V World Forum on Sport, Education and Culture

“SPORT AND A WORLD OF HARMONY: The Role of Olympic Education and Culture”

22-24 October 2006, Beijing, China
International Cooperation and Development Dept
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1. Forewords

1.1. Message from the President of the International Olympic Committee, Dr Jacques Rogge

Education and culture are at the heart of the Olympic Movement. And the challenge of our Movement is to make the education of youth through sport as relevant today as it was when Pierre de Coubertin revived the Olympic Games and founded the International Olympic Committee over 100 years ago.

It is for this reason that the IOC Commission for Culture and Olympic Education, under the leadership of He Zhenliang, in close cooperation with the Beijing Olympic Organising Committee (BOCOG) and our United Nations partner, the United Nations Education, Scientific and Cultural Organisation (UNESCO), organised the 5th World Forum on Sport, Education and Culture in Beijing, under the main theme “Sport and a world of harmony: the role of Olympic education and culture”. I wish to take this opportunity to express my gratitude to all of them for their collaboration and for the successful organisation of the Forum.

Held for the first time outside Europe in a country which will host the Olympic Games, bringing the Olympic values to the most populous of nations, this 5th Forum resulted in the unanimous expression of will by more than 700 experts, from the worlds of sport, education and culture, to move forward in encouraging efforts to make the teaching of universal ethical values a preoccupation, and in promoting physical education and sport so that it holds a key place in education systems.

The declaration adopted at the end of the Forum will provide the vision for the Olympic Family's work over the next two years and for how the Olympic Movement can best pool resources and tackle important issues.

As we look at the unique opportunity offered by the 2008 Beijing Games, the IOC is more convinced than ever that the Olympic Games and sports events in general are ideals platforms to inform and showcase the art and cultural talents of host countries to the world, and thus should have an overall educational impact on the people of the world, in particular the youth of the world.
1.2. Message from the Chairman of the IOC Commission for Culture and Olympic Education, Mr Zhenliang He

The alliance of sport with culture and education has been at the heart of the philosophy of the Olympic Movement, and has been the driving force of Olympism over the last century. There is no doubt that in our modern societies, sport still has an important educational role to play, on all levels, from schools to grassroots sports to elite sport.

This is why the IOC initiated nearly 10 years ago the biennial World Forum on Sport, Education and Culture, which has become the source of our policy development as regards culture and education in sport and the backbone of our network strengthening.

As Chairman of the IOC Commission for Culture and Olympic Education, I would like to express my warmest thanks to the Chinese Olympic Committee, to the Beijing Organising Committee for the Games of the XXIX Olympiad and to our longstanding partner the United Nations Educational, Scientific and Cultural Organisation (UNESCO), for their close collaboration and contribution to the success of the 5th World Forum held in the Olympic city of Beijing.

Placed under the theme “Sport and A World of Harmony: The role of Olympic Education and Culture”, this fifth edition, as this final report shows, through the various texts and presentations, has opened up a number of common strategies and clear guidelines and tools so that everyone can contribute, with his own means, to building a world of harmony.

I would like to thank all the participants of this 5th World Forum for having addressed the importance of the combination of sport, culture and education to promoting harmonised development of young people, and the role of sport in strengthening friendly ties and mutual respect among peoples.
1.3. Message from the President of the Beijing Organising Committee for the Games of the XXIX Olympiad (BOCOG), Mr Qi Liu

The Fifth World Forum on Sport, Education and Culture, which was organized by IOC and BOCOG and supported by UNESCO, was successfully staged on October 22-24, 2006. The forum was a grand occasion organized in Beijing. Distinguished guests, scholars and specialists from across the world attended this forum on sport, education and culture. Their discussions and presentations revolved around the central theme of the roles played by Olympic education and culture and going in for sports in order to build a world in harmony. The forum yielded rich fruits. In addition, the Beijing Declaration, which is aimed at promoting the harmonized development of sport, education and culture in order to bring about a harmonious world, was issued during the forum.

The accomplishments of the forum will help enrich the content of the Beijing Olympic Games’ theme slogan: “One World, One Dream” and will facilitate the spread of Olympic culture, leaving behind a valuable legacy of sport, education and culture.

Let’s join hands and do our best to make contributions to the progress of the Olympic Movement.
1.4. Message from the Director-General of the United Nations Educational, Scientific and Cultural Organisation, Mr Koïchiro Matsuura

The combined efforts of the sport movement, led by the International Olympic committee and UNESCO, have paved the way for an outstanding international contribution in the domain of sport and education. Indeed the importance of the close cooperation between the two organizations was highlighted during the 5th World Forum on Sport, Education and culture in Beijing. Drawing attention to the critical role of education and culture through sport is a very positive contribution to a harmonious world.

It is now important for both our organizations to ensure follow-up to the outcomes of the beijing forum, in particular by promoting physical education and sport, which encourages respect for human values, and by promoting equity and fair play through the fight against doping. In these efforts, IOC is a partner primus inter pares of UNESCO in continuing to realize the Olympic ideals and UNESCO's objectives in promoting cultural diversity and respect for cultural identity as a means to achieve mutual understanding.
2. Introduction

2.1. Introduction by T.A. Ganda Sithole, IOC Director of International Cooperation and Development

While the world awaits the opening of the Games of the XXIX Olympiad in Beijing next year in the hope that not only will the Olympic Games live up to their billing as the greatest show on earth, but that all kinds of records will tumble, the Chinese have quietly been raising the bar and the records they are setting will certainly last a long time.

The number 400 000 000, yes, just a step short of half a billion, is a daunting figure by any standards. Not, obviously in the People's Republic of China where officials will casually tell you that this is the number of young people they have across the country taking Olympic education in hundreds of schools.

Then there is the speed with which the Government, the Beijing Olympic Committee of the Olympic Games (BOCOG), the City of Beijing and the Chinese Olympic Committee (COC) have been completing games projects. Apart from the planning and construction, the organising committee has put in place an elaborate organisation to undertake programmes that make the Olympic Games special, Olympic education, environment, etc.

The Chinese are particularly proud of their history and culture. What better opportunity to showcase them than at the Olympic Games when the world’s focus will be on this one country in August 2008. Last October, BOCOG took time off to take the hundreds of participants to the IOC-organised and co-ordinated World Forum on Culture and Olympic Education on a tour of some of the schools in Beijing which are undertaking Olympic education.

Such is the seriousness with which they are running these programmes officials are linking their success to the very success of the Games. "The Olympic Games are as much about sport as they are about culture and education," the officials told the visitors to the schools. Come August 2008, Chinese culture will be on full display and the young people who are learning Olympic education will be ready to be unleashed on the tens of thousands of visitors and Chinese citizens to practice what only sport can instil in man.

The forum had a lot on its menu, not least animated discussions on athletes and their future, their welfare, educational opportunities and concerns. They were in attendance, represented in full force by such eminent former Olympians as Sergey Bubka, chairman of the IOC Athletes Commission, Frankie Fredericks from Namibia whose childhood stories and how sport and his mother shaped his life and kept him on the straight and narrow and prolific speaker and philanthropist Charmaine Crooks from Canada.

In the massive crowd were others, such as the legendary Kipchoge Keino from Kenya and the only Tanzanian ever to break a world record, two of them in fact, the 1500 metres and the mile, Filbert Bayi. Incidentally, both of them have a passion for education. Both of them are running successful primary and secondary schools in their own countries. And both of them have remained true to the motto "education first."

The speakers came from all over the world. Both developed and developing countries were not only represented, but had issues that pertain specifically to them addressed – the Olympic Games as a vehicle for peace and national and
international understanding, high level education, the proliferation of the internet and how it may be exploited for education and getting the young population back to the sports field in large numbers again, reaching young people in remote areas where services were not easily available, anti-doping education, role modelling and much more.

Representatives of international educational and cultural organisations, universities, national Olympic committees, the World Anti-doping agency, UN organisations such as the ILO and the World Tourism Organisation, not to mention UNESCO who co-sponsored the event, governments and high value Olympic education sponsors such as ISM as well the IOC at the highest level, could not have spent their time better.

With the IOC President in attendance, the chairman, Mr Zhenliang He and his colleagues on the IOC Culture and Olympic Education Commission had every reason to be happy with the forum and its outcome. It was a job well done, not only in terms of the organisation by BOCOG and IOC staff, but by the quality presenters. Sadly, as we finalised this report, word came that one of the presenters, Samuel Mdee from Tanzania had died in a freak accident.

Those at the forum will remember him as the gentleman who spoke so passionately about athletes being forced by circumstances to leave their countries of birth and take up citizenship elsewhere. He argued that before the world condemns them let's first put in place programmes that will guarantee their future in their own countries.

During the Forum the IOC Olympic Values Education Project (OVEP) which aims to bring Olympic values education to the youth of the world was launched. The feedback from the participants on the project was remarkable not only in numbers but also in the enthusiasm it generated on the necessity to teach Olympic values.

BOCOG have planned to organise the Youth Camp and host more than 400 young people from around the world. This is primarily a cultural event. So somewhere away from the attempts at records, a whole world of future athletes, civic leaders and driven young people will be swapping cultural experiences, learning and practising the art of leadership and the value of peace, dialogue and enjoying being young. We are assured by the organisers that there has never been anything like it before. Olympic values across the board will be on the agenda, and of course sport and environment.

Where to next time? Vancouver, London, Lausanne. Whichever city organises the 2008 world forum, the Chinese records will be difficult to beat. There is that one particular one, about the numbers attending Olympic education classes that might last a very, very long time.
3. Programme of the Forum

22 October

OPENING CEREMONY
Introductions:
Mr T.A. Ganda Sithole, Director of IOC International Cooperation and Development Department
Mr Peng Liu, President of Chinese Olympic Committee
Mr Zhenliang He, Chairman IOC Commission for Culture and Olympic Education
Mr Pierre Sané, representing the Director-General of UNESCO
Ms Zhili Chen, State Councilor
Mr Qi Liu, BOCOG President
Dr Jacques Rogge, IOC President

23 October

PLENARY 1

Cultural and educational perspective of the Olympic Games
Chairman: Zhenliang He

Opening remarks and introduction
Zhenliang He, Chairman, IOC Commission for Culture and Olympic Education

The concept of harmony delivered in Olympic education
Xiaoyu Jiang, Executive Vice President of BOCOG

The concept of harmony delivered in Olympic education
Xiaoyu Jiang, Executive Vice President of BOCOG

The role of physical education, sport and culture
Pierre Sané, UNESCO Assistant-Director General for Social and Human Sciences

Olympic Games: education and cultural opportunities
Gilbert Felli, IOC Olympic Games Executive director

Education and life after the Games
Sergey Bubka, IOC Member

PARALLEL A

Olympism and Multiculturalism
Moderator: Mingde Tu

Ceremonies and rituals in the ancient Games
Panos Valavanis, Professor, University of Athens

Cultural programme in the Torino Winter Olympic Games
Piero Addis, Head of Arts & Culture, TOROC

Cultural programme in Beijing Games
Ning Wang, Director of Culture and Ceremonies Department, BOCOG

**Multicultural nature of modern Olympism**
Susan Brownell, University of Missouri

**Safeguarding traditional sports and games**
Marcellin Dally, Section for Physical Education and Sport, UNESCO

PARALLEL B

**Physical Education & Sport**

*Moderator: Ivan Dibós*

**Role of physical education and sport in education**
Gudrun Doll-Tepper, President ICSSPE

**Revival of physical education and sport in educational institutions**
Paul Marriott-Lloyd, Section of Physical Education and Sport, UNESCO

**Physical education for women and girls: overcoming cultural and other barriers**
Elizabeth Ferris, Member of IOC Commission for Women and Sport

**Sport for health**
Deanna Ashley, Director, Health Promotion & Protection Division, Jamaican Ministry of Health

PARALLEL C

**Athletes, education and post-career opportunities**

*Moderator: Sam Ramsamy*

**Combining education and high level sport**
Frankie Fredericks, IOC Member and Member of IOC Athletes’ Commission

**Athletes and nationality: opportunity or opportunism?**
Samuel Mdee, Journalist

**Employment opportunities and skills development through sport**
Giovanni di Cola, Programme Coordinator, ILO

**Training athletes for life after the Games**
Robert Ctvrtlik, IOC Member and Member of IOC Athletes’ Commission

PARALLEL D

**Sport and social harmony**

*Moderator: Hui Wang*

**Intervention : Cyprus NOC education project (a case study)**
Clea Papaellina, Executive Board Member of NOC of Cyprus in charge of Education

**Sport and disadvantaged people? Who are the disadvantaged?**
Philip Craven, President International Paralympic Committee(IPC)
Sport and human values
Wataru Iwamoto, Director, Division of Social Sciences Research and Policy, UNESCO

Traditional sport of ethnic minorities, its cultural value and prospect
Jianzhong Feng, Vice-President, Chinese Olympic Committee

PLENARY 2

Olympic education looking ahead
Chairman: Wei Wang, Executive Vice President of BOCOG

IOC Olympic Values Education Project (OVEP)
Introduction: T.A. Ganda Sithole
OVEP Database: Francis Gabet, Director Olympic Museum
OVEP Toolkit: Deanna Binder, IOC education consultant

Food-Force Video Game
Matthew Keller, Deputy Director of World Division of the World Food Programme
Justin Roche, Marketing Project Manager of the World Food Programme

Education, sport and video games
Raymond Goldsmith, President, International Sport Media (ISM)

Olympic education keeping pace with time
Nat Indrapana, IOC Member

24 October

PARALLEL E

Education for clean sport
Moderator: Marc Maes

Educating young people for clean sport
Julie Carter, Director WADA education

Educating young people on informal doping
Shuaib Manjra, Chairman, South African Institute for Drug-Free sport

Anti-doping convention
Paul Marriott-Lloyd, Section for Physical Education and Sport, UNESCO

Reaching out to young people
Jeff Lee, Executive Director, Mentor Foundation

PARALLEL F

Olympism and universities
Moderator: Thomas Rosandich

Network in Olympic studies
Philippe Blanchard, Director of IOC Information Management Department
The academic world and the Olympic Movement: Historical review and future perspectives
Miquel de Moragas I Spa, Director OSC Autonomous University of Barcelona

Games and universities: the case of Beijing
Hai Ren, Executive Director OSC, Beijing Sport University

Olympism and humanism: the Renmin University approach
Yuanpu Jin, Renmin University of China

The role of Olympic chairs in the dissemination of Olympic education
Rafael Cortés Elvira, President, Camilo José Cela University

PARALLEL G
Youth – the future of the Olympic Movement
Moderator: Chuan He

International Pierre de Coubertin youth forum
Norbert Muller, President, International Pierre de Coubertin Committee

Social responsibility of Olympians as role models of youth
Charmaine Crooks, Member of IOC Athletes’ Commission

Making youth camps work
Liza Barrie, Deputy Director of the Office of Public Partnerships, UNICEF

Beijing Olympic youth camp vision
Jiang Guangping, Vice Secretary General of All China Youth Federation

PARALLEL H
Olympic Academies for the Future
Moderator: Klaus Schormann

Defining Olympic education
Kostas Georgiadis, Dean, International Olympic Academy

Role of National Olympic Academies (NOAs)
Conrado Durántez, President, National Olympic Academy of Spain

NOAs in developing countries
Marius Francisco, President of the NOC of Benin

Applying Olympic education through NOAs
Reele Remmelkoor, Estonian Olympic Academy

PLENARY 3
Delivering Olympic education
Chairman: Zhenliang He

Olympic Education in Beijing
Limin Liu, Director of Beijing Municipal Education Commission

Making a difference through sport and education
Vladimir Rodichenko, Honorary Vice-President of the Russian Olympic Committee

**Communicating through sport**  
Fékrou Kidané, Publisher and Sports Administrator

**Ministries of sport: making them work**  
Mohamed Mzali, IOC Member

**CLOSING CEREMONY**

Presentation of Beijing Declaration – Mr Zhenliang He  
Mr Jingmin Liu, Executive Vice President of BOCOG  
Ms Chen Xiaoya, Vice Minister of Ministry of Education of the People’s Republic of China  
Dr Jacques Rogge, IOC President
4. Summaries

4.1. Opening Ceremony

MR. T. A. GANDA SITHOLE, IOC Director of International Cooperation and Development began by introducing honoured guests to the forum, as well as welcoming the IOC Executive Board, IOC and BOCOG members, Directors, representatives of UN Agencies, all organizations and educational institutions, athletes, companies and NOC representatives. He followed on by congratulating and thanking BOCOG for organizing the event, noting that the response to attend the forum had been overwhelming; he acknowledged the work put in by staff of the Department of International Cooperation and Development, the sponsors and co-organizers.

