, philosophical and pedagogical immunity in modern industrial society – an immunity which, citing as an example the Greek *kalokagathia* (καλοκαγαθία), would be based on humanity's most sublime values. He created the international Olympic Movement as a mechanism for protecting the human values of sport, which would be manifested periodically thenceforth at the revived international Olympic Games. In addition, the Games were to serve as the remedy for overcoming conflict, with every sport organization, nation and society – united by respect for Olympism – demonstrating the qualities and quality of the Olympic spirit and culture through their athletes.

The success of the Olympic Games as the most significant phenomenon in the world of sport is based on the specific organizational model of the international Olympic Movement:

- The codification of its basic principles, aims and rules in the Olympic Charter
- The establishment of a special kind of centralized leadership in the form of the IOC
- The inclusion of internationally recognized amateur sports federations and the building of a network of NOCs to represent the IOC in their respective countries

Having achieved this unique alliance combining unity, functionality and comprehensiveness, the Olympic Movement has striven for more than 120 years to promote the authentic philosophy of sport as an element of human culture, and to spread welfare and moral education through sport to the younger generation worldwide.

Contrary forces in the world of sport, arising from economic, political, religious and ideological interests, strive against the Olympic principles spreading ignorance, cheating and violence and employing powerful influences and mechanisms to derail the mission of Olympism, the Olympic Games and the social status of sport.

Olympism and its mission meet opposition from different societies and social players who often reveal an inadequate understanding of the ideas of Olympism, a limited and ineffective implementation of its ideals in sports practice, or ignorance of the Olympic values, which they may even abuse in an overt or

covert manner. Finally, such behaviour leads to a number of negative phenomena in the pedagogical and socio-cultural aspects of sport, spreading corruption, doping, racism, violence, social/religious/political confrontations on the sport field, etc. These negative phenomena impact on the social status of the Olympic Games, as well as on the activities and behaviour of some participants in the Olympic Movement.

The reasons for the erosion of the constructive socio-cultural mission of sport are complex. Some of them are found in inherent characteristics of sport, stemming from its primary *agonal* nature. Sport is conflict-based, a struggle for dominance, and in the absence of moral principles and restrictions codified into rules deterring attempts at non-compliance through cheating and/or abuse, the pursuit of victory can easily transform the effort to win into an immoral battle that can often lead to – sometimes deliberate – violations of human values and the destruction of sport's educational role.

Other reasons are due to the circumstances, since sport signifies different things in different societies. Sport as a phenomenon therefore reflects the laws and processes established over the historical development of a particular community economically, politically, religiously and culturally. This social spectrum of influences creates differences and, often, inconsistencies in the mindsets and attitudes out of which sport's various social models for sports are constructed – models which, even when made manifest in an international accepted and codified competitive and organizational form, lead to radically different functions within different cultures.

Thirdly, we need to highlight the spectrum of new challenges facing modern man: the information revolution, the global impact of the media on mass consciousness, hypo dynamics as lifestyle, the embracing of hedonism as a human value, the challenges of urban life, synthetic nutrition and modern diseases as they rapidly develop against a background of deepening social, economic, cultural and regional contrasts.

The impact of all these factors is gradually altering the nature and functions of sport, and exerting a controversial influence on all those who practice or are bound by it. The dynamics of this development often leave us unable to make sense of the impact they have in shaping sports culture and public understanding of its status and function in modern society. As a result, sport has undergone many alterations, which are measured on the surface by changing rules, or-

ganizations, sports training practices, social stratification within sport, etc. The evolution of changes in sports-related activities is highlighted by the dramatic and spectacular growth of commercialization, the specifics of over-technologized training and the competitive process for elite athletes, the media's style modelling of sport stars' behaviour, corruption etc. This is gradually shaping a new attitude to sport, and in particular to Olympism and the Olympic Games, in societies where the boundaries between elite sports on the one hand and PE and sport for recreation on the other are sharply visible, or where people have moved from being active participants to passive spectators and the recipients of mass propaganda promoting consumerist behaviour. An even more dangerous trend, which is entirely contrary to the fundamental principles of Olympism, is the trend whereby computer gaming is replacing physical activity for children, thereby destroying the natural and inherent psycho-physiological connection between experience and movement performance in a gaming context.

Finally, the variety of contemporary social changes and factors are undermining the concept and ideal of the harmonious and moral personality assumed by the Olympic values among the majority of the younger generation and society in general. The main victim of this are the Olympic Games, the primary focus of the clashes over influence in the Olympic Movement. This is turning the Games into an arena of significant challenges both over their organization and to the legitimacy of the Olympic Movement and of sport as a creative cultural factor aimed at humanism and harmony in the world.

In other words, the present situation confronts the modern followers of Pierre de Coubertin with challenges and problems both similar to those he faced in his era, when he focused on promoting Olympism as an authentic philosophy of sport and a tool for protecting human values and virtues through sports, but also others that are entirely new. Therefore, to reveal and promote the significance and efficiency of Olympic values today, it is necessary to educate athletes from the beginner to the highest level, so that they affirm with their personality and behaviour the Olympic spirit and culture as role models for society. This is a mission for all the participants in the Olympic Movement, especially the NOCs and NOAs whose efforts and initiatives need to be coordinated and supported in this respect both by the IOC and by local sport organizations and educational systems, given that the struggle against negative tendencies is concentrated in the concrete social environment.

The mission of promoting Olympism and Olympic values was originally undertaken by Coubertin himself and his associates. At the beginning of the Olympic Movement, their efforts were focused almost entirely on the success of the Olympic Games as a powerful manifestation of the Olympic Idea. With the public manifestation both of the moral skills of amateur athletes and their international friendship during the Olympic Games, Coubertin initially believed that Olympic competition would be sufficient to promote and involve young people in the Olympic spirit and Ideal by itself, encouraging physical education as a striving for perfection and harmony for all.

The controversial experiences and numerous problems associated with the Olympic Games in the early 20th century proved that even the best performances of athletes in competitive and moral terms during the Olympic Games are not enough in themselves to bring the mission of the Olympic Movement to fruition. Rather, systematic Olympic education was needed to bring the Olympic values to youth, which required engaging sport organizations with this mission: the establishing of entirely new institutions. Gradually, Coubertin adopted the idea of strengthening the autonomy and unity of the Olympic Movement through the establishment of National Olympic Committees (NOCs), an important link between the IOC and the national sports associations which could develop and guarantee the pedagogical mission of sport at the grass-roots level of the Olympic Movement. Historically, the NOCs have played an important role in establishing and developing sports and sports associations in many states and associating them with the Olympic Movement. However, in the early stage of this development, the NOCs had neither the structure nor the capacity to establish educational centres delivering sustainable programmes. Thus, until the mid-20th century, there was a gradually deepening deficit in knowledge and education in Olympic values among the growing number of athletes from various countries, espousing different cultures and religions and enjoying different degrees of social status in the Olympic Movement. At the same time, the popularity of the Olympic Games made them an object of increasing interest from states which attempted to exploit the Games for their own benefit as a platform for national, ideological, and political propaganda. It was during this era that the first forms of hidden state professionalism emerged, which would make Olympic athletes hostages to certain political interests which demanded extreme efforts and achievements while increasingly moving away from the Olympic values and

the unwritten laws of sport ethics. Even today, this phenomenon is one of the great obstacles undermining Olympic education and the social promotion of the Olympic Idea in many countries.

The tendency to neglect Olympic education was widespread among the national and international sports federations involved in the Olympic Movement, which from the mid-20th century were primarily engaged in the technical development of sport and searching for national and worldwide popularity as a means of ensuring financial support through collaboration with media, business and politics.

During this period, the increase in state interest in the Olympic Movement also led to the recognition of the Olympic Movement as a powerful factor in international relations. This led to a considerable geographical expansion in sport into national and social spaces. Important also was the integration of some Olympic sports into the national systems of Physical Education, where competitive methods were fully accepted and education in the moral values of sport (elements of the Olympic education) were introduced. As a result of the introduction of this concept of physical education into school systems, sport became an essential part of the life of the young from the 1930s through to the 1980s.

The prevalence of Olympic sports and the improvement in the Olympic Games since the second half of the 20th century has taken place in a context with an insufficient development of Olympism as a philosophical and pedagogical attitude capable of protecting the sports movement from a variety of increasingly negative influences such as nationalism, aggression and violence, racial and national discrimination and commercialism. Despite attempts by a number of NOCs, Olympic education remain neglected in their strategies and policies due to a lack of resources and opportunities to deal with the problems. Olympic ISFs also continued to neglect this issue. Moreover, for a long period, the IOC took no practical, concrete measures whatsoever to meet the rising challenges and rapid need to develop and spread the Olympic values in pace with the dynamic changes in the sports movement since the mid-20th century.

Faced with the need to preserve the nature and mission of Olympic sport through the promotion of Olympic values, the IOC supported the initiative to realize Coubertin's idea for the founding of a world centre for Olympic studies, culture and education – the International Olympic Academy (IOA) – in 1961. The Institution of the IOA was actually a special symbolic act of continuity be-

tween two generations: on one side, the followers and disciples of Coubertin (Ioannis Ketseas and Carl Diem, the founders of the Academy), on the other, the young Olympic generation who advocated and developed the principles and philosophy of Coubertin's heritage in our own era.

The activities of the IOA created qualitatively new dimensions in the development of Olympism as a system of knowledge and process for disseminating the spirit of the Olympic principles globally through education and other means. The key role of the IOA for the International Olympic Movement emerged in several important areas: Firstly, in the educational mission of training young followers of Olympism and sport officials in the spiritual and moral knowledge of Olympism in Olympia as a sacred place for every person dealing with sport. Secondly, in the IOA's role in establishing NOAs worldwide. The IOA is of paramount importance in integrating research in the humanities at sports universities with the implementation of much-needed knowledge and the sharing of experience. Thanks to the cooperation in Olympia between researchers and sports officials from around the world, Olympism curricula have been drafted and research projects and programmes implemented which have prepared a considerable number of functionaries and specialists who have played a significant role in promoting Olympism in different societies since the 1980s.

These circumstances should be taken in consideration in order to explain and evaluate the importance of the National Olympic Academies (NOAs) as a significant element of the International Olympic Movement which had their origins in the inspiration of Ancient Olympia and the IOA experience.

The mission of the NOAs have a fundamental aim: promoting Olympism in society and being a constructive factor in the Olympic Movement at the national level.

NOAs have been established in several waves since the mid-1960s, with recent examples including the Cook Islands Olympic Academy. This process reflects the willingness and the ability of the NOCs and national sports associations in different countries to carry out effective action in the humanitarian and moral education of athletes and the younger generation. It is important to mention this because, due to significant differences in social conditions (the degree of sports development, the characteristics of the organizational network, and functions of sport in different countries, demography, social systems etc.), the NOAs have the freedom to select the model for their existence and activities. This explains

the colourful variety of organizational forms and models of operation. Such freedom is necessitated by the fact that the IOC has no specific policy formulated on NOAs. For example, NOAs can be established as part of NOCs, integrated into sports universities, incorporated into sports associations, or even exist as separate legal entities with their own independent policy. What is specific to the majority of NOAs is that their membership and activities are mainly voluntary in nature, which means they have to cooperate and collaborate with institutionalized structures – sports federations, unions, universities, NOCs, NGOs, and other civil society institutions – in order to implement their projects.

Initially, the activities of the NOAs were directed at educational, scientific and media events. The model of IOA Sessions for the training of young sports experts who initiated events in sport, the media, art and education to promote Olympism and Olympic Movement proved to be highly influential. Examples of such activities include projects for organizing sports competitions such as School Olympics, celebrations for International Olympic Day, organization of exhibitions, festivals, competitions, etc.

As their capacity and experience increased through their own initiatives and the active exchange of ideas with representatives of other NOAs at the annual meetings at the IOA, NOAs started to develop sustainable projects for Olympic education within the educational system, writing textbooks and educational materials on Olympism, introducing modules on Olympism into undergraduate and graduate programmes at sports universities as well as modules and courses in Olympic education for teachers and coaches.

A key role in the social and cultural affirmation of the NOAs at the national level has been played by the initiatives aimed at establishing a media presence in the national media. Modern trends in social media have proved quite controversial, clashing with the NOA's policy of focusing on educating through the media, which is a great challenge for the Olympic Movement in general. Sport is viewed by the media as an element of mass culture and therefore as something which conveys entertainment and advertising but not education. Establishing an Olympic TV channel would therefore be of strategic significance in developing an educational trend towards mediating sport as a global phenomenon among societies.

In this respect, having a web presence providing the freedom and a responsibility to engage with society has had a more significant impact on NOAs and NOCs' ability to promote Olympism among young people. This new develop-

ment must be seen as an important chance to contact the individual within society. But at the same time, it poses a significant challenge for the NOC and NOA teams because it requires them to develop the necessary IT resources to upload timely updated information, educational programmes, research, art materials etc. which, by presenting the Olympic values and Olympic Movement, provide young people with effective educational and methodical instructions to involve and motivate them to accept and practice sport as an essential part of their life and personal well-being.

The wide range of activities developed by NOAs now meets the demand for social partners. In addition to the media and universities, sustainable cooperation should be looked for with NGOs involved in the development of ecological, humanitarian, educational and cultural activities. Partial successes have been recorded with the inclusion of social partners from business, military structures and governments. What is striking, however, is the relatively low level of activity and commitment of sports federations and associations in NOA projects and programmes. This phenomenon deserves special discussion and should be noted by the IOA and NOCs.

Given the wide range of NOA activities and their limited resources, it would be natural to integrate the NOAs on the base of language similarities and/or regional vicinity, and strong bilateral and regional cooperation between NOAs is increasingly noticeable in the form of joint programmes for the exchange of information and lectures, the development of joint research projects, exchange visits to Olympic events and the organizing of parallel initiatives.

It should be noted that the significant disparities between the activities and capacities of various NOAs, due to the different social conditions in their countries, are not hindering either the ever-expanding cooperation and exchange of ideas or the generation of initiatives.

NOAs in different countries face common problems stemming from the undermining of the moral and humanitarian functions of sports within the Olympic Movement. In the current social climate, NOAs' impact is relatively limited, and despite their energy and ambitions to keep expanding their activities, they are not yet in a position to become a leading factor in the effective implementation of Olympic education among athletes and young people in societies. However, it should also be noted that in our era, the dissemination and development of Olympism is implemented mainly and consistently through the work of the NOAs.

The trend for ever-closer integration and mutual cooperation between the academies based on the coordinating role and authority of the IOA has become an absolute necessity to ensure the immunity of NOAs and to develop them as intellectual and moral actors in their national sport communities. Otherwise, the NOAs do not have the own potential to constitute a significant social presence and are doomed to marginalization.

Taking all these circumstances and developments into consideration, a new conversation is needed to reshape the concept, status, mission and prospects of effectiveness for NOAs within the contemporary Olympic Movement and to put the issue on the IOC agenda. This would be a recognition of the IOA's long-standing efforts to establish a world Olympic academic community advocating for the preservation and dissemination of Olympism in the Olympic Movement. Such a discussion is necessary and was adopted by the IOC Agenda 2020, in which for the first time since the Coubertin era, the question of the meaning of the Olympic Games and the Olympic Movement were equated with the absolute necessity for education and the dissemination of Olympic values in sports among the younger generation.

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HOW CAN WE BUILD ON THE STRUCTURE AND ENVIRONMENT THAT WILL PROVIDE THE BEST OPPORTUNITIES FOR NOAs?

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Introduction

Governance is derived from the Greek verb κυβερνάω [kubernáo] which means “to steer”, with its metaphorical sense first attested by Plato. In ancient times, governance referred to the specific activity of ruling a country. This usage of “governance” became orthodox around 1904, and the application of the term “governance” in its current broader sense, encompassing the activities of a wide range of public and private institutions, acquired general currency only as recently as the 1990s, when it was re-minted by economists and political scientists and disseminated by institutions such as the United Nations, the International Monetary Fund and the World Bank.

Governance is a very general concept that refers to the manner of controlling any type of entity. Similarly, this generality means that governance can be more narrowly defined as a particular ‘level’ of governance associated with a certain type of organization including public governance, corporate governance, non-profit governance, project governance. It can more specifically be referred to as a particular ‘field’ of governance associated with a type of activity or outcome.

In its most abstract sense, governance is a theoretical concept embracing the actions and processes by which stable practices and organizations arise and persist. These actions and processes may operate in formal and informal organizations of any size and may function for any purpose. It is important for all

organizations to continually set a higher standard of governance and work with stakeholders to adopt the best practice across their field of actions. Hence the term 'good governance' is used to describe how institutions and organizations conduct themselves and make their most important decisions, how they determine who they involve in the process, and how they account for everything.

Sport activity is a dynamic state which keeps on evolving and progressing exponentially, and we expect the various sports administrations to follow the trend and keep up with the pace. Certainly much has been accomplished to get the sport realm where it is today. However, the flip side to the medal has also come into view, and the world of sports governance today faces myriad complex issues. Mere compliance with a set of rules and regulations is not enough to ensure a proper governance model in today's sporting bodies; indeed, a holistic reform process might be needed in different sport organizations to ensure sustainable development.

Governance in the Olympic Movement

The International Olympic Committee (IOC), as the supreme body of the Olympic Movement, regulates the governance principles of that Movement through the Olympic Charter. Since the Salt Lake City Winter Olympics, the IOC has taken major steps to review its structural and organizational principles, and now aims to cascade such transformations down to other related sport entities. However, the world has evolved, as have its expectations of organizations like our own. One of the causes of governance failures in sports may be the slow evolution of what were primarily voluntary institutions founded in the 19th century into professionalized bodies and regulatory systems robust enough for the modern, commercial world of sport. Governance structures significantly affect the performance of sporting organizations. Ineffective governance practices not only impact on the sport, they also undermine confidence in the sports realm as a whole. There is therefore a need to strengthen our good governance, transparency and ethics.

One of the stronghold positions included in the IOC Agenda 2020 recommendations addresses the topic of credibility, and specifically the credibility of both competitions and organizations. Of particular significance is Recommendation 27:

All organizations belonging to the Olympic Movement to accept and comply

with the Basic Universal Principles of Good Governance (“PGG”) of the Olympic and Sports Movement.

- 1. Such compliance to be monitored and evaluated. Supporting tools and processes can be provided by the IOC in order to help organizations become compliant with the principles of good governance, if necessary.*
- 2. Organizations to be responsible for running self-evaluation on a regular basis. The IOC to be regularly informed of the results of the organizations’ self-evaluations. In the event of missing such information, the IOC to request such an evaluation at its discretion.*
- 3. The “PGG” to be updated periodically, emphasizing the necessity for transparency, integrity and opposition to any form of corruption.*

It should also be remembered that the Olympic Movement is underpinned by values. More specifically, entities like the National Olympic Academies (NOAs) are guardians of the Olympic values and it is therefore of the utmost importance that these bodies practice what they preach in terms of governance.

Just like the IOC, other major sporting organizations have embarked on governance reform processes or developed codes of good governance policies which are to be adopted.

A few examples are:

- the *Principles of Good Governance in Sport* (2013) published by the EU
- the Universal Standards issued by the Sport Integrity Global Alliance
- the Governance Assessment Tool for International Federations (2016) made available by the Association of Summer Olympic International Federations (ASOIF)
- the new *Code for Sports Governance* (2017) introduced by the UK Sport and Sport England
- Other individual initiatives taken by IFs.

What type of Governance for National Olympic Academies?

Governance is the system by which organizations are managed. It influences how their objectives are set and achieved, spells out the rules and procedures for making organizational decisions, and determines the means of optimizing and monitoring performance, including how risks are monitored and assessed.

Top-level organizations or authorities recognize that effective governance in sports-related organizations requires leadership, integrity and good judgement. Additionally, effective governance will ensure more efficient decision-making, with organization demonstrating transparency, accountability and responsibility in the activities they undertake and the resources they expend.

It is commonly accepted that governance structures have a significant impact on the performance of sporting organizations. Poor governance has a variety of causes, including inexperience on the part of the President/Director, conflicts of interest, failure to manage risk, inadequate or inappropriate financial controls, and generally poor internal business systems and reporting. Ineffective governance practices will definitely have a negative impact on the organization and ultimately undermine the confidence which other stakeholders have in it.

Governance concerns three key issues:

1. how an organization develops strategic goals and direction
2. how the Board of an organization monitors the performance of the organization to ensure it achieves these strategic goals, has effective systems in place, and complies with its legal and regulatory obligations
3. how the Board ensures that it is acting in the best interests of the organization

Leaving aside these grand theoretical concepts, how do National Olympic Academies position themselves in relation to the principles of good governance?

Each and every NOA in the world has its respective objectives in relation to the environment in which it operates. Generally speaking, the aim of each NOA is, in cooperation with the IOA and the IOC and within the national and cultural boundaries of each National Olympic Committee, to 1) cultivate and disseminate the Olympic ideal, and 2) study and apply the universal educational and social principles of the Olympic Movement through Olympic education programmes and in conformity with the Olympic Charter.

Before analyzing how the NOAs achieve their objectives, it is interesting to consider the different structures in which NOAs operate:

- ‘Independent’ NOAs, meaning NOAs that are autonomous in their governance (i.e. they have their own decision-taking board and manage their own funds)
- NOAs that are an organ of the NOC and represent the latter’s educational arm
- NOAs that operate under another Commission of the NOC

- NOAs which display elements of all the above

Each of these structures will function differently, and there are obviously no set rules or governance principles that specifically regulate the management of these NOAs.

Governance structures significantly affect the performance of NOAs. Ineffective governance practices not only impact on the target goals, they also weaken the image and the very existence of a NOA. We should always bear in mind that NOAs are extensions of the IOA and operate as transmitters and receivers in the promotion of ideals enshrined in the Olympic Charter through the various national Olympic education programmes. Each NOA must also encourage the practice of sports among all social and age groups and promote the idea of sport as a fundamental human right.

Basically all NOAs function as non-profit making organizations. Within such a structure, non-profit governance has a dual focus:

- achieving the organization's social mission, and
- ensuring that the organization is viable

Both responsibilities relate to the fiduciary responsibility that a Board or Management Committee has in respect of the exercising of authority over the explicit actions the organization takes. Public trust and accountability is an essential aspect of organizational viability, allowing the organization to achieve its social mission in a way that is respected by both those whom the organization serves and the society in which it is located.

Environmental scan of NOAs

To understand how an NOA can be managed effectively, it is necessary to understand the operating environment that impacts on it. A number of factors within a given operating environment offer opportunities and pose challenges.

Therefore, in order to be as effective as possible in delivering services to stakeholders, NOA members need to be aware of the different areas of the operating context that may influence their management. A basic management tool that is often used to analyse the operating environment of an organization is PESTLE analysis. PESTLE is a mnemonic for Political, Economic, Socio-cultural, Technological, Legal and Environmental factors, which are analyzed below.

Political Factors

Political factors include legislation and policies, including those issued by either the NOC or the IOA, as well as the political values expressed by the government of the state.

Government policies and regulations have a significant impact on the operation of sport organizations. For example, the value that government policies place on physical education for children will dictate whether the country values sport or not. This will impact directly on the NOA's mission, as the NOA will inevitably have a great deal of contact with children and educational authorities. In addition, it is sometime observed that the relationship between the NOC, NFs and government departments is poor, and that it is difficult in such situations to promote the NOA's objectives within the country.

Economic Factors

Economic factors are features like the strength of the economy, unemployment levels, how much people are prepared to pay for services, and whether people can afford to volunteer. Factors such as the inflation rate, unemployment rate, level of disposable income and cost of living determine how much attention people pay our sporting organizations. Indeed, in a number of countries, the economic situation is such that it is not possible for organizations to charge for their services, which affects both the type and extent of the services offered.

For a National Olympic Academy which normally functions as a non-profit organization, this dual concept needs to be managed well. On the one hand, our resources are limited, but on the other hand people will tend to attend our activities, as we normally offer free service to the community.

Socio-cultural Factors

Socio-cultural factors stem from the way that a society is structured and behaves. Social factors include demographic features such as an ageing population, changing lifestyles, and a trend towards watching rather than taking part in sport. Factors such as the gender and age make-up of the population, family structure, income distribution, levels of education, cultural flexibility and social mobility will affect who is attracted to sport organizations. More importantly, however, cultural factors such as attitudes towards sport or Olympic values or

other related participation, including parental attitudes towards children's participation and attitudes towards work and leisure, will affect the role that sporting organizations play in society.

Technological factors

The flow of information is increasing on a daily basis, brought about by advances in ICT. As computers and digital devices have become more pervasive, information and ICT have had a significant influence on several aspects of organizations, such as organizational structure, communication and tasks. Information is vital for the good governance of an organization, allowing you to manage your resources effectively and to communicate with key stakeholders. In this new era of technological revolution, we must gear our actions towards our recipient accordingly in order to retain their interest. For instance, NOAs should consider social networks as a suitable conduit for the dissemination of Olympic education.

Legal Factors

All sporting organizations have some form of statute or constitution that guides and regulates the way that the organization can operate and often requiring formal approval from external stakeholders, such as the mother organization or relevant local authorities. No organization operates in a vacuum apart from the rest of society, and it will be affected by the legal rules of that wider environment in its interaction with its stakeholders.

Similarly, National Olympic Academies are structured within accepted regulations, which may be formal or informal. Although there may be a perception within some countries that certain legal concerns are more applicable to a jurisdiction with a sophisticated and litigious legal environment, it is still important that the legal framework within which an NOA operates is fully understood; the Board and its members, in particular, have to be aware of the potential liability they may face.

Environmental factors

Sustainability is more than just "being green"; it is about achieving excellence and innovation while doing things more efficiently and creating a positive social impact. Sustainable initiatives can be a way to decrease costs and increase revenues, or to generate growth for a sports event, and are also a way to improve stakeholders'

satisfaction with a sports event. It is important to understand what makes it attractive for a company to sponsor a sustainable sports event and how one can use the uniqueness of sport to develop a sustainable business model for one's event.

One could easily argue that sports events are unique and can therefore derive a greater benefit from sustainability efforts than other events. Furthermore, the engagement of multiple and diverse stakeholders enables the involvement of more people, and thus promotes the effort to a greater audience. Sustainability forces sports events to come up with more innovative solutions, such as solutions to reduce their carbon footprint. NOA activities will have to follow the same trend if they are to keep pace with all the other sustainability initiatives communities are involved in, or in some cases to trigger such initiatives.

What factors in the operating environment will promote the best opportunities for National Olympic Academies to demonstrate good governance?

Having considered the various factors outlined above which can impact on theoretical concepts of governance, let us ponder the best working conditions for our NOAs.

The NOA Vision

The first important aspect to consider for the proper functioning of a National Olympic Academy is its strategy. As a respectful organization, a National Olympic Academy cannot operate in a vacuum: its stakeholders are its main concern and the image that the NOA projects will determine the success of its activities. In this respect, it is of the utmost importance that the NOA defines and makes known its vision, mission and roles. Clarifying the strategic position of the NOA is an essential step that highlights the importance stakeholders should place on its functional environment. Whatever strategy the NOA Board or managing committee defines should be implemented, carefully monitored, and properly evaluated. Feedbacks on concluded actions must be used as a basis for improvement in reshaping its strategy.

NOC support

The NOC is our main strategic partner. Irrespective of the structure within which we operate – independent NOA, educational arm, commission – we cannot

sever the umbilical cord connecting us to our parent institution. A strong and mutually respectful relationship between the NOC and NOA will always enhance the capacity-building strength of the latter. The NOA requires financial, human, and material resources to achieve its objectives; in the majority of countries where NOAs are present, these resources are mainly available through our NOCs. Hence the existence and serenity of the NOA depends on how strong its bond remains to its NOCs.

Members' commitment

In any organization, the degree of commitment of its members is a crucial factor to consider, understand and enhance. To support you in creating a respectful work environment that will uphold your National Olympic Academy, certain valuable concepts might be useful. For instance, instil RESPECT in your organization.

Remind all staff and volunteers about their roles and commitment

Empower staff and volunteers

Stop disrespectful conduct

Publicize your works/activities

Educate the youngsters

Communicate regularly and with all your stakeholders

Thanks your staff, members and other partners

In doing so you will:

- enhance the participation of everyone in the decision-making process. Such participation is based on freedom of association and speech, as well as capacities to participate constructively
- trigger transparency which is built on the free flow of information
- favour consultation to understand the different interests of stakeholders in order to reach a broad consensus on what is in the best interest of the group
- activate responsiveness to serve your stakeholders in their best interests within a reasonable timeframe
- promote accountability within your NOA – in general, any organization that works towards good governance is accountable to those who will be affected by its actions
- increase the pool of recipients of your manifold activities
- attract more volunteers to serve the NOA

- project a positive image of the NOA with all stakeholders and the public in general
- encourage your members to remain committed towards the goals of the NOA
- attain your objectives more easily; these should be reviewed on a four-yearly basis in order to remain innovative

Conclusion

Over the past two years, bad sports governance has been in the media spotlight all over the world, which has had a negative impact on our sporting realm. A series of scandals in the highest echelons of sport organizations involving corruption, match fixing, doping, and conflicts has considerably reduced trust in our sport leadership. Has sportsmanship deteriorated, or has society changed and sports just failed to keep up? We live in a world where 24/7 media scrutiny and continuous social media attention demand transparency and accountability. The corporate and political worlds have lived in this fishbowl for some time; now sports bodies face the same challenge. The world of sports governance today is facing numerous problems. A host of serious failings in national and international sports federations have resulted in a public outcry and there have been widespread calls to overhaul governance structures within sports and even, in some cases, to overhaul the entire sports administration system.

Restructuring the rules and organizational structures is clearly a vital step that sports governing bodies must take to bring them into line with externally set standards and thereby mitigate the risk inherent in self-review and self-regulation. Generally speaking, there is a significant degree of consensus that good governance has prevailed in most of our NOAs. Could it be that, because we are mostly concerned with values, an aura of ethical behaviour prevails in the management of NOA affairs?

Nevertheless, as NOAs are closely linked with sporting organizations, we can be certain that factors that have impacted on other organizations will also impact on the governance of NOAs. Some of these include increased professionalism, intense commercial activity, divergent organizational and leadership interests, and an expanding pool of stakeholders, each seeking preferential treatment.

So, as guardians of our NOAs, we must be prepared to face these challenges

and make strategic moves to sustain our growth and mitigate risks. Remember that, as members of the Olympic Movement and followers of the philosophy of Olympism, the best tools for promoting good governance in our sports organizations are our skills, passion, commitment and values-based principles. These should remain the robust pillars on which the NOA edifice is supported.

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GENDER EQUALITY AND DEMOCRACY IN SPORTS ORGANIZATIONS

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After thousands of years of male dominance, we now stand at the beginning of the feminine era, when women will rise to their appropriate prominence, and the entire world will recognize the harmony between man and woman.

— The Rebbe

Gender equality refers to the *equal rights, responsibilities and opportunities of women and men* and girls and boys. Gender equality implies that the interests, needs and priorities of both, women and men are taken into consideration, recognizing the *diversity of different groups of women and men* (for example: women belonging to ethnic minorities, lesbian women or women with disabilities). Gender equality is both a human rights principle and a precondition for sustainable, people-centred development (adapted from UN Women).

Gender equality, also known as sexual equality, is the state of equal access to resources and opportunities regardless of gender. It is achieved through gender neutrality and gender equity. Gender neutrality (adjectival form: gender-neutral), also known as gender-neutrality or the gender neutrality movement, describes the idea that policies, language and other social institutions should avoid distinguishing roles according to people's sex or gender, in order to avoid discrimination arising from the impression that there are social roles for which one gender is more suited than another.

Gender equality, equality between men and women, entails the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. Gender equality means that the different behaviour, aspirations and needs of women and men are considered, valued and favoured equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities.

UNICEF says gender equality:

means that women and men, and girls and boys, enjoy the same rights, resources, opportunities and protections. It does not require that girls and boys, or women and men, be the same, or that they be treated exactly alike.

Gender equality is achieved when women and men enjoy the same rights and opportunities across all sectors of society, including economic participation and decision-making, and when the different behaviours, aspirations and needs of women and men are valued and favoured equally.

Empowering women and promoting gender equality is crucial to accelerating sustainable development. Ending all forms of discrimination against women and girls is not only to assure them a basic human right, it also has a multiplier effect across all other development areas.

Gender equality and women's empowerment have advanced in recent decades. Girls' access to education has improved, the rate of child marriage has declined, and progress has been made in the area of sexual and reproductive health and reproductive rights, leading to fewer maternal deaths. Nevertheless, gender equality remains a persistent challenge for countries worldwide and the lack of such equality is a major obstacle to sustainable development.

In 2010, the European Union opened the European Institute for Gender Equality (EIGE) in Vilnius, Lithuania, to promote gender equality and to fight sex discrimination. Gender equality is included on the national curriculum in Great Britain and many other European countries. Personal, social and health education, religious studies and language acquisition curricula tend to address gender equality

issues as a very serious topic for discussion and to analyze its effect on society.

A large and growing body of research has shown how gender inequality undermines health and development. To overcome gender inequality, the United Nations Population Fund (UNFPA) states that:

Women's empowerment and gender equality requires strategic interventions at all levels of programming and policy-making. These levels include reproductive health, economic empowerment, educational empowerment and political empowerment.

The UNFPA also says that:

Research has also demonstrated how working with men and boys as well as women and girls to promote gender equality contributes to achieving health and development outcomes.

The United Nations subsequently included gender equality in its Minimum Development Goals (MDG 2015):

*MDG 2015: Goal 3: Promote gender equality and empower women
Target 3A: Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015
Ratios of girls to boys in primary, secondary and tertiary education
Share of women in wage employment in the non-agricultural sector
Proportion of seats held by women in national parliament^[12]*

It also reinforced the gender equality element in its Sustainable Development Goals (SDG 2030):

*Goal 5: Gender Equality – Achieve gender equality and empower all women and girls
Providing women and girls with equal access to education, health care, decent work, and representation in political and economic decision-making processes will fuel sustainable economies and benefit societies and humanity at large
While a record 143 countries guaranteed equality between men and women*

in their Constitutions by 2014, another 52 had not taken this step. In many nations, gender discrimination is still woven through legal and social norms. Though goal 5 is the gender equality stand-alone goal, the SDGs can only be successful if women are completely integrated into each and every goal.

How to measure gender equality?

The Global Gender Gap Report was first published in 2006 by the World Economic Forum. The 2016 report covers 144 major and emerging economies. The Global Gender Gap Index is an index designed to measure gender equality.

The Gender Equality Index (GEI) provides a comprehensive measure of gender equality, tailored to fit the EU policy context. Responding to the importance of cohesion across EU Member States, the Gender Equality Index ensures that higher gender equality scores can only be obtained in societies where there are small gender gaps and high levels of achievement.

The Gender Inequality Index (GII) is an index for the measurement of gender disparity that was introduced in the 20th anniversary edition of the Human Development Report 2010 by the United Nations Development Programme (UNDP). According to the UNDP, this index is a composite measure which captures the loss of achievement within a country due to gender inequality. It uses three dimensions to do so: reproductive health, empowerment, and labour market participation.

The new index was introduced as an experimental measure to remedy the shortcomings of the previous indicators – the Gender Development Index (GDI) and the Gender Empowerment Measure (GEM) – which were both introduced in the 1995 Human Development Report.

Discrimination against women and girls is a pervasive and long-running phenomenon that characterizes society at every level. Progress towards gender equality, measured by a country's position on rankings such as the Gender Development Index (GDI), has been disappointing, despite fairly rapid rates of economic growth worldwide, for example, in the past decade. Thus, while Indian GDP has grown by around 6%, there has been a large decline in female labour force participation from 34% to 27%, while the male-female wage gap has been stagnant at 50% (a recent survey finds a 27% gender pay gap in white-collar jobs).

The World Economic Forum has developed system initiatives to serve as

platforms to bring together leaders and experts to tackle global issues that require public-private collaboration to find viable solutions. Each initiative is comprised of bodies of work with results-oriented projects and activities that mobilize leadership, expertise and resources from business, government, civil society and international organizations. The World Economic Forum's system initiative on "Shaping the Future of Education, Gender and Work" seeks to ensure that talent is developed and deployed for maximum benefit to the economy and society. This is achieved by mobilizing leaders from business, government, civil society and elsewhere through new insights, common agendas and collaborative action.

Relationship between Gender Equality and Democracy

Democracy means giving equal opportunity with equal participation by all stakeholders and equality in all spheres. Gender equality and democracy is a normative idea related to gender mainstreaming. Its aim is to achieve democratic conditions between men and women within society as a whole, as well as specifically within companies, bureaucracies, and other organizations. One of the ways this is achieved is through gender trainings that raise awareness of existing inequalities and develop methods to democratize relations between genders. The term 'gender democracy' was coined and developed by the German sociologist, Halina Bedkowski.

In a speech she delivered at the Democracy and Gender Equality Roundtable held at the UN Headquarters, New York, on 4 May 2011, Ms Michelle Bachelet, Under-Secretary-General and Executive Director of UN Women, noted that some events remind us of how fundamentally democracy has changed since its inception. Once considered to be the sole domain of landowning male elites, it is now impossible to think of democracy as anything but full and equal political citizenship for all. Of course this must be driven by leadership and commitment at the highest levels to ensure women's full and equal participation in democratic processes.

She went on to stress that: first, we need to address the obstacles women face in their participation in the electoral process and their ability to exercise a real choice in elections. Second, we must consider whether spaces are created for women to articulate policy preferences or a specific voice. Third, democratic public institutions must be accountable to women.

Although democratic institutions existed long before gender equality, at this point in history a growing emphasis on gender equality is a central component of the process of democratization. Support for gender equality is not just a *consequence* of democratization; it is part of a broad cultural change that is transforming industrialized societies and increasing mass demands for increasingly democratic institutions.

Describing the relationship between democracy and gender equality, it contrasts the impact of long-term stocks of democracy with the contemporary level of democracy and the participation of women in democracy. It contends that democracy should be thought of as a historical phenomenon with consequences that develop over many years and decades *and* that women's participation should be included as an important component of democracy. The main argument is that long-term democracy should, together with women's suffrage, provide new opportunities for women to promote their interests through mobilization and elections. A cross-national time-series statistical analysis finds that countries with greater stocks of democracy and longer experience of women's suffrage have a higher proportion of the population that is female, a greater ratio of female life expectancy to male life expectancy, lower fertility rates, and higher rates of female labour force participation.

Contemporary society is just beginning to delve into the true distinctions between men and women. Besides the obvious physiological differences, there are also differences in the way men and women think, speak, and behave.

In order to understand the essential nature of man and woman, we must do away with human subjectivity and look through G-d's eyes. Every human being, man and woman, was created for the same purpose: to fuse body and soul in order to make themselves and their world a better and holier place. In their service of G-d, there is absolutely no difference between a man and a woman; the only difference is in the way that service manifests itself.

What are the differences between men and women?

Man and woman represent two forms of divine energy; they are the male and female elements of a single soul.

G-d is neither masculine nor feminine, but has two forms of emanation: the masculine form, which is more aggressive, and the feminine form, which is more subtle. For a human being to lead a total life, he or she must have both forms of energy: the power of strength and the power of subtlety; the power of giving and

the power of receiving. Ideally, these energies are merged seamlessly.

Men are physically stronger. By nature, they are usually more aggressive and externally oriented. In contrast, a woman usually embodies the ideal of inner dignity. Some people confuse such subtlety with weakness; in truth, it is stronger than the most aggressive physical force imaginable. True human dignity does not shout; it is a strong, steady voice that speaks from within. The nature of a woman, while subtle, is not weak. And the nature of a man, while aggressive, is not brutish. For man and woman to be complete, they must each possess both energies.

The answer is not for men and women to try to be alike. All men and women must be *themselves*, realizing that G-d has given each of us unique abilities with which to pursue our goals, and that our primary responsibility is to take full advantage of those abilities.

What is true liberation for both sexes?

Though feminism rightfully calls for the end of male domination and abuse, and for equal rights for women, it is vital to get to the root of the distortion: that our focus in life, as man or woman, must not simply be to satisfy our own ego or needs, but to serve G-d. True women's liberation does not merely mean seeking equality within a masculine world; it means liberating the divine feminine aspects of a woman's personality and using them for the benefit of humankind.

After so many years of male dominance, we are standing at the threshold of a true feminine era. It is time now for woman to rise to her true prominence, when the subtle power of the feminine energy is truly allowed to nourish the overt power of the masculine energy. We have already proven that we can use our strength to slay the demons around us; let us now learn to nurture the G-dliness within.

Men and women must realize their respective equal roles and strive to complement each other in their shared struggle to improve life. In order to correct the abuse of male dominance, men must concentrate on using their dominant qualities for the good. They must use their strength to protect and preserve the feminine character, helping women realize their true potential in revealing the godliness the world so desperately needs today.

Learn about what it means to be a man or a woman, about masculine and feminine energy. Learn to live up to your potential, to balance these energies to lead a productive and meaningful life: a G-dly life. And, finally, learn to appreciate and respect your male or female counterpart.

Why Gender Equality and Democracy in Sports Organization?

The objective of gender equality in good governance is to strengthen the democratic peace process, particularly through activities aimed at women. A rights-based approach is used, which is inclusive in nature and fits into Nepal's new constitutional framework. Through extensive programmes spanning 75 districts in a country like Nepal, they have been able to enhance the knowledge and skills of local female political leaders. A wonderful initiative taken by the University Grants Commission (UGC) in India, "Capacity Building of Women Managers in Higher Education", a gender-positive initiative, conducted over 450 workshops all over India and trained over 7,000 women academics. Many of them have since risen to leadership and decision-making positions as Vice Chancellors, Registrars, Examinations Controllers, Deans, Directors, Principals, Board members / Chairpersons etc., some at the international level. Unfortunately, the programme has died for unknown bureaucratic reasons. Such initiatives need to be revived and expanded to embrace sports organizations on a much larger scale. That such an initiative is needed is clear from the data relating to 39 National Sports Federations (NSFs) affiliated to the Indian Olympic Association, where of the 77 key President and Secretary posts, 72 are held by men and only five by women. Turning now to the 35 State Olympic Associations (SOAs), not one of the 70 key posts is held by a woman – every President and every Secretary is a man. Considering all the NSFs and SOAs of India – not counting State Sports Association, DOAs and DSAs – 3.4% of their decision-making positions are occupied by women. And this at a time when the International Olympic Committee (IOC) has a Women's Commission to promote female participation in all spheres. A recent Indian government initiative, "*Beti Bachao Beti Padhao*", which means "save the girl child, educate the girls" is a progressive step towards gender equality. Equality does mean justice to provide and achieve equality.

Barriers to Gender Equality

Institutional, socio-economic and cultural barriers limit women's effective participation in democracy. Governance is often viewed by both men and women as a male domain in which women will struggle to make a contribution. In addition, governance and decision-making still tend to be dominated by men, mak-

ing it more difficult for women to get on lists for sports administrators. Women's representation and leadership therefore tend to be more at the grassroots level.

Even where women have been able to secure office, they continue to face additional challenges compared to their male counterparts. These include both male and female opposition, inexperience of governance, and low confidence. In addition, many women managers / administrators find that it can be difficult to balance their public responsibilities with their domestic roles.

In order to be given a chance, many female candidates choose to downplay the fact that they are concerned with 'women's issues' for fear this may alienate male supporters. It has been argued that this negative cycle can only be reversed when there are a significant number of women in positions of power who can put them on the agenda.

In some cases, particularly in delicate contexts, women may face intimidation or threats when they run for office. This is primarily due to the fact that men, or the customary local authorities, may feel this threatens the traditional male hierarchy or patriarchal order.

Affirmative action

There is clearly a need for policy initiatives to empower women, given that gender disparities persist even against a backdrop of economic growth. The literature provides pointers from policy changes that have worked. One unique policy experiment in root-level governance – mandating one-third representation for women in positions of local leadership – has shown promising results.

Evaluations of this affirmative action policy have found that in villages led by women in India, the preferences of female residents are better represented and women are more confident about reporting crimes that they may formerly have considered too stigmatizing to bring into the open.

Female leaders also serve as role models and raise educational and career aspirations for adolescent girls and their parents. Behavioural studies find that, while in the short run there is backlash by men as traditional gender roles are being challenged, the negative stereotype eventually disappears. This underscores the importance of sustained affirmative action as a way to reduce gender bias.

Improvements in labour market prospects also have the potential to empower women. An influential randomization study found that job recruiter visits to vil-

lages to provide information to young women had a positive impact on their labour market participation and enrolment in professional training. In turn, this led to an increase in the average age at which girls married and bore their first child, a drop in the desired number of children, and an increase in school enrolment of younger girls not exposed to the programme directly.

Recent initiatives focused on training and recruiting young women from rural areas for factory-based jobs in cities have provided them with economic independence and social autonomy they were not accustomed to in their parental homes.

All these are examples of policy in the wider sphere; however, gender equality in the democratic working of sports organization and women's participation in sports governance remain problematic. However, the fact that the two medal India took away from the Rio Olympics were both won by women athletes, Sakshi Malik and S. V. Sindhu, has triggered efforts to initiate gender parity in Sports Governance in India.

For any country to maintain its position as a global growth leader, more concerted efforts at both the local and national levels and in the public and private sectors are needed to bring women up to parity with men. While increasing the representation of women in public spheres is important and can potentially be attained through some form of affirmative action, an attitudinal shift is essential if women are to be considered as equals within their homes and in society at large.

Educating children from an early age about the importance of gender equality could constitute a meaningful start in this direction, as could mandatory one third representation for women in all decision-making bodies, organizations and institutions.

Work plan to achieve Gender Equality and Democracy in Sports organization

The IOC has launched a bold initiative aimed at gender equality, with its executive board approving a major review project regarding gender equality in the Olympic Movement on 16 March 2017. Consequently, with the help of its partners, the summer and winter International Sports Federations (IFs) and National Olympic Committees (NOCs), the IOC is undertaking a comprehensive review of the current state of gender equality in the Olympic Games with a mandate

to produce action-oriented recommendations for change. In the words of IOC President, Thomas Bach:

The IOC is taking a leadership role in the world of sport to push gender equality globally and effect real change. The outcomes from this Gender Equality Review Project will benefit the IOC, all International Sports Federations and National Olympic Committees, as well as all the athletes of the Olympic Games. It will also be a further tangible outcome of Olympic Agenda 2020.

The IOC Gender Equality Review Project is a joint initiative of the IOC's Women in Sport and Athletes' commissions, and aims to continually raise awareness of the importance of gender equality within the Olympic Movement, to share best practices, and to present initiatives to further advance gender equality both on and off the field of play.

Five essential themes will be assessed: sport, portrayal, funding, governance, and human resources. The work will be conducted by a Working Group chaired by IOC Member and President of the International Triathlon Union, Marisol Casado, and comprise IOC Members along with NOC and Summer and Winter IF representatives.

Conclusion

It is a universally accepted fact established by various surveys conducted at intervals over the years that gender-equal organizations, and women-led organizations in particular, have less corruption, more discipline, more commitment and deliver target achievements with positive outcomes. If we really want equal and universal participation in sport, we must ensure gender equality and democracy in sports organizations. We could begin the journey towards this outcome with the small steps of ensuring gender equality in every decision-making committee in this arena.

Another initial move towards good governance would be to achieve the 4Cs for developing gender equality and democracy in sports organizations: the first C stands for the need to be Conscious about gender issues; the second for the need to be Concerned about these issues; the third for the need to be Committed to doing something for gender equality; and the fourth for the need to develop women's Competence, so they acquire senior positions on merit.

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OLYMPIC EDUCATION DURING THE RIO OLYMPIAD AND ITS GOVERNANCE

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Four years ago, I was honoured with an invitation from the IOA to discuss at this event the preparation of the Olympic education programme for the Rio 2016 Games. In response to this invitation, I sought official information to prepare my presentation, but I did not receive anything at the time relating to what was being planned or executed by the organizing committee. Consequently, I called the process ‘a black box’. In fact, the only information in existence at that time were three or four paragraphs in the Rio de Janeiro bid books (2009) referring to extant federal sport programmes for children and young people with no particular link to the Olympic Movement.

Today, almost a year after the Olympic flame has gone out in the “Cidade Maravilhosa”, we have a much larger set of information on what was developed in the sphere of education and how. I will therefore take this opportunity to present and examine some characteristics of the Rio 2016 programme. I will try to focus on aspects of governance that may be particularly important to this audience.

However, perhaps it would be best to start by recalling that, if Olympic cities’ educational programmes are found to be similar in terms of their objectives, target groups, content and/or methodological implementation (Nikolaus, 2013), then there is a need for a more meaningful education in Olympic values through sport that is coherent with the lives, identities, interactions and experiences of the particular contexts and social communities, groups or individuals therein (Kohe,

2017). Of course, this also applies to Olympic Games educational programmes, since despite the similarities that can be found, they are developed in diverse political, economic, and cultural contexts.

My presentation today will be divided into three parts. In the first part, I will present a brief discussion on “Olympic education”. In the second part, a description of the Olympic education programme of the Rio 2016 Games, the ‘Transforma’, will be presented. In the third part, I will try to draw some conclusions from the Brazilian experience.

Olympic education

One can define Olympic education as a set of educational proposals through sport which take the Olympic Movement, its values, symbols, history, heroes and traditions as points of reference. This definition presents what I consider the necessary and sufficient conditions for the demarcation between any educational programme through sport and what we call “Olympic education”. If we accept that values such as fair play, for example, are not exclusive to Olympic sport, we must also accept that not all values education through sport can be defined as “Olympic education”. In this line of argument, sport is a sufficient condition while Olympic values, symbols, histories and traditions constitute the necessary conditions for the definition.

This is consistent with the lack of conclusive evidence on the necessarily positive effects of education through sport (Bailey, 2005; Stegeman, Janssens, 2004; Stigger, Thomassim, 2013). This is nothing new, as Coubertin himself reflecting on the educational value of sport, warned us 123 years ago that:

Yet now, as in the past, whether its effects will be beneficial or harmful, depending on how it is handled, and the direction in which it is pointed. Athleticism can stir up the noblest as well as the basest passions. It can foster selflessness and honour, or a love of gain. It can be chivalrous or corrupt, manly or bestial. Finally, it can be used to solidify peace or prepare for war.

(Le caractère de notre entreprise. *Bulletin du Comité International des Jeux Olympiques*, vol. 1, October 1894, no, 2, p.1)

However, the lack of assessment and sound evidence on the effects of educa-

tion through sport has not discouraged the International Olympic Committee's interest in Olympic education. On the contrary, one can find in the Olympic Agenda 2020 a recommendation in relation to Olympic values-based education that sport and its values should be included in school curricula worldwide (IOC, 2014).

According to Naul (2008, 119), there are four distinct approaches to Olympic education:

- The “Knowledge-Oriented” approach, which seeks to explain the Olympic values by means of their historical and educational legacy. It is based mainly on information and the teaching of facts (dates, names, stories) relating to the Olympic Movement
- The “Experience-Oriented” approach, which emphasizes participation in “Olympic” festivals and competitions where symbols and rituals of the Olympic type are present, emulating the Olympic Games.
- The “Physical Achievement-Oriented” approach, which focuses on the idea that individual and social development occurs through sport competition in the presence of fairness and mutual respect.
- The “Lifeworld-Oriented approach”, which links the Olympic principles to children's and young people's own social experience in sport and with their experiences in other areas of their lives.

As we know, Olympic education programmes may have different modes of social insertion and be anchored in various institutions of the Olympic family, but also universities, NGOs and other social entities. With regard to the Olympic programme, the turning point was the Centennial Olympic Congress of 1994 in Paris, where the promotion of Olympic ideals as part of the bidding process became an explicit requirement (Naul, 2008). Since then, every applicant city has been required to offer some sort of an educational programme during the Games.

This has posed new challenges for organizing committees: Should they build relationships with government educational systems or develop a private education programme? How should they build their programmes? How can one articulate particular pedagogical proposals when the official curricula are already defined? The host cities have come up with somewhat different answers to these questions every two years (Tavares, 2008).

The “Transforma” Olympic education programme of the Rio 2016 Games

The Rio Olympic Games’ Olympic education programme was named “Transforma” (transform). Its organizational structure consisted of seven people: a general manager plus two employees in each of the three sub-areas: knowledge management, relationship management, and communication. The knowledge management selection selected the content and designed and developed the educational activities and materials to be used; relations management dealt with contact with the recipients, creating strategies to explain how to use the educational tool that would be made available; the communication section was concerned with internal marketing, seeking the appropriate language to interact with different audiences.

The aim of Transforma was to enable children and young people to experience the Olympic and Paralympic values, to try out new sports, and to be touched by the Games. Transforma has now reached 16,042 schools in 3,038 cities in every state of the Brazilian federation and more than eight million students across the country.

Transforma offers training courses in some 18 sports to 2,003 PE teachers in 180 cities, runs seven school challenges relating to themes connected to the Rio Games (1,771 schools in 713 cities), and makes pedagogical materials available through a distance learning platform to four kinds of subjects: school pedagogical coordinators ($n = 4942$), physical education teachers ($n = 9299$), leader students ($n = 56824$) and leader students’ tutors ($n = 7103$). In addition, the programme organized 24 sport festivals at which children and young people could experiment with Olympic and Paralympic sports; these were attended by 20,627 participants. Finally, its digital material was downloaded 63,350 times by 10,960 different teachers.

Despite its impressive numbers, it is important to identify the theoretical orientation that underpins the programme. There were no external or national advisory services involved in the programme’s development. Some members of the Rio 2016 Organizing Committee went to London in 2012 to familiarize themselves with the “Get Set” programme, but none would go on to be members of the Transforma team. Later in that same year, the organizing committee decided to create an internal team to set up the programme consisting of education specialists. In 2013, the operational staff of the programme were appointed,

and the programme's scope was defined as national and its target audience as PE teachers in primary and secondary education.

The programme's educational approach was developed in three stages:

1. Conducting an extensive search of Olympic education material intended for school use produced worldwide
2. Translating and adapting the available material
3. Using existing materials and producing new materials

While searching for references, two pilot studies were conducted to test the design and action strategies. These studies indicated a need not to restrict the target group to physical education teachers, because doing so would mean there was no school integration as a whole. Pedagogical coordinators were thus trained and encouraged to integrate the Rio 2016 Games into various school subjects, while the PE teachers encouraged students to experiment with different Olympic and Paralympic sports as a values education strategy.

Actions to make Transforma a truly national programme involved establishing partnerships with the ministry of education, the state and local boards of education, and the Federal Council of Physical Education. The involvement of these entities was quite varied, but can be considered a success, especially in a country that is only now implementing a national core curriculum. One reason for this success may have been the formal generality of Transforma's aims: namely, to enable children and young people to experience the Olympic and Paralympic values, to try out new sports and to be touched by the Games. This allowed many different institutions to join the programme without more detailed educational commitments. One of the most important results of these partnerships was the shared use of the "e-Proinfo" online federal education platform, which allowed all the courses to be offered without the additional cost of implementing a new system.

A fourth partnership was established with the 65 Olympic and Paralympic sports confederations, who accepted the challenge of presenting and teaching their sports in schools. It was the confederations' responsibility to create simplified material for the teaching of their respective sports, using alternative materials which could be taught in ten simple steps through the video lessons and written material available to PE teachers. Finally, in 2016, another partnership was established with the TV School to launch a weekly talk show in which two interviewees

– one athlete and one teacher – would discuss the subject of values, their importance in an athlete’s life, and ways in which values could be applied at school.

Some conclusions from the Brazilian experience

In conclusion, one could say that there was no defined pedagogical theory orienting Transforma’s actions, which accounts for the eclecticism of the references selected. Whether this was an intentional decision, and if so why the decision was taken, are still unclear.

I would also suggest that the actions taken by the programme could be characterized as “knowledge-oriented” and “experience-oriented” approaches. Smaller-scale activities like the school challenges could be said to belong to a “Life-world-Oriented” approach. Despite claims to the contrary, however, it is doubtful that sporting activities could be defined as “Physical Achievement-oriented” approach, as defined by Naul, since the principle of performance, a key feature of this approach, was not emphasized by Transforma. This approach to teaching values through sport assumes that sport is educative by nature and does not need the support of an educational theory. As we have shown above, this view of sport as an educational tool has been considered problematic since Coubertin’s era.

On the other hand, the formal generality of the objectives, the absence of a defined pedagogical theory of education in values, and the lack of a national core curriculum in Brazil seem to have allowed Transforma to achieve a national reach, since its action encountered few intellectual barriers. Its ability to diversify strategies and partnerships was equally important. Transforma reached the number of people it did due to the multiple strategies adopted, which combined face-to-face training activities with the preparation of booklets, posters, books and instructional videos which were accessible to the programme’s multiple partner-schools throughout the country at low cost via the website. In this context, knowledge of sports and the Olympic Movement, its symbols, traditions and official values probably attained a level never before reached in Brazil.

Finally, if there is anything that can be drawn from this experience of Olympic education for future reference, it is its ability to communicate with various public and private agencies to achieve its goals and to use various media to deliver its educational content. Ironically, the Brazilian Olympic Academy was not one of these agencies! On the other hand, the lack of theoretical definition, its na-

tion-wide ambitions, and even the limited duration of its operation suggest the limits of the Transforma legacy in terms of values education. Perhaps this is just something all Olympic Games educational programme have to accept.