MR. PENG LIU, President of the Chinese Olympic Committee welcomed delegates to the forum, highlighting the need to promote peace and encourage respect and brotherhood. The Chinese NOC and the Ministry of Sport were united in their encouragement of Olympic sport and culture and recognition of the fact that sport develops and advances culture, is key to building a harmonious society and represents an important catalyst for world peace. He noted the significance of hosting the event in Beijing, with emphasis on the concept of a People’s Olympics.

MR. ZHENLIANG HE, Chairman of the IOC Commission for Culture and Olympic Education also welcomed the delegates to Beijing and thanked the Chinese Government, the Chinese NOC, BOCOG and UNESCO for making the forum possible and for showing commitment and support to the cause. He acknowledged the support of IOC Commission members over the last ten years of his tenure as Chairman, as well as all the attending presenters and delegates. He noted that sustained work was needed to continually push the message and the cause of sport, education and culture to the front of the Olympic Movement.

Mr. He noted that the forum was a cornerstone for advocacy, a source for policy elaboration and a platform for networking as well as a priority discussion zone for culture and education in accordance with the provisions of the Olympic Charter. Notably this was the first time that the forum was being held outside of Europe and the over subscription was a positive signal for Olympism, Culture and Education. A review on progress made since the last forum in Barcelona would be made over the next two days.

Admittedly he pointed out that trying to build a world of harmony through sport may be ambitious, but the important aspect would be to look at the spirit of unity, peace and sustainability created by the movement in the current world situation of conflict and a deteriorating environment. Through the Olympic Movement these could be achieved even in modest terms. He reminded delegates of the challenging program ahead and encouraged all to contribute to common strategies and provide clear guidelines for future projects.

MR. PIERRE SANÉ, Assistant-Director General for Social and Human Sciences representing the Director General of UNESCO expressed his appreciation on the union between UNESCO and the Forum. He pointed out that sport and culture under UNESCO were considered catalysts of peace across the divides of politics, race and religion, principally with sport recognized as a language and value common to many. The principles and rules that bind the objectives of a game could be used as an instrument to develop culture and socially,
development can be addressed through education and sport. The dialogue raised through sport and culture has a major role in building societies beyond sport as a performance. UNESCO and the Olympic movement share values and similar mandates, those of building a culture of peace based on universal rights and the dignity of people. The ideals and values address issues of unfair competition, health and doping. With regards to the latter, Mr. Sané said UNESCO was promoting a universal anti-doping instrument and they were happy that the Chinese government had become the first country in Asia to ratify the Anti-Doping Convention. He stressed that UNESCO prioritized cooperation with IOC through mutual trust and would continue to promote the shared interests and vision.

MS. ZHILI CHEN, State Councillor welcomed all delegates on behalf of the government and wished the conference success. She indicated that the theme reflected the characteristic endeavour of the modern world, that of building a harmonious society. The envisaged success of the 2008 Games would be associated to that of the forum. Notably peace and development were essential in these times and people needed to learn from each other and aspire for these characteristics.

Through this forum people could be helped to understand the context of the Olympic Movement and the objectives of Olympic sport, education and culture. The goal of building a harmonious society through universal values was the paramount objective of the Chinese Government. The critical role of education, sport and culture is emphasized by programmes which were already in place, examples of which included the Olympic Education Plan which involves over 500 Olympic Education Demonstration Schools across the nation. Plans were also in place to host various festivals to propagate the Olympic ideals and consolidate the message through strengthening communication with youth in other countries. She reiterated the State Education Council's commitment in its efforts to promote a harmonious society.

MR. QI LIU, the President of BOCOG, noted that hosting this conference added to the colour of Beijing as the host of the 2008 Games. The very important feature of education and culture through sport would enable the enhancement and promotion developing the establishment of a harmonious world. The Chinese President, Mr. Hu Jintao had recently visited the Olympic venues to see for himself the progress in the construction of the facilities. He had noted that this was an important century dream for China. The nation would follow through and implement its commitment to hosting successful games.

The theme ‘One World One Dream’ encouraged all to join hands for a better future and it was noted that the dream of the Chinese people was to have a harmonious world and to strengthen exchange with the world through “the Peoples Olympics.” These high tech games would also be green games, in harmony with nature with the objectives to reduce use of and conserve energy and promote the concept of sustainability and eco friendliness. The high tech games would aim to benefit and strengthen world cooperation through the dissemination of the messages of peace, friendship and progress. Beijing, through its wealth of history, would encourage all to work together for successful Games and for future development.

DR. JACQUES ROGGE, the IOC President expressed his gratitude to BOCOG, the IOC Commission for Culture and Olympic Education and to UNESCO for the collaboration in organizing the forum. He stressed that Education and Culture were at the root of the Movement and drove de Coubertin to revive the Games. The guiding principles of Olympism have remained unchanged through time - to contribute to the creation of a peaceful and better world by educating the youth through Olympism and its values.
The Culture and Olympic Education Commission had made important efforts to implement IOC goals with various programmes and activities such as competitions in Sport and Literature, Sport and Photography and Sport and Art. The Olympic Museum also linked in an attractive way sport, culture and education and the educational programmes being elaborated in Lausanne were certainly a reference tool for the Olympic Movement. Recent efforts in China were allowing millions of teenagers to be introduced to Olympic values such as friendship, respect and excellence. The IOA, NOAs and universities also continued to support educational and cultural programmes.

The focus of the future of the Olympic Movement needed to concentrate on youth to maintain their interest in sport. The IOC was thus pleased to present its Olympic Values Education Programme for youth to the forum. He also spoke about how the Olympic Movement was also integrating educational and cultural elements to environment and sustainable development in the construction of venues and the general preparation of the Games, consultations which had resulted in important consensus papers by the Medical and Scientific Commission and information on doping as well as support to civil society who were at the forefront of the fight against the AIDS pandemic.

The Beijing Games would celebrate harmony, peace, education, culture and sporting perfection through the theme of “One World One Dream”. He encouraged delegates to discuss effective measures to implement recommendations of the forum.

Dr. Rogge then officially declared the forum opened.

4.2. Plenary 1

Cultural and educational perspective of the Olympic Games

ZHENLIANG HE, Chairman, Commission for Culture and Olympic Education, introduced the speakers of the session and proposed the team to draft the final communiqué. The proposed team was approved unanimously.

The concept of harmony delivered in Olympic education, a presentation by XIAOYU JIANG, Executive Vice President of BOCOG

An extensive programme of Olympic Education had been set up through BOCOG. It aimed to develop the popularity of the Games and support an atmosphere conducive to the continued development of a culture of harmony and peace. More importantly, these would be green and scientific games and these two facets were part of the three guiding concepts. The aims would be to make these people centred games, for Olympism to be the guiding principle, to host games in a harmonious way and to articulate the Chinese perspective.

The Olympic movement was noted as being one made up of a comprehensive combination of sport, education and culture influencing human society and promoting progress. China, it was noted, had a particular role in promoting the combination of sport and culture through its particular approach to culture.

The convergence of sport and society was evident and would assist in promoting the understanding and respect of ethical common aspirations for China. Hosting a People’s Olympic Games more than a century since their revival was special for China. Mr. Jiang noted that humanity was the core of the movement and hence the focus on people centred games. Social and cultural activities were of great importance to the organisation of the games. He emphasised the need for better communication and cooperation in order for the
message of peace and development to progress worldwide as this would be a true reflection of the Chinese culture whose relationship and compatibility with other cultures must be evident. The emblems / mascots were reflective of the people centred games. They reflect the people’s spirit and the spirit of sport. The organization of the event would focus on the human spirit and the care of athletes.

Participation would be a vehicle for reflecting humanism. Thousands of people would take part in the torch relay; over 230 000 volunteer applications had been received, the largest number ever in the history of the Games. There would be economic and social improvements and the government pledged to emphasize the human aspect.

The Games are also expected to further contribute to the continued development of friendship between the peoples of the world, and mutual understanding. The torch relay and the opening and closing ceremonies will reflect Chinese culture.

He noted that Olympic Education realizes the humanism of the Games. Human values are taught through education and these exceed sport itself. The Organising Committee and the Chinese NOC had already put into action an Olympic education plan that was reaching over 400 million youth and this involved teaching material and a network. More than 500 Olympic Education Demonstration Schools and another 500 000 schools were involved in the nationwide project. Over 200 schools in Beijing were part of a special project of partnership with foreign NOCs and the media in order to understand other cultures and to help disseminate information about the Games and the country.

The aim of the Games is to leave an environmental and scientific legacy underpinned by human values. China was looking to a legacy of environmental protection being ingrained in its people and future generations, and sustainable economic development. The cadre who will be trained for the Games would go on to play an important role in the economic development of the country.

The role of physical education, sport and culture, a presentation by PIERRE SANE, UNESCO Assistant-Director General for Social and Human Sciences

Mr. Sané outlined the perspective of the UN agency, which saw sport as a major element of education and culture and which had a great impact on the culture of understanding between the peoples of the world. The main goal of the nations of the world to live in harmony, to eradicate injustice, racism and poverty are reflected in sport. Over three billion people are living in poverty in the world and harmony is a scarce commodity. UNESCO’s mandate of developing and promoting education and culture has a number of objectives, among them the development of peace, the promotion of mutual understanding between peoples and building harmony which is very much in line with the Fundamental Principles of the International Olympic Committee.

Education is recognised as a human right as defined in the Declaration of Human Rights, and therefore a definite parallel was identified between the Declaration and the Olympic Charter. UNESCO was satisfied with the contribution of sport and the IOC in particular to upholding human rights, promotion of education and the fight against doping.

Anti-doping featured as an important focal and delegates were called upon to encourage their governments to ratify the convention. Recognition of cultural diversity without the loss of cultural identity was emphasized, as was the need to recognise that there could be diversity in unity for the celebration of sport and these aims could be similar amongst the youth.
Olympic Games: education and cultural opportunities presentation by
GILBERT FELLI, IOC Olympic Games Executive Director

Mr. Felli reiterated that Olympism is a philosophy of life and that the symbol of the rings is at the heart of the Games, which represent a complete encompassing experience.

While there were certain elements in the organisation of the Olympic Games that could be done away with without affecting their quality, uniqueness and attractiveness, culture and education were not among them. “Culture and education are must have and not a nice to have element of the Games”. At the same time, it is important to understand who should be targeted with the educational programmes.

Young people should be the primary target, and then the general population. The responsibility of the IOC was to ensure that organising committees understood the need to integrate culture and education as part of their activities. The culture and education elements contributed to making the Olympic Games unique and attractive and, to the participants, spectators and television viewers around the world, the great experience that they are.

Mr. Felli said the Olympics brought out the best in the youth and touched the souls of billions. Thus the values of friendship, respect and excellence had to continue to be perpetuated through the cultural and educational programmes. The seven years that host cities and countries were given to prepare for the greatest show on earth was time given by the IOC for them to put together an event that would make a difference in the lives of people.

The importance of the cultural Olympiad, the torch relay and the opening ceremony were all aimed at portraying the culture of the country and putting it on the world map. While athletes from all over the world mingled in the Olympic village, living together and sharing resources and making friendship, citizens and visitors to host cities also mingled, made friendship and shared their visions and view of the world in public places such as the increasingly popular live sites, and even in private places such as in homes open to foreigners in the spirit of the Olympic Games.

The Olympic Games are an extra-ordinary event. One look, one vision, one brand, one product and the cultural festival are the look of the games. The IOC is well aware of the enormity of this event and the power that it has to affect for the good the lives of those it touches. That is why it continually seeks to improve on the organisation of the games to encompass all the aspects of popular sport, to ensure the relevance of the ceremonies, activities, torch relay and cultural education. What the games leave behind is as important as organising good games. Bid cities are increasingly being told to address issues related to the long term legacy of the games.

Mr. Felli also said the quality of the games and improvements on future events were assured by the knowledge transfer programmes of the IOC. New organising committees did not have to reinvent the wheel. The IOC provided data on good practices and helped guide new organising committees in their enormous tasks.

Education and life after the Games, a presentation by
SERGEY BUBKA, IOC Executive Board Member

The importance of preparing athletes for life after their active career could not be over-emphasised. The IOC Athletes Commission, which Mr. Bubka chairs, is concerned that many athletes have not been able to sustain themselves and their families after their careers have ended. The Athletes Commission with the
IOC have now launched a programme which will provide continued education and career training for active athletes.

An athlete handbook for athletes has been produced and distributed to athletes. It outlines the project and how athletes may participate in the project. The handbook is part of the wider programme on how athletes may combine sport and education. The commission believes that education is key to success in life and therefore athletes must be encouraged to continue with their formal education while at the same time participating in sport.

The social and professional careers, personal effort and all shareholders provided a supportive base, which is essential. He highlighted that there was a need to direct the youth as advocated by the President of the IOC, Dr Rogge. He has often stated that young people should not be exploited for their athletic value and then discarded without any consideration of their future. Coaches, technical staff, parents and peers have a role to play in this endeavour.

Mr. Bubka also outlined a special project with a professional entity which was being undertaken in favour of athletes, training them in various trades and awarding them with professional certificates. He said the project had already been launched in a number of countries with a view to extending it and availing it to all the athletes who needed it.

### 4.3. Parallel A

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<thead>
<tr>
<th>Olympism and multiculturalism</th>
<th>Ceremonies and rituals in the ancient Games, a presentation by PANOS VALAVANIS, Professor, University of Athens</th>
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<tr>
<td>The Olympic Games have become a great spectacle in which the opening and closing ceremonies and athletes’ parade partly overshadow the competition programme. In contrast the games of Antiquity were not dominated by the grand shows of the opening and closing ceremonies but they still possessed a ritual character, being placed in the framework of grand religious festivals. A key element of ancient Greek cult was the procession, the hierarchically organized march of participants from the city to the sanctuary and this was clearly in his view the forerunner of today’s athletes’ parade into the stadium.</td>
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<td>He described in detail some of the processions in the ancient Greek Games such as the one the athletes, trainers and relatives would embark upon after gathering in Elis for a month of training. After this for each of the four days before the Games started a procession would be organised, the most important being after the first full moon of August, that ushered in the religious high point of the Games and in honour of Zeus.</td>
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<td>In his opinion what had least changed from Ancient times was the attitude of athletes and spectators towards victory and triumph. A winner would be announced by a herald and would receive a palm branch and a ribbon tied around his head before making a victory lap with the crowd cheering and showering ribbons and flowers on him.</td>
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<td>Cultural programme in the Torino Winter Olympic Games, a presentation by PIERRO ADDIS, Head of arts and Culture, TOROC</td>
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<td>The aims of the extensive Torino Cultural Olympiad were threefold: enhance the culture of the host country, strengthen the link between sport and culture and promote international relations and friendship among people. The success of</td>
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the programme was due to the effective cooperation between TOROC, City of Torino and the Province and region of Piedmont who started working in earnest together on the project three years prior to games. The underlining vision of the Cultural Olympiad was to increase the value of the territory, to underline the international character of the games and to emphasise the link between sport and culture.

A rich programme consisting of visual arts, music, theatre and dance, history and society, literature and cinema was proposed as an arts festival with a vision primarily contemporary, looking at the present time (the time of the Games), while offering an insight into the past (and the great cultural heritage of Italy) and outlining the future.