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TEACHING PRINCIPLES THROUGH EDUCATIONAL PROGRAMMES

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Introduction

Moral judgement pertains to the concepts of good and bad, right and wrong. Kohlberg (1964) defines *moral competence* as the capacity to make decisions and judgements which are moral (i.e. based on internal principles) and to act in accordance with such judgements. On the other hand, *moral principles* go hand in hand with acceptable rules of behaviour related to the knowledge, recognition and protection of the natural rights of all beings and constitute the bases and “end products” of *virtue*. It is worth noting that Aristotle’s theoretical model of ethics does not consider virtue to be an intrinsic predisposition; rather, virtue becomes a steadfast trait of the psyche through specific and conscious activity, which, in turn, is the result of persistent exercise and habit (*hexis*). Thus, virtue – and, therefore, moral principles – is a social product and results from education.

Two concepts from the field of sports which relate to a person’s moral judgement are *fair play* and *sportspersonship*. Siedentop et al (Siedentop, Hastie, & Mars, 2004) define fair play as playing by the rules, respecting others, always participating with the right spirit and attitude, valuing equal opportunity, and behaving responsibly towards a teammate or an athlete. In turn, the concept of *sportspersonship* refers to understanding and valuing the rules, rituals, and traditions of sports and activities and distinguishing between good and bad practices in those activities (Siedentop et al., 2004).

Historical Background

From a historical perspective, the connection between moral judgement and education can be attributed to Plato and was put into practice for the first time in Ancient Greece (in both education and competition). Moreover, the character-building nature of sports has been examined by philosophers and scholars from various societies and studied over many decades. However, in the modern world, British public schools were the first educational institutions to incorporate sports into their curriculum, in the 19th century, in order to foster moral judgement in children. In practice, these schools adopted an educational system in an attempt to cultivate moral values/virtues including self-confidence, physical and psychological strength, and a capacity for self-determination. According to Shields and Bredemeier (1995), these virtues marked a turning point in the British educational system, as they served the political circumstances of the era: Britain had an extensive empire at the time, and thus needed to train good soldiers, administrators and missionaries for its numerous colonies. These ideas spread to the US, where a great cultural reform was witnessed in the last decades of the 19th and first decades of the 20th centuries which would dictate how children were schooled and socialized. In such contexts, teachers in the US approached sports as a useful practice to teach students values relating to the traits of a person with integrity, but also to help young immigrants integrate into the American lifestyle (O'Hanlon, 1980).

This perception that a person's moral capacity could be fostered through sports education and/or sport predominated in the 20th century. Arnold (1994) argues that the belief sports had a positive impact on character-building resulted in two theories which would affect attitudes towards sport as well as the relationship between sports and education. Specifically, in accordance with the first theory, participating in sports provides the opportunity to learn social and moral values (for example cooperation, mutual respect and generosity of spirit), which are very useful from an educational standpoint. The second theory posits that all these moral "benefits" can be transferred beyond the context of sport to the real world. However, the question of whether sport builds character has been heavily contested in recent decades, while as early as 1971, Ogilvie and Tutko published an article entitled "Sport: If you want to build character, try something else". Moreover, a series of studies examining professional and/or highly com-

petitive sports showed that sport alone and *per se* was insufficient to promote an individual's moral capacity; other conditions had also to be met (Lemyre, Roberts & Ommundsen 2002; Mouratidou, 2016; Mouratidou, Barkoukis, & Rizos, 2012; Mouratidou, Chatzopoulos, & Karamavrou, 2007; Sage & Kavusanu, 2007).

Schools today

Nowadays, supporting and teaching principles through education is one of the most important educational goals, given that: a) school is considered as the main agent for the socialization of an individual; and b) there has been a rise of divisive and unpleasant phenomena within schools in recent years, including cut-throat competition, inequality, aggressiveness, violence and racism. This increases the burden of responsibility on education to foster students' social and moral development. In practice, the entire undertaking appears exceptionally difficult, especially given the lack of specific instructions or methodologies detailing how a teacher can actively make this come to pass. Therefore, in order to ascertain how principles can be taught in an educational setting, it is important:



Dr Sock Miang Teo-Koh presents the IOC Olympic Values Education Programme II toolkit to the participants.

a) to examine how teaching principles relating to child and adolescent socio-moral development (including mutual respect, sportspersonlike competition, collaboration, responsibility etc.) may be cultivated in the context of a Physical Education (PE) class, and b) under what conditions this can be achieved.

We then attempt to draw a connection between ethics, education and Physical Education, referring to educational programmes that focus on providing support to primary and secondary students' moral capacity through PE. The object of the present study is thus, firstly, to further define the relationship between moral judgement and PE, and secondly to present a set of good practices that can be adopted by educational programmes to support moral principles in school, specifically through PE.

Connecting ethics with education and Physical Education

Nowadays the teaching of ethics is not based on models and standards but rather on *constructive learning*, which means student motivating themselves and interacting with their social milieu. Among other things, this means that teachers reinforce the moral judgement of their students by acting as role models for moral behaviour and verbally encouraging role taking and empathy in students. The purpose of a teacher's verbal behaviour must therefore be to elicit moral behaviour from students towards those of their fellow students that need it. Thereafter, aspects of the learning environment that affect a child's moral judgement and which may be developed and/or modified for the better by a teacher are: a) the nature of the prevailing social interaction in the classroom; and b) the nature of the social dilemmas with which a student is confronted.

Specifically, as regards *the nature of social interaction*, qualitative interactions safeguard the necessary prerequisites for the students to develop their own moral judgement – meaning moral judgement based on the principles of cooperation and mutual respect along with a sense of subjective responsibility. Specifically, when interactions between people are qualitative, they include public debate, dialogue, negotiation and compromise; in other words, the components that reinforce autonomous ethics are put into practice. Another aspect of social interaction that is of great significance for an individual's moral competence is whether it takes place among peers, namely between people of the same age (*peer interaction*). This applies because, in adult-child interactions, the child

complies with the existing social system, which does not help develop their subjective responsibility. Conversely, in their relationships with their counterparts, children discover a social system that is created with others, subject to modification, and offers the child a sense of mutual understanding, and consequently engenders greater moral commitment in the child. Therefore, the more children interact with one another in the context of a class and the more decisions they take within a group of peers, the greater their experience of responsibility and the support they receive for their morality. Relevant studies (Chung-Hall & Chen, 2010; Hernández et al., 2016; Rossem, Vermande, Völker, & Baerveldt, 2015; Zhang et al., 2015) have shown that interaction between students greatly reinforces their social and emotional behaviour.

At this point, it is worth noting that PE class offers many opportunities for warm and genuine relationships at school, as well as for teamwork and peer interaction. By choosing specific teaching styles during PE, teachers can encourage collaborative modes of learning (such as the reciprocal teaching style, where children exercise in pairs) and thus achieve constructive interaction, substantive collaboration, and students taking on responsibilities. Furthermore, by employing such practices in our teaching, we can instil essential moral principles in our students, such as collaboration, respect and mutual assistance, which will act as



The two presenters of IOC OVEP II, Prof. Silvia Dalotto and Dr Sock Miang Teo-Koh, receive the IOA pin from the Honorary Dean of the IOA, Prof. Konstantinos Georgiadis.

the cornerstones of a democratic society.

Similarly, *the nature of the social dilemmas* a person faces also plays a definitive role in their moral development. Related studies show that the existence of *real* – not invented – *moral dilemmas* encourages students to discuss, negotiate, judge and adopt a specific moral behaviour. Confronting a person on an experiential level with a real dilemma therefore fosters their moral development. It should be noted here that real dilemmas are inherent to the teaching of PE, as moral issues often arise in the context of team games or skills practice. In this sense, the PE class already possesses unique “dynamics” for supporting the moral capacity of students, and the PE teacher must tap into these appropriately. Indeed, according to the modern international literature, play and participation in physical activities during PE are settings which can support a child’s moral and social development (Marcoen, 1999; Ross, 1989). Shields and Bredemeier (1994) argue that PE can be seen as the most important physical activity context for promoting moral development, given that – compared to organized sport – PE displays fewer instances of commercialization and of winning at all costs.

Educational intervention programmes fostering moral judgement

In order to foster socio-moral development in children and adolescents, a set of studies have focused on the application of PE intervention programmes. The results of these studies indicate that:

- Social learning strategies, such as instructions and praise, are more effective in reducing unsportspersonlike behaviour compared to modelling and contingent reward/point systems (Giebink & McKenzie, 1985)
- The utilization of selective cognitive–developmental learning strategies in PE classes reinforces the moral reasoning of children (Romance, Weiss, & Bockoven, 1986) and generally supports every facet of a person’s moral judgement: i.e. the affective, behavioural and cognitive parameters of moral capacity (DeBusk & Hellison, 1989). Moreover, teaching practices of this type are more effective at supporting moral development in the context of PE, compared to teaching practices related to the theory of social learning (Gibbons & Ebbeck, 1997)

- Intervention programmes based on moral principles have produced positive changes in moral reasoning, sportsmanship perceptions and behaviours (Wandzilak, Carrol, & Ansorge, 1988)
- Shifting power from the teacher to the students, using a reciprocal teaching style and ensuring a motivational climate oriented towards self-betterment and individual progress for each person has a positive impact on the moral development of children (Mouratidou, Goutza, & Chatzopoulos, 2007)
- Teaching models that focus on personal and social responsibility positively affect student perceptions of fair play, reduce aggressive behaviour, and reinforce sportspersonlike competition and student self-control in the context of PE (Cecchini et al., 2007. Sanchez-Alcaraz et al., 2014). Furthermore, they create a positive environment which promotes both a self-regulated social effectiveness and the moral development of students at both the primary and secondary level (Escartí, Gutiérrez, Pascual, & Llopis, 2010. Salamuddin & Harun, 2011)
- The so-called 'Fair Play for Kids' curriculum reflects positively on the four indicators of moral development: moral judgement, moral reasoning, intention, and pro-social behaviour (Gibbons, Ebbeck, & Weiss, 1995)



Sports activities in between work during the Session.

- Programmes for collaborative learning and play in PE develop students' basic social skills – including cooperation, social sensitivity and mutual understanding – and behaviour (Goudas & Magotsiou, 2009. Gólay, Mirzeoğlu & Çelebi, 2010)

The aforementioned research can be encapsulated in the following table summarizing teaching strategies that should be utilized by a teacher seeking to also teach moral principles through schooling / PE.

Proposals for fostering moral capacity in Physical Education

Model the indicated behaviours on a verbal and behavioural level, and explain to children why it is important to behave appropriately during class.

Teach students to exercise self-control, to include all students in an activity, to learn cooperatively, and to resolve any conflicts that arise in a peaceful manner.

Try to use the Socratic method of questioning, rather than statements in the form of declarations.

Support role-taking by encouraging students to examine the feelings and views of other students.

Discuss with students any moral dilemmas that arise in class and what moral choices exist. Generally, incorporate moral dilemmas and moral choices into the learning process.

Discuss with students how playing and rules can be changed in order to increase the participation of all those present.

Create a motivational climate geared towards learning and the individual progress of each child.

Define the meaning of sportspersonship and fair play in your lessons and inspire and encourage behaviours informed by these concepts.

Shift power from yourself to your students.

We would conclude by saying that education, and specifically PE lessons, can build children's character, given that PE teachers recognize and tap into the lesson's potential to foster moral competence and adopt the corresponding practices when teaching.

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*Implementing the guidelines and activities of the OVEP II
with the help of the NOA delegates.*



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SHORT PRESENTATIONS
BY THE PARTICIPANTS







ANGOLAN OLYMPIC ACADEMY REPORT, JAN-DEC 2016

Domingos Pedro PASCOAL (ANG)
Member, NOA and NOC of Angola

Introduction

Of the activities carried out by Angolan Olympic Academy (AOA), from January to December 2016, we will highlight the following:

1. National Activities

Lectures

- At the “1° de Maio” primary school in Luanda to mark the occasion of the 38th anniversary of the Angola NOC on 16 February with 60 participants.
- At the Centre of Sport Associations in Namibe on 25 June with 70 participants.
- At the Higher Institute of Criminal Sciences to mark the celebration of national independence day in Luanda on 26 November with 200 participants.

Celebrating Olympic Day

The Angola NOA organized two simultaneous marches in two different cities as part of the Olympic Day celebrations, one in the capital Luanda and another in the city of Monamedes in Namibe. There were around 2,300 participants involved in both activities. The theme of the marches was the: “Olympic march towards the Rio Olympic Games, 2016”.

Drawing contest

The Angola NOA organized a drawing contest in Namibe province as part of

the Olympic Day celebrations. The 50 participants were invited to produce a drawing relating to the Olympic Movement.

Sport Administration Courses

By spreading sport activity to different cities and provinces, the AOA is challenging everyone involved in sports and creating opportunities for more sport administrators. Consequently, we organized courses in three provinces:

- Namibe, 16-23 March. 32 male and four female participants
- Cuando Cubango, 16-28 June. 36 male and four female participants
- Luanda, 10-15 August. 42 male and three female participants

2. International Activity

The Angola NOA participated in the following international activities:

- General Assembly and 2nd Session of the Association of National Olympic Committees of Africa held in Bamako, Mali, on 23-26 March 2016. The NOA was represented by Mr Demostenes da Costa
- 13th Joint International Session for Presidents or Directors of the National Olympic Academies held in Olympia, Greece, on 7-14 May 2016. The NOA was represented by Mr Mayimona Nzita
- 56th International Session for Young Participants in Olympia, Greece, on 11-25 June 2016. The NOA was represented by Ms Ana Troso
- 27th Annual Session and 8th for members of the Portugal Olympic Academy in Coimbra, Portugal. The NOA was represented by Mr Mayimon Nzita

Conclusion

In conclusion the AOA is so proud because in the midst of great difficulty the AOA achieved a very high level in terms of activities, implementing more than 85% of its programmed activities. The Angola Olympic Academy vows to continue to disseminate the Olympic values throughout the country, thus empowering men and women in sport awareness and its benefits.

OLYMPIC EDUCATION ACTIVITIES AROUND THE WORLD



AANO



ARGENTINA



BANGLADESH



BELARUS



CANADA



CHILE



ESTONIA



FINLAND



FRANCE



GERMANY



GREECE



HUNGARY



ISLAMIC REPUBLIC OF IRAN



JAPAN



REPUBLIC OF KOREA



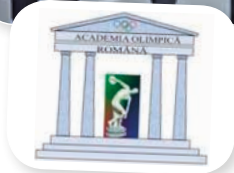
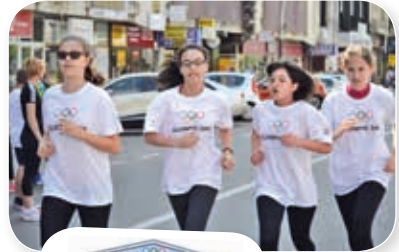
LESOTHO



LITHUANIA



NEW ZEALAND



ROMANIA



SLOVENIA



SPAIN



CHINESE TAIPEI



USA

ARGENTINE OLYMPIC ACADEMY REPORT, 2016–2017

Prof. Silvia DALOTTO DE MARCÓ (ARG)¹

Director, NOA of Argentina

Mario MOCCIA (ARG)

President, NOA of Argentina

The Argentine Olympic Academy (AOA), which was founded in 1982, is a commission that forms part of the Argentine Olympic Committee.

Since its founding, the AOA has organized sessions for the young, which are attended by representatives of the different national federations and from different parts of the country.

Participants must be between 20 and 34 years old. A maximum of 50 people attend these sessions; following evaluation, two representatives of the AOA are selected to attend the International Olympic Academy.

Our sessions last five days; the participants gather at a club with conference and sport facilities very similar to those of the IOA. They attend the conference in the morning and have discussion groups and sport activities in the afternoon.

In 2016, the session was held on 24-29 October. We were especially honoured to have Mr Thierry Zintz lecturing to us and the session was very fruitful.

Mrs Maria Virginia Zonta and Mr Nicolás Cordoba were selected to attend the 57th Session for Young Participants in Olympia in 2017.

The Argentine Olympic Academy also organized six workshops which were staged on a daily basis in January 2017 during a training camp for over 500 athletes preparing themselves for the Youth Olympic Games to be held in Buenos Aires in 2018.

1. The presentation was made by Prof. Silvia Dalotto de Marcó.

Every workshop was 40 minutes long and the activities were designed according to the pillars of Olympic education promoted by OVEP 2.0.

Through games, the athletes experienced:

Fair play

Respect your opponent, the rules, your coach, the umpire.

Stick to and follow the rules. Give the best of yourself, make an all-out effort, honestly and fairly, both on and off court.

Joy in the effort

The effort that your sport entails should always be a source of joy in your life.

Enjoy the effort of your training, your friends, and your competition.

Balance between body, mind and will

Your sport should not only help you in your physical development.

It should also strengthen your will through daily effort, training your mind so that you deliver your best at all times.

In search of excellence

The search to be the best on the playing field should also imply selecting wholesome options for your life so you can give of your best in each goal you set.

Respect for others

Your opponent is not your enemy. He/she is someone you need to practice your sport with.

Your coach, the umpire and the audience are there to see your skills at their best. You are an example to those who admire and love you. Treat the others as you would like to be treated.

In October 2017, we will have a special session to mark the 35 anniversary years of our NOA.

BANGLADESH OLYMPIC ACADEMY REPORT, 2016

Md. Mahfuzur Rahman SIDDIQUE (BAN)

Director (Honorary), NOA of Bangladesh

Establishment

It was its participation in the IOC-OCA Olympic Values Education programme in Kuala Lumpur in 2012 that prompted the Bangladesh Olympic Association to establish its own NOA with the vision of providing Olympic education to the country's young sport enthusiasts. Its mission is to develop into an Olympic Studies Centre.

Activities in 2016

The NOA of Bangladesh's NOC is still in its formative stage. It is currently operating under the direct administrative control of the BOA and has yet to become an autonomous entity which can work independently under the umbrella of the NOC. In 2016, the NOA took an active part in the following activities:

Publication of a Book on Olympics

For the first time since its establishment in 1979 and recognition by the IOC in 1980, the BOA has published a book. Entitled *The Olympics: the Festival of sports*, it was written and compiled by Dr Mahbub Uddin Chowdhury and its 463 pages cover the Ancient Olympics, the Modern Summer and Winter Olympics, Youth Olympics, Paralympics etc. The book was edited and re-written by Md. Mahfuzur Rahman Siddique, Honorary Director of the NOA of the NOC-BAN.

Olympic Solidarity Sport Administrators Course

Three Olympic Solidarity Sport Administrator Courses were organized in the capitals of three administrative districts with the financial assistance of Olympic Solidarity. A total of 54 male and 22 female sport administrators, organizers, PE teachers and coaches participated.

National Federations Administration Development Programme

National Federations (NF) Administration Development Programmes were organized by both the Boxing and Taekwondo federations. In total, 17 male and four female officials from these NFs took part. This programme was also supported by Olympic Solidarity.

Technical Course for Coaches

Under Olympic Solidarity patronage, two technical courses for local handball and basketball coaches were organized. A total of 25 handball and 39 basketball coaches selected by the respective International Federations took part.

Sports for All programme

As part of the Bangladeshi NOC's commitment to nourishing traditional sports and reviving sports which have already died out, three Olympic Solidarity-supported Sport for All programmes were arranged in three District capitals in cooperation with the local districts' sports associations.

Olympic Education, Culture and Legacy Programmes

To spread Olympic education among school students, three programmes were organized in three high schools in Dhaka City. One of these was dedicated for the students of a girls' school; both boys and girls participated in the other two.

Seminar on Sports & Environment

On 4 June 2016, on the eve of World Environment Day, a seminar on the IOC's activities relating to the environment, the third pillar of Olympism, was

held. It was sponsored by SK. Bashir Ahmed, the Vice-President of the Bangladesh Olympic Association. Tree planting on the roof of the BOA building also featured in the programme. The NOA Director presented the keynote address.

Observance of the 4th International Day of Sport for Development and Peace

At the behest of the IOC and the United Nations Organization, the Bangladeshi NOC observed the 4th International Day of Sport for Development and Peace with due solemnity on 6 April 2017. A seminar was held in which the Honourable Minister for Primary and Mass Education of the Bangladeshi government was present as guest of honour. The Secretary-General of the NOC and ex-ambassador of Bangladesh to Kuwait was also a special guest. The director of the NOA delivered the main address.

OLYMPIC ACADEMY OF CANADA – ACTIVITIES REPORT

Kate MOORHOUSE (CAN)

*Director/Manager, Education,
Youth & Community Outreach, NOA of Canada*

The vision of the Canadian Olympic Committee

Sustained podium performances and the advancement of the Olympic Movement in Canada

Objectives of the Olympic Academy of Canada (OAC)

- Increase the Canadian Olympic Committee's (COC) internal awareness of the Olympic Charter, Movement and values
- Increase external awareness of the Olympic Charter, Movement and values
- Create a safer and more inclusive sport environment for all

Work of the OAC

Canadian Olympic School Programme

The Canadian Olympic School Programme is comprised of values-based educational resources that promote the Olympic Movement while challenging participants to get active for 60 minutes a day. All resources are available free of charge to educators within Canada and beyond.

Canadian Olympic Activity Challenge

As levels of inactivity rise among Canadians, the COC has made it a priority to provide resources to educators, parents and students to help increase levels of

physical activity among children and youth. All resources have been prepared in conjunction with the National Sport Organizations (NSF). The NSFs included in the first round of resource development included those representing Athletics, Badminton, Canoe/Kayak, Fencing, Judo, Rugby, Speed Skating, Softball, Swimming, Synchronized Swimming, Table Tennis and Triathlon.

OneTeam

The #OneTeam initiative is focused on creating safer learning and sport environments for LGBTQ youth. In conjunction with the LGBTQI2S Sport Inclusion Task Force (SITF), the COC is supporting National Sport Organizations (NSOs) in the creation of safer sport environments. In November 2017, the COC will be hosting a Leadership Summit for all NSO leaders to introduce new tools and celebrate the work of leading groups in this area.

Olympic Day

Over 75,000 participants joined in Olympic Day events across Canada. The main goal of Olympic Day is to connect children and youth with sport in their community. The COC began using this model in 2012; since then, we have worked with over 70 local sport clubs, helping connect them with children and youth in their region as a way to increase sport participation rates. Sport clubs participate in Olympic Day every year, as it is a very effective recruitment tool.

Team Canada Celebration

Following the return of Team Canada after the Rio 2016 Olympic Games, the COC worked with the Canadian Paralympic Committee (CPC) and the Canadian Government to bring over 250 athletes and coaches together in the nation's capital, Ottawa. As part of the celebrations, athletes joined students from the area at a sport fair that allowed students to meet the athletes as well as introducing them to new sports and activities. Both the Prime Minister of Canada, Justin Trudeau, and the Minister of Sport and Persons with a Disability, Carla Qualtrough, were in attendance. The Olympic/Paralympic athletes and coaches were welcomed into the House of Commons, where they were honoured for their accomplishments in Rio.

Work of the Canadian Olympic Committee and Canadian Olympic Foundation

Olympic Experience

Canada Olympic House features a multi-purpose room that hosts students, press conferences, meetings and acts as a media space for visiting athletes. With the opening of the Canada Olympic House to the public, the Lausanne room will act as an education hub where visitors will learn about and be inspired by the Olympic Movement.

Athlete Marketing

Working with the NSO community in Canada, the COC's Athlete Marketing team has developed Athlete Appearance Guidelines that ensure that participation in events does not detract from athletes' performance or distract them from their preparation for the Games.

Focus of the team:

- Protect athletes' performance while simultaneously maximizing their marketing opportunities
- Bring athletes closer to the community, corporate world, fans/youth across Canada
- Maximize both the sport and business performance of the COC
- Help build relationships between athletes (active and alumni), NSOs, athlete agents, and COC colleagues
- Provide athletes with a strong message as ambassadors of the Olympic Movement

2016 Results

- 670 Olympians (active and alumni)
- 1,587 Appearances (the largest event featured the participation of 137 Rio Olympians)
- \$1,545,030 directly to athletes

Athlete Wellness: Game Plan

Game Plan, powered by Deloitte, is Canada's total athlete "wellness" programme. It seeks to help national team athletes live better and more holistic lives. Through

the development of their skills and networks, athletes are able to focus on health, education and career opportunities both during their high-performance careers and beyond. The programme helps to develop mentally stronger athletes who apply what they have learned as leaders in sport for the betterment of themselves and their communities.

Canadian Olympic Foundation

The Canadian Olympic Foundation (COF) is extremely active in the next-generation space, with various events and partner programmes in place to support athletes who are 5–8 years away from the Olympic Games.

The RBC Training Ground is a series of sport combines designed to identify athletes with high potential and to create talent transfer opportunities within the Canadian sport system. In its first year (2016), RBC Training Ground evaluated 400 young elite athletes across the country, selecting 25 athletes for the ‘RBC Future Olympians Programme’ and picking four ‘top performers’ – the former received funding to enrol in an NSO next-generation programme, the latter travelled to Rio 2016 for a simulated athlete familiarization trip. Now in its second year, the RBC Training Ground boasts 11 NSO partners and has already tested 1,000 athletes, coast to coast.

The COF is also the beneficiary of RBC FANFIT, a multi-station fitness combine in which Canadians compete alongside Canadian Olympians. Launched in Halifax in 2014 by Olympic paddler Andrew Russell, RBC FANFIT has since grown to include three annual events (Hamilton, Halifax and Vancouver) and raised over \$130,000 for the COF. The funds raised from RBC FANFIT are granted to local Canadian Olympic and Paralympic Sport Institute (COPSI) Network institutes to support next-generation athlete programmes.

National Sport Federation Enhancement Initiative

In 2013, the COC launched the NSF Enhancement Initiative designed to improve on-field performance by enhancing NSFs’ business operations. The COC has joined forces with Deloitte to perform an Implementation Progress Assessment of this initiative.

Deloitte also conducted two thematic case studies to highlight targeted initiatives implemented by selected NSFs. These case studies sought to deepen our understanding of, and insights into, the initiatives chosen by highlighting the

situation and/or need they addressed, the solution chosen, benefits received, and their degree of replicability.

The selected case study themes were:

Membership Management System. Included the implementation of a software package to register, manage and track membership data at the national, provincial and/or local level.

Philanthropic efforts. Includes the collection of revenues received as charitable donations by external stakeholders. Philanthropic donors can include alumni, organizations or other patrons.

These two case-study themes were chosen because other NSFs were extremely interested in potentially pursuing these types of initiative in the future. The case studies will be used to validate hypotheses on the efficacy of each initiative.

**THE OLYMPIC COMMITTEE OF CHILE
AND ITS OLYMPIC ACADEMY: PROMOTING CULTURAL
ACTIVITIES IN THE FRAMEWORK OF OLYMPIC EDUCATION**

Jaime AGLIATI VALENZUELA (CHI)
President, NOA of Chile

The Olympic Academy of Chile will present a summary of its activities for the period 2016-2017.

We developed five different programmes during this period: the Travelling Olympic Museum, the National School of Coaches, the Olympic Library (Virtual Library), the Olympic Studies Centres, and the National Olympic Academy. A sixth project, the Olympic Observatory, is a proposal for 2018.

Travelling Olympic Museum

After making an initial investment in the Travelling Olympic Museum in 2015-2016, we pressed ahead with the project, as an innovative and interactive proposal which is of great relevance to the current times. In order to develop this programme, we entered into a partnership with two other institutions, Santo Tomás University and the Mustakis Foundation, with the ongoing support of Olympic Solidarity.

The Travelling Olympic Museum consists of three activities: The first is an exhibition of objects that have been used at the summer or winter Olympic Games. For example, we have the tennis racquet on display which was used by Nicolás Massu when he became an Olympic champion in Athens in 2004, Marlene Ahrens' javelin from 1956, and Carlos Lucas' boxing gloves.

The second activity is a 3D documentary in three parts. The first spotlights the Olympic Games of ancient Greece, the second the modern Olympic Games,

and the third Chilean athletes who have competed in different Olympic Games since 1896.

The third activity consists of Minigames, sport-related recreational and game activities which students aged 7-17 can enjoy. We developed an *in situ* activity in the city of Temuco, south of Chile and a short video was made on it.

Throughout 2016, we visited six different cities with the Travelling Olympic Museum: Santiago, Ovalle, Temuco, Paine, Los Ángeles and Puente Alto. During 2017, we are due to visit Puerto Montt, Copiapó, Conbarbalá, Villarica and Punta Arenas.

It is worth mentioning that the Travelling Olympic Museum was visited by 19,650 students and 132 schools during 2016. What's more, the project received the IOC's Innovation Award for 2016.

What's next? For 2017, we want to make improvements to the project by incorporating more technology, entertainment and new experiences. We want to add three new elements to the project: the Stand truss, 360 (virtual reality) videos, and augmented reality. Our aim in doing so is to capture the attention of younger generations.

National School of Coaches

The National School of Coaches is another programme that has been developed by the National Olympic Academy in collaboration with the Olympic Committee of Chile.

This National School of Coaches brings together the Sports and Educational systems through a partnership with an academic institution: Santo Tomás University.

The benefits of the programme include the embedding of coaches into the formal educational system, the regulation of the professional market in the field of sports, and the regulation and standardization of quality in training.

The National Olympic Academy has taken an interest in the development of school syllabuses and has proposed the inclusion of Olympic elements and concepts in every class.

The Olympic Library as a Virtual Library

Making improvements to the Library and implementing a Virtual Library is another project that is being developed by the National Olympic Academy.

There are four main characteristics we want our Library to have. It must:

- be a place of learning which provides continuous support to the teaching and learning programme and promotes change in Olympic education
- contain all the informative and didactic sources relating to the Olympics
- relate to its social and cultural environment, collaborate with other institutions, and use new technologies to connect it with other libraries and centres of education.
- habituate students with the use of libraries for recreational, informational and educational purposes

One of our proposals is to transform the library into a Literary Cafe – a combined meeting place / knowledge space / learning space.

Olympic Studies Centres

The main purpose of the Olympic Studies Centres is to connect different universities around the country by means of collaboration agreements. In 2013, we developed the first collaboration agreement with Universidad Austral. This was followed in 2014 by agreements with the Universidad de Concepción and Universidad Santo Tomás and, very recently in 2017, the Universidad Católica de Valparaíso. We are currently engaged in discussions with the Universidad de la Frontera with a view to developing the network further.

The Olympic Observatory forms part of the Olympic Studies Centres. The concept here is that each of the collaborating universities conducts research at both the undergraduate and postgraduate level and that an annual conference is held to allow the researchers to present their results and findings to the rest of the community.

National Olympic Academy

The National Olympic Academy also staged its 7th seminar on Olympism at the Universidad Austral de Chile. The topics discussed were: the sustainability of the Rio 2016 Olympic Games, the modern Olympic Games and political crises, and “The 20–20 Agenda: success, the best motivation for change within the Olympic Movement”.

The National Olympic Academy was involved in all the training programmes of the Olympic Committee of Chile and Santo Tomás University. In effect, this means that every programme developed by these two institutions as part of its undergraduate and postgraduate programmes needs to have a class dedicated to the Olympic Movement.

Conclusion

This is a summary of the activities developed by the National Olympic Academy of Chile in 2016-2017. We will continue on our way within Olympic education in the years to come.

OLYMPIC VALUES: THE BASIS OF THE CROATIAN OLYMPIC ACADEMY'S ANNUAL PROGRAMMES

Dr Sc. Sasa CERAJ (CRO)

Director, NOA of Croatia

Introduction

The activities of the Croatian Olympic Academy are guided by cultural and Olympic values such as fair play and the Olympic Idea, but with a particular focus on promulgating values which Olympism brings, as a movement, to modern society; on the ethical principles outlined in the Olympic Charter; on the connection between sport and art; and on cooperation with the International Olympic Academy and the Olympic academies in other countries.

Olympic Values in the programmes of the Croatian Olympic Academy

To mark the 150th anniversary of the birth of Dr Franjo Bučar, the father of Croatian sport and promoter of the modern Olympic Movement in Croatia, the Croatian Olympic Academy, in cooperation with the Croatian Olympic Committee, the Croatian Sports Museum and the Croatian Olympic Philately and Memorabilia Society, organized a celebration on 25 November 2016. It was held in the Croatian Sports Museum, whose permanent exhibition testifies to the contribution this historian and sports official made to Croatian sport and the Olympic Movement. A special postmark and postcard depicting Dr Franjo Bučar were also made to mark the occasion.

Inspired by the great success of Croatian athletes, who won ten medals at the 2016 Olympic Games in Rio, the Croatian Olympic Academy and the Croatian Olympic Philately and Memorabilia Society, in cooperation with Croatian Post,

produced special postmarks dedicated to the medallists and also organized a special philatelic exhibition in their honour on the topic of Olympism and Olympic Games.

The Croatian Olympic Academy, in cooperation with the Croatian School Sports Association, also staged its annual “School Sport and the Olympic Movement” programme, as part of which it organizes an art contest on a different topic each year. The topic for 2017 was “Basketball through Photography”. The contest is open to all elementary and high school students in the Republic of Croatia. The best entries are awarded and exhibited at the finals of the National Elementary and High School Sports Championships and also at the finals of the World School Basketball Championships, which were held in Poreč, Croatia, in 2017. The award-winning works of art will also be published in *Olimp*, the magazine of the Croatian Olympic Committee.

For the second year in a row, the Croatian Olympic Academy implemented a programme entitled “The Olympic Ideals: Dražen Petrovič” in cooperation with the Dražen Petrovič Museum and Memorial Centre. The programme consists of educational workshops organized to promote the cultural dimension of sport and popularize and spread the Olympic Idea by linking sport, culture and education through the character and work of the Croatian sporting legend and Olympian, Dražen Petrovič, three-time Olympic medallist and one of Croatia and the world’s best basketball players. The programme is intended for the pupils of every school in Croatia.

In addition to a short presentation on the life of Dražen Petrovič, whose statue has stood in the Olympic Park in front of the Olympic Museum in Lausanne since 1995 and who was inducted into the Basketball Hall of Fame that same year, workshops emphasize the importance of his achievements not only for Croatian sport, but also for Croatian culture and the promotion of Croatia around the world. Each school delegation received two educational comic strips about Dražen Petrovič for their school library, two basketballs with a picture of Dražen Petrovič for the school’s physical education classes, and a poster for each workshop participant.

To raise awareness on the importance of preserving the seabed and the environment in general, the Croatian Olympic Academy once again took part in 2016 in the SUB ECO BOL environmental action on the island of Brač, a project staged under the auspices of the Croatian and other international scuba

diving federations. Every year, elementary and secondary school students participate in the action along with around 200 scuba divers. All the participants received educational flyers on Olympism and ecology. A banner with the Olympic Day logo on it was symbolically placed underwater to express the powerful commitment to environmental protection of sport in general and the Olympic Movement in particular, in accordance with the Code of Ethics of the International Olympic Committee.

For the fourth year in a row, the Croatian Olympic Academy and the Croatian School Sports Association implemented a joint programme for elementary and secondary school pupils in the Republic of Croatia entitled “School Sport and the Olympic Movement”. The programme includes contests on various topics relating to Olympism, the topic of which for the 2015-2016 school year was Sport Journalism. The competition was for the best sports article, report or interview relating to a sport events organized by school sports associations at the regional or national level. Entries were judged separately at the elementary and secondary school levels, with three prizes awarded at each: sports equipment for the victorious schools and sports equipment for the authors of the winning works. The best submissions were later published in the magazine of the Croatian Olympic Committee and on the websites of the Croatian Olympic Committee and Croatian School Sports Association.

Through this programme, the Croatian Olympic Academy and Croatian School Sports Association were able to jointly contribute to the promotion of Olympic principles and values among pupils and to the development of sport in schools. In 2016, the emphasis was on promoting sport-related professions while spreading the Olympic spirit.

Conclusion

The Croatian Olympic Academy promotes the Olympic values and the importance of children and young people being involved in sport, in accordance with the provisions of the Olympic Charter, the Croatian Olympic Committee guidelines and its annual programme, and with a special emphasis on connecting education, culture, art and sport and fostering cooperation with the IOA, National Olympic Academies, the IOC, the Olympic Museum and other relevant bodies at the international and national level.

BUILDING A NEW PARTNERSHIP BETWEEN SPORTS AND NATURE

Atherton MARTIN (DMA)
Chairman, NOA of Dominica

Small island states are always in need of innovative strategies that create livelihoods while building civic and communal responsibility. Organized sports are uniquely positioned to provide such an opportunity, as they blend culture, livelihood and education into an attractive undertaking for youth. Indeed the IOC's focus on healthy living, social development and social cohesion, combined with the IOA's emphasis on education, provides the Dominica Olympic Committee with a guiding template for a new initiative called "The Nature Island Games".

Dominica is exceptionally well suited to hosting to host such an event. Our pristine, healthy, tropical rainforests, forests, rivers, lakes and waterfalls; our deep, calm in-shore coastal waters on the Caribbean side and surging surf on the Atlantic side of the island, all collectively provide, with limited infrastructure, the natural assets for such Games.

We are proposing that the Nature Island Games build upon a legacy of respect for people, place and culture. The Games' walking, running and even cycling events can follow the mountain trails first used by the original Kalinago peoples and later by escaped African slaves. Our island-wide river systems also offer themselves up as watercourses for other Games events.

The structure of Nature Island Games such as these will also provide opportunities for athletes, spectators, officials and sponsors to create a legacy of 'caring' for special places and for people referred to as "*our common home*" by Pope Francis in his encyclical *Laudato Si'*. Games organized in this way can also teach, train and advocate an approach to life, work and recreation that will not compromise the Earth.

This venture rises to the challenge to produce new, forward-thinking and

caring athletes, trainers, coaches, managers, media-workers, educators, donors and policymakers with the mindset required to meet the needs of the younger generation without undermining the chances future generations will have of meeting their own needs.

Dominica's strong legacy of nature conservation is receptive to planning and implementing a wide range of sporting activities that truly represent the synergy of the principles and values that have shaped the Olympic Movement. The Nature Island Games can be organized in line with these self-same principles, which are consistent with the IOC Charter, the sustainable development goals laid out in Agenda 21, the Barbados Plan of Action, the Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs), as well as the conclusions of the Paris Agreement.

The Nature Island Games will give our Olympic family another opportunity to build a peaceful, prosperous and just world through sport's partnership with nature.

OLYMPIC ACADEMY OF FINLAND

Petri HAAPANEN (FIN)

President, NOA of Finland

On the field, a lot has happened in Finnish sport over the last few years. The Finnish Olympic Committee (FOC) has redefined the role of the Olympic Committee in implementing its new strategy and action for success. The FOC's task is to build the contents of Finnish exercise culture and practices to move all Finnish high-sports.

The mission of the Finnish Olympic Academy (FOA) is to support the Olympic value of education within the new operations being put in place by the FOC. As Finland's Olympic education expert, the FOA is integrated into the FOC and financed through the NOC. The eight members of the FOA Board break down into two NOC staff members, one member of the Paralympic Committee, one member of the Anti-doping Agency, one representative of the Finnish Sports Institutes, and three volunteer members. Working groups are set up for different programmes, most of which consist of volunteers.

We co-operate with the Finnish Paralympic Committee, the Finnish Centre for Integrity in Sports, Finnish Schools on the Move and the Finnish Sports Institutes, the Regional Sport Associations in Finland and LiiKe – Sports & Development.

Review of the FOA's activities

Fairly to Rio school programme

The Rio Olympics and Paralympics inspired schools, kindergartens, sport clubs and other organizations to take pleasure in Olympic events. Books were published on the themes of Friendship, Respect, Tolerance and Excellence. A wide

range of events leading up to the Olympics were organized all over Finland, reaching 245 registered schools and upwards of 50,000 participants.

Moving Thursday: a sport event for the whole family

The FOA staged the Finland Mobile Arena in collaboration with the Finnish Paralympic Committee and the City of Pori Leisure Activity. This family-oriented physical exercise event offered 20 points as well as information on Olympism, the Olympic Games and the Paralympics. The event was attended by almost a thousand active children and parents.

Finnish Pop-Up School at Finland House

The Finnish Pop-Up School, a branded innovation of the Kisakallio Sports Institute, was piloted at the Rio Olympic Games. The children of Rio had the opportunity to experience a typical Finnish school day. The model Finnish school was run in the spirit of Olympic education promoted by the Olympic Academy and focused on the educational themes of Friendship, Tolerance and Respect. The event was coordinated by Harri Hollo, the marketing manager of the Kisakallio Sports Institute.

Olympic Education Seminar 30/09/2016 and Olympian Visitors Meeting

The seminar was aimed at every area of Olympic education and all the activities of the Olympic Academy. The programme was based on good practices of Olympic education and our Academy's work as a builder of cooperation. At the event, we published the material for the secondary-level Finnish Olympic Education curriculum for sports institutes. Students from the Pajulahti Sports Institute implemented the material in the Paralympian spirit. The programme included a ceremony and an official meeting with the Paralympian bronze medalist, Henri Manni.

Olympism in Action 2017, Olympic Agenda 2020

A Sport Museum on wheels: the "Olympic Museum on the move"

The planning started in the autumn of 2016. The Sports Museum on wheels packs in a hundred years of Finnish Olympic history and embarked on its journey in the Finnish summer of 2017. Visitors to the exhibition can experience

some of the finest moments in Finnish Olympic history. The roadshow is supported by the IOC's Olympic Solidarity Fund and the Finnish ministries of Education and Culture. The tour is part of the programme of events celebrating the centennial of Finland's independence.

Moving on school day

Our goal is for every child to be on the move for 2–3 hours a day. Each child has the opportunity to engage in diverse physical activities at and after school, at sports clubs or independently in their own leisure time.

Standard Seal for Sport Clubs

The criteria are based on the experts' qualitative seal of approval for factors relating to children and young people in sport, as well as generally accepted club quality criteria. The motto is that a club must fulfil the seal criteria of Olympic values and fair play if it is to ensure the quality of the character of children and young people in sport.

Sport Academies and the student athlete programme

There are 20 academies around Finland. The Sports Academies programme seeks to promote the growth of student athletes by helping them combine school and sport through correct time management. The starting point is sport, its ethical principles and fair play.

Olympic Education

Finally our plans for the Olympic Winter Games 2018 centre on the themes of sport activities, Olympic Education, and fun culture.

Finnish Schools on the Move <https://liikkuvakoulu.fi/english>

Do you know the Olympics <https://www.youtube.com/watch?v=5kPd7rv3mVI>

**“YEAR OF OLYMPISM: FROM SCHOOL TO UNIVERSITY”,
AN INITIATIVE FOR THE PROMOTION OF OLYMPISM
IN FRANCE AND THE 2024 PARIS BID**

Valerie TERRIEN-CONQUES (FRA)

Vice-President, NOA of France

Marion LACROIX-GUIGON (FRA)

Member, NOA of France

Introduction

In France, the 2016–2017 academic year is oriented towards Olympism and its values within the framework of the 2024 Paris bid to host the Olympic and Paralympic Games.

The issue of the education of French youth through sport occupies a key place in the Paris bid. It is embodied in a key operation – the “Year of Olympism from School to University” (YOSU) – proposed by the Ministry of National Education, Higher Education and Research (MNEHER). In France, the practice of sport at school is a national priority and enjoys a privileged status. Within our education system, sport is part of the school curriculum and is subject to evaluations leading to certification. Thus, every student enrolled in the French school system is provided with the opportunity to participate in Physical and Sports Education (PSE) for a minimum of two hours up to 4 hours per week. If a student enters the Sports Association of his/her school, they may participate on a voluntary basis in an additional three hours of physical activities in a generally competitive environment led by the school and university sports federations.

In this context, the YOSU ministerial initiative, which we will now present, is a major step forward in the promotion and development of Olympism in our country. It thus also contributes to the development of the French National

Olympic Academy (FNOA).

Below, we will begin with a presentation of the operation initiated by the MNEHER. This will be followed by an intermediate assessment and a consideration of its medium and long-term prospects.

Presentation of the operation “Year of Olympism: from school to university”

Within the framework of the “Year of Olympism, from school to university”, the MNEHER wishes to promote the practice of sport among young people and mobilize the education community around civic and sports values through educational activities conducted throughout the year.

This operation is carried out in close partnership with the French National Olympic and Sports Committee (FNOSC), the French Paralympic and Sports Committee (FPSC), the Paris 2024 bid committee, the Sports Ministry, and all the school and university sports federations. Many other partners from the sports movement (civil society sports federations) and universities (university sports services) have joined forces with the MNEHER to carry out this project. These partnerships are being developed in the regions of France with stakeholders from the local sports movement and, more broadly, with the entire education community.

A national steering committee has been set up to coordinate the YOSU with organization at the regional level. Its mission is mainly to enhance the various events selected.

This initiative aims to promote sport as a vector of educational and civic values within and beyond school, in conjunction with a wide network of associations that allows everyone to discover and practice multiple activities. The project emphasizes that sport and school are based on the same values: a positive attitude to effort, perseverance, a will to progress, self-respect, respect for others and rules, etc.

In the school context, this initiative is based on existing mechanisms within the Ministry that are mobilized to support the project. In higher education, all schools are also involved in the project in order to promote sport participation among young people and to unite the university community around civic and sports values.

2.1 Objectives and highlights of the project

The project is based on four main axes:

- Promoting and developing sports practice in school (mainly PSE) and university sport
- Promoting and using sport as an educational tool which contributes to other fields of school and university education
- Promoting the cultural dimension of sport by developing cultural alongside sporting activities
- Mobilizing sport as a tool to strengthen links between educational institutions, their environment and the sports movement in order to even out inequalities in access to sport

The YOSU was structured around three main events:

- **National School Sports Day** (14 September 2016)
Scheduled for the beginning of the school year, it related to the organization of sport and recreational events open to all at every level of school and university sport. The theme was “School is committed to Paris 2024”. This day of activities launched the YOSU.
- **Olympic and Paralympic Week** (21-29 January 2017)
Dedicated to the organization of major events around the country with the aim of promoting sport, Olympism and its values as a means of education and enhancer of citizenship.
- **Olympic Day** (23 June 2017)
To commemorate the revival of the Modern Olympic Games, the French Olympic Movement staged actions in Paris and other regions to promote the values of Olympism. The actions were developed around the concept of “move, learn and discover”. The challenge is twofold, as the event will also seek to promote Paris’s bid for 2024.

2.2 Participating in the project: the mechanism

Labelling the project

A call for projects was made at the beginning of the school year, based on partnerships and key measures at the local, regional and national scale. A label was

created to list and display every initiative relating to Olympism. To receive this label, project owners (classes, institutions, etc.) had to propose their actions on a dedicated platform. The event labelled by the MNEHER is then referenced in the official “YOSU” calendar and displayed on an interactive map in order to render the education community’s commitment to the 2024 Paris bid visible.

The most inspirational, promising and/or innovative actions then received financial support at the national or regional level.

Participation in the “Paris 2024 Challenges”

Between December 2016 and March 2017, three challenges were launched by Paris 2024 to mobilize young people around games/contests on the theme of the Paris bid:

- Writing letters to IOC members in their own language
- “World Cultures” art contest
- “Sharing Paris 2024” photo/video contest
- Organizing actions for Olympic and Paralympic Week in schools, 21-29 January 2017

Schools participating in this action divided their school hours between general lessons (mathematics, history, geography, English etc.) in which sport was used as a teaching tool, and physical and sports activities designed to introduce students to the Olympic and Paralympic sports. The cultural dimension of sport was also promoted through these activities, which able-bodied and handicapped people worked on together in order to change attitudes towards the disabled.

Many athletes were mobilized during and after the week to share this time dedicated to sport and Olympism in schools.

Olympic and Paralympic Week thus posed an important challenge for the Minister of National Education, Mrs Najat Vallaud-Belkacem:

The Republic’s schools are one of the great places to learn and express the values of Olympism: respect for others, a taste for perseverance and self-transcendence are all qualities that forge future citizens. The Week of Olympism in Schools will promote such values.

2.3 Proposed tools for the approach suggested

To promote sport as an educational tool, dedicated tools are offered to the education community and to facilitators:

- Provision of educational resources via the dedicated “Grande Plateforme du sport” website
- Teaching tools provided by the IOC and the FNOsC
- Paris 2024 tools:
 - a) The “Incollables” quiz: a printed and digital game based on questions and answers about Paris 2024 and the Olympic and Paralympic Games
 - b) Special Editions “Paris 2024”: a small Paris 2024 presentation journal adapted to three age groups (6–10, 10–14, 14–18)
 - c) “Playdagogie, values of Olympism”: an innovative educational programme developed in collaboration with PLAY International and UNICEF with the support of the FNOsC. This kit of ten educational games, which was developed around the three core values, is part of the facilitators’ training
 - d) The Paris 2024 life-size “snakes and ladders” game that allows children aged 6-12 to submit their ideas about how to help build the Paris 2024 project in writing or via drawings

A consultation mechanism was also used to give high school students a chance to speak about Paris 2024 using an animation kit and questionnaire. In addition, as true ambassadors to young people, high-level French athletes are rallying in support and constitute one of the best gateways for students. Athletes who visit schools and universities participate in a 60- to 90-minute interview centred around the quiz “Incollables Paris 2024” and a sporting activity.

2.4 What is the role of the French NOA?

The French NOA plays a dual role in this operation. They either:

- serve as key actors in the call for projects by positioning themselves as project owners, or

- intervene during the implementation phase as true observers of the sports and Olympic world, having been requested to do so by the project owners.

Moreover, in the context of the Paris bid for the 2024 Olympic and Paralympic Games, the FNOA has positioned itself as an exchange platform for the various actors involved in the YOSU by organizing its 1st Thematic Evening on “Olympism at the heart of education” on 16 March 2017. This event attracted a large number of stakeholders and individuals representing the various French institutions involved in this national project – the MNEHER, the Ministry of Sports, FNOSC, Paris 2024 and both the School and University Sports Federations – and was a great success.

Interim Report (late February 2017)

The following data are not final, but they show the strong mid-term involvement of the Education Community.

The results obtained are as follows:

Year of Olympism from School to University

- Number of projects labelled: more than 700 projects have been registered and labelled in metropolitan France, overseas territories and abroad
- Challenges Paris 2024: 300 participating classes
- Number of students involved in the YOSU operation: over 230,000
- Number of projects that received financial assistance: 98 winners of the call for projects received financial assistance from the MNEHER, distributed through the various academies of metropolitan France and overseas
- Partnership work: 25% of projects have been carried out in partnership with the Olympic Movement around the country (CROS and CDOS); 33 national sports federations are involved in addition to the four school and university sports federations

Focus on Olympic and Paralympic Week

- Number of actions identified: 90 specific projects
- Number of young players over the week: 22,000

Focus on Olympic Day, 23 June 2017

- Number of actions identified to date: 39 projects registered
- Number of young actors during that day: over 10,000 pupils / students

These figures will continue to evolve until June, as many of the projects are being developed by decentralized FNOSC structures in the territories.

Mobilization of French schools abroad

Many French schools abroad have responded to the call for proposals and have thus raised awareness of the YOSU in their countries. Among them, the winner of the YOSU ten national favourites: the Franco-Peruvian Lycée in Lima, Peru, for its project “Rencontres de l’Airo postale”.

These mid-term results, reflecting as they do the various actions developed in metropolitan France and abroad, show how dynamically our country, and in particular our youth, has mobilized around the Paris 2024 bid.

PROSPECTS

4.1 By the end of the 2016–2017 school year

YOSU’s goal for the school year is to reach one million students.

At the mid-point, the ministry estimates that the number of students aware of Olympism, the Paris 2024 bid and the ministerial partnership via digital platforms and the large-scale projects of various partners has already reached 2 million.

Since the quantitative objectives have been met, and in some cases exceeded, it is time to assess the legacy of this initiative in support of the Paris 2024 bid.

4.2 In the longer term: what legacy?

Maximizing the legacy is a key ambition of Paris 2024, this responsible and exemplary project.

The “Olympic and Paralympic Week” in schools, a major milestone in the YOSU project, marks the introduction of Olympism into schools thanks to the Paris 2024 bid. This procedure, which has mobilized hundreds of classes everywhere in France, already provides a powerful legacy for the bid, since it will henceforth appear every year in January on the National Curriculum.

In this context, and thanks to the numerous interventions of athletes and sports clubs in schools throughout the country, a very important legacy lies in the strengthening of the links between the sports movement and the school en-

vironment, ensuring improved continuity in students' school careers.

The tools dedicated to this operation, as well as all the educational sequences of events initiated, also constitute a legacy both for the education community and the sports movement.

Finally, a specific legacy for the City of Paris was ensured by the signing of an agreement between the City, the Rectorate of the Academy of Paris and the FNOA on 21 February 2017. Its ten concrete measures will facilitate the access of Parisian students to sport participation and make them aware of the history and values of Olympism. This partnership signals the partners' desire to develop participation in, and education through, sport which will leave a tremendous legacy in its own right for the young people of Paris.

4.3 A legacy for the FNOA?

The FNOA's first evening event contributed decisively to its promotion both with the general public in France and with players in the French sports and institutional movement by assuring it high visibility via social networks. This evening helped to create a link with the sports federations and to bring the FNOA closer to institutions such as the ministries and the Paris 2024 bid committee.

The YOSU operation to promote Olympism in France also contributes to the development of the FNOA. The organization of thematic evenings is already a strong legacy for the FNOA.

CONCLUSION

The "Year of Olympism from School to University" is a nationwide operation carried out jointly by the Ministry of National Education, Higher Education and Research, Paris 2024, the French Olympic Movement, and the school and university federations. It aims to mobilize schools and young people to participate in sports and practice Olympic values in support of the Paris 2024 bid. This substantive work with various partners is a long-term project which seeks to develop a true culture of Olympism in France. As such, it constitutes a real development opportunity for the FNOA.

The whole population of France, and particularly French youth, will therefore benefit from a strong educational legacy thanks to Paris 2024. This legacy

will stem from the introduction of Olympism into schools via the “Olympic and Paralympic Week”, the provision of specific teaching tools, and the various other actions described above. All these have contributed enormously to the development of Olympism and the practice of sport in France, and clearly indicate the will of our country to share the Olympic and Paralympic values with our youth, who have already demonstrated their commitment during the bidding phase.

The YOSU, this ministerial initiative which we have just presented as an essential part of the Paris 2024 educational project, is thus truly part of the bid’s legacy. On the basis of multiple partnerships, the initiative works collectively towards the achievement of the goal of the Paris 2024 bid, and in particular towards placing sport at the heart of society – an ambition it shares with and for young people.

GERMAN OLYMPIC ACADEMY – ACTIVITY REPORT 2016

Tobias KNOCH (GER)

Director, NOA of Germany

Since its foundation in 2007, the German Olympic Academy (DOA) has dedicated itself to the mediation and implementation of Olympic values in sport and society, working in close cooperation with the German Olympic Sports Confederation (DOSB). In 2016, the Academy's projects were mainly focused on the Olympic Games in Rio de Janeiro.

During the Olympic Games, we traditionally organize a German Olympic Youth Camp. Our Camp in Rio in August 2016 was attended by 50 promising young athletes and young delegates from national sports federations, who had been chosen to take attend the Olympic Games and participate in a comprehensive seminar and cultural programme. The participants acquainted themselves with young Brazilians and their living conditions in Rio de Janeiro and discussed relevant current topics like sustainability, doping prevention and career options for top athletes.

As 2016 was an Olympic year on two accounts, we also co-hosted a second camp for young people who had shown great commitment while volunteering for their sports organizations. The academy camp of the German Sports Youth (DSJ) at the Youth Olympic Games in Lillehammer was attended by 30 young adults, who took part in a diverse programme which included workshops, discussion groups and seminars. They participated in the official 'Learn and Share' activities and engaged in an exchange with young Norwegians regarding their respective sport systems, the Olympic values, and the future of the Youth Olympic Games.

At the Rio Olympic Games and the Youth Olympic Games in Lillehammer, the German Olympic Academy was a partner of the 7th and 8th editions, respec-

tively, of the International Sport Business Symposium. This forum for Olympic scholars and researchers was organized by a member of our Board, Professor Holger Preuß (University of Mainz), and was well-received by the participants, who came from all over the world. Many colleagues from other National Olympic Academies as well as the International Olympic Academy participated at a workshop for Olympic Academies staged at the symposium in Rio.

In 2016, the DOA relaunched teaching materials that were first issued in 1988. The series “Olympia is calling: Join in!” consists of popular teaching materials for primary and secondary schools and includes basic information on Rio de Janeiro and the host country, Brazil, as well as an introduction to Olympic Education and a comprehensive collection of worksheets. The material enables teachers to address various topics regarding the Olympic and Paralympic Games in class and to integrate Olympic values and ideals into their lessons. In 2016, for the first time, a third brochure was launched that provides basic knowledge on the Olympic and Paralympic Games. All three brochures are distributed to schools throughout Germany and can also be downloaded free of charge from our website. The online material for Rio has already been downloaded 47,000 times.

Another of the Academy’s key publications in the Olympic year of 2016 was addressed specifically at German athletes. “Olympia compact: On the road to Rio” got the German Olympic and Paralympic teams in the right mood for the Games and for their visit to Brazil. The brochure was handed out to all German athletes and delegation members and included both basic information on the Olympic Movement and Olympic education, and numerous facts about their destination: Rio de Janeiro and Brazil.

“The Olympic Games: how I see them” is the name of a painting competition the DOA organizes every four years during the Olympic Games. In 2016, more than 1,000 children and teenagers were inspired by the Olympic Games in Rio to participate in the competition – we even received contributions from Switzerland and Brazil!