More than 100'000 people visited museums during games, more than 600,000 attended the cultural Olympiad and 4'600 pages were dedicated to the cultural activities by the world’s press. Added to which were thousands more who attended the popular night performances by leading international artists at the medal plaza.

**Cultural programme in Beijing Games, a presentation by**
**NING WANG, Director of Culture and Ceremonies Department, BOCOG**

The Beijing Olympic Games cultural programme would follow the Games theme “One World, One Dream”. Its three principal objectives being: promote Olympic spirit and spread Olympism, demonstrate unique charm and appeal of the Chinese culture and provide harmonious platform for multiculturalism. He stressed that the cultural programme had the potential to touch over one billion people.

Since 2003, BOCOG together with government departments had organized Olympic cultural festivals including exhibitions, performances, forums, quizzes, film festivals and mass sports and cultural events and activities. These events promote the Olympic Spirit but also the idea of the harmonious development of sport and culture.

The programme also concentrates on promoting the Olympic Games image with Chinese characteristics in order to display its long and rich culture. It was out of this consideration that such elements as mascots, pictograms, emblem, slogan etc. were selected. In this way, the unique humanitarian features of the Chinese culture are brought out and the Olympic ideal and values are demonstrated.

In August 2008, the Beijing Olympic Games will set up a platform for exchange between cultures so that people can respect, recognize and appreciate one another. A series of large-scale events will be organised such as Beijing International Music Festival and International Dance Season. In addition more than 1,000 events will occur in theatres across the city. Concluding he said these events will create a festive atmosphere marked by passion, joy, harmony, equality and friendliness.

**Multicultural nature of modern Olympism a presentation by**
**SUSAN BROWNELL, University of Missouri**

Mrs. Brownell introduced her presentation by noting that the 2008 Olympic Games would be hosted by the “least Westernized” nation ever to host them and that it would only be the third time since the modern Olympic Games were revived in 1896 that they will be held outside the Western hemisphere. She saw this as a pivotal moment when the Olympic Movement could begin to attain an unprecedented universalism, expressed by the slogan “One World, One Dream”. Quoting Mr. Zhenliang He, Chairman of the IOC Culture and Olympic Education Commission she said that the geographical universalism of a
movement does not equal the cultural diversity of the movement and noted that there were only two clearly non-Western origin sports currently on the Olympic programme. In contrast the 1904 Olympics in St. Louis included a display of native sports and Olympic ethnic events such as Gaelic football and had greater cultural diversity. The problem had been that the attitude to native sports was not one of respect and she wondered whether it was not now possible to celebrate cultural diversity within Olympic Games with an attitude of respect to ensure that multicultural viewpoints are represented in the Olympic movement rather than just a Western-centric viewpoint.

She saw the future success and worldwide acceptance of the Olympic Movement as dependent on whether the IOC is successful in re-thinking and re-working Olympism for the 21st century, not simply in marketing terms, but based on solid research drawing from humanities and social sciences.

Concluding she said that the intellectuals in Olympic studies have a responsibility as does the IOC to work with them and that it was necessary to expand Olympism beyond Western sport, re-think the course taken by the Olympic Movement after 1904 to find new ways to showcase cultural diversity in a respectful manner. She recommended more attention be paid to non-Western colleagues in Olympic Movement and the development of a working group to explore the issues of Western-centrism and multiculturalism in the Olympic Movement.

Safeguarding traditional sports and games, a presentation by MARCELLIN DALLY, Section for Physical Education and Sport, UNESCO

Just last October the UNESCO General conference approved a resolution recognizing that Traditional Sports and Games (TSG) “form a significant part of the cultural heritage, in particular, part of the intangible cultural heritage of societies” and underlined the need for their protection and promotion “with a view to improving the quality of physical education and sport in educational systems.” He saw the organization’s approach to preserve and revitalize TSG as three-pronged, entailing culture, education and sustainable development.

He viewed the practice of TSG as not only an expression of cultural identity but also as contributing to greater intercultural learning, as it allowed both young and old to gain awareness and appreciation of other cultures. He warned that the holistic benefits of promoting the introduction of TSG in school curricula should not be understated. The transfer of knowledge on TSG from one generation to another and its practice enables the youth of today to build a strong sense of self, to feel part of a community and to learn the values of tolerance, equity and fair play.

Furthermore sport and environmental sustainability should be complimentary. TSG is an excellent vehicle through which children can learn about the consequences of neglecting the environment resulting, in particular, in the deterioration of health and quality of life. In conclusion Mr Dally said traditional sports and games have the ability to achieve many goals synonymous with development, education and heritage preservation. Promoting their practice is an important stepping-stone towards a culture of peace.
Role of physical education and sport in education, a presentation by GUDRUN DOLL-TEPPER, President International Council on Sports Science and Physical Education (ICSSPE)

Efforts to increase the role of physical education had increased but there were growing concerns. The first world summit on PE was held in 1999 and the ICSSPE found that less time was being spent on the subject due to budget constraints, low status, marginalisation, inadequate teacher preparation and lack of implementation. It was noted that one of the constraints was language barrier and it would be important to make material available in different languages.

The Berlin Action Plan noted that the following actions must be considered: implementation policies, the quality of professionals and an investment in training and support research. It was noted that it is important to work with PE as part of education and also emphasize the importance of PE as part of healthcare. Research revealed that it costs less to invest in PE than the actual eventual health bill. PE should be available to all children at school as stipulated in the Magglingen Commitment 2005.

The next steps would be to integrate PE and Sport into the UNESCO programme, develop an internationally validated PE quality system, monitor developments worldwide, research, create professionally developed strategies and increase the cooperation between the Olympic Movement and International Federations.

The revival of physical education and sport in educational institutions, a presentation by Mr. PAUL MARRIOTT-LLOYD, Section for Physical Education and Sport, UNESCO

PE and Sport was important to personal development. It was recognized that cultures and societies are thus brought together and peace, which is under threat is promoted. PES is still marginalized and neglected in the school curriculum, despite the fact that there are now more subjects to choose from. Children are spending more time indoors and less time on motor skills. In principle PES can be compulsory but is affected by the inadequate upkeep of facilities. The intent of UNESCO and the IOC is to focus on skills development in a bid to minimize the time spent in front of TV or computer screens.

Mr. Marriott–Lloyd also stressed that PES promotes culture, understanding and improved communication skills. He highlighted the need to improve physical and cognitive abilities and the health related benefits such as the fight against obesity and encouraging youth to live a healthy lifestyle.

UNESCO has an educational mandate – quality education and education for all. PES needs to be revived as an inescapable part of education and the importance reinforced. It was noted that PES teaches good behaviour and supports all facets of individual conduct.

Physical education for women and girls: overcoming cultural and other barriers, a presentation by HELEN BROWNLEE, Member of IOC Commission for Culture and Olympic Education (Presented on her behalf by Elizabeth Ferris)

Imagine the Olympics without women!
Progress has been made over the years to reach the 44% participation level attained in the Athens Games. It was noted that barriers of historical, cultural, societal and structural natures still exist to inhibit women's participation. With specific reference to studies carried out in Australia/Oceania a number of aspects affecting participation were noted. Notably, recommendations pointed to the need for the cooperation of family, coaches and technical staff, as well as the community. Some successes recorded through Best Practice Programmes include:

a) WIMSWIM – women’s only swimming programme with specific female related stipulations and regulations being used to address cultural, religious etc. concerns.

b) Girls in Physical Education Programme – a study using the Girls in PE at Moore High School as a model revealed that there was a high drop out rate in activity at puberty due to the girls’ discomfort with their body change. Lessons were adapted and made more girl friendly, single sex classes in which girls wore a redesigned and more comfortable uniform were initiated and flexible activities introduced with emphasis on fun.

c) Three other programmes were highlighted including Meet you in the Middle, Physio Involvement and the Community Sport Model. The results have been positive with more females now participating in sport, schools readily adapting their curriculum programmes, parents getting more and more involved and society getting more tolerant to females participating in sport.

The Indigenous Netball Project targeting girls between 4 & 15 has been running for four years. The girls participate in a welcoming environment, use indigenous coach mentors, expenses are paid, the local community is involved and this results in self esteem increase and greater participation.

Strategies that can be employed include consultation, involvement in planning, greater parental support, consideration of social and cultural issues, fun aspect, involvement of female staff, availability of day care for children and the celebration of success. In many ways it is a case of DOING THINGS DIFFERENTLY and not necessarily doing different things.

**Sport for health, a presentation by DEANNA ASHLEY, Director Health Promotion and Protection Division, Jamaican Ministry of Health**

Based on a 2000 survey conducted in Jamaica two out of three deaths were related to lifestyles and high-risk behaviours such as juvenile delinquency, underachievement, violence, drug and alcohol abuse and too much television.

In 2004 a plan for healthy lifestyle was introduced. Its focus was to increase physical activity, eat well, behavioural change and improve life skills. It also aimed to promote sports for all and new initiatives in sport. The focus on sport was attributed to the recognized fact that through sport human values as well as a healthy lifestyle could be promoted and opportunities created and realized.

Community football teams were set up in violence prone areas to stop fighting; individuals from gangs were encouraged to play with their opponents. Participants were rewarded and follow up evaluations indicated a marked decrease in gang warfare over the few years the programme has been in existence.

Inter secondary school football was also used to promote the healthy lifestyle concept, to reduce the high prevalence of risky behaviour by building resilience through sport, coaching, conflict resolution, team building and leadership.
Activities such as cheerleading and hockey were also developed to encourage the same values and decrease early sexual activity, drug and alcohol abuse and violence. Environmental projects were launched through community zones or green spaces for community sport and physical activity.

4.5. Parallel C

Combining education and high level sport, a presentation by FRANKIE FREDERICKS, IOC Member and Member of IOC Athletes’ Commission

Recounting his childhood difficulties in Namibia, the former high performance athlete explained that sport had given him the opportunity to further his education abroad. This allowed him through a careful combination of high level athletics and education to obtain a Masters Degree in Business Administration whilst building an international career in athletics. It was essential to provide athletes with a strong foundation of knowledge, an appetite to learn continuously and a holistic and broad based education.

In essence, the combining of high level sport and education ultimately serve to reinforce good citizenship. It builds on the values of teamwork, cooperation and responsibilities to others. The future of athletics, therefore, should be shaped by the complementary goals of academic grounding and advocacy for positive values in sport.

He stressed that tertiary study and elite sport are worthy concurrent activities, students must live in a complex environment that includes many facets other than study. Universities must include the “whole” athlete’s environment when developing a system of principles to facilitate and encompass student excellence.

Mr. Fredricks said it was critical that ongoing support be provided to enhance the ability of educational institutions to provide integrated and ongoing pro-active planning strategies and systems, including study loads and time management, and that this be followed by regular monitoring and coaching.

Athletes and nationality: opportunity or opportunism? A presentation by SAMUEL MDEE, Journalist

Addressing the subject, Mr. Mdee recognized that it is human nature to seek out a good living even if it means villagers leaving their localities or urbanites moving from towns to cities and he viewed the change to greener pastures as an expected phenomenon which had to be addressed rationally.

Citing his own country Tanzania as an example, he said certain countries have tried to stop the tide of emigration and made dual nationality illegal both as a way to discourage the out flow of their high performance athletes and as a matter of national pride. The result was two antagonistic stances: The more the authorities employed every trick in the book to stop the athletes from emigrating to greener pastures the more the sportspersons became determined to leave.

While the actions of the authorities did succeed in checking the flood, it did not stop the emigration altogether. Those who made it to the greener pastures earned the wrath of the authorities and disdain of their compatriots while most of those who stayed fell into unemployment at the twilight of their careers.
In his view the challenge was to create opportunities for athletes in their own countries rather than trying to stop them from moving where they could exploit their talents for the benefit of their families and society, and being branded opportunists. The challenge was to open up educational opportunities to athletes at their prime to provide them with something to fall back on and long term prospects.

Employment opportunities and skills development through sport, a presentation by
GIOVANNI DI COLA, Programme Coordinator, ILO

The presentation was made along the following issues:

a) assessing the needs at local and national level of sport and economic partners to address the issue of inserting athletes in social and economic areas;

b) as the sport sector embeds a relevant set of core skills for employability, the development of athletes employability skills can be strengthened by selecting precise benchmarks applicable to the world of work and at enterprise level;

d) suggestions for concrete applications in selected economic sectors aiming at inserting professional and non professional athletes in the labour market.

The above analysis indicates that sport related activities may address some of the problems athletes are facing at the end of their careers. Mr Di Cola said coaching and physical education can contribute to effecting social changes and also to addressing the issue of equal of opportunities. Sport institutions are different from both ILO tripartite social partners and UN development agencies. Partnership between various entities in sport provided the framework for the achievement of effective programs for the benefit of youth.

The skills development process within ILO Youth Sport Program opens doors to other research areas within the world of sport: women leadership and empowerment in sport sector, governance of the sport federations and authorities and coaches as leaders for social changes. He concluded that it is indeed necessary to strengthen and expand a global alliance that promotes and provides opportunities for young people.

Training athletes for life after the Games, a presentation by
ROBERT CTVRTLIK, Member of IOC Athletes’ Commission

The facts were that athletes devote income-earning years in traditional careers to pursue the Olympic Dream, only a very small percentage of Olympians are financially stable at the end of their careers. Training and competing at the Olympic level is a full-time job in itself and leaves little time to pursue other important undertakings in life.

Making a case for an athlete career programme, Mr. Ctvrtlik said with advances in sport science and technology athletes were now staying in sport longer which delays the planning of their post-athletic transition.

In his view the IOC/Adecco Athlete Career Programme allows athletes to prepare for their post-athletic career despite their sports career being all encompassing since it strives to support athletes with career objectives and job needs during and after their athletic careers.

The programme itself was composed of four phases - educational transition career seminars, personal analysis, professional preparation and employment. Athletes entering the programme would take one of two tracks: education or job.
The programme continues to progress in popularity and in 2005-2006, 1,116 athletes found a job through it and new NOCs joined the programme. In December 2006 a seminar was held for all the participating countries and Adecco country managers in view of further expansion in 2007. He said the programme was working and had the prospects of becoming a major undertaking in the near future.

4.6. Parallel D

Cyprus NOC Olympic education case study, a presentation by CLEA PAPAELLINA – Executive Board Member of NOC of Cyprus in charge of education

Dr. Papaellina gave an introduction on the origins of the Olympic Education Programme as inaugurated after the launch of the Olympic House on 26 September 2006. The programme is a result of a unique collaboration between the NOC, the Ministry of Education and Culture and the University of Cyprus Department of Education. The vision and objectives were comprehensively detailed, as was the concept of thematic units highlighting areas of importance in the Olympic message.

Through a video presentation given at the end of the lecture, Dr. Papaellina walked the audience through the units that make up the NOA, including symbolic items such as the 35 olive trees planted by the International Federations represented in Cyprus’ Olympic programme, sculptures related to the Olympics, and various artefacts collected from previous Games.

Also included are models of the new NOC house, Ancient Olympia, historical information on the games, among others. The Paralympics and other thematic units planned for the future will not change the overall objective of the display but depict the variations in topical matter displayed - variations are dependent on current trends.

Sport and disadvantaged people, a presentation by PHILIP CRAVEN MBE, President International Paralympic Committee (IPC), Member International Olympic Committee

Through a presentation focusing on pictures of athletes, the President of the IPC defined who the disadvantaged people are and spoke about the importance of sport in unifying communities and creating a spirit of inclusiveness. He emphasised that it is essentially education that teaches life skills such as playing by the rules, harnessing aggression and frustration, playing fairly and honestly, creating lifelong friendships, learning to communicate, trust and to accept that winning is good but losing is not failure as well as to have fun.

These qualities are not acquired through watching television, from reading, cannot necessarily be downloaded from the internet but through participation and peer education. Physically disadvantaged athletes also experience the use of muscles through sporting activity, and this increases their self-esteem, determination and heightens joy and excitement. Sir Craven shared his belief that people deprived of sport through wars, computer fanatics and those with chronic weight problems are the truly disadvantaged as they lose out on opportunities to fully participate in physical activity. He encouraged all to use sport so young people can educate themselves and called for cooperation between all stakeholders.
Sport and human values, a presentation by
WATARU IWAMOTO, Director of the Division of Social Sciences Research and Policy, UNESCO

In his presentation, Mr. Iwamoto focused on the International Charter of Physical Education and Sport approved by the 20th Session of the General Conference of UNESCO, which stipulates that all human beings have a fundamental right to access Physical Education and Sport. He stressed that PES is very important for human development, mitigating the effects of unhealthy habits, provides an avenue for freedom of expression, and he highlighted the link between a healthy body and healthy mind in developing cognitive skills.

The UN specialised agency was at the forefront of promoting physical education, not only because it is a fundamental right for all the citizens of the world, but because too of its importance in imparting ethical values among the youth. As a tool for imparting those values, UNESCO believes in delivering it in a package of various components, fair play and team work, solidarity and social justice and recognition and appreciation of cultural diversity.

Physical education is therefore important and the participation of young people critical, if young people are to be prepared adequately for the future. The UN International Year for Physical Education in 2005 had been a fundamental lesson on how to achieve a peaceful world through sport and physical education as it had gone a long way to making people aware that there was much to be gained when there are shared values, in this case, based on the philosophy of Olympism.

Traditional sport of ethnic minorities in China, its cultural value and prospect, a presentation by
JIANZHONG FENG, Vice Minister Sport, Vice President, Chinese Olympic Committee

There are up to 56 ethnic minority groups in China. The origins of sport in China are based on the needs of production and living, (namely fishing and hunting) and the need to communicate. Sport also symbolizes a need for social activities, e.g. the need to celebrate by song and dance. Production livelihood customs were related to the traditional sports of ethnic minorities.

Mr. Feng also reiterated that a strong body not only promotes a healthy mind but guarantees existence of ethnic minority groups, teaching the next generations culture and an appreciation of traditional sport, methods of production, history, and nationalism. Traditional sports used in celebration are a means of broadening channels of communication among and between communities. The Chinese Government attaches great importance to games for ethnic minorities and traditional sports as they promote exchange, add unique value to life, uphold life values, promote leisure and tourism, build tolerance and offer an opportunity for grand celebration.

The Vice President pointed out that China has invested considerably into this programme and there was hope that the investment will extend further still into other games.
4.7. Plenary 2

**IOC Olympic Values Project (OVEP)**

Introduction: T.A. GANDA SITHOLE
OVEP Toolkit: DEANNA BINDER, IOC Education Consultant
OVEP Database: FRANCIS GABET, Director Olympic Museum

The Olympic Values Education Project is a partner-funded education project directed at young people and is aimed specifically at increasing awareness of Olympic values. It is also meant to improve the interest of young people in sport both as a means of improving and maintaining their health and learning life skills. Mr. Sithole said the IOC was greatly concerned that with so much choice on the entertainment menu, many young people were tending to stay away from the sports field and choosing to watch television or play video games. Video games were themselves not detrimental to the intellectual wellbeing of people provided they were properly selected and served to enhance the wellbeing of the youth. The thrust would focus on the regeneration of interest in physical activity and sport. The educational material produced had a bias towards physical activities coupled with a humanitarian aspect. The three components of the project were highlighted as being:

- A comprehensive toolkit for application by educators for young people and teenagers
- An electronic data base
- Medal/certificate to reward and recognise those who will have applied or accelerated in applying the project.

The project was open to NOCs and other Olympic entities. They were all invited to express their interest in participating in the project by registering with the secretariat. The IOC was first going to apply the project through a limited number of NOCs and schools. Mr. Sithole indicated that sufficient funding was available from the IOC and the project would be running on a trial basis by 2007.

Mr Gabet spoke on the objectives of OVEP and outlined progress made thus far, clearly defining the goals and describing the characteristics of the programme. He outlined that the work would be done from the base up with already existing initiatives. The functional roles defined showed that the IOC steers, the NOC relays and the actors would be the schools and National Federations. Mr. Gabet detailed the function of the electronic database and the non-academic content. Specific reference was made to Olympic Education in operation in Tunisia and Guatemala and the proposed agenda or time line for the extension of the programme into the future.

Dr Binder focused on the values of the toolkit and how they should be taught. She began by defining the 5 key values outlined in the toolkit, around which the intellectual training is based:

- The Joy of effort
- Fair play
- Respect for others
- Pursuit of excellence
- The balance of body, will and mind

She said the above values centred on the Olympic Movement's Fundamental Principles as set out in The Olympic Charter. The toolkit was an important element of the project and would be of great benefit to the targeted group. She implored NOCs to participate in the project and said this was a great chance...
provided by the IOC. The young people of this world needed guidance in their lives and this was one of the ways that NOCs could contribute to influence their lives for the better.

**Food Force video game, a presentation by**
**MATT KELLER, Deputy Director of World Division of the World Food Programme**

The United Nations agency had done much to highlight the plight of the world’s hungry population by using Olympic athletes and a specially designed web-based video game. The use of the video game had resulted in millions of young people getting to understand the plight of the hungry and had spurred many of them to participate in related projects.

The Olympic Movement had recently become an important partner in the WFP’s campaign, said, Mr. Keller. Athletes such as renowned Kenyan star Paul Tergat had joined their campaign. National Olympic Committees had been invited through the President of the IOC, to participate in Walk the World campaign against hunger in which millions of people worldwide took part.

The campaign was designed to create a movement to end child hunger. He implored the sporting world to commit itself to this noble cause, not least because it was based on the values that guide the Olympic Movement and the IOC, and that is to place sport at the service of mankind.

**Mr. Roche** further elaborated on the Food Force programme and how the information can be relayed in different languages, through the medium of video games to contain the enthusiasm of the youth target group, as well as using athletes as role models. The concept of the Walk the World was further expanded, particularly the existent activities in Malawi, Guatemala, Liberia, Brazil and Russia, and delegates were encouraged to initiate similar activities.

**Education, sport and video games, a presentation by**
**RAYMOND GOLDSMITH, President, International Sport Media (ISM)**

The conference was treated to the first public demonstration of the Wii, the first video game that requires actual physical action by players. This new generation of video games was taking technology to a new level, said Mr Goldsmith. Although all their developments were meant to improve the intellectual capacity of players, Wii exercised both the mind and body of participants.

There was too much of generalisation by the public when it came to evaluating video games. The interactive entertainment software, for which they were exclusively licensed by the IOC were meant to be entertaining and educational as well as being informative. He also focused on correcting common misconceptions surrounding the industry and its benefits to sport.

**Olympic Education: Keeping Pace with Time, a presentation by**
**NAT INDRAPANA, IOC Member**

Mr. Indrapana focused his presentation on the relationship between the past and modern educational values by highlighting the role of the founder of Modern Olympics, Baron Pierre de Coubertin principally as an educator. Thereafter elaborated on the significance of Olympic values in education today. He also spoke about the importance of sport and physical education as celebrated by the UN officially and internationally which designated 2005, as the international year of sport and physical education.

He emphasized the importance of sport as the means to propagate development and peace as it had the capacity to unify communities and nations.
He stressed Olympic Education Programmes must be established worldwide. Singapore was a perfect example for an integrated approach to Olympic education.

The inactivity of children today was lamented as not being in line with De Coubertin’s ideals. Several countries had instituted special educational programmes to lure young people to the sports fields. Examples cited included programmes developed and implemented in New Zealand, the United States and Canada where resources have been channelled to develop the youth to appreciate Olympic values. The British Olympic Association, through the British Olympic Foundation had also developed similar programmes.

However, Olympism in Africa and many developing countries faces different challenges whose solutions must be specially tailored. The Olympic education projects being developed elsewhere would have to be tailored and modified to address these special challenges. All the stakeholders were needed to pool their efforts in order to deliver Olympic education and for young people of the world to benefit.

4.8. Parallel E

**Educating young people for clean sport, a presentation by JULIE CARTER, Director WADA education**

Sport is a microcosm of society and society benefits from the positive aspects of sport such as overall health and fitness, just as it is disadvantaged by the negative aspects of doping which endangers health and encourages cheating and unethical behaviour. It was necessary to concentrate on value development and education since a person with all the information on doping may decide to dope in any case whereas a strong value system provides reasons to say “no”.

Describing the role of parents and other caregivers as critical in the development of values she said that the foundations of moral conduct are established as early as 2 years of age in the context of family socialisation. In this context she stressed that to instil values on children they must be communicated positively.

The World Anti-doping Agency concentrates on influencing the behaviour of children before they are elite athletes and targets its anti-doping resources on youth as young as 8 years of age, inculcating in them human values such as fair play and respect for self and others. A toolkit for teachers which addresses these values is being developed and has been pilot tested to ensure the curriculum developed has relevance to the communities visited and is adapted to local teaching styles and pedagogical approaches. To maximise its effectiveness WADA seeks to collaborate with key partners such as UNESCO to couple their anti-doping knowledge with UNESCO’s education expertise and network of curriculum experts.

Other presentations on anti-doping were.

**Educating young people on informal doping, a presentation by SHUAIB MANJRA, Chairman, South African Institute for Drug-Free sport**

He spoke on the need to educate young people on informal doping, education on doping and the protection of innocent athletes who inadvertently found themselves embroiled in doping scandals. He emphasised the need to educate
athletes, both on the dangers they faced for indulging in doping, and the unsportsman nature of cheating. Athletes also need to be aware about the risk of using recreational drugs such as cannabis which could result in suspension from sport. The risks of certain food supplements should be highlighted and practical alternatives offered to them.

**Anti-doping convention**

Paul Marriott-Lloyd, Section for Physical Education and Sport, UNESCO

UNESCO’s anti-doping work involved coordination of the international convention, education and capacity building. He said ultimately the goal was to establish a comprehensive global anti-doping framework (through the convention), increase awareness of anti-doping issues and ensure that all of the member states had in place effective anti-doping systems.

The purpose of the anti-doping convention is to promote the systematic prevention of and the fight against doping in sport, with a view to its elimination. The convention represents the first time that Governments around the world have decided to apply the force of international law to the fight against doping. While the convention is a permissive document, the majority of the obligations on the Convention are articulated in non-prescriptive language, requiring commitment to undertake measures consistent with the principles of the Code, while there are also specific obligations and clear actions required of Governments.

Under the convention many areas of the doping problem are being tackled such as the availability of prohibited substances and methods, measures aimed at athlete support personnel, action against guilty doctors, research on nutritional supplements, testing programmes, financing and anti-doping research. He stressed that UNESCO involvement in the matter was also based on the strong belief that education will be central to removing doping from sport.

Concluding he said that anti-doping efforts have never been stronger and more focused on providing an honest and equitable playing environment for athletes. However he stressed the need to move forward and particularly called upon governments to become State Parties to the Convention and for the sporting movement to preserve the partnership approach.

**Reaching out to young people, a presentation by**

JEFF LEE, Executive Director, Mentor Foundation

The foundation has completed 60 projects in four continents since 1994, spending over $30 million dollars to reach out to more than one million children. The projects have focused on identifying, supporting and disseminating anti-doping best practices, education and prevention.

The four key areas of work of the foundation has been:

- establishment, support and coordination of Mentor national and regional operations
- Provision of a global website
- Provision of support specific prevention education and delivery of youth protection projects
- Developing partnerships, creating networks and maintaining links with key global, regional and national organizations and agencies.

The terms *prevention, opportunity and protection* summarised the foundation’s work. Prevention of drug misuses through healthy lifestyles and the identification and dissemination of best practice. Opportunity to be involved in healthy alternatives, for the acquisition of relevant knowledge, attitudes and skills in
order to become healthy, confident and competent members of society. Protection from the risk factors that can lead to drug misuse, the building of protective factors to make the risk less likely and from the pressures, stresses and circumstances that lead to misuse and abuse.

4.9. Parallel F

Olympism and universities

Network in Olympic Studies, a presentation by PHILIPPE BLANCHARD, IOC Information Management Director.

In his presentation, Mr. Blanchard spoke on the relationship between the Olympic Movement and the academia through the Olympic Studies Centre. Collaboration between the centre and the universities through the Network in Olympic Studies Project for research in Olympism and collaboration in education and information dissemination, cultural legacy and from the perspective of games operational needs.

Mr. Blanchard outlined the four basic elements of the OSC, namely the historical section, the archives, the library, and the image and information section and discussed their anticipated deliverables and the main projects and activities they were currently engaged in.

It was noted that relations with universities are constantly being improved through SWOT analyses that highlight areas of strength and those requiring attention.

Other presentations in the session were:

- The academic world and the Olympic Movement: historical review and future perspectives by MIQUEL DE MORAGAS I SPA, Director OSC University Autonoma, Barcelona
- Games and universities: the case of Beijing by HAI REN, Executive Director Centre for Olympic Studies, Beijing Sport University
- Olympism and humanism: the Renmin University approach by YUANPU JIN, Renmin University of China
- The role of Olympic chairs in the dissemination of Olympic education by RAFAEL CORTES ELVIRA, President, Camilo Jose Cela University

4.10. Parallel G

Youth—the future of the Olympic Movement

International Pierre de Coubertin youth forum, a presentation by NORBERT MULLER, President, International Pierre de Coubertin Committee

Presiding over the International Pierre de Coubertin Committee (IPCC) it was not only the keeping with de Coubertin’s ideas that mattered to him but also how young people perceive those ideas. The possibilities they have to translate them into practice, how they can live out Olympism and how they can in the future help in developing and strengthening the Olympic Movement in their countries.
In total there are 50 Coubertin schools worldwide of various kinds and they have set themselves the target of at least one in each country by 2010. These schools have many different orientations such as specializing in sports or in Olympic history. The IPCC has set up a list of basic criteria, which need to be accomplished in order to become a Pierre de Coubertin School. Notably physical education should have a specific significance in the overall educational programme, values, aims and objectives of the school. In addition to physical and intellectual education, cultural programmes such as music, fine arts, literature, ethics and traditional sports must also be emphasized in the educational program of a Coubertin School.

The Pierre de Coubertin International Youth Forum which is organised every two years in different countries has been one of the most successful ventures of the committee. The forum is attended by youth of between the ages 16 and 18 and their teachers. The Forum is more than an opportunity for cultural exchange but also to meet people from all over the world and it is filled with content on the basis of Coubertin’s educational ideas. For this the IPCC has developed the international Coubertin-Award for competition, outstanding performance and individual achievement in five fields during the forum for participants. Participants compete in intellectual games on knowledge about de Coubertin, the Olympic Movement and Olympic and human values, sport performance, arts performance, social performance and debating clubs. To date five editions of the forum have been organised with the next one planned for 2007 in the Czech Republic.

Concluding he quoted Coubertin who wrote “I put all my hopes in the youth” and “Olympism at school. It must be encouraged”.

**Social responsibility of Olympians as role models of youth, a presentation by**

**CHARMAINE CROOKS, Member of IOC Athletes’ Commission**

Herself a former high profile Olympian, Ms Crooks spoke about the powerful impact and influence Olympians have on all sectors of society and especially on youth. She said they were perceived as role models for such values as excellence, fair play, inspiration, friendship and universality. She advanced four main groups of delivery mechanisms for athletes’ engagement: IOC, NOCs, the athlete’s commissions and World Olympians Association and OCOGs.

In order to engage athletes and youth to the maximum, the involvement of educational institutions and schools, parents and new media were important. Active athletes had to carry the anti-doping message and act as role models while retired high profile athletes had to act as ambassadors, engaging young people and the community and providing life after sport advice.

The legacy programmes have now to take into consideration the needs of athletes after the Games. Creating programmes that provided education for athletes and employment opportunities should now be the focus, and special help should be provided to athletes in developing countries.

She recommended to increase the voice of athletes within the educational and cultural initiatives, celebrate the Olympic values through the story telling of Olympians’ journeys, encourage athletes with the development of sports education programmes, establish dialogues between athletes’ groups and promote athletes within all Olympic traditions.