Another competition addressed the future of the Olympic Games, especially with regard to the bidding process. Student groups from universities all over Germany acted as IOC consultants and came up with ideas on how to make the Olympic bidding process even more attractive and sustainable. The national final of the case study competition was jointly organized by the University of

Mainz and the DOA and took place at the DOSB's headquarters in Frankfurt.

Among the numerous events we organize every year, our 2016 Olympic Day in Cologne was record-breaking, attracting more participants and partners than ever before from a larger area. The event took place in the German Sports and Olympic Museum for the third time in a row and attracted some 4,000 children and young people. Together with the DOA, over 35 partners made sure the young visitors enjoyed some memorable moments, both at "sportive active" stations, where they could avail themselves of information and educational offerings, or in exchanges with Olympic and Paralympic sports stars.

In 2016, the DOA took over the 'Fair Play Prize of German Sport', an important award which had been jointly awarded by the DOSB, the German Federal Ministry of the Interior, and the Association of German Sports Journalists since 2011. This year, the award ceremony took place under the auspices of the German Olympic Academy for the first time, at its annual lecture event at Biebrich Castle near Wiesbaden. The event is a cooperation with the Hessian Ministry of the Interior and for Sport. Our main objective here is to give a platform to experts who debate socio-political, cultural and economic aspects of organized sport in lectures, dialogues and discussion panels.

Every two years the German Olympic Academy invites its network of multipliers to a workshop and seminar weekend. At the 2016 multipliers meeting in Hamburg, more than 100 scholars, teachers, sports officials, IOA alumni and "Friends of the Academy" from all over Germany took part. They attended lectures about developments in the Olympic Movement and discussed current topics in the fields of Olympic education and the Olympic Games in various workshops.

We also continued our close cooperation with the International Olympic Academy, participating in the Session for Directors and choosing, preparing and dispatching German representatives to the sessions for Young Participants and for Postgraduates.

The German Olympic Academy was honoured with the IOA's "Athena" prize in 2016 for its outstanding commitment to the Olympic Movement and Olympic education. We are very proud that our work was honoured in this way, but also take this prize as motivation for all our future projects and tasks.

THE SLOVENIAN OLYMPIC ACADEMY AND ITS ROLE IN PROGRAMMES FOR ATHLETES

Petra ROBNIK (SLO)
Member, NOA of Slovenia

The Slovenian Olympic Academy is fully integrated into the Olympic Committee of Slovenia – Association of Sports Federations, which is an umbrella non-governmental sports organization in Slovenia. The NOC of Slovenia's new long-term strategic plan for the NOA of Slovenia includes important tasks in the field of promoting Olympism and sports history, Olympic and Fair Play values, educating athletes, trainers and sport experts, as well as making the NOA responsible for Slovenia's athlete career programmes and athlete status rights.

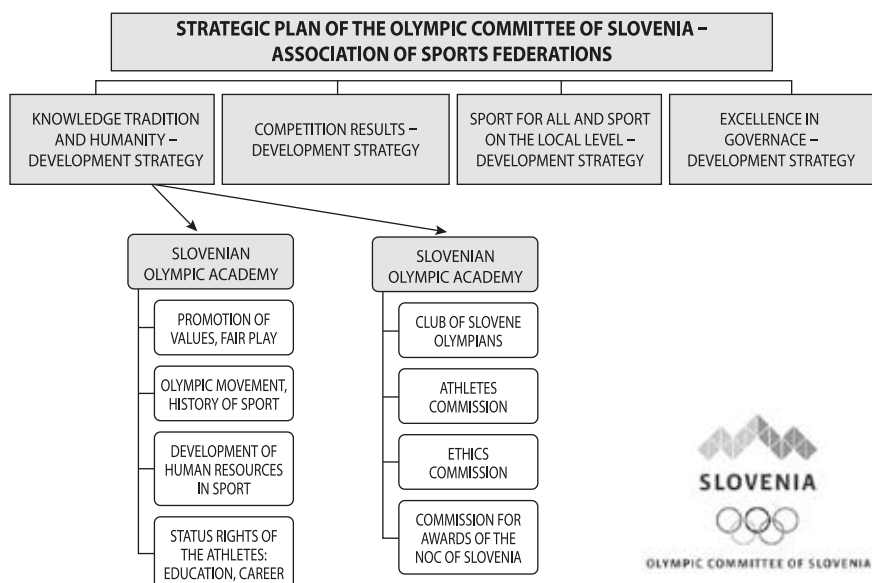
The NOA of Slovenia has a President (Miroslav Cerar, an Olympian) and 11 Board members (three Olympians, representatives of sport, educational and media organizations).

Key activities of the NOA of Slovenia

The most important activities of the NOA of Slovenia in recent years concerning athletes and coaches are:

Organizing education courses for athletes, trainers and team members who participated in the Olympic Games, Youth Olympic Games and European Youth Olympic Festivals.

Our Olympic education now also includes financial education and financial literacy for athletes. In this context, we published a financial educational manual in partnership with Play Smart.



[Fig. 1. The Slovenian NOA's role in implementing the Strategic Plan of the Olympic Committee of Slovenia – Association of Sports Federation.]

Charged also with leading programmes on good governance and the implementation of values in sport, we ran a national campaign on sporting behaviour.

We also set up the Slovenian Olympic Education Centre and Olympic Museum in Ljubljana, where we stage workshops, seminars, meetings, conferences, and programmes for children and youth.

Supporting athletes and leading activities in the field of athlete's status rights

In recent years, working alongside the top sports committee of the NOC of Slovenia, the NOA of Slovenia has organized activities to support athletes and develop their dual careers. In line with the NOC's new strategic plan, the NOA of Slovenia is responsible for this strand of its activities at the national level, and it has coordinated athletes' education, run the Olympian tutor programme, the e-learning programme, helped athletes prepare career plans, and helped athletes find employment. It is also involved in providing health insurance for athletes and running a scholarship programme.

Athlete status rights, dual careers of athletes, programmes for young athletes

The issue is how top athletes can transition from sports into a career at the end of their sporting careers. This is an issue due to inadequate education during

their sports career. There is usually a discrepancy between athletes' expectations and their actual financial situation when their sports career is at an end. Pursuing a dual career can help top athletes build a career as a professional athlete while at the same time allowing for advances in their education.

Let us start with activities over the past year, which were in accordance with the IOC Agenda 2020.

We worked hard to serve Olympians and former elite athletes in Slovenia in many important aspects of their lives. Let us highlight the most important ones:

- We successfully integrated the administration of the NOA of Slovenia into the NOC of Slovenia-Slovenian Olympic Academy
- We negotiated the rights of former elite athletes in the context of the new Law on Sport in Slovenia that will make dual careers for athletes a priority
- We had Olympians participating in programmes such as Olympic Day, Olympic Hours, and other programmes staged in cooperation with the NOC of Slovenia that encourage the inclusion of Slovenian Olympians in active programmes and promote sport, Olympism and its values among young people and children in Slovenia.

With the inclusion of Olympians in active programmes, the NOC of Slovenia is taking care of status concerns and athletes' rights. At the same time, this programme is an opportunity for an athlete-to athlete approach, and Olympians can pass their knowledge, experience and abilities on to young athletes and help both to achieve better sporting results and improve their educational performance. Most importantly, the Olympians can serve as ambassadors for life-long learning in both sport and compulsory education, but also in the form of mentoring to ensure a broader range of knowledge, connections and experience that will help top athletes transition from sports into a career, ensuring continuation and a good quality of life even when their sporting careers are over.

These objectives are in accordance with the European Commission's guidelines for top athletes' dual careers (EU Guidelines on Dual Careers of Athletes; European Commission, 2013). At the national level, we are establishing the conditions for the National Dual Career model, while at the same time also raising awareness of this model at the national level among all stakeholders, but especially athletes (at every stage in their dual career path), coaches and parents through educational workshops.

Athlete career development and professional integration of former elite athletes

Different support programmes and additional types of knowledge which an athlete may obtain through the dual career process enable them to find concrete solutions to this problem and help the athlete enter the labour market more easily. This means the athlete does not have to decide whether to continue with their sporting career, and can remain focused on achieving top sporting results. Programmes for providing financial support to athletes are another crucial element in athlete career development. We have established a social fund for Olympians, scholarships for young athletes, and a new Foundation of the NOC of Slovenia for young athletes aged 14–18 and 18–23 from socially underprivileged backgrounds.

The main objective of the professional integration of athletes is to ensure an appropriate working environment for the development of practical skills and to learn about the working environment (training for work). Programmes which support an athlete during the transition from a sporting career into the labour market on the national level include:

- National pilot model for athletes' dual careers
- Employment of elite athletes in public organizations
- Human resources development in sport
- Adecco Athletes Career Programme

Best practices

To identify the best practices relating to athlete dual careers at the national level, we suggested the “Athletes friendly education” certificate, which could be comparable with other certificates at the European level. The purpose of this certificate is to select and reward educational institutions at all levels which offer suitable and personalized education that provides athletes with a comparative advantage. The main objective is for athletes to complete their high school education and to facilitate the transition to higher levels of education through partner institutions and networks.

Programmes for young athletes – Slovenian Olympians tutoring programme

This programme proved effective at helping athletes become role models for young athletes. Tutoring can be defined as the systematic management of athletes throughout their entire sporting career. However, it is not strictly focused

on the development of their sports careers, and addresses the athlete as an integrated personality. Thus, it is also very important to help athletes to develop their personality, formal education and schooling and to acquire other skills needed to transition from sport into a non-sport career and for life-long learning.

Tutoring is an individual process and allows professionals and athletes to work at higher levels of cooperation, particularly in cases where classic professional relationships are hard to maintain. With the Olympians as role models and tutors in this process, there is also added value in the personal approach and sports background.

THE AANOA'S ACHIEVEMENTS IN PROMOTING OLYMPIC VALUES IN AFRICA

Dr Ridha LAYOUNI (TUN)

*President of the Association of African
National Olympic Academies (AANOA)*

Over the past year, the efforts of the Association of African National Olympic Academies (AANOA) to promote Olympic values in Africa have focused on the following areas:

AANOA's Elective Ordinary General Assembly

Under the auspices of the Association of National Olympic Committees of Africa (ANOCA) and with its support and that of the Tunisian NOC, the AANOA organized its Elective Ordinary General Assembly (Tunis, 13–16 March 2017) under the chairmanship of Mr Mustapha Berraf, First Vice-President of ANOCA, and in the presence of Mehrez Boussayène, President of the TNOC (Tunisian National Olympic Committee). A number of national and international Olympic and sports personalities attended the event.

The General Assembly unanimously approved the policy report, financial report and Auditor's report as well as the applications for accession made by the National Olympic Academies of Cape Verde, Madagascar, Nigeria, Rwanda and Tanzania.

During the General Assembly, its members elected the new Governing Board of AANOA for 2017–2020 as follows:

NO	Country	Surname	Forename	Position
1	Tunisia	LAYOUNI	Ridha	President
2	Kenya	CHACHA	James Mukura	1st Vice-President
3	Central African Republic	GUIYAMA MASSOGO	Anicet-Clément	2nd Vice-President
4	Mali	MAIGA KEITA	Aminata	3rd Vice-President
5	Mauritius	GOBOODUN	Sanjaye	Secretary General
6	Côte d'Ivoire	KOUAKOU	Koffi Lucien	Assistant Secretary General
7	Senegal	DIOP	Soulayman B. Daouda	Treasurer General
8	Chad	NGARGUINAM	Job N'Djerayan	Assistant Treasurer General
9	Guinea	SAKHO	Baba	Member
10	Angola	MAYIMONA	Nzita	Member
11	Lesotho	NTSIBOLANE	Letsatsi	Member

3rd Session of the African National Olympic Academies

The 3rd Session of the African NOAs took place on 14-15 March 2017 in Tunis and was supported by ANOCA and the TNOC. This session allowed African NOAs to present their activities, exchange experiences and discuss their future programmes. It generated growing interest and significant participation from 20 African NOAs (Algeria, Angola, Burundi, Cameroon, Cape Verde, Central African Republic, Comoros, Côte d'Ivoire, Guinea, Lesotho, Mali, Morocco, Mauritius, Rwanda, Senegal, Sudan, Tanzania, Togo and Tunisia).

The African Centre for Olympic Studies

In order to implement the decision taken by its General Evaluative Assembly in Bamako, Mali, on 23- 26 March 2016, AANOA launched the project to create the African Centre for Olympic Studies.

To this end, the President of AANOA made contact with the heads of the IOC Olympic Studies Centre, who helped to identify the Centre's aims and tasks as well as suggesting its legal framework.

Following Cameroon's application to host this centre and facilitate the exchange of information with the National Olympic and Sports Committee of Cameroon, a delegation comprised of the President and Vice-Presidents of

AANOA travelled to Yaoundé on 18-22 January 2017 to finalize the procedure for establishing the ACOS in Yaoundé.

During this working visit, the AANOA delegation was formally received by:

- His Excellency Philemon Yang, Prime Minister, Head of Cameroon's Government
- Mr Jacques Fame Ndongso, Minister of Higher Education
- The Secretary-General of the Ministry of Foreign Affairs and
- Mr Hamad Malboum Kalkaba, President of the National Olympic and Sports Committee of Cameroon

Following discussions with these senior Cameroonian officials, the AANOA delegation was briefed on the guarantees and possibilities offered by the State of Cameroon in relation to establishing and managing the ACOS.

The delegation also participated in an extended evaluative session of the National Olympic Academy of Cameroon (ANOC), which was chaired by Sultan Ibrahim Mbombo Njoya, who reviewed the Academy's activities and the draft statutes of the ACOS.

Subsequently, the presidents of AANOA and the National Olympic and Sports Committee (CNOSC) signed the "Headquarters Agreement" by which both parties undertook to establish the ACOS in Cameroon, as soon as possible, and to get it up and running by finalizing procedures relating to material aspects of the Centre, and its legal basis. President Kalkaba also pledged the necessary funds for starting up and operating the Centre.

The AANOA and CNOSC have agreed that the ACOS will be up and running no later than March 2018, and that its opening will be formalized by a ceremony to which the Cameroonian authorities, presidents and members of the Boards of the ANOCA, AANOA, CNOSC and ANOC, as well as the heads of international Olympic bodies, will be invited.

The AANOA delegation and representatives of ANOC visited the site granted by the State of Cameroon to the AANOA for the establishment of the ACOS in the presence of a representative of the Ministry of State Property; they noted that the site meets the expectations of the Association and is suitable for the Centre's headquarters.

AANOAs contest for the promotion of Olympic values

During the Evaluative General Assembly in Bamako, the AANOAs approved its President's proposal that, despite its limited resources, the Association should provide an annual grant of 3,000 USD to one of its member National Olympic Academies for an activity aimed at promoting and disseminating the Olympic values in one or more African countries.

This contest has proved to be a success on a continental scale and has spotlighted the great interest of African NOCs and NOAs in the dissemination of Olympic values.

Following the examination and evaluation of projects submitted by 11 NOAs (Cameroon, Cape Verde, Central African Republic, Egypt, Guinea, Lesotho, Madagascar, Niger, Sao Tome and Principe, Tanzania and Togo), the jury appointed by AANOAs's Governing Board expressed its satisfaction with the quality of the majority of the dossiers presented and awarded the 2017 AANOAs grant to the Project proposed by the Togo National Olympic Academy; the funds will be released through Togo's NOC.

The AANOAs congratulates the NOC and NOA of Togo and would like to thank the other candidates for participating in the contest, and to wish them every success in 2018.

Annual African Youth Session

A call for applications for the 1st Annual African Youth Session, scheduled by AANOAs for the second half of 2017 or for 2018, will soon be made to African NOCs and NOAs. The session will aim to further disseminate Olympic education among African youth and strengthen the African NOAs Session.

African Olympic Museum

Various projects were proposed and announced by the AANOAs during its Elective Ordinary General Assembly and the 3rd African NOAs Session. These included the African Olympic Museum project, which immediately attracted the attention of Mr Mustapha Berraf, President of the Algerian Olympic Committee. Mr Berraf, who chaired both AANOAs events in his capacity as 1st Vice-President of

ANOCA, announced the candidacy of Algeria for the African Olympic Museum.

The African NOC and NOA delegates who were present approved Algeria's candidacy, and their approval was noted by the AANOA.

AANOA WEB SITE

In accordance with the decisions taken by the Governing Board and General Assembly at Bamako, the AANOA website project is now underway. The address of the site, which remains under construction, is www.aanoa.org.

Increase in AANOA membership

As a result of the efforts made, the number of NOAs affiliated to AANOA rose from 31 in March 2016 to 36 in March 2017.

Material and financial support

The AANOA continues to receive an annual ANOCA grant to support its activities. It also receives unwavering support from the Tunisian National Olympic Committee, which covered the costs of its Elective General Assembly and the 3rd Session of the African NOAs. In addition, the TNOC continues to house the AANOA headquarters in Tunis and to cover its operating costs.

The National Olympic and Sports Committee of Mali supported the AANOA by covering the costs for the organization of its Evaluative General Assembly in Bamako and the 2nd Session of the African NOAs in March 2016.

The National Olympic and Sports Committee of Cameroon joined the TNOC and MNOSC in their support for the AANOA by deciding to host and finance the African Centre for Olympic Studies and to cover the costs of the 4th Session of African NOAs, scheduled for March 2018.

The Algerian Olympic Committee and the National Olympic Committee of Côte d'Ivoire are also committed to supporting AANOA projects, firstly by hosting the African Olympic Museum and secondly by organizing a future session of the African NOAs.

Acknowledgements

The AANOAs' achievements were only possible thanks to the support of the Olympic bodies and of great men. I therefore take this opportunity to reiterate, in my name and on behalf of the AANOAs, our deepest thanks and gratitude to:

- The IOC and its President, Dr Thomas Bach, for the encouragement and congratulations he has kindly addressed to the AANOAs
- The ANOCA, and especially Intendant General Lassana Palenfo, for the unconditional support he has extended to the majority of the AANOAs' activities throughout his presidency
- The IOA, for its collaboration and support
- The Tunisian NOC, and in particular its President Mr Mehrez Boussayène, for their unfailing support
- The NOC of Mali and its President, Mr Habib Sissoko, who have spared no effort in ensuring the success of our activities
- The NOC of Cameroon and its President, Mr Hamad Malboum Kalkaba, as well as the Algerian Olympic Committee and its President, Mr Mustapha Berraf, for their commitment to AANOAs projects
- The highest Tunisian, Malian and Cameroonian authorities for their encouragement and the attention they have paid to the AANOAs
- The NOCs and NOAs of Africa and their presidents, who have always supported and encouraged our young association.

OLYMPIC VALUES IN THE EDUCATIONAL INSTITUTIONS OF THE REPUBLIC OF BELARUS ¹

I. GUSLISTOVA (BLR)

Chair, Praesidium of the Belarusian Olympic Academy

The dynamics of development in the modern world testify to the complexity and contradictions of its socio-cultural, political and economic processes. Often the values that underpin human culture became the subject of revision and transformation. The threats and challenges of the information society actualize the need to preserve those humanistic values that create a platform for the unity of mankind.

Education truly plays a key role in this regard – whether the generation that will govern the world in the future is spiritually, physically and socially great depends on it.

By connecting potential with humanism and universal with national values, Olympic education can and does contribute to the education, formation and development of healthy individuals.

The degree to which Olympic education is implemented in the educational and social system of our country, its success and popularity, depend on the structures of civil society and the efforts of the state. In this regard, we emphasize the role of the National Olympic Committee of the Republic of Belarus and the Belarusian Olympic Academy. Their goal is to strengthen and disseminate national cultural values through the sports successes of Belarus and through the national traditions of a spiritual and physical education.

Interest in Olympic education as a new form of content in the educational process of educational institutions is growing as a result of the joint activities of

1. The presentation was made by Tatiana Morozevish-Shiliuk, Belarus NOA Member.

the state and public organizations. Today, Olympic education exists as a multi-level system in the Republic of Belarus.

The main goal of the system of Olympic education is to spread Olympic knowledge and values; in Belarus, this is achieved through “cross-cutting” the educational process. Starting in preschool institutions, it continues through secondary schools, schools and Olympic reserve colleges into institutions of higher education.

At the preschool level, the main pedagogical tasks are forming the motivation to engage in physical activity, developing the physical qualities and conditions of the child, and nurturing their interest in the Olympic theme through educational projects, developing Olympic education programmes, holding a mini Olympic Games, staging workshops and talks on the Olympic Movement, studying sports, staging drawing contests and festivals containing elements with an Olympic theme, and organizing Olympic corners.

At the level of secondary education, “training” in Olympic values takes place through moulding teenagers’ ideas about a healthy lifestyle and the importance of physical culture, sport and Olympic Movement in society, teaching the principles of fair play, introducing the history of the Olympic Games and Olympic values into physical education lessons, and holding Olympic quizzes, meetings, competitions and conversations.

Within the framework of the “Razam z Olympiska” [Together with Olympishka] educational project, students in Years 3 and 4 receive colourful diaries which include information on the Olympic Games, the Olympic Movement, and outstanding athletes. Students in Years 1-4 were issued the *Olympic Guide* and attended a workshop.

The main goal of Olympic education in secondary schools, specialized secondary schools and specialized schools of the Olympic reserve is developing the students’ knowledge relating to the history of the Olympic Movement and the philosophy of Olympism. The sustained interest in Olympic education seeks to mould a holistic worldview in the individual; develop knowledge about the content of Olympic education, the Olympic Movement and the social and moral potential of sport; give the students a professional orientation and motivation based on value. These goals are implemented within the curriculum in the form of the “Fundamentals of Olympic knowledge” course, which is optional for classes V–XI, and the “Fundamentals of Olympic knowledge”, a project focused

on a nexus of electronic educational methodologies.

The “Tvae kroki da Alimpu” [Your steps to Olympus] educational project aroused great interest when it was published in the journal for students in classes V–XI in Olympic reserve schools and sports classes. The project contains information about the Olympic Movement, Olympic values, and outstanding Belarusian and foreign athletes. The Belarusian Olympic Academy, in conjunction with institutions of general secondary education, has developed manuals for training and extracurricular activities. Teaching Olympic values comes in a number of approved forms: participation in International Olympic Day, contests, quizzes, seminars, Olympic expert competitions, design exhibitions, the Olympic exhibitions and museums, and meetings with famous sportsmen and Olympic medallists.

The basic institutions for the promotion of Olympic values in institutions of higher education are a) the Belarusian State University of Physical Culture and b) the Department of Culturology at the Belarusian State University. The main goal is the promotion of Olympic values through improved knowledge about the Olympic Movement; the social, cultural and humanistic potential of sport and its problems; and the motivational/value sphere oriented towards the humanistic values of sport and the Olympic Movement.

All the educational content is kept up-to-date with the latest research, and scientific and practical conferences in “Olympic education” are staged regularly along with the innovative “Olympic Movement, Communication and Education” festival and the student’s Olympic forum. Academic and methodological issues and the staffing of the educational institutions are covered by the permanent seminar addressing “Scientific and methodological support and current problems of Olympic education”. The participants come from secondary schools, Olympic reserve schools and institutions of higher education, which allows communication between different levels of education and collaboration in facing the challenges facing the development of Olympic education in the Republic of Belarus.

The experience of recent years shows the relevance of Olympic education in Belarus and the need for further development at all levels of education. Undoubtedly, the search for new forms, the use of new technologies for learning the basics, values, and content of Olympic education will help promote the ideas of the Olympic Movement, intercultural communication and understanding.

THE NEED TO DRAW UP A STRATEGIC PLAN FOR THE NATIONAL OLYMPIC & PARALYMPIC ACADEMY OF I.R. IRAN – 2016

Nahid KARIMI (IRI)

*Director of Olympic Solidarity Department,
ASMC Programme Director, NOC of Iran*

Introduction

The NOA of Iran was established in 2001. Its activities fall within the framework of training and education for promoting champion performances and of delivering Olympic education within the sport family and within society based on IOA criteria.

The NOA of Iran embarked on its activities after the conducting of studies and the formation of a 12-member NOA management council. A set of rules and regulations were drawn up to govern its operation by the members of the NOC executive board. The organization was considered one of the strengths of the NOC and functioned successfully until 2010.

The existing records, the experiences of those involved, and the present performance of the NOA reveal that changes in management and executive board members may have caused the NOA to deviate further from the goals and working methods laid down in its approved rules and regulations.

To quote from Bryson and Alston's *Creating your Strategic Plan* (2011):

All organizations are in a constant state of change and even those that think of themselves as stable are typically changing in various ways. People are coming and going, mandates are shifting, budgets are changing, stakeholders' needs and expectations are changing, and so on. A strategically man-

aged organization is one that both defines where it wants to be and manages change effectively through an action agenda to achieve its goal in the future.

Although the Iranian NOA is still running a variety of activities, major change both internally and external to the organization has impacted on its performance in a way that cannot be ignored.

The following changes have impacted on NOA performance:

- The decision to manage Olympic Studies (OS) matters in the NOC and transfer all non-OS education and research matters, together with Olympic education, to the NOA in 2008
- The economic, political and social challenges facing Iran, as well as the imposition of sanctions
- The transformation of the Physical Education Organization into the Ministry of Sport and Youth and the ensuing changes in its demands as well as its interactions with NSFs after 2010
- Amendments made to the NOC statutes in 2013, which created new challenges for the NOA
- The need for all Olympic Sport Organizations (OSOs), including NOAs, to make Agenda 2020 integral to their road maps to the implementation of their action plans

Seen in this light, there was a great need to draw up an NOA strategic plan within the framework of the MEMOS XIX project in order to maintain and promote the performance level of this OSO.

Drawing up the Strategic Plan for the NOA of I.R. Iran

The vision of the Iranian NOA is to act as a high-level training centre for athletes and coaches and to promote both Olympic values and academic sports education at the national and regional levels.

The applied research preceding the drawing up of the plan involved collecting data from the IOA and the records of the Iranian NOA, conducting interviews with council members, issuing questionnaires and using benchmarks.

In terms of interviews, key figures – six members of the strategic council, key figures in the NOC and NOA, other stakeholders in addition and one university

professor – were interviewed in line with SWOT and PESTEL analysis. The data gathered from the interviews were used to design questionnaires, and necessary measures were taken to ensure the validity both of the data and the calculations. Subsequently, drawing up the organization's strategy matrix revealed that the NOA is in an aggressive context. It was thus necessary for the organization to adopt strategies commensurate with its situation with an emphasis on playing to its strengths and exploiting opportunities to create its action plan.

Aside from studying the NOAs and IOA, eight high-performance academies with different structures, objectives and programmes were selected as benchmarks and were studied by means of interviews, questionnaires, and visits to their websites.

The Iranian NOA's strategies and objectives were then drawn up on the basis of the above findings and the views of the strategic council. Key Performance Indicators (KPIs) were then drawn up with an eye on strategies and objectives. Putting these three factors on the table along with the benchmarks and consultations with the strategic council, the procedure for identifying KPIs became operational through the application of the key words 'What', 'Who', 'How', 'When' and 'What'.

The overall result of the research indicated that, as determined in the literature review, the NOA was facing many challenges owing to the lack of a long-term strategic plan and mitigations required to deal with managerial, financial and social change. Now, in order to put the NOA back on the right sustainable path, it is necessary both to revive the NOA council and to observe the new NOC statutes as well as the results of this research in the present situation.

Another remarkable aspect of this research were the studies carried out into other NOAs, especially the benchmark results which showed that, although the objectives and missions of all NOAs are in line with the Olympic Movement, there are considerable differences in terms of methods and performance. Nevertheless, the planning required for any Olympic sport organization should conform with its level of development: the size and sophistication of an organization will determine the range of influences it must consider and its priorities. In addition, it might be suggested that the ability to plan, and the extent to which planning is undertaken as a process, also depends on a given sport organization's size and stage of development (Robinson and Minikin, 2011).

After presenting an overall report on the research and its results to the NOC's

executive board, some action items were identified as priorities during the operational phase:

1. Firstly, we have to revise the composition of the NOA council and its rules and regulations based on the new NOC statutes and project results.
2. Drawing up a cooperation agreement between one or two well-known sports sciences universities and the NOA to improve its efficiency through joint financial, human and materialistic contributions.
3. Utilizing OS programmes and Olympic values by taking the creative initiative through further interactions between NOA programmes and our OS department activities, athletes, coaches and sport managers.

Thanks to Olympic Solidarity support, the NOC has managed to embark on a new programme in the year 2016-2017 to train physical education teachers all over the country to act as “Olympic Education Ambassadors”. Two methods are being used – residential education and distance education – to spread the Olympic values and principles among students rapidly and more efficiently. In addition, a book compiled and written by our NOC on lessons from the Olympics is now being employed as a training source. The course directors and experts consist of experts from Iranian universities and the Ministry of Education who have long-standing experience in OS programmes as well as practical experiences of the Olympic Movement.