**Making youth camps work, a presentation by**

**LIZA BARRIE, Deputy Director of the Office of Public Partnerships, UNICEF**
UNICEF has for 60 years been the world’s leader in supporting and protecting children and is working on the ground in over 155 countries, providing nutrition to the needy children, working in the field of HIV and AIDS. It is funded entirely by the voluntary contributions of individuals, businesses, foundations and governments.

Ms. Barrie saw the youth camp as an opportunity to train young athletes to become future role models by inspiring and communicating Olympic values to them, raising their awareness of issues facing children and of sport for development, enhancing their communication and teamwork skills, instilling confidence in them that they can use their unique position as elite athletes to make a difference in the world and motivate them to take home lessons that that they can translate into practical action in their own countries.

The UN agency had provided content for the Athens Olympic Games Youth Camp at the request of the IOC. Through this participation they had learned many lessons and she saw it as crucial that there be a knowledge and experience transfer from Athens to Beijing to ensure that the camp be a real success. Generally she recommended clear aims and objectives, shorter duration, structured timetable and for workshops to be held on one or two days rather than spread out over a longer period. Specifically she stressed the selection of participants needs to be done strictly with criteria depending on aims of Forum, venue needs to considered to enable workshops to carried out with optimum effectiveness while giving participants the feel of being part of Games, the choice of management staff is crucial and logistical arrangements need to be given priority when planning the camp.

Beijing Olympic youth camp vision, a presentation by JIANG GUANGPING, Vice Secretary General of All China Youth Federation

The 2008 Olympic Youth camp will be jointly organized by BOCOG and All-China Youth Federation in order to carry out Olympic education and for the transmission of Olympic ideals among the youth around the world and to let the world youth exchange their multi-culture in a harmonious atmosphere. In total 800 campers will participate and for the first time 50 campers with disabilities will be invited. 530 of these will be international campers and each NOC is entitled to send one boy and girl.

The camp will be held at the China Youth Center for International Exchange from 6 to 26 August 2008 and the programme will be based around Olympic experience, Olympic education, cultural activities, environmental protection, sport exercise, sightseeing and visits. The overall plan has been finished and is now undergoing the process of review and approval. By December NOCs will be informed of the initial plan and by June 2007 the operation manual will be ready.

Concluding he said the camp was for the youth, for the future of the Olympic Movement.

4.11. Parallel H

Olympic Academies for the future

Defining Olympic education, a presentation by KOSTAS GEORGIADIS, Dean, International Olympic Academy

The Dean of the IOA documented the historic progression of the games, the views of de Coubertin regarding the Olympic Education and defined the
Academy as a vehicle for moral and social education. Olympic Education, it was pointed out, is a vehicle of addressing social, mental, cultural, ethical and physical development, a character building experience, creating concerned and active citizens within their societies. The dean also outlined the methods of imparting Olympic education, which include educational manuals, electronically transmitted information, artistic and kinetic activities.

The Role of National Olympic Academies (NOAS), a presentation by CONRADO DURANTEZ, President, National Olympic Academy of Spain.

The speaker highlighted that the technical aspect should not be allowed to overshadow the pedagogical, encouraging that teachers should be provided with material and disseminate relevant information. He also spoke on the need to instil regional cooperation and support the alumni, stressing that past participants should attend future conference sessions to make presentations.

National Olympic Academies in Developing Countries, a presentation by MARIUS FRANCISCO, President of the NOC of Benin

The speaker’s presentation was centred on the problems of small NOC of developing countries being the ones that needed to educate their youth and their populations at large but lacked the resources. His own NOC has been struggling with the subject since the NOC introduced Olympic education in the country in 1985.

He said it was important that all NOCs should undertake Olympic education as a must but warned that resources were scarce and the tendency was to apply resources to what NOCs thought were more important activities. He related the historical origins of the Olympics and said Olympic education and culture were as important at the beginning of the movement as it still was today.

Applying Olympic Education through NOAs, a presentation by REELE REMMELKOOR, Estonain Olympic Academy

This presentation was a case study in which the presenter discussed the National Olympic Academy’s mission and the educational and cultural programmes that focus on athletes, administrators, universities, schools and the entire population in general. Activities including research, teaching and academic programmes were summarized, as were school programmes which effectively utilised video and written materials.

High profile athletes and personalities were a great resource. The NOA’s programme also relied heavily on role models who the presenter said brought added “living value” to their educational activities. Past and present coaches and experienced administrators were important to the programme and were all encouraged to participate. International co-operation with various external entities, the Olympic Day Run and various other activities were used as tools to disseminate information.

4.12. Plenary 3

Delivering Olympic education

Olympic education in Beijing, a presentation by LIMIN LIU, Director of Beijing Municipal Education Commission

The speaker outlined that the preparations for the 2008 Olympics was one of the driving forces behind development and promotion of sport generally, culture,
education, and science and technology in China. He outlined the developing appreciation of the role of Olympic Education in relation to everyday life and education. An Olympic Education program for 2008 had been drafted by BOCOG and the Ministry of Education for primary and secondary schools, with the main components being Olympic knowledge and theme activities.

Notably this had led to the famed establishment of a network of hundreds of model schools which were combining normal academic education with Olympic education. Teachers had gone through special training for the programme which was giving participants a better outlook of and appreciation of other countries and cultures. Participants in the programme were learning the value of sport and its contribution to making youth better understand the world beyond China.

Making a difference through sport and education, a presentation by VLADIMIR RODICHENKO, Honorary Vice-President of the Russian Olympic Committee

While sport was undoubtedly one of the proven tools for improving social behaviour, it should also be noted that negative behaviour could also be promoted through sport. In looking to make a difference, the speaker pointed out, the three aspects of sport ideals, the aesthetic, moral-intellectual and social perspectives that have to be emphasised. The moral – intellectual qualities of an athlete stimulated by sport include sportsmanship, courage, persistence, honesty to name a few; in turn the athlete participates in an environment where he seeks to share respect, friendship, solidarity, and mutual understanding.

Sport is a suitable tool for improving social behaviour, but this should not always be taken for granted. In endeavouring to make a real difference the role of the Olympic Movement in shaping the character of young people through Olympic Education cannot be over-emphasized.

Communicating through sport, a presentation by FÉKROU KIDANÉ, Publisher and Sports Administrator

The speaker provoked thought by touching on a number of issues related to the Olympic Games which are a unique sporting event, an educational tool, a forum for moral and social example, where political and commercial connotations are communicated. Sport is a medium of communication. Baron Pierre de Coubertin started with the Olympic Bulletin now known as the Olympic Review. De Coubertin produced a number of writings, was a documented journalist, humanist and his approach was intended to improve communication and increase involvement of minority groups.

Mr. Kidane said it was important to develop wide-ranging cultural programme for the athletes who will participate in the Olympic Games in Beijing and make the Games a real celebration of the cultures of the peoples of the world. He challenged participants to follow up on and implement recommended initiatives of the forum and maintain an ongoing dialogue in order to promote culture and Olympic education in and through sport.

Ministries of sport: making them work, a presentation by MOHAMED MZALI, IOC Member

The speaker documented the series of activities and achievements of the Tunisian NOC and related to his experience in the Olympic Movement and as a Minister of Sport, touching on a number of achievements for Tunisia. He reiterated the responsibility of Ministers of Sport to their tasks, and encouraged their utmost involvement. Maintaining that good governance would determine a functioning ministry. He however warned that great care should be taken in mixing sport with politics.
The role of politicians in sport was clearly defined and had to be acknowledged and respected as it was important. Ministries of sport could do a lot to promote sport in countries as had been demonstrated often as could be testified by his personal experience.

4.13. Closing Ceremony

MR JINGMIN LIU, Executive Vice President BOCOG
Mr. Liu highlighted contributions made by key guests and presenters, noting that these were based on the forum’s theme of peace and development. He paid tribute to the delegates whose deliberations had resulted in the Beijing Declaration. He noted that the document highlighted the role of sport in a number of activities, including in promoting cultural exchange, developing harmonious relations between humanity and furthering the aims of the Olympic Movement. Notably, the intentions of the Chinese Government were reiterated, those of actively promoting international cooperation and promoting the Olympic Movement. The Olympic Games in Beijing would not only contribute to the promotion and the development of sport, culture, education, science and technology, but would also strengthen relations between communities worldwide.

MS CHEN XIAOYA, Vice Minister of Ministry of Education of the People’s Republic of China
The forum had played a positive role in spreading the Olympic Culture and promoting peace. Mrs Chen reiterated that education carries and develops human civilization and facilitates exchanges. She gave a brief historical perspective of the Games, vis a vis the long standing dream of the Chinese people to host the Olympics. She highlighted the ideals of the Movement as defined in the Charter and related this to the expected contribution by China to the Olympic Movement. The Chinese Government will use the platform provided by the games to promote the ideal of a harmonious society. The Games provide an important arena for the youth to develop positive educational, sporting and cultural values it was with this perspective that the Chinese Ministry of Education had embarked on a programme to spread Olympic knowledge and promote Olympic ideals among students. The focus, it was noted, would be upon mobilizing the creativity and enthusiasm of students to be part of the moto “Green Games, Hi Tech Games and People’s Games” promoting the vision of “One World, One Dream”

DR ROGGE, IOC President brought the proceedings to an end by paying tribute to the over 700 delegates present, reminding them and the organisations they were representing, of their immense responsibility, to demonstrate and lead by example. He was grateful to the academics for their contribution and said delegates representing NOCs and institutions had contributed immensely to the high quality of presentations and discussions and ultimately to the success of the forum.

The President acknowledged the presence of athletes’ representatives at the forum and encouraged them to be role models for the youth. He praised the cooperation between BOCOG, UNESCO and the IOC that had resulted in a very successful conference.

Dr Rogge paid tribute to BOCOG for perfect organisation of the forum as well as acknowledging the extensive programmes underway in various fields in preparation for Beijing 2008. The President endorsed the Beijing Declaration and encouraged delegates to implement the recommendations.
FIFTH WORLD FORUM ON SPORT, EDUCATION AND CULTURE
THE BEIJING DECLARATION

More than 700 delegates representing the International Olympic Committee, athletes, International Federations, National Olympic Committees and Continental Associations, educational institutions, governmental and non-governmental organisations as well as various UN specialized agencies, met in Beijing from 22-24 October 2006 in the biennial forum organised by the IOC with cooperation of Beijing Organising Committee of the Games of the XXIX Olympiad (BOCOG) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO).

Under the theme “Sport and a world of harmony: the role of Olympic education and culture” various presentations were made in plenary and specialized break-out sessions, and thoroughly discussed in an atmosphere of friendship and informed debate. Delegates understood the value of holding the forum in Beijing at this particular moment, when the countdown to the Games in Beijing has started in earnest.

The Forum addressed the critical role of education and culture in bringing a meaning to sport and therefore making effective and positive contribution to promoting harmonized development of young people’s physical and psychological up-bringing and well being. It brought into focus the role of sport in promoting world peace and its contribution to the international community’s struggle to build a harmonious world and the common aspirations of the sporting world to contribute to the development of a world of multiculturalism and an inclusive society.

Taking into consideration the IOC’s activities in the field of culture and Olympic education and its Olympic Values Education Project;

Recognising the efforts of the Organising Committees of the Olympic Games in the development of cultural and education programmes for the benefit of youth as part of the preparations for the Games, as in Beijing where BOCOG is reaching 400 million young people;

Emphasising the social responsibility of all concerned parties to athletes who are role models for youth;

Recognising also the initiatives undertaken by National Olympic Committees (NOCs) in establishing National Olympic Academies (NOAs) to promote Olympic education under the guidance of the IOC and the International Olympic Academy (IOA);

Recognising further the active participation of non-governmental organisations (NGOs) specialised in physical education and sport and educational institutions by creating Olympic chairs, providing experts and carrying out research;
Acknowledging UNESCO’s and the IOC’s desire to cooperate more effectively with each other and with other interested organisations in the development of physical education and sport through their constituents;

Taking note of the private sector’s readiness to sponsor educational programmes for youth.

The Forum unanimously:

1. **Calls upon** the IOC to provide assistance in training Olympic educators to encourage the NOCs to make universal ethical values education a preoccupation, and follow up on the implementation of its educational initiatives in the field, which should also involve athletes, by associating specialised educational institutions.

2. **Calls also upon** UNESCO to play a leading role in promoting physical education and sport so that it assumes a primary place in educational systems, to encourage fruitful cooperation between the ministries responsible for education, youth and sport and to strive for ratification of the anti-doping convention as soon as possible.

3. **Encourage** the members of the Olympic Movement to participate in educational and cultural activities including Olympic art, literature and photography contests and to promote Olympic youth camps and traditional games.

4. **Recalls** further the need for the community to ensure that participation in high level sport goes hand-in-hand with education to forestall today’s heroes becoming tomorrow’s villains.

5. **Urges** the NOCs of developing countries to establish information and documentation centres and museums which will allow them to preserve their sporting and Olympic heritage.

6. **Urges also** all partners of the Olympic Movement to attach more attention to physical activity and to persons with disabilities and disadvantaged communities.

7. **Requests** the Olympic Movement to ensure gender equity in all its educational and cultural activities, in the recruitment of volunteers, and by providing equal opportunity of services to all IOA and NOA participants.

8. **Conveys** its gratitude to the President of the IOC and the Chairman of the IOC Culture and Olympic Education Commission for their dedication to the cause, and to the people and Government of the People’s Republic of China, BOCOG and the COC for their warm welcome and hospitality which have ensured the success of the Forum.

**Beijing**

**24 October 2006**
6. Presentations

6.1. Opening Ceremony

6.1.1. Message from Mr Peng Liu, President of the Chinese Olympic Committee

Good afternoon! In the golden October, I am honoured to join you on the occasion of the opening ceremony of the 5th World Forum on sports, education and culture. First of all, please allow me, on behalf of the Chinese Olympic Committee, General Administration of Sport of China, to extend our sincere welcome to all of you and warmest congratulations on the opening of this Forum.

The theme of this forum – “sport and a world of harmony” highlights the important role played by Olympic culture and education in promoting world peace and development. The Olympic Movement encourages people, irrespective of their colour, nation or belief, to deepen the understanding and friendship among them through fair play, so as to push forward world peace, social progress and brotherhood within mankind.

All along, the Chinese Olympic Committee and General Administration of Sport of China attach great importance to the development of Olympic culture and education, trying to reveal the important educational values and profound cultural connotations of physical education and sport. Being an indispensable part of the spiritual civilization in China, sport is an important tool for the development of advanced culture and progress of society, remarkably contributing to the establishment and implementation of people-centred scientific development concept, and the building of a harmonious society.

It is of special significance to the success of the 2008 Olympic Games that this year’s Forum is held in the Olympic host city of Beijing. In Beijing’s preparations for the Games, the important ideal of “people’s Olympics” is consistently one of the guiding principles. At the meetings next two days, representatives from various parts of the world will participate in the discussion on the role of Olympic culture and education in contributing to the building of a world of harmony. This Forum and the discussions will certainly enrich the humanistic connotation of Beijing 2008 Olympic Games and leave a unique culture legacy for the Olympic Movement.

As member of the Olympic Family, the Chinese Olympic Committee will as always, support the development of Olympic culture and education, popularization of Olympic knowledge, promotion of the Olympic spirit, helping to make the Olympic Movement an important catalyst for the world’s peace and development.

Finally, may I wish this Forum every success, and wish all of you a pleasant stay in Beijing.

Thank you.
6.1.2. Message from Mr Zhenliang He, Chairman of the IOC Commission for Culture and Olympic Education

First of all, welcome to China. Welcome to Beijing.

We are here today to officially open the 5th World Forum on Sport, Education and Culture. The Forum has been made possible thanks to the government of the People’s Republic of China, the Chinese Olympic Committee, the Beijing Organising Committee for the Games of the XXIX Olympiad and the United Nations Educational, Scientific and Cultural Organization. I would like to thank them on behalf of the IOC Commission for Culture and Olympic Education for their commitment to the association of sport, culture and education and their support in the organization of this event.

For just over ten years I have had privilege to chair the IOC Commission for Culture and Olympic Education. I should like to take this opportunity to express my sincere thanks to my fellow members for their outstanding work and commitment. Throughout the years, they have been the loudspeakers for the alliance of culture and education with sport and have advocated, through personal notoriety and networks, this association and the propagation of the Olympic ideals.

It is also nearly ten years since the IOC initiated the biennial World Forum, the first one being held in 1997 in Lausanne. Since then what progress made!

The attention to the cultural and educational aspect of Olympism has strengthened within the Olympic Movement as well as in the general public but there is still a long way to go to achieve our objective as defined in the Olympic Charter. We cannot therefore afford to rest on our laurels and must continually push these issues to the forefront of the Olympic Movement.

These Forums are not just another conference for the Olympic Movement and our partners. They are the cornerstone of our advocacy work. They have been the source of our policy elaboration on culture and education in sport. They have been the backbone of our network strengthening.

They have provided a unique opportunity to gather key stakeholders from the worlds of sport, education and culture, to discuss what priorities have to be addressed to place sport in accordance with the Olympic Charter: “at the service of the harmonious development of man” and to blend it “with culture and education”, so as to contribute to “establish a society concerned with the preservation of human dignity” and to “building a peaceful and better world”.

And today, ladies and gentlemen, we are here in Beijing, the city that will host the Games of the XXIX Olympiad. It is the first time that our Forum has been held outside Europe and what better place to hold it than the host city of the 2008 Games. This is surely a positive signal for Olympism that the Games organising committee should wish to host our Forum as well as a demonstration of their commitment to culture and education in the Games and a world of harmony.

Another positive signal is surely the oversubscription of our Forum, the popularity of the Forum having forced us to review our plans in order to cater for the extra participants. I would like to take this opportunity to thank you the participants from the five Continents and over 150 countries and regions for attending.

You represent all organizations involved in sports movement: the National Olympic Committees, International Federations, IOC-recognised organizations, Olympic Study Centres, 2014 Candidate Cities, Olympic Games Organising Committees, but also government ministries, universities, the United Nations system, media and private companies, to name just a few.

During the next two days, we shall exchange views on what has been done so far for culture and education in sport, review achievements and plan for the future.

Those who attended our last World Forum in Barcelona (Spain), will remember that we made a number of recommendations for education and culture at the service of Olympism.

We have taken many of these steps, achieved many of our goals, and this Forum will allow us to analyse what can still be achieved.

We have a diverse and interesting two day programme centred on the theme of the Forum “SPORT AND A WORLD OF HARMONY: The role of Olympic Education and Culture”.
One may think it is too ambitious for sport to play a certain role in building a world of harmony. If we look at what the Olympic Movement has achieved in strengthening friendly ties and mutual respect among peoples, we should conclude that our Movement may and can play an active role in this noble cause.

We are living in a world marked with fast economic and social development, but also with conflicts, confrontations and a deteriorating environment. Should the world continue to be so? Or should we bring it to a new perspective of peace and sustainable development? Everyone, we sport people included, has to think about it and contribute, with our own means, our effort, even if it be very modest, to building a world of harmony.

Ladies and Gentlemen,
The programme ahead of us is exciting and challenging at the same time.

But I am convinced that this forum, with the addition of our individual contributions and experiences, will contribute to further develop and strengthen common strategies related to sport, culture, education and harmony as well as providing clear guidelines and tools for all of us for the years to come.

I look forward to two days of fruitful discussions.
Thank you for your attention.
6.1.3. **Message from Mr Pierre Sané, representing the Director General of UNESCO**

On behalf of the Director General, I thank you for involving UNESCO in the preparation of this 5th World Forum on “Sport for a world of harmony: the role of culture and Olympic education”.

Indeed, sport and culture are important vectors for building a world of peace. In this respect, the role of sport in international cooperation and mutual understanding is an asset which has shown its worth in overcoming divisions and other political, cultural and religious differences.

Indeed, sport has itself become an element of our contemporary culture, given its increasingly important place in the lives of thousands of people all over the world. Its universality makes it a language and value common to all, through which our demands and cultural and political convictions disappear as if by magic, giving way to principles and rules which unite us around its aims.

However, the instrumentalisation which sport has experienced in the past has shown us that it can also be at the heart of issues whose nature is quite separate from the essence of sport. This is why the “culture of sport” merits deeper study, although significant and notable progress has been made in terms of its depoliticisation.

UNESCO believes that education and sport can make a fundamental contribution to peace at the service of social development. As a result, the place held by education, as the driving force of all development for human accomplishment within multicultural and constantly changing societies, cannot be called into question.

The upheavals in the world, accelerated by the changes and transformations in behaviour, beliefs, ideologies and ways of thinking, show us that globalisation and its corollaries have an effect on the impact of sport and culture in development. In the same way that education remains a fundamental and essential motor for development, sport and culture are levers for development and the quest for a peaceful world.

Throughout the past decades, history has witnessed armed and political crises, as well as natural disasters which the human dimension has succeeded in overcoming, thanks to its desire to aspire to peace by promoting dialogue between cultures, such is its desire for the survival of the human race, even in the face of the most desperate extremism.

Consequently, sport and culture more than ever have a major role to play in building our societies of the third millennium. Faced with new societal approaches and concepts of otherness, we need to identify the new stakes and challenges facing sport and culture by getting away from the traditional perceptions associated with them. We therefore need to go beyond the traditional framework of “sports entertainment”, and the quasi-“nationalist” and “jingoistic” affirmation of a cultural identity to the detriment of the richness of diversity which is at the heart of absolutely every identity. For it is this richness which forges shared values, like those reflected in both the Olympic ideals and the UNESCO Constitution.

It is also important to underline that any education process which seeks to combine with a vision of development must assign a central role to values. In this framework, particular attention must be given to the question of doping. Indeed, doping has become a critical issue world-wide. As you know, UNESCO has established an International Convention on the fight against doping which needs to be ratified by States as soon as possible so that it can enter into force. This is a prescriptive instrument aimed at facilitating a harmonisation and combination of efforts by all the actors in the field of sport to eliminate doping from sport. In this connection, I am very pleased to inform you that the Chinese government has sent us the instrument of ratification, making China the first Asian country to do so. I should therefore like to encourage all the countries which have not yet ratified the Convention to do so as soon as possible.
Permit me, Mr IOC President, Ladies and Gentlemen, to underline the importance that our organisation places on fruitful cooperation with the IOC. Over recent years, this cooperation has grown significantly, thanks to the trust and constant exchanges between our organisations, which are set to become even more constructive. UNESCO wishes to reaffirm its willingness to cooperate further with you to increase the visibility and impact of our actions, through a convergence of views and shared interests.

Thank you for your kind attention.
6.1.4. Message from Ms Zhili Chen, State Councilor

I am happy to be present at the 2006 World Forum on Sport, Education and Culture. This is the first time the forum is staged in China since it was initiated and hence it takes on special significance. On behalf of the Chinese Government, I would like to convey congratulations on the convening of the forum and extend our warm welcome to the educators, sports and cultural specialists and officials from all parts of the world.

Making contributions to building a peaceful and better world is the lofty task of the Olympic movement and also the best wishes of people around the world. The forum’s theme is “Sport and a World of Harmony: the Role of Olympic Education and Culture”. This theme, which bears the characteristics of our times, brings together closely the development of the Olympic Movement and the goal of building a harmonious world.

Peace, development and cooperation are the themes of today’s world. With the development of economic globalization and new achievements of science and technology, there have been dynamic activities in global and regional cooperation. Human society is developing at an unprecedented pace. For a long period of time, sport, education and culture have been important fields, in which friendly exchanges and cooperation between people around the world take place. These three elements play a special role in safeguarding world peace and promoting the development of mankind. The forum’s theme reflects the central idea of making contributions to building a harmonious world characterized by lasting peace and common prosperity, through strengthening the role of the Olympic Movement in sport, education and culture, promoting international exchanges and expanding international cooperation. I believe that this forum will help deepen our understanding of the Olympic Movement as well as its trend and mission with regard to sports, educational and cultural development, and will facilitate the development of the Olympic movement and quicken the pace of building a harmonious world.

Upon entering the new century, the Chinese Government defined the historic task of building a harmonious society, which is constructed by all people and shared by all people. It is characterized by democracy and the rule of law, fairness and justice, honesty and friendliness, dynamism and orderliness, harmonious co-existence between man and nature. Sports, education and culture all play an important role in building the harmonious society. Harmony among people, harmony between individuals and the society and harmony between man and nature all need the guide of the culture based on universally accepted values, awareness of law, moral codes and behavior model. Also, persistent and extensive education is needed to spread the values and awareness and nurture them in people’s minds. Sport, on its part, is important for the harmonious development of the body and mind and for cultivating positive and active characters and personalities.

The Chinese Government attaches great importance to its co-operation with the International Olympic Committee and to the development of the international cooperation in such fields as sport, education and culture. In the course of preparing for the Beijing Olympic Games, the Chinese Government and people have given strong support to the preparatory work. On October 1, President Hu Jintao was briefed on the preparatory work while inspecting the Olympic venues construction sites, and he put forward suggestions on making better preparations for the Games. All this has encouraged us on and given us more confidence in staging a high-level Olympic Games with distinguishing features.

Through the preparatory work on the Olympic Games, we are strengthening Olympic education. In the last five years since the Games preparation started, we have conducted extensive Olympic education as well as cultural and communications campaigns. We have launched the Beijing 2008 Olympic Education Programme, compiled Olympic education teaching materials for secondary school and primary school students, designated 500 Olympic-education model schools across the country. Also, by organizing “Heart-to-heart” and “Youth Camp” activities, friendly exchanges between Chinese young people and their peers in other countries will be strengthened and the Chinese people’s good wishes will be spread across the world so that joy and passion brought by the Olympic Games are widely shared. The Chinese Ministry of Culture, the State Administration of Radio, Film and Television, the General Administration of Sport of China, the Beijing Municipal Government and BOCOG have jointly sponsored four Olympic cultural festivals, which has largely helped promote the integration of sport and culture and create a passionate ambiance for the Olympic Games.
Mr. President, dear friends, sport, education and culture constitute the important way to facilitate the progress of the Olympic movement and boost the building of a harmonious world. We will continue to strengthen our cooperation with the IOC and the countries around the world in the fields of sport, education and culture. We sincerely hope that the World Forum on Sport, Education and Culture will play a still greater role in this regard and that the forum will be organized better and better.

I wish the forum a great success.

Thank you!
6.1.5. Message from Mr Qi Liu, BOCOG President

The 2006 World Forum on Sport, Education and Culture opens today. I would like to extend our warm welcome to President Rogge and all our guests on behalf of BOCOG and the Beijing Municipality.

Since its founding, the World Forum on Sport, Education and Culture has played an important part in bringing the Olympic spirit and values to the world and promoting the Olympic Movement. Today, the Forum sets its foot on Beijing for the first time, adding more Olympic flavour to the host city of the 2008 Olympic Games. The theme of this year’s forum, Sport and a World of Harmony, encompasses issues of great concern to the international community, also highlights the significance of the Olympic Movement in promoting peace and development. I believe that this forum will further promote the exchanges in sports, educational and cultural affairs among the participating countries and give a strong push to the construction of a harmonious world of lasting peace and common prosperity.

Dear friends. Beijing is currently making preparations for the 2008 Olympic Games. The Chinese Government and the Chinese people attach great importance to the preparatory work and have given their strong support. On October 1st, President Hu Jintao inspected the Olympic venues construction sites and gave important instructions. He pointed out that holding the Olympic Games is the common aspiration of the Chinese people of all ethnic groups, a century-old dream of the Chinese nation and a significant event for the whole country. Preparing for and organizing the Olympic Games are our obligations and a solemn pledge we have made to the international community. We must fulfill our obligations and honor our pledge. President Hu Jintao’s remarks fully represent the determination and confidence of the Chinese Government and Chinese people to run a successful Olympic Games in 2008. President Hu’s words also express our firm commitment to abiding by the established conventions and fulfilling our pledges. Following President Hu’s instructions, we will further strengthen our cooperation with the Olympic Movement do our utmost to stage the 2008 Olympic Games successfully.

“One World, One Dream” is the theme slogan of the Beijing Olympic Games. It expresses the good wishes that the Chinese people and world people share a beautiful homeland and the fruits of the civilizations, and work hand in hand for a better future. It embodies the salient feature of the Chinese culture: treasuring “harmony” and respecting the beauty of harmonious things, and it shows the aspirations of the Chinese people of all ethnic groups, a century-old dream of the Chinese nation and a significant event for the whole country. Preparing for and organizing the Olympic Games are our obligations and a solemn pledge we have made to the international community. We must fulfill our obligations and honor our pledge. President Hu Jintao’s remarks fully represent the determination and confidence of the Chinese Government and Chinese people to run a successful Olympic Games in 2008. President Hu’s words also express our firm commitment to abiding by the established conventions and fulfilling our pledges. Following President Hu’s instructions, we will further strengthen our cooperation with the Olympic Movement do our utmost to stage the 2008 Olympic Games successfully.

The concepts of the Beijing Olympic Games are “Green Olympics, High-tech Olympics and People’s Olympics.” Promoting harmony between man and nature is a consensus of the international community and a task before all countries of the world. To implement the concept of “Green Olympics” means to use the idea of sustainable development to guide our preparatory work on the Olympic Games and to protect the environment, save resources and keep down the costs, with promoting harmony between man and nature as our goal. The progress in high and new technology has provided more ways to facilitate the communication between people and the establishment of friendly relationship between man and the environment. To put the concept of “High-tech Olympics” into practice means to use all fruits of scientific and technological progress and promote application of these fruits, so as to make science and technology a more useful tool in promoting harmony.

Cultural exchange bridges the gap from heart to heart; education plays a role in promoting friendship. The implication of People’s Olympics is to make the Beijing Olympic Games a stage for cultural exchange between different nations and a gala for peoples to deepen their understanding and friendship with each other and build a harmonious world together. The implication of People’s Olympics is also to make full use of the Olympic Games as an educational tool and sow the Olympic seeds of peace, friendship and progress among the general public, especially the young people, bringing a progressive, harmonious and better future to the world.

My friends, the 2008 Olympic Games, as we are eagerly expecting, is marching towards us. Beijing, a vigorous historic and cultural city with a history of 3000 years, is working hard to meet friends from all
over the world. Let's join hands together for the sake of a successful Olympic Games in 2008 and the development of the Olympic Movement as well.

I wish this forum a great success.

Thank you.
6.1.6. Message from Dr Jacques Rogge, IOC President

It is a great pleasure to participate in this 5th World Forum on Sport, Education and Culture. I would like first to express my gratitude to the organisers of this event BOCOG and the IOC’s Commission for Culture and Olympic Education. Likewise, I want to thank our partner the United Nations Education, Scientific and Cultural Organisation (UNESCO) for their collaboration over the years and in the frame of this forum.

As you all know, Education and Culture are at the roots of our Movement. They were the main catalyst that drove Pierre de Coubertin to revive the Olympic Games and to give birth to the IOC at a place he chose particularly well: the Sorbonne in Paris.

The mission of the Olympic Movement and the Fundamental Principles, which form the cornerstone of the IOC, have not changed since those inspiring beginnings. The Olympic Charter stipulates it clearly: “The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practised in accordance with Olympism and its values.”

Under the direction of Zhenliang He, the IOC Commission for Culture and Olympic Education has over the past decade made important efforts to implement our goals. Contests such as the sport and literature, sport and art or the recently launched photo competition are proof of the vivacity of our commitment.

Further to these accomplishments, we have the driving force of the Olympic Museum in Lausanne, which coordinates a network of Olympic and sports museums worldwide in order to link in an attractive way sport, culture and education. The educational youth programmes elaborated at the IOC in Lausanne are and will become even more of a reference tool for the Olympic Movement.