LESOTHO OLYMPIC ACADEMY – REPORT

Letsatsi NTSIBOLANE (LES)

Director, NOA of Lesotho

2016 was yet another year in which the Lesotho Olympic Academy (LOA) contributed to the propagation of the Olympic Ideal, mainly among the youth of the Mountain Kingdom. This was achieved through Olympic values-based initiatives. Drawing on the experience gained in the previous one-off initiatives, Lesotho undertook a process on a national scale for an initiative that will have lasting results for its people.

School Sport Olympic Values Celebration

Every year, the Olympic Academy celebrates excellence and fair play with young people during the national ball games championships for schools. The partnership with school sport began in 2013 in an effort to encourage young athletes in all sports run by school sport federations. The academy encourages all athletes to do their best using their natural talent. At the end of the competitions, athletes are selected on the basis of their efforts to demonstrate the pursuit of excellence and fair play during the Games. These athletes are awarded trophies as tangible rewards for their achievements. In this respect, 2016 was no different. The games initiative not only helped spread the Olympic values, it also made the Games still more competitive.

The Young Participants' Session

The second edition of the young participants' session in December 2016 provided the vigour required to raise the bar still further in an effort to spread the

Olympic ideals. Following the participation of the LOA Director, Mr Letsatsi Ntsibolane, in the IOC OVEP inaugural training, and the invitation of Advocate Phelane Phomane to take part as one of the training facilitators, a two-day training session for ten facilitators at the young participants' session was conducted. This was the first group to be trained in the OVEP 2.0 tool kit. Sixty (60) participants drawn from national sport federations, institutions of higher education and the public participated in the one-week session. The main mandate of the participants was to create and run Olympic clubs in their different localities.

The Road to PE and OVEP in the national curriculum

Aware of the limitations of the intermittent Olympic values education initiatives and their effects, the LOA has initiated a nationwide project that will see the inclusion of both Physical Education and Olympic education in the national curriculum. This arose through the engagement of the Department of Public Affairs and Social Development through Sport (PASD) with the IOC; a dialogue with the authorities in Lesotho is currently in progress.

It is envisaged that the success of this initiative will not only lead to an effective strategy for spreading the Olympic values, but also – and most importantly – to moulding a healthy generation at peace with itself and its neighbours.

LITHUANIAN OLYMPIC ACADEMY – YOUTH DEVELOPMENT THROUGH OLYMPIC VALUES

Ramune MOTIEJUNAITE (LTU)

Member, NOA of Lithuania

Olympism is oriented to the future. It promotes confidence in inexhaustible human effort, people and their meaningfulness forming a harmonious, creative, free personality.

The aim of the Olympic Movement is to contribute to a more peaceful and better world in which sport develops youth within the spirit of Olympism. The Olympic philosophy focuses not only on the short term, but also on life; not only on competition and victory, but also on participation and cooperation; not only on activities, but also on personal and life improvement; not only on professional athletes, but on everyone.

The Lithuanian Olympic Academy helps us achieve these goals in our country. It collaborates with youth, kindergartens, schools and universities. The LOA goes to kindergartens and universities because the Olympic programme is widely implemented in Lithuanian schools.

This review will list the LOA's work in 2016–2017 in relation to the:

- Olympic history programme
- Olympic education programme
- LOA international work programme
- Sport education programme

The main activities of the LOA, 2016–2017

“Emotions in sport” photography contest

The aim of the contest was to increase students' interest in sports, develop

young people's self-expression and ability to use Olympic culture in their creative activities.

“We are future Olympians” photography contest

Over a month, the organizers received more than 1,000 paintings by 3–7 year-olds depicting various sports and how they imagined themselves participating in the Olympic Games.

LOA Session: “Olympic education as an effective tool for development and sustainability”

The event was designed for students and based on IOA Sessions.

Mascot contest

The participants were children from foster homes in Lithuania. The goal: to create a mascot for Lithuanian athletes in Rio. The aim was to promote sociality and to look at sport in the context of artistic expression.

“Olympic Sports proficient” quiz at the Lithuanian Olympic Festival for Students

The Lithuania Olympic Festival for Students was held at the Lithuanian sport university. The LOA prepared an “Olympic Knowledge Quiz” for the participants.

The Olympic Camp for Students Project: “Olympic values in student life”

The Lithuanian Olympic Academy organized a camp for students who are active and interested in sport and Olympic values. The camp was held over four days. Each of the first three were devoted to a different type of Olympics: the Summer, Winter and Paralympic Games. On the last day, students had the opportunity to reflect of the camp as a whole. Camp students not only talked about the history of the Olympics, they also trained themselves with short track speed skating, curling, goalball and sitting volleyball training. This was the first time the camp was held and 15 students participated.

We can thus see that the present conditions of Olympism, Olympic sport and Olympic education have naturally developed in the context of our Lithuanian culture and cultural life to become an important source of physical and spiritual strength for the nation.

Olympism is becoming a lifestyle based on utility and goodness. Because it is

based on moral values and links between sport and culture, art and science, this lifestyle will support individual, human and community well-being, and facilitate efforts to make the world more beautiful, tolerant and fair.

Young people are playful, full of enthusiasm and energy, have a strong desire to learn, are creative and admire Olympic heroes. The Lithuanian Olympic Academy works with youth and introduces them to Olympism.

The most important thing is not what young people are now, but what they might become.

THE NEW ZEALAND OLYMPIC COMMITTEE: OLYMPIC VALUES EDUCATION 2016

Rob PAGE (NZL)

Education Manager, NOA of New Zealand

The New Zealand Olympic Committee (NZOC) established an Education Commission through its constitution. This Commission functions as the New Zealand Olympic Academy and has the responsibility to lead, enhance and promote the Olympic values in New Zealand. Its scope is defined as:

- Promoting the Olympic Games and Olympic athletes
- Inspiring young New Zealanders to live the Olympic values
- Documenting & promoting New Zealand's Olympic heritage and stories
- Increasing the knowledge and understanding of Olympism and the Olympic Charter within the New Zealand Olympic Committee
- Contributing to international cooperation and development within the Olympic Movement together with other NOAs and the IOA

In doing so, it fulfills one of the NZOC's four functions: to "Promote and celebrate Olympic values and Legacy in New Zealand".

The key goals of the Commission in 2016 were to:

- Stimulate teacher and student interest in Olympic values education
- Provide Olympic education resources that will engage teachers and students
- Inspire through Olympic Ambassador presentations in schools
- Celebrate the Olympic Movement by encouraging schools to celebrate Olympic Day
- Work with other sports bodies to provide Olympic values education

Actions and results

1. Stimulate teacher and student interest

We set up a registration page on the NZOC website. It was quick and simple for teachers to register, and great for us as we got their names, schools and email addresses. By the start of the Rio Olympics, 7,000 teachers had registered from 2,000 schools (accounting for 90% of the nation's schools).

A key advantage of this was that we now have a huge mailing list to which we can communicate future plans, resources, and activities. We were able to see what resources our Olympic education users have used and ask both how useful they found the resources and what resources they would like to see developed in the future.

2. Provide Olympic education resources that engage teachers and students

We provided a wide range of educational resources on our website. These included activities, games and drills with a firm foundation in the Olympic values; activities and games based on athletic skills such as speed and strength; stories about our famous Olympians; a series of dance videos featuring athletic skills and Olympians; interviews with the New Zealand Chef de Mission and prominent athletes; and a series of sport video clips entitled "Be the Inspiration".

Teachers were very positive about the relevance of our resources and the degree to which students engaged with them. Our feedback showed that 70% thought they kept students engaged and met their teaching and learning needs very well.

3. Inspire through Olympic Ambassador presentations in schools

We have a pool of 34 contracted official Olympic Ambassadors who are spread geographically across New Zealand. A mixture of male and female Olympians and current and retired athletes, they represent 16 different Olympic sports. The key requirement is not necessarily Olympic success, but rather the Ambassadors' ability to engage with and relate to school children. We have some Olympic medallists among our Ambassadors, but a majority did not win medals, just like at the Olympics!

Our Ambassadors live by this statement: "As an Olympic athlete you have no choice whether you are a role model or not. Your only choice is whether you

are a good role model or not”.

An Ambassador’s presentation aims to inspire students with their own unique sporting journey from childhood to Olympian, to promote the Olympic values, and to encourage students to be the best they can be. The Ambassadors link the Olympic values to their own, and to the students’ life experiences.

Schools received free sets of posters showing New Zealand athletes in action at the Rio Olympics, demonstrating the Olympic values. They also received free hard copies of Olympic education resources, along with suggestions on how they can best incorporate an Ambassador’s visit into their curriculum.

We supply Ambassadors with autograph cards and NZOC Ambassador uniforms; the Ambassadors receive some financial recompense for their time.

In 2016, NZOC Olympic Ambassadors visited 307 schools across the country and spoke to 40,000 children. In all, 96% of teachers reported increased student motivation to participate in sport or other activities after visits; 95% reported that their students were motivated by visits to live the Olympic values.

4. Encourage schools to celebrate Olympic Day

Olympic Day was widely celebrated in schools across the country, but this year there was more Olympic celebrations in August, during the Rio Olympics. The NZOC supplied Olympic Ambassadors to play a leading role in some of these school celebrations.

5. Work with other sports bodies to provide Olympic values education

The NZOC worked with regional sports councils on sporting activities which celebrated the Olympic Games and Olympic values. We also worked with national organizations such as Drug Free Sport New Zealand to provide values-based content for their programmes.

POLISH ANCIENT HISTORY... POLES AND SPORT

Dariusz ŚLAPEK (POL)

Member, NOA of Poland

When on 16 October 1978, Karol Wojtyła, no longer a Cardinal but already Pope John Paul II, stood in front of the crowds gathered in Saint Peter's Square, he started with a memorable presentation of his person with these words: "I came from a faraway country...". He was speaking Italian, but he was the first Bishop of Rome in 455 years who was not an Italian. This gave rise to numerous opinions, with traditionalists commenting, with some degree of irony, on his symbolic words, adding that it was not so much a matter of a 'faraway' as of a 'barbarian' country. Nowadays, no one would encourage such a comment since the milestones towards Europe made by Poland since the "Solidarity" revolution of 1989 render such judgements thoroughly ahistorical.

It seems that it is easy to find arguments that convince us that these opinions were just as anachronistic in 1978. Evidence for this can also be found in... ancient history. Considering the issue of "antiquity and the Polish issue", I do not want to state that Ligia and Ursus, since they came from the northern – and thus barbarian – bank of the Danube, were Slavs/Poles, as both characters are products of the imagination of Henryk Sienkiewicz, the author of the best-selling, Nobel Prize-winning novel *Quo Vadis?*. It is significant, however, that the plot of the novel takes place in Rome under Nero, for the future of the tribes then living in the territories of what would later become the Polish state were quite strongly bound up with the Imperium Romanum.

I can regret that Polish archaeologists have not found traces of gymnasia, but they have made such original discoveries as knife handles with images of gladiators on them and glass goblets with scenes of their contests. The presence of these gladiatorial artefacts does not mean that gladiatorial combats were or-

ganized on the banks of the Vistula; all it confirms is that the geographically closer Roman state left its unique mark on the territories situated beyond the northern limits of the Empire. Admittedly, merchants from the rich Greek cities on the northern coast of the Black Sea did reach the Baltic, but this was easier to achieve for those who wanted to reach the “Cold Sea” from Vindobona, Carnuntum and Aquincum. Slaves and many fashionable, original and, in many respects, exceptional for the Early Roman Empire raw materials turned out to be the magnets attracting them there. I refer here to amber, which exerted such a fascination that the aforementioned eccentric Nero replaced the sand in the arena in his amphitheatre with it. This infatuation with amber was the reason for the creation of the famous amber route, which ran from the borders of the Empire to the Vistula estuary.

Perhaps the same roads supplied the needs of Roman rolling stock with iron smelted in huge steelworks in the Świętokrzyskie Mountains and southern Mazovia. They produced such quantities of pig iron there that it most certainly exceeded the needs of the local communities, meaning that the export of the results of this overproduction was theoretically possible. We now know that these were nothing more than poorly documented “over-interpretations” on the part of archaeologists. However, this does not change the fact that the history of Polish territories between the 1st and the 3rd century AD was Roman-influence.

Trading connections did not bring these territories into the “mainstream” of the Roman state, as the modern maps of ancient Europe continue to depict its central part (north of the Danube and east of the Elbe) in a meaningful and enigmatic grey. The contacts between the Empire and the Polish territories, though ephemeral, nonetheless left many artefacts to fill our museums. Unfortunately, these imports do not prove the flow of ideas which would constantly stimulate civilizational transformations in this part of Europe.

It is nevertheless worth remembering that opportunities for this existed. The spectacular battle scene that opens Ridley Scott’s famous movie *Gladiator* represent the victory of Marcus Aurelius’ legions over the barbarians. This by no means fictional episode from the Marcomannic Wars was not continued by Commodus. Had he been equally consistent in pursuing the imperial politics of his predecessor, the emperor-philosopher, part of the southern Polish territories would have found themselves situated within the new province of the Marcomanni. Who knows how different the history of this part of Europe would have

been? The answer to this tempting question can only be explored by enthusiasts of counterfactual history...

From today's perspective, Commodus' negligence is solely symbolic. The existence of a "Polish Marcomannia" would have given us a chance to say, when we became a member of the European Union in 2004, that we were not entering but returning to a unified Europe. However, this is pure semantics, since post-antique history in its entirety convinces us that from the beginning of its statehood, Poland was an integral part of the Eastern European civilization.

As a consequence, we are probably nowadays more Roman than Greek. Which I regret a little, particularly when it comes to the Polish attitude to sport... Physically rather inactive, to be found more often in front of the TV watching sport than doing it, today's Poles remind us more of the spectators focused on the games in Roman amphitheatres than the ancient Hellenes, for whom the gymnasium was a true icon of their grand culture!

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OLYMPICS FOR LIFE: BUILDING AN EDUCATIONAL STRATEGY TO REACH OUT TO THE YOUNG PEOPLE OF PUERTO RICO

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President, Puerto Rico Olympic Academy

The Puerto Rico Olympic Academy (PROA) has been “preaching” the Olympic ideas and values for many years. But the message, even of the Olympic scenario, has been difficult to comprehend and get across. The constant jostling for medals and sports achievements is still the only focus of many sports figures and executives, who forget the important contribution the Olympic Movement can make to society, its values and the opportunity it offers to progress through sports achievement. But as others have said: “The value of a medal depends on how it was won”.

Sport is an honourable expression of human culture in all countries and generations. However, as we develop, our sports scenarios become more complex and susceptible to different social problems. Performance-enhancing substance (PES) used by athletes is one of the problems that is constantly affecting our efforts at “fair play”. That said, as we study the problem, we realize that doping is as ancient as the human race. As the World Anti-Doping Agencies noted in 2003:

The word ‘doping’ is probably derived from the Dutch word ‘dop’, the name of an alcoholic beverage made of grape skins used by Zulu warriors in order

1. The presentation was made by Dr Ramón Luis Álvarez Feliciano.

to enhance their prowess in battle. That term, around the turn of the 20th century, referred to the illegal use of drugs on racehorses. The practice of enhancing performance through foreign substances or other artificial means, however, is as old as competitive sport itself.

PES cases in Puerto Rico, as in other countries, are a growing social problem. The PROA is seriously concerned about the number of doping cases, but perhaps even more concerned that positive doping cases may spread from elite to lower-level athletes. One of the major initiatives of the PROA has therefore been to make strategic alliances with universities to help spread the message of Olympic philosophy and values through the creation of Olympic Studies Centres (OSC). On the University of Puerto Rico Mayaguez campus, the Kinesiology Department (KD) has organized one of these OSC. Named after “José Vicente Chandler”, a university alumnus and the first Puerto Rican Olympic flagbearer (in London in 1948). The Centre has developed a five-step outreach initiative for young athletes with a values education programme entitled “Olympics for Life”, which was custom-made for the Puerto Rico sports society.

Stage One was the emergence of the idea for the “Olympics for Life” programme. This came from the efforts made by various institutions and officials related to sport, Olympism and education to reach young generations concerning the Olympic values. In 2014, the Puerto Rico National Anti-Doping Organization administrator, Mrs Carmen Beabraut, organized a project funded by a UNESCO grant, but doping problems continued to increase among the athlete population. Then, in 2015 and 2016, PES cases came to light at the Elite, College and Junior levels. In 2015, KD graduate school student Luis Diaz Vera conducted a research project relating to the use of Androgenic Anabolic Steroids (AAS) among college athletes which found that a total of 76% of the research participants had probably used AAS in 2016. PROA and KD are deeply concerned about the values crisis in our society, specifically in the sport environment, and this concern led to the emergence of the “Olympics for Life” programme as an educational strategy for reaching out to Puerto Rico’s younger generations

We are now at Stage Two, and building a scientific base study for the programme with the first ever diagnosis of our athletes’ attitudes towards performance enhancing substance (PES). The study will help us make a targeted intervention in the Puerto Rico sports scenario.

Stage Three will involve creating a manual detailing different academic and sports scenarios. This manual will form a curriculum with three key elements: 1) A national sport story that the participant can relate to, 2) Studies of the Olympic values relating to the specific story, and 3) An exercise to ensure the participant applies best practices. Then, in Stage Four, we will build “high-performance teams for life” (HPT), a multi-sectorial group made up of parents, teachers, coaches and others who will be empowered by the programme. Finally, in Step Five, “Let the games begin” – the Programme will be run in different sports and academic scenarios by the HPT and the leadership of the KD Olympic Studies Centre and the PROA.

In conclusion, the PROA and the Kinesiology Department at the University of Puerto Rico at Mayaguez formed an alliance in 2015, and their Memorandum of Understanding is going to create an educational strategy with which we can reach out to the younger generations of Puerto Rico. An Olympic educational values programme entitled “Olympics for Life” will be the final product. This five-step initiative will certainly help our Olympic Movement to govern based on Olympic values, while it should also add society values to the institutions involved and help proactive efforts to deal with sports issues and risks such as PES.

**EUROPEAN TRENDS AND METHODS OF PROMOTING
THE OLYMPIC MOVEMENT IN ROMANIA
MOTTO: CITIUS! ALTIUS! FORTIUS! FOR ROMANIA!**

Prof. Cristiana DRĂGAN (ROU)

Secretary of the ROA Călărași County Branch

Prof. Roberto Gabriel MARCONI (ROU)

Secretary of the ROA Arad County Branch

The current context of Olympic sports in Romania

Romania, as a European country, shows interest in and respects the values and principles of Olympism at a central level – specifically, through the Romanian Olympic and Sports Committee and the Romanian Olympic Academy – but also at a local level, through the county branches of the Romanian Olympic Academy. The Romanian Olympic and Sports Committee has undertaken both to spread the fundamental principles of Olympism at a national level and to support the setting up of institutions to take charge of Olympic education.

Meanwhile the Romanian Olympic Academy does its share providing a scientific dimension to the Olympic spirit by implementing Olympic research studies within its educational programmes.

Olympism is a philosophy for life developed back in 1894. It emphasizes the role of sports in global education, the principle of tolerance, moral and social education, but also free access to equal opportunities. Here we shall explore themes regarding voluntary activities and their role in society, solidarity, excellence, and Olympism along with its values.

Modern trends and methods used to promote Olympic sports in Romania

Romania's cultural sports environment is reorienting itself and becoming more open, in the sense that the participation of several factors in the Olympic Move-

ment seen as a unitary whole is advised. Sporting activities take place on different layers, but in the main in educational institutions – kindergartens, schools, high schools and universities – though also within the county branches of the Romanian Olympic Academy.

In public schools, the involvement of the staff of the sports department makes promoting sports both a goal and a result. This is attested to by the complex curricula which involve all age groups and result in an active population. A generalized target is represented by the setting up of Olympic Clubs/Groups/Circles in schools in Romania, a process which still needs to develop further to provide both information and performance activities in the Olympic field and to obtain its own structure. In 2016, the Clubs organized Olympic events during Olympic month, a painting contest entitled “The Olympic Games in children’s imagination”, and a literature/journalism contest entitled “A Fountain Pen named Fair Play”.

The range of complementary activities designed to promote Olympic sports is recorded annually within the county branches of the Romanian Olympic Academy. Annually, the presidents and secretaries of the county branches promote the idea of Olympism among pupils, teachers, parents and civil society by means of educational partnerships. The responsibility assumed by the presidents, secretaries and members of the subsidiary offices of the Romanian Olympic Academy are reflected, on one hand, in the sporting events it runs for different categories of beneficiaries (Olympic running, the Olympic pentathlon, interdisciplinary contests), in the training courses taught by specialists in the sports field, in its lectures, scientific communication sessions, and the support it provides in the form of both materials and equipment and of promotional activities designed to ensure the visibility and transparency of the events listed above.

At a national level, examples of good practice were listed by the subsidiary offices of the Romanian Olympic Academy in Alba, Buzău, Iași, Timiș and Mureș, but also at the level of the Bucharest municipality, covering both the theoretical-scientific and the practical dimensions.

Landmark scientific events organized at a national level to tackle different themes included:

- “From experience to research in Olympism, physical education and sports”, Cluj, 2016
- The “Olympic Values in Contemporary Society” seminar, held as part of

- the LUMEN Anniversary World Conference, Iași, 2016
- The national symposium on “Physical culture: a field of universal culture”, Bucharest, 2016
 - The conference on the history of the Olympic Games, Harghita, 2016
 - The training course for lecturers in the field of Olympism, “Working Together For Olympic Education”, 2nd edition, Buzău, 2016

These scientific events identified the intersections between the new, theoretical and practical socio-educational approaches, taking into account the necessity of an ethical re-approach to social action.

The Romanian Olympic Academy plays an important role in promoting and disseminating the afore-mentioned events at a national and local level, but also in ensuring transparency at an organizational and administrative level. It also liaises with the mass media, which promotes its educational activities in the Olympic field. As a result, its much-promoted sporting activities have played a decisive role in changing mentalities at the macro-social level.

Conclusions

In accordance with the 2020 Olympic Agenda, Romania has further contributed to the promotion of European Olympic values through programmes such as “Olympism in Action”, “The Olympic Day”, “Olympic Values and Education”, “Women in Sport or Peace”, and through sporting, educational and interdisciplinary curricula as well as special programmes.

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GOVERNANCE OF THE SPANISH OLYMPIC ACADEMY AND YOUTH EDUCATION BASED ON OLYMPIC VALUES

Prof. Dr Eugenia MARTÍNEZ-GORROÑO (ESP)

Member, Spanish Olympic Academy

Prof. at the Autonomous University of Madrid (Spain)

In this presentation, I shall only summarize the most important activities of the Spanish Olympic Academy (SOA) carried out over the 2015–2016 school year, as there is no space for the details relating to all these activities to be described.

A pioneer among National Olympic Academies since its creation on November 25, 1968, the SOA organizes various activities each year, thus fulfilling the mission assigned to it in the Olympic Charter. In particular, over the past few years, it has been especially energetic in promoting activities that bring the youth of Spain closer to the values and ethical code of Olympism. It is for this reason that it has worked intensively towards the establishment of Olympic Studies Centres in universities throughout Spain. Indeed, it considers universities particularly important for imbuing young people with the concepts, the depth and the nuances of the Olympic philosophy. Currently, there are 36 Olympic Studies Centres in Spain, 31 of which are based within universities.

The Olympic Studies Centres were established by means of agreements signed with the universities. As academic institutions, the Centres are exciting because for several years they have been bringing together young people who are preparing to enter various professional and scientific fields. Indeed, the university student is at an ideal age and stage in their lives to understand the values, scope and potential of Olympism. At the same time, a large number of these young academics will also be extremely familiar with the rules governing organizations and bodies that may play a key role in the future of their country.

The Olympic Studies Centres are run by professors from the university in

which they are located. They draw up an annual programme of activities based on bibliographic references received from the Spanish Olympic Committee (SOC) when the agreement that led to the creation of the centres was signed. Here, we will only refer to some of the activities that have been carried out by some of the Olympic Studies Centres established throughout Spain.

A joint SOA / OSC of the University of Alcalá initiative, the 49th Official Course of the Spanish Olympic Academy took place in Alcalá de Henares, Madrid, on 14-17 February 2017. Prominent figures from the Olympic and academic worlds, including Conrado Durántez, Pablo Galán Fernández, Agustín Antuña Suarez, Fernando García Romero, M^a Eugenia Martínez Gorroño, Demetrio Lozano Jarque and Aurelio Zapata Simón attended. Olympic athletes Carlota Castrejana (athletics), María Peláez Navarrete (swimming) and Demetrio Lozano Jarque (handball) participated and spoke about their experiences at the Games at a round-table discussion moderated by the SOA Secretary, Pablo Galán. There was notably high attendance on the course at the University of Alcalá, with 180 students officially registered. Two of the participants were selected to represent Spain at the International Session for Young Participants at the IOA in Olympia from 17 June to 1 July 2017.

A special stamp was issued for the course, which was presented by Conrado Durántez, the President of the SOA, and by Dr D. Fernando Galván Reula, the Rector of the University. An iconographic exhibition of Pierre de Coubertin, which belongs to the SOA, was on display in the University during the course.

Following an initiative launched in 2008, the Olympic Studies Centre of the Autonomous University of Madrid continues to publish its biannual research journal *Citius, Altius, Fortius: Humanismo, Sociedad y deporte: Investigaciones y ensayos*. The journal is managed by SOA President, Dr Conrado Durantez Corral, and Professor of the Autonomous University and Director of its OSC, Dr M^a Eugenia Martínez Gorroño. *Citius, Altius, Fortius* receives original works written in Spanish, French and English; those accepted after a double external evaluation are translated and published in Spanish for distribution in the Spanish-speaking university community. High-level research carried out around the world is thus disseminated in our mother tongue.

Citius, Altius, Fortius: Humanismo, Sociedad y deporte: Investigaciones y ensayos has published work of the highest scientific level by Spanish and foreign scholars for the Spanish-speaking community; authors include the German

university professors Karl Lennartz and Arnd Krüger, university researcher David Kirk, Professors Thierry Terret, Patrick Clastres and Jean-Michel Peter, the distinguished professor at Yale university, William Kelly, and also Gertrud Pfister from Copenhagen. I would also like to mention from the University of Peloponnese – Prof. Konstantinos Georgiadis, Dr Paraskevi Lioumpi, Prof. Konstantinos Mountakis, Dr Alexandros Makris, et al. – along with Dora Pallis, Deputy Director of the International Olympic Centre and a member of the Hellenic Olympic Academy; Ilise Detellier of the University of Ottawa; Dr John E. Findling of Southeast University in New Albany, Indiana; Ewa Malchrowicz-Moško of the Academy of Physical Education in Poznan and Adam Omorczyk of the University of Opole in Poland; and also the Spaniards Dr Conrado Durántez, Dr Pastor Pradillo, Dr Vizueté Carrizosa, Maria Teresa Calle Molina and others.

Citius, Altius, Fortius has also published in Spanish the speeches which IOC President Thomas Bach delivered at the United Nations General Assembly in New York on 6 November 2013 and 26 October 2015 with the authorization and support of the IOC, disseminating them throughout the Spanish-speaking community.

The high quality and rigour of the published works has been evaluated by the Higher Council of Scientific Investigations (CSIC) of Spain. As a result of this review, which satisfied 32 out of the 33 established quality criteria, they have been included in international databases such as Dialnet, Latindex and DICE (Distribution and editorial quality of Spanish journals in the Humanities and Social and Legal Sciences). According to the official DICE website, the National Agency for Quality Evaluation and Accreditation (ANECA) uses this database as a reference point for the quality of Spanish publications in its evaluation processes for the teaching profession.

I would like to take this opportunity to invite all researchers specializing in Olympism to send us their original work. We welcome articles in Spanish, English and French. Since 2013, *Citius, Altius, Fortius* has been available online at <http://cdeporte.rediris.es/revcaf/CitiusAltiusFortius.html>

Over the past few years, the Olympic Studies Centre of the Autonomous University of Madrid has developed other innovative initiatives. A “Values of Olympism” award, the Conrado Durantez Prize, was established for a student in the final year of the “Physical Activity and Sport Sciences” degree course. The winner is selected by peer voting for the person whose behaviour over the

duration of the course has been closest to the values of Olympism.

In the same year, 2014, our OSC inaugurated the “Conrado Duránte” University Games. These are held in May every two years. They take place without referees and include sports competitions for the disabled. The winning teams are voted for by the participants, who complete a form after the competition in which they award points for fair play, respect for others, effort, collaboration, male-female equality, and showing respect for both their own team and their opponents.

In recent years, the SOA has made a special effort to promote the creation of other Olympic Studies Centres in municipal bodies with sports schools, such as the municipalities of Noja (Santander), Ayamonte (Huelva) and La Nucía (Alicante).