The cornerstone of Olympic education for young people was definitely laid by the Organising Committees of the Olympic Games. Since 1988 in Calgary, each one of the Committees has created an educational tool which allowed it to reach out to the schools in the host country. I am particularly pleased that this effort is being continued right now in China and that millions of young Chinese, both children and teenagers are being introduced to the strength and power of the Olympic values such as friendship, excellence and respect.

Further to these efforts, the International Olympic Academy as well as national Olympic academies and universities in many cities of the world are enabling students to obtain an inside view into Olympism. They are being supported by the Olympic Studies Centre based at the Olympic Museum in Lausanne.

These are direct educational and cultural activities particularly aimed at young people. The youth are with any doubt the future of the Olympic Movement and we have to concentrate on this age group, which is attracted today by other leisure activities such as music, video games, the internet and movies. We have to undertake serious efforts to maintain their interest in sport, and physical activities. The IOC will present during this World Forum its “Olympic Value Education Programme” which strives precisely to introduce Olympic values to the youth all over the world.

As an educational movement the IOC and the Olympic Movement are integrating educational and cultural elements into many other activities:

- In the framework of the organisation of the Olympic Games we have installed a system of knowledge transfer that allows the IOC not only to share know-how, but also to guarantee a truly professional approach in many fields. In this frame we concentrate on the importance of sustainable development in the preparation of the event, which aims to leave a strong legacy for the people of the host city and country.

- Linked to sustainability are the projects the IOC has carried out for the protection of the environment, such as a new “Guide on sport, environment and sustainable development”.

- The Medical Commission has recently produced several consensus papers with a high educational value. I would like to underline the importance of the paper concerning the training of young athletes, entitled: “IOC consensus statement on training the Elite Child Athlete”.
Similar papers have been issued on nutrition and on sexual harassment. A medical code, produced by the same Commission, is the reference document for all athletes, scientists and medical doctors involved in sport and the Olympic Games.

- Our educational task also includes all the efforts we have to make to inform athletes – both elite and amateur - about the terrible consequences of doping on their health. Scientists and doctors who contribute through their unethical behaviour to the misuse of drugs have to be stigmatised – which can be considered as another form of education.

- In our mission to educate, we have included other issues that are not directly linked to sport, but for which we have a responsibility and want to offer our strong communication platform. The IOC support to UNAids, in its effort to raise awareness among the world’s population about HIV prevention, is a good example in this regard. Millions of young people have been infected or are affected by the pandemic. It is our civic duty, as the world’s largest youth-based movement to play our role.

All these activities and projects show that the Olympic Movement is above all an educational Movement, and that sports events such as the upcoming Games of the XXIX Olympiad in Beijing are ideal platforms to inform and educate.

The Olympic Games, and particularly the Olympic Games in China, will also have an overall educational impact on the world’s population, as we can all take every advantage to learn about each other better according to the motto of the Beijing Games: “One world, one dream”.

In conjunction with BOCOG, the IOC intends to make the Olympic Games in Beijing a celebration of harmony and peace, education and culture and, above all, of sporting perfection.

This forum is a way to examine together the tremendous task ahead and how we may address the problem for the benefit of our societies, particularly the young generation.

I am sure that valuable recommendations will be issued at the end of your deliberations. I encourage you to discuss and propose also effective measures to implement your recommendations and to communicate them efficiently in your personal and professional environments. I wish you all fruitful debates and discussions and a pleasant stay in Beijing.

I declare open the Fifth World Forum on Sport, Education and Culture.
6.2. Plenary 1 – Cultural and educational perspective of the Olympic Games

6.2.1. The concept of harmony delivered in Olympic education

Xiaoyu Jiang, Executive Vice president of BOCOG

I am very happy to attend this forum, as it gives me the chance to exchange views and discuss with you matters concerning our effort toward a “People's Olympics” in 2008.

As early as in 1908, China's Tianjin Youth journal raised three questions for their readers to answer: (1) When will China have its first athlete sent to the Olympic Games? (2) When will the Chinese athletes be able to win the first Olympic gold medal? (3) When will China be able to hold an Olympic Games for the first time? Well, I am proud to say now that all of the three questions have found their answers. And the year 2008 will be the year when the Chinese dream of holding the Olympic Games comes true. For this, I would like to thank friends the world over for the support they have rendered us.

The successful convening of the 2006 World Forum on Sport, Education & Culture, which is themed “Sport and a World of Harmony”, will push forward the construction of a harmonious society in China, and facilitate the preparation for the 2008 Beijing Olympic Games. It will also help the Olympic education and culture to play a bigger role in promoting the Olympic spirit and in building a harmonious world.

The Beijing 2008 Olympic Games will be held according to the three concepts: “Green Olympics, Hi-tech Olympics and People's Olympics”. “People’s Olympics” is a distinguishing feature of the Beijing Olympic Games, and it has so far won recognition of the general public at home and abroad as well as the high appreciation of the International Olympic Committee. Our preparatory work is progressing smoothly in the direction the “People’s Olympics” charters.

The topic of my presentation today is “Staging a Harmonious People’s Olympics”. I would like to take this opportunity to talk about the aspiration of the Chinese people to join hands with friends the world over in making contribution to the development of the Olympic Movement and the building of a harmonious world.

I. Our Understanding of the Olympic Movement

The Olympic Movement, which advocates the progress of sport through competition, helps build up a persons’ strength both in his/her body and mind. Its role in shaping people’s spirit suggests that it is of humanity implications. Referring to a salient feature of the Olympic Movement, Pierre de Coubertin once said that the Movement integrates culture into sport and highlights the significance of mind and culture in sport. With the progress of the Olympic Movement, its cultural sense has been constantly enriched. Modern Olympic Movement takes “people first” as its core value. While attaching importance to the balanced development of one’s body and mind, the modern Olympic Movement pays more attention to closer integration with the society and peaceful development of the human society.

The Olympic Charter points out: “Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind.” “The goal of Olympism is to place sport at the service of the harmonious development of man.” This, however, is not the ultimate goal to accomplish. The real goal lies in the establishment of a peaceful society where human dignity is preserved.

Today, the Olympic Movement has become a model in blending sport with culture and education. It promotes all-round development of individuality, mutual understanding and respect between people, hardworking and universal values.

The Olympic Movement is of special significance for the Chinese, as the people of various ethnic groups in China have had the dream of holding an Olympic Games in their own country for more than one century.

II. Beijing Is Working Hard for People’s Olympics
The humanistic spirit remains unchanged in the Olympic Movement which weathered through a hundred years, and it still functions as a driving force for the mankind to move forward. Answering the call for “faster, higher and stronger”, the Olympic Movement advocates solidarity, friendship and progress.

“People’s Olympics” is a new concept raised for the Beijing Olympic Games. As the core and soul of the Olympic Movement, it embodies the concept of “people first” and, on this basis, advocates efforts made, through the Olympic social and cultural activities, to sing the praises of the true, the good and the beautiful of the mankind, promote the harmonious development of man, promote communication and cooperation between various countries, nations and peoples, so as to establish a trans-national cultural system featuring peace and things beautiful.

“People’s Olympics” is not a mere slogan. It is a concept raised with a view to putting people first in the 2008 Olympic Games, showcasing the cultural feature of China as well as the trend of the world toward equality and peaceful development. The emblem, theme slogan and mascots of the Beijing Olympic Games best reflect this concept.

“People’s Olympics” shows the cream of the pursuit for the true, the good and the beautiful; in essence it is a spirit featuring freedom, consciousness and progress. The core of the Oriental mind lies in the Confucian school of thought; it stresses attention to one’s own moral uplift before seeking peaceful rule of the country. However, the human mind of the West has free competition, equality and universal fraternity, and Christian ideology as its core. “People’s Olympics” represents China’s cultural explanation of the Olympic Movement.

“People’s Olympics” finds its expression in the organic integration of the cultural spirit and the major activities of the Olympic Games, with each event saturated with the cultural spirit. As a result, the competition culture forms the major part of the “People’s Olympics” and is also its direct manifestation. It is our belief that the concept of the “People’s Olympics” should be reflected at least in the four aspects: the cultural environment of the competition venues and the Olympic Village; cultural consideration for the Games competition organization; the cultural spirit promoted during the Games; and the cultural concern shown for different groups of people involved in the Olympic Games.

It will be more convincing to the public if we show the cultural spirit through the carrier—the Olympic Games. We will report and publicize in a proper way the progress of the Games and results achieved. We will report on athletes who cut a brilliant figure during the competition and, at the same time, cover those who fail to win; we will report on the achievements of major sport powers while encouraging countries and regions, with comparatively low level of sports, to make progress.

The “People’s Olympics” will also have expressions in the following three aspects:

(1) The Beijing Olympic Games will have extensive participation.

The Beijing Olympic Games will be participated and supported by 1.3 billion Chinese of 56 ethnic groups, including tens of millions of compatriots in Hong Kong, Macao and Taiwan, and overseas Chinese. Tens of thousands of torchbearers and escort runners will participate in the Beijing Olympic Torch Relay. The torchbearers are outstanding people from various walks of life. During the Olympic Games, some 100,000 people will work as volunteers.

(2) The Beijing Olympic Games will help enrich the material and cultural lives of the people.

The Chinese Government is devoted to building a harmonious socialist society, and stresses efforts to solve practical problems of vital importance to the people in accordance with the general requirement for democratic rule by law, equality and justice, honest and fraternity, full of vigor and vitality, social peace and stability, and harmonious coexistence between man and nature. Efforts are being made to build a harmonious society.

In the process of making preparation for the 2008 Olympic Games, Beijing is enjoying sustained and coordinated social and economic development; Beijing residents enjoy a constantly improved quality of life and a constantly improved quality of environment; and the city sees frequent cultural exchanges and enriched cultural life. In 2006, we conducted activities under the theme of “Welcome the Olympics,
Promote Civility and Create a Favourable Social Environment”, which is believed to have led to a more enthusiastic atmosphere in which the whole society is working actively and harmoniously to greet the advent of the Beijing Olympic Games.

We are convinced that, with efforts made jointly by the Chinese Government and the Chinese people, and with the effective implementation of the “People’s Olympics”, we are bound to create a better social environment for all the Olympic participants and quicken the pace of construction of a harmonious society in China.

(3) The Beijing Olympic Games will serve as a friendship bridge for cultural exchanges between the East and the West.

Cultural exchange is the important bridge for strengthening mutual understanding and friendship between different nations. The Chinese people are today open to the cream of the world cultures. This is why China is able to better understand the profound cultural content of the Olympic Movement and work efficiently under the Olympic rings, and put its spirit into practice effectively.

When the Olympic rings and the traditional Chinese culture meet, they give birth to the Beijing Olympic Games emblem — “Dancing Beijing”, which impresses the all with its charm and force. It is held as an emblem crystallizing both the Chinese and the world cultures.

In the process of soliciting the Beijing Olympic Games theme slogan, we gathered some 210,000 proposals from people in various parts of China as well as friends in other countries who, while doing so, expressed their sincere blessings to the Beijing Olympic Games in their own languages. During the Beijing Olympic Torch Relay, the Opening and Closing Ceremonies and Games-time in 2008, the Olympic spirit and the philosophy of harmony in the Chinese culture will meet and move up to a perfect point, exerting far-reaching significance in the world arena.

III. Olympic education is the important means for the materialization of the “People’s Olympics”.

The Olympic Movement is after all an education movement which, in turn, is the starting point and the end point of the Olympic Movement. Olympism as founded by Pierre De Coubertin is a philosophy of life rooted in sport. Its value in life and education featuring fairness, fraternity, respect and contribution goes far beyond sport itself; it pursues the norms concerning life and morality. In one of his speeches, Pierre De Coubertin said that Olympism can be turned into a school where lofty ethics and purified mind are cultivated, and the stamina and strength of the body are built up. From this we see rich educational value of the Olympic Movement.

Conducting extensive Olympic education is the guarantee for the materialization of the “People’s Olympics”. In making preparations for the 2008 Olympic Games, we attach great importance to the educational value of the Olympic Movement. The Beijing Organizing Committee for the Games of the XXIX Olympiad (BOCOG) and the PRC Ministry of Education have jointly worked out the Olympic Education Programme, according to which extensive Olympic education will be conducted among the 400 million young people in China, especially the primary and secondary school students.

We have organized compilation of close to 200 kinds of reading and teaching materials geared to spread Olympic knowledge among primary and secondary school students, and college and university students; millions of copies of such materials have been printed. In the meantime, we have started online Olympic education. Since the beginning of 2006, we have designated some 500 Olympic education model schools across China, issued hanging charts on Olympic knowledge to some 500,000 primary and secondary schools nationwide, and conducted various kinds of Olympic-related activities in more than 2,000 primary and secondary schools in Beijing. All these efforts make it possible for our Olympic education to be conducted in schools with good teaching materials and a competent teaching staff.

BOCOG plans to organize primary and secondary schools in Beijing to be involved in the Heart-to-Heart Partnership Programme during its preparation for the Olympic Games and at the Games-time. Some 200 such schools will be chosen as the Heart-to-Heart schools which will form partnership ties
with members of the Olympic family. The purpose is to make the young experience the Olympic family atmosphere featuring peace and friendship along the road to the “People’s Olympics”.

We also pay high attention to the role of the media. Efforts have been made to conduct Olympic education through lectures, seminars, exhibitions, special programmes, special newspaper or journal coverage. This has greatly enriched the resources of Olympic education and aroused the enthusiasm of the Chinese, the young in particular, for involvement. Efforts have also been made to turn their enthusiasm into motive force. An impressive publicity campaign has been launched, and a favourable social atmosphere created, thus giving impetus to the Olympic education.

IV. Legacies the Beijing Olympic Games Is to Leave Behind

The Beijing 2008 Olympic Games to be held by closely following the three concepts of “Green Olympics, Hi-tech Olympics and People's Olympics” will leave behind priceless cultural and material legacies. These legacies shall include those as created by “Green Olympics” such as protection of balanced ecology, improvement in atmosphere and water environment and construction of “greening projects”; those resulting from “Hi-tech Olympics” such as Olympic flame burning under extremely harsh conditions in Mount Qomolangma, designing of the Olympic cauldron and energy-saving technology applied in the Olympic venues; and those related to “Cultural Olympics” such as the spread of Olympic knowledge and Olympic education, a harmonious society and protection of the ancient capital city. Other legacies the 2008 Olympic Games will leave to Beijing shall include venue legacies such as the National Stadium, the National Aquatics Centre and the Wuksesong Indoor Stadium. In addition, there will be intangible legacies such as Olympic star athletes, experience in competition organization and management, and the Official Report.

The design and use of Olympic emblem, mascots and colour palette will boost integration of Olympic culture with the traditional Chinese culture, leaving a unique legacy to China.

BOCOG has been conducting research projects, such as “Beijing Olympic Games Impact study”, “Records of the Beijing Olympic Games”, “Beijing Paralympic Games Impact study” and “Beijing Olympic Games Health Legacy study”. These are believed to be of great value to the comprehensive protection and use of the Olympic legacies in the post-Games period, and will facilitate the transition of the Olympic legacies into material and cultural wealth of the mankind.

Dear friends, we wish to take the precious historical opportunity of holding the Games to enable people the world over to learn more about the Beijing Olympic Games and, at the same time, know more about the long-standing Chinese history, its brilliant culture and latest development. We also wish to make it possible for them to learn the efforts we have made and are still making for the realization of “Green Olympics, Hi-tech Olympics and People’s Olympics”, as well as achievements we have harvested in this regard; and also for them to learn the Chinese people’s aspiration as expressed in the theme slogan “One World, One Dream”, their sincere wish to live in harmony with people in other parts of the world, and their pursuit for construction of “harmonious homeland”. Thank you all!
6.2.2. The role of physical education, sport and culture

Pierre Sané, UNESCO Assistant-Director General for Social and Human Sciences

To appreciate the framework and scope of the “role of physical education, sport and culture” in terms of the cultural and educational prospects of the Olympic Games, we need to adopt the approach of “how better to define the place and role of physical education and sport within the cultural and educational component of the Olympic Games?”