Last year, the 23rd International Seminar on Olympic Studies for Postgraduate Students, organized by the IOA and the Spanish Olympic Academy, succeeded in attracting young Spanish researchers to work on the Olympic theme. In 2017, the SOA also appointed Augusto Jiménez de la Fuente and Natalia Ventola López, Master’s students at the Autonomous University of Madrid, as delegates to represent Spain at the IOA. Among 35 participants, they presented their work on “The Paniberian Association of Olympic Academies: Genesis, context, inheritance and consequences of its creation” and “Reflections on the educational values of the Olympic Movement in the Spanish Physical Education curriculum: a study case of the Santa Ana and San Raphael School in Madrid”.

Conrado Duránte Corral, as President of the SOA, has developed many activities in every community in Spain. Among other things, I would like to mention his visit to Galicia in March-April 2016 to carry out a series of activities: at the University of Vigo (Pontevedra), where we had a meeting with the Directors of the Olympic Studies Centres of Galicia to establish and coordinate the centres’ activities for the following year and gave a lecture on “Pierre de Coubertin and Olympism” at the Castela de Vigo Institute of Secondary Education. He also held a meeting in preparation for the “3rd Day of Olympism in Galicia” to be celebrated on June 23.

Conrado Duránte has also been active outside Spain. He was invited by the Ecuadorian Olympic Committee (EOC) to deliver a lecture on “The slogan and Olympic philosophy” in Guayaquil on 21 February and Quito on 23 February. His lectures raised issues including the Olympic Games and the “Real sense

of becoming an athlete”, which were discussed by members of the Ecuadorian Olympic Academy, the EOC Executive Committee, athletes, a number of Guayaquil journalists and presidents and delegates from the wrestling, triathlon, surfing, karate and swimming federations, among others.

Other activities organized by the Spanish Olympic Academy

I would also like to mention another activity which the Spanish Olympic Academy has carried out with the Spanish Olympic Committee: the “All Olympic” and “Olympic Heroes” outreach campaigns in schools between January and May.

The “Olympic Heroes” campaign was carried out in the Community of Valencia for pupils aged 8-9 in the third year of primary school. Participation in physical activity or sport was presented as not only contributing to the development of physical skills, but also as a way to socialize, have fun, and learn to play fair, improve self-esteem and so on. The methodology used was based on stories told and interpreted by sportsmen and women presenting the achievements of Olympic athletes with the help of audio-visual material.

The 8th edition of the “All Olympic” campaign, which is aimed at students aged 12-13 in their first year of compulsory secondary education, was held in the Autonomous Communities of Madrid, Valencia, Extremadura and the Canary Islands. The campaign was developed by a team composed of five former professional athletes with higher education who were trained and selected by the Spanish Olympic Committee for school visits. The campaign is divided into two parts: one theoretical, the other practical. The theoretical part is presented by two top athletes and uses audio-visual material. It takes the form of a journey through the various aspects of the Olympic Movement: its values, history, sporting disciplines, bodies and their impact on society as a whole. The practical part presents equipment from high-level competitions to students donated by various Spanish Olympic federations. This material, which is not easily available to the public, allows the youngsters to deepen their knowledge of minority sports. This section is accompanied by an exhibition of photos depicting the different sports included in the London Olympic Games 2012 and a presentation of some of the most outstanding records in the sports world, made more tangible for the students through comparisons with their own realities.

The main objective of these campaigns is to bring pupils closer to values

such as respect, equality and self-transcendence which, present in high-level sports, benefit the whole of society.

In 2016, 213 schools participated in these two campaigns, with 14,165 students taking part in “All Olympic” and 2000 in “Olympic Heroes”. It should be noted that among the schools visited, 120 were public, 75 private and 18 operated under contract. The collaboration between the Olympic federations, media, athletes, communities and the Higher Sports Council was extremely helpful.

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PROMOTING OLYMPISM THROUGH EDUCATION: THE ACTIVITIES OF CHINESE TAIPEI NOA & NOC IN 2016

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Deputy Dean, NOA of Chinese Taipei
Chinese Taipei NOC/NOA

The Chinese Taipei Olympic Committee is the National Olympic Committee (NOC) representing Taiwan. The Chinese Taipei National Olympic Academy was the fourth NOA; it was established in 1978 by the late Prof. Ming-Hsin Tang, former Secretary-General of the Chinese Taipei Olympic Committee and Chairman of the Education Commission.

2016 International Sports Affairs Training Course, 21-24 April 2016, Taipei City

The Chinese Taipei Olympic Committee began staging its International Sports Affairs Training Course in 2011. The course has now evolved into a three-stage programme consist of four days of intensive lectures and workshops, hand-on practice training, and internship abroad. The aim is to equip students with a basic knowledge of international sport affairs along with practical experience. The 2016 course invited internationally significant speakers including Mr Pál Schmitt, IOC Member & Former President of Hungary; Prof. Dionyssis Gangas, Director of the International Olympic Academy; Ms Karen Grega, CEO of the Cruising Yacht Club Australia, and many other experts to share their expertise and experience with the 146 participants.

Olympic Spirit & Values Workshops

The Olympic Spirit & Values Workshops is one of our outreach programmes to promote the Olympic Movement and education to college and high school

students. In each two-hour workshop, an Olympic & Asian Games medallist or athlete shares his or her own Olympic dream and story to inspire the young participants to pursue excellence. In total, 35 interactive workshops were conducted throughout the island in 2016.

39th National Olympic Academy Session, 25-28 August 2016, Sun Moon Lake, Nantou County

The National Olympic Academy Session, which has been conducted annually for 39 years by the Education Commission of the Chinese Taipei NOC, seeks to introduce Olympism and the Olympic Movement to the young people of Taiwan.

The 39th national Olympic Academy Session attracted 120 participants to join the four days of seminars and workshops held by scenic Sun Moon Lake. The 2016 programme was entitled “Rio Olympic Games Review” and included a range of lectures and activities. Athletes, volunteers, and journalists were invited to share their insights and experiences with the 120 domestic and four international young participants.

OlympiCare Seminar, 3 November 2017, Taipei City

The OlympiCare seminar was conducted in cooperation with the Taiwan Medical Association to address the issue of Taiwan’s ageing society. Government officials, professors and experts were invited to suggest how an action plan could be produced to ensure healthier lives for ageing people through the integration of medical care, diet and sport. More than half of the 172 participants were under 40 years old.

2017 Summer Universiade

The 2017 Summer Universiade will be held in Taipei City, Taiwan, from 19-30 August. All in all, 12,000 elite young athlete from more than 160 countries are expected to compete in the biggest sports event ever held in Taipei. The sport programme includes 19 sports: Aquatics, Athletics, Archery, Badminton, Baseball, Basketball, Billiards, Fencing, Football, Gymnastics, Golf, Judo, Roller Skating, Table tennis, Taekwondo, Tennis, Volleyball, Weightlifting, and Wushu. This is a game “For You, For Youth”. Welcome to Taipei.

US OLYMPIC COMMITTEE: OLYMPIC EDUCATION AND PROMOTION OF THE OLYMPIC MOVEMENT

Teri HEDGPETH (USA)

USOC Archivist & Historic Steward

The United States Olympic Committee (USOC) recognizes and embraces the importance of Olympic education and furthering the values of the Olympic Movement. The USOC believes in educating our athletes in Olympism and assisting local communities with Olympic education initiatives while partnering with organizations such as the LA84 Foundation, the host of the most recent USOA session. Moreover, the USOC has also taken steps to ensure that the history of the Olympic Movement in the United States is preserved by the formation of the Crawford Family US Olympic Archives.

In 2014, the USOC created the Crawford Family US Olympic Archives, which is dedicated to the preservation of the Olympic Movement in the United States through records and artefacts. This state-of-the-art facility is charged with capturing and preserving the history of our Olympic and Paralympic athletes as well as the preservation and presentation of the history of the Olympic Movement in the United States. As the archivist for this entity, I take this mission very seriously and continue to foster growth in the Olympic Movement by staging historic Olympic displays throughout the country. Preservation of our artefacts also affords the USOC the ability to continue to inspire Americans for decades to come. In addition, the archive is an excellent research facility that Olympic historians and researchers from across the globe have accessed since it opened in 2014. Our manuscript collections include the historic records of the USOC, the Official Reports of the Games, and some personal collections of USOC officers or Olympians. Topics that researchers have requested from the archive range from US-centric or sport-specific research to socio-economic themes in-

volving the Olympic Movement. Historians can conduct research at our facility using primary sources from our archive, knowing they have access to records that were not available until the creation of the USOC archive.

Additionally, the USOC proudly supports the annual Olympic Day celebrations, partnering with communities all over the United States and with thousands of Olympians and Paralympians to help share experiences and promote the role Olympic ideals have played in their lives. Over the past seven years, we have experienced an increase in the number of participating cities from 117 in 2009 to 1,503 in 2016. The number of participants has also increased dramatically from 155,000 to 870,000.

Prior to each Olympic and Paralympic Games, the USOC manages a signature “Road To” fan engagement tour. Beginning in 2012 with the Road to London and continuing with the Road to Sochi, Road to Rio, and now the Road to PyeongChang, the tour brings the Olympic Movement, spirit, ideals and Olympic and Paralympic athletes together across the country in the year leading up to the Olympic Games. The Road to Rio tour incorporated five displays of Olympic artefacts that travelled to 18 cities across the country, reaching over 480,000 people – more than three times the attendance of the last two “Road to” events combined. The tours not only foster the growth of Olympic ideals, but also inspire and excite fans within the Olympic Movement.

The USOC also partnered with the LA84 Foundation, the non-profit institution created after the Los Angeles 1984 Olympic Games to promote youth sports and education and to reinstate the annual United States Olympic Academy (USOA). This was a major milestone in Olympic education, given that the last USOA was held in 1991. On April 15, 2014, IOC member Anita DeFrantz delivered the keynote address for the reinstated USOA entitled “Olympism: A Way of Life”. This was followed by the second USOA in 2015 once again in Los Angeles that featured a keynote address from George Hirthler, author of *The Idealist: The Life and Times of Baron Pierre de Coubertin*. We look forward to continuing this initiative, and working to find opportunities for professors, historians and professionals to gather, discuss and learn about the Olympic Movement and Olympic Ideals.

Finally, one of the more meaningful ways in which the USOC honours the values of Olympic education is through our Athlete Career and Education (ACE) programme, headed by Olympic kayak athlete, Leslie Klein. A key component

of this programme is educating our athletes in Olympism and moulding them thereby into ambassadors and advocates of the Olympic Movement. Another aspect of the ACE programme is Olympic Field Day, an event held for elementary and middle-school students in a partnership with the local community of Colorado Springs, which is over half a million strong. This programme is designed to educate and inspire our youngest citizens in the Olympic Movement and the Olympic values of Respect, Friendship and Excellence. This year, we anticipate that over 10,000 children will participate in the programme.

ZIMBABWE OLYMPIC ACADEMY: A SHORT PRESENTATION OF OUR ACTIVITIES

Newman GOMENDO (ZIM)

Member, NOA of Zimbabwe

INTRODUCTION

The Zimbabwe Olympic Academy (ZOA) is an arm of the Zimbabwe Olympic Committee (ZOC). It draws its ideals, aims and values from both the International Olympic Academy (IOA) and the ZOC. Its main mandate is to promote the spread of Olympism and provide Olympic education in Zimbabwe. This presentation provides an update on the Academy's activities since the last IOA Director's session.

EDUCATIONAL ACTIVITIES

The Academy was involved in a number of educational programmes to promote the Olympic values as well as to encourage the upholding of positive values in local communities. Some of the educational initiatives undertaken were:

Olympic values education at the Dairibord Schools Rugby Festival in May 2016

The festival is the biggest school rugby event in Africa, and hosts over 150 schools from throughout Zimbabwe along with guest teams from other countries in the region including South Africa and Botswana. Given the nature and risks related to the sport of rugby, values education at the festival has a very large anti-doping component.

Two sport administration courses in March and September 2016.

In total, 60 participants from Harare and Bulawayo were exposed to Olympic

values education information. Olympism and Olympic values is a compulsory topic in all ZOC sport administration initiatives.

Olympism sessions at the International Table Tennis Federation (ITTF)

A level-one coaching course was run in December 2016 with educational activities impacting on the 26 coaches who attended Masvingo Teachers College. 124 students also attended the Zimbabwe Table Tennis Union (ZTTU) Club coaching course.

Olympafrica Foundation

The IOC also patronized the Olympafrica Foundation, which has a satellite centre in Zimbabwe and runs a number of youth-based programmes in partnership with development partners such as UK Sport. Under initiatives such as the Futbolnet programme, the Iba Mbaye scholarship and the 13–15 Athletics programme, all sessions include Olympic education in which young athletes are exposed to information on Olympism, culture, music and art.

Major ZOC meetings, events and activities

The ZOC also uses internal and national federation calendar opportunities to undertake Olympic values activities and initiatives, where applicable.

Rio 2016 Olympic Games

The main values-based outreach to Team Zimbabwe was in the form of anti-doping education (clean sport).

Integration of Olympism into the school curriculum

As of this year, the Zimbabwe government has started implementing a new curriculum for schools which includes Physical Education and sport right up to the advanced level. Olympism is also going to be an important study area which will support the delivery of physical education and sport in schools.

ZOC strategic plan

The ZOC has developed a new strategic plan for 2016-2020. The plan assigns a critical place to Olympism and Olympic education in the delivery of the NOC's mandate. Some of the key tactics chosen for delivering the strategic goal of

Olympism and Olympic education include:

- Rolling out train-the-trainer programmes in Olympism with sport associations and tertiary institutions
- Using youth sport leaders at the Olympafrika centre
- Implementing Olympic education in schools and communities
- Blending sport with art, culture and music activities

Olympic Day

The Olympic Day celebrations were hosted in Epworth, the proposed site for the Olympafrika Centre in Zimbabwe. ZOC-affiliated national sports associations were present, and apart from the sport activities on display, Olympic values education activities were undertaken through talks, games, music, arts and culture, some in collaboration with development partners. Most of the participants came to appreciate the role of sport as a tool for peace and development.

Conclusion

ZOA strives to be a leader in the promotion of Olympism in Zimbabwe, supporting and pursuing the vision of the ZOC, the IOA and ultimately the IOC. Despite the challenging operating environment and its inability to undertake as many activities as it would like, due to the human and financial resource constraints in place in 2016, the ZOA is looking at employing robust and effective means to exploit every opportunity to spread Olympic education and Olympism in Zimbabwe.

CONCLUSIONS OF THE DISCUSSION GROUPS





Elaborating on the conclusions of the discussion groups.

FRENCH-SPEAKING DISCUSSION GROUP 1

Governance of NOAs: Autonomy and/or independence?

Governance is defined as the way in which any type of entity is directed. Good governance presupposes that a NOA has a minimum degree of autonomy and even independence, but independence and autonomy are not synonymous. Hence, we have to distinguish between the two notions.

First, autonomy is a measure of the freedom enjoyed by an entity in relation to a supervisory authority. The relationship between the supervisory authority and the entity is close, but the bridges are not completely down. That is to say that the supervisory authority grants a minimum level of freedom of action to the NOA. On the other hand, independence means total separation from the supervisory authority. It presupposes a considerable increase in the degree of freedom. Consequently, the difference between autonomy and independence lies in the degree of freedom given to the NOA.

We should make one observation: virtually no NOA is completely independent of local authorities. Indeed, the overwhelming majority of NOAs are organically and administratively dependent on their NOCs.

There are three main reasons for this dependence:

The first is a legal reason, since local regulations do not generally recognize NOAs as legal entities. This has the effect of NOAs being financially and administratively dependent on the NOCs.

The secondly reason is financial: insofar as the NOAs are on the whole financed by the NOCs, the funds the latter receive from Olympic Solidarity are mainly intended for one-off projects and not for sustained operation; they cannot thus guarantee the NOAs' autonomy.

The final reason is political: insofar as the NOCs monopolize sports policy in their countries, NOAs may find it difficult to position themselves so as to imple-

ment their own specific plans.

This has a direct impact on the governance of NOAs. Indeed, it seems unsatisfactory that an NOA which is non-independent or has only relative autonomy cannot have recourse to independent decision-makers or independent administrative staff. Thus, an NOA can only be an instrument for implementing an NOC's policy and will lack the flexibility needed for good governance. The administrative staff of the NOA are thus organically linked to the NOC and generally deprived of the freedom to take initiatives, which is a condition of good governance.

In view of the above, the following are strongly recommended:

Legal variable

Strive to have internal legislators modify legislation and recognize NOAs as legal entities. This recognition will guarantee the NOAs the autonomy they need for their activities. The current status of certain NOAs, commissions or departments linked to the NOCs does not allow them to fulfil their mission adequately.

Financial variable

Involve the IOC / IOA financially in the operation of the NOAs: this will free the NOAs' management and administrative staff from dependence on the NOCs. The NOAs will gain a greater freedom of action.

Political variable

Define the boundaries between the interventions of the NOC and the NOA; it is important that the NOA can carry out its educational mission without being challenged by the NOC.

Other variables

Create a common exchange platform for all the NOAs around the world. Set up a common visual identity for the NOAs by, for example, introducing a logo, dedicated website, and other communication media.

In short, while the degree of autonomy of each Olympic Academy depends

on its legal and financial environment, this does not prevent each NOA from striving for its independence.

Calling volunteering into question...

That fact that most NOAs use volunteers affects the status of their elected or appointed committees. This certainly has an impact on the way the NOA operates and hence on its governance.

However, voluntary work is not a standard practice, meaning that its nature and the way it operates depend on the culture and economic situation of a given country. As an altruistic activity which brings no financial reward, volunteering generally presupposes a minimum of financial well-being. The lack of financial well-being in the home countries of some NOAs could even serve to make volunteering futile, because need necessarily makes people selfish.

Volunteering as a strength of the Olympic Movement and the cornerstone of Pierre de Coubertin's altruistic discourse is in danger from the following:

- the absence of a legal status for volunteers
- insufficient funds to cover volunteers' essential expenses
- an imbalance between the tasks performed by volunteers, especially when they are in managerial positions, and the often heavy legal responsibility they bear, which can even lead to imprisonment
- non-optimal working conditions

This unfortunate situation has made volunteers desert the field of sports activities. Indeed, with the exception of one-off events (Olympic Games, global or regional events, etc.), it is becoming increasingly difficult to find people who are willing to volunteer in a sustainable way. This has led to changes in regulations in some countries and to the abandonment of the idea of volunteer federation leaders.

In view of the above, the following recommendations were made:

- increasing awareness of the spirit of volunteering
- putting the IOC in charge of providing specific training for volunteers
- defining a logical and transparent funding framework through Olympic Solidarity programmes and IOA programmes
- enhancing volunteer work through the media, using certificates of recogni-

tion or establishing days off for active volunteers

- programming advanced courses in good governance for decision-makers
- promoting volunteer work in the Human Resources departments of both private and public companies
- establishing protective mechanisms for volunteers by reducing their working hours
- improving coordination between the IOC and the UN to produce a common resolution protecting the rights of volunteers
- clarifying the position of voluntary work, especially given the increasing professionalization of sport and its corollary: the remuneration of sports operators

In conclusion, the very notion of volunteering needs to be reviewed. Indeed, the notion now seems out-dated and out of step with our globalized environment. But the spirit of Pierre de Coubertin could be lost within it.



Presentation of the conclusions derived from the discussion groups.

FRENCH-SPEAKING DISCUSSION GROUP 2

General introduction

The members of French-speaking Group Two identified two main questions on which they based their reflections.

Question 1: Which is a good governance strategy for sports organizations?

We divided this question into four parts: 1) defining good governance, 2) defining the mission of the NOAs, 3) diagnosing current governance, 4) proposing strategies and recommendations.

What is good governance?

There is an increasing demand for good governance within the international Olympic and sports movement. To take only the most recent examples, we can mention the seven basic universal principles of good governance adopted by the IOC in 2008, namely:

- vision, mission and strategy
- structures, regulations and democratic process
- highest level of competence, integrity and ethical standards
- accountability, transparency and control
- solidarity and development
- athletes' involvement, participation and care
- harmonious relations with governments while preserving autonomy.

These principles summarize a way of being and doing, of being fair, ethical and effective. They are what Baron Pierre de Coubertin called “The most sublime values of humanity”, and they are embodied, in the context of sports, by

the Olympic Games.

Olympic and sports governance therefore implies a proper sharing of Olympism, its values, its missions and its rules of operation. This pedagogical stance is fully in line with the role assigned to the NOAs.

The mission of the NOAs alongside the NOCs

According to the Olympic Charter, NOCs must disseminate the principles of Olympism, the aim of which is to promote physical and moral development. However, NOCs were far too busy preparing international competitions to reflect on the philosophical principles of the Olympic Movement. Which is why, in 1984, IOC President Juan Antonio Samaranch invited NOCs to establish NOAs.

NOAs represent the institutional framework for promoting Olympism at the national level. NOAs must be included in the statutes of their NOCs as autonomous and permanent bodies. The Olympic education programmes they offer are aimed at all sections of the population, with Olympism embodying a vibrant and dynamic doctrine. This is why each country chooses the most appropriate direction for them: sport for all and/or elite sport.



Presentation of the conclusions.

Diagnosis of governance:

We used the SWOT methodology to offer a diagnosis of governance:

Strengths

- Good structure, quality human resources and material and financial resources
- Transparency in management
- Legal and regulatory framework

Weaknesses

- Wrong choice of leaders
- Inadequate or non-existent material and financial resources
- Poor management of human resources

Opportunities

- Support from the State, the IOC and partners

Threats

- Political instability, economic crisis, insecurity
- Complacency in management and short-term approach
- Difficulties in human relations

Proposal for strategies and recommendations

Since good governance is based on respect for standards and good practices, it is important to develop certain strategies in order to achieve this goal within your sport organization, namely:

- Setting up regulations in line with the standards of good governance issued by international sports organizations
- Choosing the sport organization's leadership wisely
- Establishing a transparent and honest management system and better channels of communication
- Clearly defining the relationship between the NOC and the NOA to avoid conflicts of interest
- Developing a strategy to enable the NOA to be financially independent
- Establishing measurement indicators to assess the sports organization and address weaknesses

Question 2: How can we ensure better governance for NOAs?

We will divide this question into two parts: the specificities of the NOAs and the recommendations of good governance within the NOAs.

The specificities of NOAs

Good governance depends closely on the choice of the authorities involved in managing the Olympic and sports movement. These authorities must be competent, honest and firmly committed to their action. They must, moreover, be sufficiently independent of political, religious and ideological influences.

Most NOAs, particularly those in Africa, complain of the pervasiveness of NOCs and their potentially negative influence on the operation of NOAs. This influence manifests itself in financial intrusions, conflicts between individuals, and an approximate perception of the boundaries between the two structures.

Elsewhere, NOAs are more autonomous but are often dependent in terms of finance and communication.

Recommendations for Good Governance within NOAs:

At the end of the discussions, we made the following recommendations:

- Work towards a more streamlined NOA structure
- Provide the NOA with procedural rules to ensure its proper operation
- Provide the NOA with a communications plan if none is already in place
- Provide the NOA with independent human, financial and material resources to enable it to carry out its missions
- Develop attractive Olympic research and education programmes
- Contribute to the training of NOA leaders to make them more receptive to opportunities for Olympic cooperation and solidarity
- Work to ensure that the head of the Academy is an *ex officio* member of the NOC Executive Committee

General conclusion

Regarding Question 1, participants opted for the following approach: 1) a brief presentation of the notion of good sports governance, 2) a reminder of the fundamental mission of the NOAs, 3) on the basis of a diagnosis, defining ap-

propriate strategies for making NOAs more effective.

The second question was addressed less thoroughly, with recommendations on good governance for NOAs being made in the light of specificities mentioned by participants. These remarks highlighted important nuances in the operations of NOAs, depending on the degree to which these structures are adopted by different states.



Presentation of the conclusions.

ENGLISH-SPEAKING DISCUSSION GROUP 1

How can the IOC implement good governance in Sport and the Olympic Movement?

First of all, the principle of good governance should be led by the IOC treating all institutions and individuals equally. In some situations, it can seem as though the IOC does not respect its own guidelines (Agenda 2020, Olympic Charter and others). Its reaction can appear to be affected by the institutions and/or individuals involved and their influence.

To actively implement good governance, the IOC needs to be firm when it comes to administering its guidelines.

- Code of Ethics
- Athletes' Commission
- And speaking of Athletes' Commission (we also recommend that for any athlete to stand for election to the IOC Athletes' Commission, they must first be a member of their own NOC's Athletes' Commission. They should not be allowed to stand to election if the NOC has no such body.)
- Anti-Doping matters
- Olympic Charter
- Financial statement
- Comply with the Athlete Career programme
- Updated management style.

To ensure that funding provided is utilized for the intended purposes, the IOC should establish a watchdog group to closely monitor both the activities of bodies which receive funding from it, and the activities and behaviour of their leadership.

How can good governance help to improve the relationship between NOCs and NOAs?

NOCs should be more transparent and open with the NOAs on all fronts.

When formulating their annual programming, NOCs must take the work of the NOAs into consideration and ensure that there is adequate funding available for their work from the Olympic Solidarity budget and any other financing the NOC has at its disposal.

There is a need for constant frank and honest dialogue between the NOCs and NOAs to ensure transparency.

To ensure that the relationship between the two bodies remain healthy, we recommend that the NOCs accept and understand the need to appoint one liaison officer on each body, or more importantly, to appoint the head of the NOA as an *ex officio* officer on the NOC executive board.

How can the NOA positively influence the leadership of sports organizations in exercising good governance?

The NOAs should run educational programmes and management courses on good governance for the leaderships of sporting organizations.

Ongoing programmes must be created and undertaken to instil Olympic and Good Governance values in members of relevant organizations.

As an institution, the NOA needs to prepare its members to take on leadership positions in sporting organizations.

Essentially, the NOA itself must demonstrate good governance in all aspects of its operations.

The NOA as an educational arm needs to adequately prepare volunteers in aspects of good governance so when they volunteer on behalf of sporting organizations for their events, they are able to exercise good governance at all times.

ENGLISH-SPEAKING DISCUSSION GROUP 2

How could the IOC enforce the implementation of principles of governance at the NOC level?

The IOC held two seminars on autonomy in the Olympic and Sport movement; they led to the Basic Universal Principles of Governance of the Olympic and Sports Movement. It was agreed during the second seminar that the failure to apply good governance by the NOC and the sports movement is a major cause of interference by external authorities in the national Olympic and sport movement.

These basic principles were adopted by the IOC Congress in Copenhagen. In Recommendation #41, the Congress stated:

The basic principles are: i) Vision, mission, and strategy; ii) Structures, regulations, and democratic process; iii) Highest level of competence, integrity, and ethical standards; iv) Accountability, transparency, and controls; v) Solidarity and development; vi) Athletes' involvement, participation and care; vii) Harmonious relations with governments while preserving autonomy.

Please remember that the purpose of the basic principles selected was to preserve the autonomy of the Olympic and sports movement. But the question remains: do the NOCs apply these principles or not? How can the IOC ensure that they are applied?

NOCs gain legitimacy as the organizations that control the Olympic Movement through their statutes, bylaws and regulations. Adherence to the basic universal principles of good governance should also be part and parcel of the legitimacy enjoyed by NOCs as leaders of the Olympic Movement.

Are elections democratic or manipulated? Is transparency addressed, or do financial reports fail to disclose full details to the public?

A lack of accountability, evaluation and transparency open the door to corruption, misuse of authority, conflicts of interest, and the manipulation of elections.

The IOC imposes strict rules and regulations relating to the conduct of athletes to ensure fair play. So why should the IOC not also impose basic universal principles of governance on the NOCs – principles like equity, equality, transparency, efficiency, effectiveness, speed, good faith, publicity, social responsibility, coherence and congruence?

One way of imposing the principles might be making the allocation of the annual administrative subsidy and Olympic Solidarity grants subject to their application. We are certain there are other ways, too. Why force athletes to abide by the rules of fair play to ensure clean Olympics and not require the NOCs to abide by the rules of efficient and honest management in their leadership of the Olympic Movement?

Are women ready to lead in sports?

In the case of gender equality, the challenge centres on cultural stereotypes.

Attempts have been made in some countries (Iraq, for example) to emancipate women by ensuring that sports statutes require a certain percentage of female representation in sports structures. However, due to the cultural mindset of women, they still feel that men are superior. And despite their achieving the highest educational qualifications, women still do not take on leadership positions.

Sometimes opportunities are provided for women, but some do not exploit them.

It is imperative for the achieving of gender equality or equity that women are trained in leadership. For instance, young female participants at IOA sessions should receive further training and be deployed in NOAs in order to empower them. (Puerto Rico and Lesotho lead the way in this respect, having female NOC presidents).

Seminars analyzing the cultural stereotypes that hinder gender equality should also be encouraged.

There should be laws designed to encourage the training of women to take up leadership positions in sports structures.

One very important view that emerged from the discussions was that women need the power to assert or reclaim their position in society. When society does not provide opportunities for women, they should lay claim to their positions themselves.

How do the different structures of NOAs around the world impact on their effectiveness in promoting Olympic values?

	Countries	Positive	Negative
NOA as part of the NOC	Guatemala, Iraq, Colombia, Portugal, Belarus, Moldova	Close cooperation; Shared strategy with NOC	Political influences
NOA as an NOC Commission	Lesotho		Commission
Independent NOA	Estonia, Mongolia, Puerto Rico	Free to take decisions and find sponsors	Insufficient support from NOC

ENGLISH-SPEAKING DISCUSSION GROUP 3

“Pursuing Good Governance in sports”

After three discussion sessions, our group agreed that one of the most critical issues facing the development of sport at the local and international levels is the need for efficient and principled management of the full range of activities associated with successful sporting activities. Failure to confront this challenge places the future of sports at risk, especially at the Olympic level: sport could lose its prominent role as a trigger and a stimulant for the broad-based development and advancement of the world's youth.

The phrase “Bad Governance Costs... Good Governance Pays” correctly sums up our views on this issue. The high cost of bad governance can express itself in the collapse of popular recreational activities, the loss of advanced amateur and professional opportunities, income loss, and widespread social frustration and dysfunction among young people. In contrast, the benefits of good sport governance can lead to gainful occupation, job-creation in the many areas associated with well-run sports events and programmes, and healthy, disciplined, socially responsible citizens.

The journey to good governance is a process not an event, and requires the drawing up and implementation of a strategy whose main driver remains the well-being of the community. It is this focus on people and community that will stimulate the commitment, passion, will and discipline of the persons accepting responsibility for guiding this process and thus lead to the building of a sports legacy locally and internationally.

The pursuit of wealth and positions of power by the people responsible for sports will interfere with a focus on education, awareness-building and the full involvement of youth and other beneficiaries in planning and management as well as creating new dependencies and a loss of interest.

Data-gathering and the research and analysis of the effects of well-organized sports as they unfold will help keep the focus on the people and community.

What then, must be done to ensure this most desirable outcome? The persons responsible must be prepared to take three major steps:

1. They must establish a clear framework and standards that reflect and guide the effort in line with the guidelines established by the IOC and reinforced by the Sustainable Development Goals articulated in Agenda 21 in 1992 and in the several subsequent international agreements which seek to ensure that the welfare of people is not achieved at the expense of the welfare of the Earth.
2. They must draw up clear policies at the public, private and community levels attended by rules to guide the sports programmes and projects that will contribute to the desired outcome.
3. These policies to be within a framework broad enough to integrate and connect the interests of other sectors likely to impact on sports.

Such an integrated approach to the development of sports is consistent with the values and principles of the IOC and is in sync with the principles of sustainable development.

How do we get to the point of designing and implementing a strategy of good governance? To do so, we have to draw on the experiences and expertise of other sectors where a more deliberate application of these principles of sustainability has been the norm. This means connecting with allied institutions from the public sector, private sector and civil society where these are available, as well as drawing on the experience of colleagues in the sports sector who have assembled a pool of good and best practices that have helped banish poor governance. Several of the critical indicators of these practices are highlighted here and were explored extensively in the many submissions made in this Forum.

The main partners in this exciting enterprise have been identified as the people in the communities where we live and work and with whom we have long engaged in the search for, and invention of, innovative mechanisms and practices of governance. In these modern times, we are also obliged to forge partnership with the mass and social media as well as with those who observe, record, analyse and document our successes and failures. Throughout, the process of good governance that we seek requires that we boldly partner even with some unlikely stakeholders while remaining focused on the core beneficiaries, the core principles and values and the seminal passion and commitment that will see us through.

ENGLISH-SPEAKING DISCUSSION GROUP 4

How can Olympic values and sport promote good governance?

The question we have chosen to examine at the 14th International Session for Presidents or Directors of National Olympic Academies is “How can Olympic Values and Sport Promote Good Governance”? This question reverses the theme of our session, “Governance in Sport and the Olympic Movement”. We set out to question or examine how sport—and, more importantly, Olympic values—can impact positively on governance.

First, we need to understand exactly what Olympic values are and then make sure we apply these values internally first, in our own behaviour. If the individual does not practice these values, how can they affect change in others? Once one understands the core principles of Olympic values and applies these principles individually, it is time to understand how these values can be intertwined with an organization’s strategic plan and/or mission statement to promote change, and specifically change in governance.

It doesn’t matter if the organization is your NOA, NOC, National Sport Federation, International Federation and even the government. What does matter is that a solid structure has to be in place – otherwise, the Olympic values will operate in a vacuum. For example, the NOCs must follow and comply with the Olympic Charter. Olympic values can be applied to all governing structures, but how they are applied will depend on the individual organization and their specific needs and challenges.

Second, we must understand the context in which Olympic values can be applied to promote good governance. There are numerous factors that effect this. Taking the example of a country, factors such as its size and political context (whether it is democratic, autocratic, etc.) can affect how the values are applied. Changing the context to an international federation, NOC or national

federation, other factors will come into play. Once it is clear who our audience – or, rather, our users – are, we must also understand the politics that affect each organization in order to implement the Olympic values in the best possible way. This leads us to our third point: the challenges facing Olympic values and their implementation in good governance.

One of the significant challenges we identified is the government support or government control evident in each country with regard to the Olympic Movement. The challenges are different for each country regarding the nature of government: one country may have a democracy with very little government control but little interest in Olympism, while another country may be an autocracy with more control, yet also a strong desire to promote Olympism and Olympic values. Therefore, each country must address the challenges facing them with regards to political control in a unique manner. Wars, apathy towards Olympism, the type of government and exactly what type of governance association is involved (a country, international federation, national federation, NOC or NOA) all contribute to the issues one faces when applying Olympic values in order to promote good governance. An understanding of all these unique factors is crucial before one attempts to infuse governance with Olympic values.

In addition to governing bodies, one must also understand and acknowledge the socioeconomic issues facing a given governing entity. Is the country large in size and population? What is its economic status? How does the governing body feel towards sport – are the core values of friendship, respect and excellence embraced and understood, or is there of lack of understanding where awareness needs to be implemented? If this is the case, then there is a need for education within the governing body to impart the wisdom of incorporating Olympic values into good governance.

This education is necessary within our own organizations first, the NOAs and NOCs, to facilitate transparency and impart an understanding of Olympic values to all. We need that before we can effect change elsewhere: it is important to lead by example. Secondly, educational programmes can be implemented to create a national body of Olympic Values Ambassadors. Various countries already use Olympic athletes to spread Olympism, but we feel that Olympic Values Ambassadors could be drawn from a much larger pool of people and incorporate not only athletes, but also coaches, trainers, educators, members of the public, even popular artists.

Immersion in Olympic values should be conducted to ensure that our Ambassadors fully understand Olympism. This training could take numerous approaches. Our athletes are often tied to competition and training schedules, so traditional methods of education may not be the best way to impart the necessary information. Therefore, unique approaches to facilitate the learning of Olympic values should be explored.

Finally, we understand that media and the advent of technology has affected sport as well as Olympic values. It was also argued at the Session that electronic or e-games have an adverse effect on the youth of the world by minimizing their physical activity. Given that, we wish to reverse the trend of technology being a negative and turn technology and the use of it into a positive.

We believe that technology can facilitate the imparting of Olympic values and in turn facilitate sport. Technology can be used in education, but first we need to help educators think outside the box in terms of their technology use. We do not wish to create a new generation of “couch potatoes”, but rather to use technology to facilitate the transmission of ideas to educators and implement Olympic values training to educators, their students, and to a larger audience.

One way in which technology can be used in a positive manner to impart Olympic values is through music. People all over the world listen to music. For example, Rihanna is from Barbados and sings in English, but anywhere you go in the world you can hear a generation singing Rihanna’s songs. Can you imagine if this popular artist became an Olympic Values Ambassador? The ability to touch millions across the world and send the positive message of Olympic values through the medium of song could certainly plant the seed of Olympic values in an entire generation. That seed could germinate into a movement and finally bear the fruit of turning the Olympic ideals into good governance. In addition, videos created in association with popular artists could be effective at broadcasting the positive message of Olympism around the world with the ultimate aim of effecting and promoting good governance.

This leads to our final challenge relating to the use of Olympic values and sport to promote good governance: the ease of use of these formats (educational tools, music, videos etc.) in an era of tightly-controlled intellectual property. Copyright issues and countries’ tight control over intellectual property make it virtually impossible to share these technology-based ideas. One solution to this challenge could be the IOC or other global body solving the issue of intellectual

property or ownership in order to provide a virtual library of information on which all NOCs and NOAs can draw freely. We appreciate that the IOC's OVED 2.0 is a wonderful programme, but we should not neglect the numerous countries that have created and implemented Olympic values education programmes with great success. Our wish is to have a single organization from which all NOCs and NOAs could access all the material produced around the world, allowing a larger audience to benefit from the sharing of best practices. Such a programme could really have an impact on the young.

In conclusion, we believe that the implementation of Olympic values and the use of sport can promote good governance within a variety of entities – NOAs, NOCs, National Federations, the International Federation, even a country. However, before we can affect change in good governance on a large scale, we must affect change within ourselves – it starts on an individual level. Finally, we recognize obstacles to this idea exist. Yet, with creative thinking, positive education and unique approaches, these values can be implemented.

ENGLISH-SPEAKING DISCUSSION GROUP 5

What are the key roles and responsibilities of NOAs in today's context?

The essential roles and responsibilities of NOAs in today's context remains unchanged. They are 1) promoting Olympic values and 2) promoting Olympic education.

However, today's context calls for a wider range of key roles and responsibilities for NOAs. Some of these might include:

- Training programmes for trainers, staff, athletes, administrators, citizens
- Defending the Olympic ideals
- Promoting the Olympic philosophy
- Inspiring youth to be the best they can be
- Documenting national projects: sport history and sport heroes

An IOA may wish to consider expanding their core mandate to include some or all of the aforementioned.

What are some good strategies and best practice an NOA can apply with its stakeholders?

Identification of stakeholders (Ministry of Education, Ministry of Sport, sport organization principals, teachers, students, national sport associations, parents, sponsors, universities, colleges, the media, partners and civil society in general...)

Because stakeholders are different in different countries, you need to know them and identify them. They are commonly teachers, students, coaches, principals.

Strategies that we can consider might include:

- Lobbying Government
- Having an IOC member and a representative of the relevant ministry on the Board of Governors or NOA Board.
- Using Olympic Ambassadors / role models / NOA fellows — *IOA session*
- Collaborating with universities & teacher training programmes
- Drawing up a comprehensive plan of what to do (*IOA template*)
- Making OVE resources available on e-learning platforms
- Creating a single database on which all NOAs can draw
- Considering how NOAs can collaborate and support one another at the national and continental level

This is happening in some cases already. For example, in Central Europe, NOAs already hold common seminars and conferences.

Other ways in which NOAs could collaborate are:

- Combining athlete career programmes in neighbouring countries
- Introducing collaboration between countries that speak the same language
- Introducing collaboration between NOAs with the same or similar structures
- Encouraging continental associations to be more supportive, could be financial or NOA representatives on commissions
- Encouraging NOAs in each region to come together and cooperate
- Promoting NOA attendance at IOA Sessions, as this helps to promote collaboration, the sharing of ideas and mutual support
- Taking advantage of Solidarity funding, sporting organization conferences, sharing of projects that relate to Olympic education.

We share the view that the IOA should take the lead in helping NOAs collaborate by setting up a database of all the resources created by individual NOAs so we can share ideas more easily, use good ideas others have come up with, and generally collaborate.

ENGLISH-SPEAKING DISCUSSION GROUP 6

GOOD GOVERNANCE AS UNDERSTOOD BY NATIONAL OLYMPIC ACADEMIES (NOAs)

How is good governance approached through the NOAs?

In our discussions, we explored the various activities carried out in the countries our group's members represent. Several different perspectives have been implemented, some formal some more informal. Each country has their own terms of reference in how they operate, but good governance practices are present in all internal structures. External influences – whether political, economic or otherwise – bring about challenges to exercising good governance.

Education is the main factor that has been incorporated to raise awareness of the values of Olympism and human development, to encourage the necessary behaviours in society, and to reduce the negative phenomena that can prevent good governance. The target audience for education ought to be youth. The methods in which these educational practices are implemented are broad, incorporating several pedagogical books, videos, and other examples of Olympic Values Education Programme (OVEP) application. In addition, Canada has developed its own resources and online programme templates.

Many of the very informative presentations made during this forum provided ideas for implementation. These include incorporating more physical activity into the delivery of education and value transfer and the use of ambassadors, mobile units, travelling museums, historical videos, schools for coaches, libraries, and school initiatives from the elementary to the doctoral level.

A benefit for countries whose governments have more control is that it is easier to include Olympic education in the school curriculum. However, in more democratic environments, such as the Caribbean, it is much more difficult to convince ministries, educational and sports departments to get involved, let

alone to sign contractual agreements.

In Albania, for instance, where an Olympic Academy Board is aligned with the University of Sport, the focus has been placed at the secondary, rather than the university, level. There are six regions doing the work of the Olympic Academy.

In contrast, in Korea, which hosted its 28th Academy Session last year, the organizations work as one, with an education and welfare department doing Olympic Academy work. However, they intend to separate with a view to stimulating growth.

In Japan, while the JOA does not form part of the JOC, they work hand in hand. Moreover, the relationship has been improved since Japan was awarded the 2020 Games.

The Chilean Olympic Academy has implemented several initiatives including a travelling Olympic Museum. It is one of the oldest NOAs, having been established in 1980.

In Trinidad and Tobago where the NOC is also the NOA, several workshops are held annually along with activities for young athletes. However, Olympism features little in the NOA's activities.

In Romania, the NOA resides within the NOC and they have been able to establish 48 regional chapters to advance academy programming.

In Dominica, the NOA was established in 1993 within the NOC and hosts several forms of education. Since its founding, the NOC has appointed independent personnel to advance the work of the Academy.

As an idea, technology was well received within our group – it is the way of the future. As the target audience is our young people, it can focus on their areas of interest. For instance, short videos displaying movement through physical activity can be uploaded onto Instagram and transfer values in that way.

We therefore wish to outline the fact that, although all the NOA/NOC presently act independently within their individual structures and environments, there is a need for overall guidelines or benchmarks. These principles will provide the direction for action, as it is questionable whether we are hitting our target.

Taking the Athena Award as an example, NOAs are generally unsure of the selection criteria. How do we know what we should aspire to?

Therefore, if the IOA were to supply NOAs with criteria and benchmarks, this would allow them to engage in the self-evaluation required to assess their present position, their gaps, and what they need to do next.

ENGLISH-SPEAKING DISCUSSION GROUP 7

What is good governance?

Over the last few days, we have heard many thoughts on good governance, which we can summarize thus: good governance is a deep concept that relates to the processes for making and implementing decisions. It is not about making 'correct' decisions, but rather about the best possible process for making those decisions. It is not limited to sport.

Good decision-making processes – and therefore good governance – display several characteristics. It is:

- Participatory – everyone is part of the decision-making process which is not hierarchical
- Consensus-oriented – everyone agrees in a democratic, non-hierarchical way
- Effective & efficient – an election process is in place
- Transparent – a clear and explicit rationale which is visible
- Equitable and inclusive – all groups in society are represented
- In line with the rules / the law – a constitution is in place which everyone has bought into and voted for. The Constitution covers policies, procedures, and a code of ethics to abide by

In addition, everyone is accountable for their decisions and knows they are; they understand there could be consequences to their actions

What is good governance in sport?

How can these characteristics be applied in sport? Moving from a business environment to international sport, there have been cases of conflict on the global

landscape. Governance is clearly failing in some sporting organizations – those governing football and athletics, for example. Transparency and financial accountability are two of the key issues that have come to light. The visibility of activities is very important in the corporate world: banks, for example, publish their finances and papers for all to see. But this does not always happen within sporting organizations.

Sport has never needed to be as accountable as much as it does today, largely because the business of sport has changed rapidly in recent years. Far greater investments are flowing into sport now – predominantly commercial, but also governmental and private – and the use to which those funds are put needs to be closely monitored in order to maintain the integrity of the sporting movement.

In today's landscape there appears to be ever increasing challenges, many of them seemingly due to the increasing commercialization of the business of sport. Cases that have come to light include: kick-backs on commercial and construction contracts, and athletes betting within their own sports, match fixing etc. Large events have also been tied to various corruption scandals centred on the bidding process, the human rights of workers, and countries still being awarded events despite questionable human rights records.

The Olympic community has an obligation to enforce ethical processes and good governance in all areas, including bidding and hosting. In the spirit of the Olympic Charter and Olympic values, attention needs to be paid during the bidding process to the legacy the Games will leave for the community, human rights, and sustainable development.

In some of the world's smallest countries, sport can be a niche market while conflicts of interest are common due to a lack of qualified people able to perform roles across the various sports organizations. This has the potential to be a perennial problem.

To try and overcome some of the challenges highlighted here, processes need to be put in place to protect the sports community. But where to start?

An organization-wide strategic plan with buy-in across the organization and within the executive is crucial. The plan should be externally evaluated and clearly presented to stakeholders to ensure it provides a clear direction to work towards. It should also be regularly evaluated throughout the year, and changes made to policy as required.

Best practices of governance include, but are not restricted to:

Executive Boards

Executive Boards are an essential part to the process and responsible for some of the key areas we have highlighted which need to be addressed;

- Constitution – which should be robust, with clear policies and procedures and inclusive of the characteristics listed above
- Hierarchy – which must be clear; who takes the final decision? Is it the President or the CEO, for example? A conflict between the two could highlight poor governance
- Voting members – who should be varied, but cover sport federations
- Non-Executive Directors – who should be inclusive
- A true, fair and knowledgeable membership
- An independent observer / commission / whistle blowing policy – this needs to be in place
- Term limits – which need to be enforced: e.g. two consecutive terms of four years, or a maximum of two to three terms

Education

Education is also vital, and should be accessible across the organization:

Legacy provisions need to be in place for future Presidents and Secretary-Generals / CEOs. This should be something others would like to follow, creating an example for successors to ensure the organization's values remain constant despite changes of administration.

One way of ensuring the knowledge and experience of an organization's leaders might be to recommend that an individual should have held a Board position for at least two years before becoming President or Vice President

In addition, educating staff members in values and good governance principles as they progress in their careers may help introduce a cultural shift that will ensure good governance for the future.

And while we have spoken a good deal about gender equality on Boards, without able and qualified women, forcing Boards to have equal numbers of women and men could lead to poor governance. We need to educate and em-

power women for positions of authority in order to achieve true equality.

Another factor which is vital within the sport landscape is ensuring whatever policies, procedures and codes of conduct are in place actually work for the athletes, and that organizations always keep their focus squarely on the athletes. Doing otherwise could cost the sector its credibility.

Does the concept of good governance change from one culture to another?

Although there is a largely agreed code of good governance, the way this is and can be interpreted can vary greatly from country to country. The need for, and concept of, good governance changes from place to place: just because it works for one organization does not mean it will work for another.

Governance always looks different through different people's eyes. Robust policies and procedures are becoming more the norm throughout sporting organizations, due to rules and regulations imposed on them by governing bodies. However, this does not mean those policies and procedures will be fully abided by.

So where does this leave us? We all agree on the fundamental principles of good governance for the integrity of the sporting world, and we all have similar ambitions to achieve transparency and integrity and expel corruption.

Having one standard set of rules could be a starting point, but without a cultural understanding of their importance, can we ever really achieve good governance globally?





Presentation of the conclusions derived from the discussion groups.



Closing Ceremony

ANCIENT OLYMPIA, 11 MAY 2017



The participants receive their certificates of participation from Prof. Konstantinos Georgiadis.

CLOSING ADDRESS
on behalf of the Session's Participants
by Pedro CÓRDOVA (PUR)

MY JOURNEYS TO THE INTERNATIONAL OLYMPIC ACADEMY

Although I had been a member of our Olympic Committee since 1974, no one had ever spoken about the International Olympic Academy. Our Academy was finally set up in 1994. Shortly thereafter, we went to our first Session at the Academy and began our long journey and education in Olympism, and specifically in its principles and philosophy.

During my visits to Olympia, I have tried to develop knowledge:

- a) In the history of the Ancient Olympic Games and the city states that participated
- b) Greek vase painting through the centuries. These objects allow historians to re-create and describe the events that were practiced
- c) Olympic sculpture and changes in it through the ages
- d) Philosophers and their relationship to, and opinion on, the practice of sport
- e) Historians, including Herodotus, the father of western history, Thucydides, Xenophon and Philostratos
- f) Pindar's poems on the subject of the Panhellenic Games
- g) Homer's *Illiad* and his description of Achilles' funerary games in honour of his dead friend Patroclus
- h) Pausanias' description of the different sites in Greece which, written in the second century AD, allowed 19th-century archaeologists to discover Olympia and Delphi

What's more, I have visited the following museums to better understand the Panhellenic games, vases and sculptures:

- a) Acropolis Museum
- b) National Archaeological Museum
- c) Numismatic Museum
- d) Marathon Museum
- e) Olympia and Delphi museums

I have purchased copies of ancient relics, books describing Ancient Greece, Olympia, Delphi, sports memorabilia, documentaries, ancient coins with sports themes, stamps. The 1896 Games held in Athens issued the first Olympic stamps and staged the first modern marathon.

Along the way, I have made excellent friends, including Mr Conrado Duróntez from Spain, who has provided me with enough information to try and follow in his footsteps.

I have learned from many of you and from your predecessors. With all this accumulated knowledge, I have edited a digital book on Olympic Education which includes the history of the Games, Olympic values, Olympic symbols,



Mr Pedro Córdova, President of the NOA of Puerto Rico, addresses the Session on behalf of the NOA delegates.

Olympic oaths, the fundamental principles of Olympism, the structures of the Olympic Movement, the International Olympic Academy, women in sport, arts and sports, Olympism and the media, Olympism and the environment, governments and sport, and politics and sport.

Of course, Pierre de Coubertin is highlighted in the book: his history, the creation of the International Committee, the first Olympic Games, his monument at Olympia, and his “Ode to Sport”.

On behalf of the participants, we would like to express our appreciation to the staff of the International Olympic Academy for their professionalism and guidance throughout our journeys; the lecturers for all the information they have so graciously shared with us; the medical staff that look after our health; the IT support staff who make sure that all the information is properly communicated; the translators who allow us to receive and understand the knowledge imparted to us; the Academy staff who always make us feel at home.

We have had the opportunity to make friends from all over the world and to talk and share our ideas in our group meetings.

Special thanks to Dean Kostas Georgiadis, who has guided these sessions for so many years, allowing us to understand that the mind and the spirit are as important as the practice of the mechanics of sport.

You all epitomize the values of friendship, respect and excellence that we must always strive for.

CLOSING ADDRESS
on behalf of the Session's Lecturers
by Prof. Lozan MITEV (BUL)

The modern world we come from challenges every one of us to understand and face up to it, to find and defend the significance of our lives, to seek the truth and values of our existence in society.

Looking for the meaning and values of life, every human being is called upon to discover and follow their path, which is filled with obstacles, delusions, opposition and suffering that stem from the agonal nature of life and society. Without this struggle, we can never understand morality – good, evil and justice.

This is what the dialectic of life means, via which the competitive principle brings the catharsis to Man and society without which it is impossible to attain the values and the faith that allow us to go our own way in our own socio-cultural environment.

The ability to strive for victory is a great power which need to be cultivated. The moral values of Olympism form the basis of our doctrine of catharsis, which we get to know, share and affirm in the complex world of the opposition between good and evil.

We all are here because we share a belief in the role sport and Olympism can play in promoting and protecting human values in contemporary society; the values on which we build our hopes and dreams of a noble world based on justice and human dignity for all.

Difficulties in the modern world based on violence and injustice threaten to crush our human dreams and ideals of dignity and perfection.

In the modern world of temptation and chaos, an even greater danger arises: that of a person losing the ability to dream and pursue nobility and perfection.

That is why we are here in the heart of Ancient Olympia and the Temple of Modern Olympism: the International Olympic Academy. The source of the

spiritual strength, solidarity and determination we need to preserve one of the greatest achievements of world culture and civilization: Olympism, as a fair cause confirming the nobility and dignity of every individual in every society.

Olympia is where the responsibility for our mission begins, but its implementation is where we come from. That is where we are called upon to preserve and share our knowledge, values and experience in the struggle to promote humanism through sport and physical education on the basis of our solidarity and determination. The strength of our faith stems from our belief that mankind deserves a better life.

The weapons we have at our disposal to establish humanity in this world are our knowledge, experience and values devoted to the human pursuit of perfection and morality.

In this modern world of ours, we face enormous difficulties in implementing our mission: misunderstandings, the disregarding of violence, discrimination, inequality, misery and abuses of the natural world. This is the challenge of the modern struggle: we must find the strength to win or to lose worthily, because then, even if the battle is lost, the idea of humanity has overcome.



The students on the current Master's degree programme attending the Session's Closing Ceremony. Here, with the Director of the Programme, Prof. Konstantinos Georgiadis.

CLOSING ADDRESS
of the Session Proceedings
by the Honorary Dean of the International Olympic Academy
Prof. Konstantinos GEORGIADIS

In the context of Olympism, sporting competition is not about dominating one's opponent. It is a competition of co-existence, of being put to the test, of transcendence and contention.

Testing my powers means that I am demonstrating my moral virtues at the same time. It is not competition or imposition or getting the upper hand, but rather a competition of creative co-existence, of the development and moral elevation of an individual who could become the first among equals and lead our society.

The aim of Olympism and of Olympic Education is, through sporting activity, to create better citizens who will guide the fortunes of our global community. The situation prevailing in sport today presents new opportunities but challenges, too, for the Olympic family.

Through an extended dialogue and assessment of proposals, Agenda 20+20 has created the pre-conditions for reform into the long term. Several reforms have already been implemented in the Olympic Movement; indeed, the subject of this very session – Governance and Olympism – is the outcome of these discussions concerning NOCs' role in the mission of the National Olympic Academies.

As our outstanding speakers have already noted and analyzed, governance is identified with concepts such as integrity, credibility, transparency and justice.

However, to achieve these targets we must cultivate the human virtues of wisdom, prudence, courage and *phronesis*, or practical wisdom. Doing so allows the individual to grasp that excellence is a form of moral behavior and does not, of course, relate to performance on any single occasion.

In addition, human rights, equality in all its forms, protecting the natural environment, eradicating hunger, combatting disease in poor countries, providing a good education with values, nurturing a democratic consciousness through sport – all goals stressed by Pierre de Coubertin himself – are now among the targets the UN has laid down in collaboration with the IOC. As such, we are obliged to integrate them into our Olympic Education programmes.

This is the direction in which many academies are moving, and we have been following the presentations detailing exceptional educational activities taking place all over the world with particular joy and satisfaction. Thousands of children and teachers have participated in the “Transforma” programme, and as we have heard in the presentations here, NOAs are organizing activities as varied as art festivals, Olympic Days, conferences on the ethics and values of Olympism, sessions for young participants, and sessions devoted to special subjects. They are also participating in Olympic Solidarity programmes, publishing books, organizing events for coaches and sports programmes for all, publishing school textbooks about Olympic Education, promoting Olympic values digitally through “travelling” museums, and collaborating with associations of Olympic champions.

Other NOCs co-organize school events with neighbouring countries; they also organize school Olympic games and training conferences for teachers, and have integrated the lesson of Olympic Education into the school curriculum.

NOAs and the IOA have contributed significantly to making the Olympic philosophy understandable, while the principles of the Olympic Movement have created the theoretical and research framework for conveying the ethical, social and cultural principles of Olympism. The IOC, its President Dr Bach, and previous IOC presidents have supported our work. Through the IOC’s Olympic Education Commission and its President, Barry Maister, we continue to convey your proposals and ideas to the IOC for discussion.

We have to promote our valuable work, the Olympic Studies centres NOAs have created, as well as the collaborations they have established with universities.

We are marking the first half century of creative collaboration since the establishment of the first NOA.

In conclusion, I would like to extend our warmest thanks on behalf of the President of the IOA, Mr Fysentzidis, to all our outstanding lecturers – Professor Benu Gupta, Professor Maria Bulatova, who has already left, Professor Lozan

Mitev, Mr Sanjaye Goboodun, Professor Otávio Tavares and Professor Katerina Mouratidou – as well as to the OVEP coordinators Professor Silvia Dalotto and Dr Sock Miang Teo-Koh. Out thanks, too, to the coordinators of the discussion groups, the secretaries and all the participants.

Thank you also to the staff of the IOA, the technical personnel and the secretariat, especially Alexandra Karaiskou, who was responsible for this Session.

Thanks are also due to the IOC and Olympic Solidarity, whose support made this session possible; also to the ladies for providing simultaneous translation, our Doctor Katerina, and the Red Cross volunteers.

I wish you a safe return to your home countries.



CLOSING CEREMONY





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OF THE INTERNATIONAL OLYMPIC ACADEMY
(February – July 2017)**

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