In other words, we need to examine a number of parameters linked to the well-foundedness and legitimacy of education through sport and its contribution to the growth of the Olympic Games. This is understood as the need to strengthen the place and role of physical education in teaching programmes, but also in a definition more appropriate to the economic context caused by globalisation and its consequences on our way of life. The traditional view of physical education can no longer stand up to the increasingly innovative changes of our societies. The sendentarity brought about by the new changes resulting from the development and proliferation of new technology and its influence on our lifestyles also requires an adaptation of the design and content of physical education programmes. This is true of both the formal and informal education systems, which increasingly represent challenges to be faced. These challenges call for a sharing of know-how, the acquisition of knowledge and access to information in order to better respond to what have become the fundamental needs of our societies in the complex mechanics of the third millennium.

Education establishes the foundations for sustainable development. In this sense, physical education and sport are among its key components. It is therefore necessary to define the strengthening of physical education and sport within a holistic approach to education. At the same time, debate has hinged for a long time on the de facto separation between physical education and sport. Under such a view, physical education is reduced to the acquisition and understanding of motor skills and the other considerations specific to it. In a symmetrical, but not opposite way, the diverging opinion refers to school and university sport, which represents a breeding ground and fundamental lever for the sports movement and sports practice in all its forms. Education through sport is possible by the inseparable recognition of physical and sporting education. To achieve quality education, physical and sporting education is indispensable.

As a result, from this educational melting pot with strong potential the prospects of cultural development on the occasion of the OG are relevant only if they include a strategy for combining and being consistent with the education systems. Intercultural dialogue, mutual understanding and cooperation between communities with different cultural and educational systems cannot be dissociated from the prospect of developing the OG. In this sense, the place of traditional games and sports in defining the educational process, which includes knowledge and acquisition of them by young people, is also a major issue. Can any cultural consideration of the OG withstand much longer the marginalisation of traditional games and sports in the Olympic programme? What significance can be accorded to the cultural aspect of the OG if this important part of our cultural patrimony is neglected, or not exploited sufficiently to give the OG the full range of their universal sporting and cultural scope?

The OG must be considered as an immanent value in our universal cultural and sporting patrimony: they are sufficiently representative of the expression of cultural diversity and respect for cultural identities, the key to a harmonious quest for tolerance and peaceful coexistence.

Modernity must also be explicit in any human undertaking. Through the very way they are organised and governed by their own rules, each edition of the Games could take into account the duality of a cultural and sporting component. This process could be subject to the imperative need which implies that culture and education form the complement to the sporting component.

We need to take into account the evolution of the world, but also to anticipate any erosion which could harm the image of the OG, which could thus be seen as locked in a banalisation of sports entertainment. Surely this exclusivity of sport to the detriment of the place for culture in the dynamic of the OG should challenge each of us to think about how best to respond to the challenges of our new age? Does such
an approach not constitute the fertile soil for the growth of the form and content of the programmes before and after the OG?

Rather than a theoretical approach, should we draw inspiration from the cultural Olympiads and see in them a breeding ground which could be the source of a better balance between sports participation (in fair sporting competition) and the expression of a cultural diversity representative of the participants and spectators?

This is a series of questions which I am taking the liberty of sharing with you, without in any way seeking to interfere in the Olympic sphere. However, it is possible to acknowledge that if the OG are a universal sporting and cultural patrimony, it is precisely from this angle that the prospects cited in connection with the theme of this plenary session can be explored.

UNESCO, an agency specialising in education, culture, science, communication and information, spares no effort to work with the IOC to make visible the realisation of this universal value.

Thank you for your kind attention.
6.2.3. Olympic Games: education and cultural opportunities

Gilbert Felli, IOC Olympic Games Executive Director
The Olympic Games =

- The world’s greatest sports event
- A blend of sport, culture, festive atmosphere and cultural exchange
- A once-in-a-lifetime experience - an experience stakeholders will enjoy at no other event in the world

The Olympic Games are unique

The Olympic Games = values

Opportunity for OCOG to bring Olympic values to life, not only on the field of play, but also through culture and education programmes

Opportunity for OCOG to inspire youth and to ensure Olympic values live on after the Games

The Olympic Games = opportunities for the Organizing Committee (+ bid committees)

A platform for sustainable social development
- A better future for youth
- An investment in the future

An Olympic Games without culture and education is a completely missed opportunity

Begins with the bid: continuity from bid promises to OCOG reality
- long-term investment
- long-term legacy

The Olympic Games = 7 years of opportunity

- 7 years under the global spotlight to promote the host country’s culture
- 7 years for OCOG to promote its vision
- 7 years to promote culture and education through sport
- 7 years to create the unique experience the world is looking for
- 7 years to ensure the Games leave a sustainable social legacy through culture and education

7 years to make a difference
25 years plus results

How

- Good communication
- IOC and OCOG have the opportunity to reach a new audience – the non sports loving – but an audience nevertheless that believes in Olympic values and wants to be part of the “Olympic experience”

- Culture and education programmes touch everyone
**How**

- Through a Cultural Olympiad that creates national and international excitement and to mark key milestones
- Work with education authorities to create education programmes promoting sport and Olympic values and ensure that these live on after the Games to impact future generations
- Through the torch relay
- Start early – work with cultural institutions, education authorities, tourist authorities

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**The Olympic Games = 17 days of opportunity**

- 17 days in the global spotlight
- 17 days to showcase the city / region / country
- 17 days to celebrate Olympic values through sport: friendship, respect, excellence, etc.
- 17 days for these values to be showcased through culture and education
- 17 days for a unique, once-in-a-lifetime experience
- 17 days to inspire youth all over the world

17 days to make a difference

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**How**

- The Opening Ceremony: a unique opportunity to introduce the culture of the city, the region, and the country to the world
- Years of preparation for a community to showcase its talents to the world
- The ceremonies touch everyone

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**How**

Bring culture to the streets through:
- Live sites
- Create the unique festive experience of the Olympic Games
- Bring culture to the youth inspire

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**How: as an integral part of the Olympic Games product**

- Culture and education must be an integral part of the Olympic Games “product” from day 1 of the bid
- Culture and education: a “must have”, not a “nice to have”
- Culture and education projects must be fully integrated into Games planning - supported by all stakeholders
- One look – one vision – one brand – one product: ensure the look of the cultural festival is the “look of the Games”

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**Salt Lake City 2002 – some examples**

- “One school, One Country” education programme (created by the Nagano Olympic Organizing Committee)
  - schools adopted a country-NOC
- Education website
  - Continued after the Games leaving an information legacy
- Recognition programme for schools
- An Olympic experience for > 600,000 Utah students:
  - >185,000 students attended Test Events; >60,000 students attended Games & Ceremonies; >75,000 students attended Paralympic Games & Ceremonies
- A healthier you in 2002:
  - With health care agencies encouraging a life of health and wellness through information, participation and motivational incentives
Salt Lake 2002 – some examples

- Promoting and showcasing the rich cultural heritage of the native Indians with an Olympic Arts Festival

Athens 2004 – some examples

- Part of programme included partnership with UNICEF
  - ‘Immunization Plus’ programme to protect 1.4 million children against diseases
  - Cultural Olympiad initiative to promote the ‘culture of survival’

Torino 2006 – some examples

- Excellent programmes as part of sustainability
- With Education Ministry – five theme areas represented by the Olympic rings:
  - Sports & Sports Culture (including visits to the Olympic Museum for 40,000 students & teachers from the Piedmont Region and possibility for 24,600 students to attend sports events in Torino and the mountain areas)
  - Sports & Environment – environmental implications of the Olympic Winter Games
  - Sports, Science & Technology
  - Sports & Health Education
  - Sports, Human Rights, Lux & Multiculturalism (including One School, One Country – twinning classes with countries participating in the Games)
- White nights

Torino 2006 – some examples

- Kidswebsite for students & teachers to learn about Olympism & the Olympic Winter Games

Beijing 2008 – some examples

- Olympic education model schools – in cooperation with the Ministry of education:
  - 500 schools to be concentrated & named nation-wide
  - 200 schools already named in Beijing
  - 2 compulsory hours of Olympic education per month + variety of activities featuring Olympic education

The Cultural Olympiad

- Visual Arts
- Theatre and Dance
- Music
- Cinema and literature
- History and Society
Beijing 2008 - some examples

- International exchange programme for middle and primary school students
- Annual cultural festivals to inspire public awareness of the Games
  - 2006 festival featured a 2008 timer scroll paired by 70 Chinese children across the country and displayed on the Great Wall

Vancouver - some examples

- Four host First Nations have been involved since the bid phase
- For the first time in Olympic history, Aboriginal participation is a specific function of an Olympic and Paralympic Games organizing committee.

London - some examples

- "On your Marks" = New school programme created for young people, teachers and parents
- Dedicated website containing fact sheets, news articles, cross-curricular teaching ideas etc.

Conclusion

A unique experience

Building a better future for youth

Culture and education = a wonderful legacy

A city living the dream

The Olympic Games present a golden opportunity to reach everyone through sport, culture and education

Culture is universal – if we respect each other’s culture, we respect each other

Torino Olympic experience film
6.2.4. Education and life after the Games

Sergey Bubka, IOC Member

- As a former athlete, and as a father, budding athletes, the theme “Education and Life After the Games” is particularly relevant to me.
- In today’s society, the athlete is a modern hero, an example for young people. But such recognition has another side: the athlete devotes his whole life to sport in order to achieve his dream and make the world dream.
- Competing in sport requires such a huge personal investment from the athlete that it leaves him very little time to prepare for his future life – mainly the professional side.
- Thus, in an athlete’s life, at the end of competition time, a second competition time begins: the competition of life.
- This is why the 2005 Athletes’ Forum addressed the fundamental issue of reintegration after a sporting career, a concern which had been already raised at the 1st Forum in 2002.
- All the Forum participants agreed to remind every athlete that it his or her personal responsibility to take the steps necessary to combine education and sport, prepare for life after sport and succeed in it.
- It is also the role of sport to give the athlete something back at the end of a sporting career.
- Facilitating athletes’ post-sports careers has long been a dream of the IOC Athletes’ Commission. This dream became a reality with the Athlete Career Programme, jointly launched by the IOC and Adecco.
- Thanks to this programme, every athlete will be offered the appropriate means to take the best professional route possible and to fully succeed in his or her new life.
- However, successful reintegration unquestionably starts with education.
- In today’s world, where education is the key to success, athletes should be able to develop their athletic skills and at the same time develop their social and professional skills.
- Athletes should not only take the necessary steps to achieve such a combination, but they should also be helped by all the stakeholders in sport – national sports organisations, government bodies, etc.
- All should start at the earliest moment in their sporting career.
- Yet education is often seen as an obstacle to a successful sporting career. It is not the number one priority for a young athlete.
- How many young athletes have we seen or heard wanting to give up school as soon as they have tasted a few moments of glory?
- For them, there is no question of combining both school and training.
- Even the IOC President, Jacques Rogge, who by the age of 17 was already a junior world champion in yachting, said this in an interview published in the Olympic Review (August-September 2001): “Encouraged by this success, I even considered dropping my studies to take up sailing full time. But at that time, being a professional athlete was a very risky business. And
it did not seem sensible to sacrifice my social future in order to practise a sport, however beautiful it might be."

- Alongside his sporting career, Jacques Rogge turned to medicine, then became a leading orthopaedic surgeon, while today he devotes himself to the presidency of the IOC.
- A recent study performed among elite athletes shows that practising a sport and going to school or university are possible.
- We just need to integrate this issue very much earlier in the sports career.
- Hence the importance of those close to the athlete: family, coach, sports club, etc., as well as the public institutions in charge of education.
- More than ever, having a successful sports career is not incompatible with a high level of education.
- There are many examples of athletes who have shone on the international sporting scene while pursuing studies at the same time as winning medals.
- These include my two colleagues Frankie Fredericks and Bob Ctvrtlik, who will speak to you this afternoon on “combining education and high level sport” and “training athletes for life after the Games”.
- We all know that sport is an educational tool and a cultural career.
- Today, sport has growing significance in the life of society. It is one of the tools for shaping character in those who participate in it.
- It is often said that sport is a school of life. It teaches values such as friendship, solidarity, fair play and excellence.
- Through sport, athletes provide a healthy example and teach young people to make proper choices in life.
- And like all citizens, no athlete should be forced to choose between sport and education.
- And like all citizens, the athlete has the right not only to practise sport without any discrimination but also to have a life before, during and after his or her sporting career.
- Let’s do everything possible to make this the norm, not the exception.
- Thank you for your attention.
6.3. Parallel A – Olympism and multiculturalism

6.3.1. Ceremonies and rituals in the ancient games

Panos Valavanis, Professor, University of Athens

It has been a general observation over the last years that the Olympic Games have evolved into a grand spectacle. The power of pictures, the role of television and the billions of viewers leads the organizers more and more in the presentation of a more spectacular event. This being enormous in size, wealth, duration and originality in the opening and closing ceremonies of the games, tends many times to overshadow the true competition programme. An important part of these ceremonies includes the entrance and the impressive parade of the athletes in the stadium.

One wonders whether equivalent presentation took place in the ancient Olympic Games. Can we refer even in this occasion to the ancient roots, which were gradually adopted by the organizers of the modern games in the first half of the 20th c. as it happened in the most of the elements that combine the modern athletic reality?

It is true that in Antiquity there were many such events which did not have the sensation and the show as a goal but they had a pure ritual character. This being because the ancient games were not autonomous events as are today but they were placed into a frame of the grand religious festival, composing part of the worship in the honor of the greatest of the Greek gods, Zeus. The ancients believed that the honored god was present watching the games and delighting in presence of the well built bodies of the athletes, who were competing in his honor.

The close relationship of the games and the worship is justified from their beginning: According to the last research, the foot-race, the event from which the Olympic Games began, was originally held as part of the cult of Zeus, to select the finest mortal, that is the winner of the race, who would light the fire on the altar in the sanctuary of Olympia. In the early period of the games, up to the 6th c. BC, there was a very strong bond between the games and the cult. From the classical period and on, this bond minimized gradually without ever failing to exist until the end of the ancient Olympic Games, together with the death of the ancient world at the end of the 4th c. AD.

The Olympic Games was just one part of a big religious festival and included the original three necessary parts for the ancient Greek cult: The procession, which was the hierarchical organized march of all the participants from the city to the sanctuary, the sacrifice of the holy animals and the feast of their meat by the loyal followers. In the first of these three events, in the procession, we can see the forerunner of today's athletes' parade into the stadium.

There were many processions in the ancient Olympic Games: Let's start one month before the games, when all athletes, their trainers and their relatives were gathered not in Olympia itself but in Elis, a rural town which controlled the sanctuary of Olympia and supervised the Games. There, they would undergo a month of training under the watch of the officers of the games. There, special importance was given to the teaching of the rules for each event, the testing of the physical abilities of the athletes as well as the impeccable and righteous behaviour of all of them. It was essential that in Olympia only the elite of the youth was to be presented. So, any inferior athlete, as well as anyone who succumbed to any moral or other offence during the preparation in Elis, was punished immediately by disqualification.

The role of the monthly preparation is expressed characteristically by the charge delivered to the athletes by the officers before departing Elis and starting the first procession to the sanctuary of Olympia: ‘If you have worked to be worthy of going to Olympia, if you have done nothing indolent or ignoble, then take heart and march on. But those who have not so trained may leave and go wherever they like’ (Φιλόστρατος, Βίος Απόλλ. 5, 43). With these words the procession to Olympia begins. It is impossible to know precisely how many were in this march, although the participants surely included the 10 supervisors of the games, the 50 member Olympic Council, perhaps about 200 athletes and about a hundred equestrian units (single horses, and two- and four- horse chariot teams). Throw in the entourage – trainers, family members and fans, as well as a lot of slaves and assistants – and dozens if not hundreds of curious tourists, and you have a procession that probably exceeded one thousand people and in some Olympiads even more.
But the most impressive procession took place on the morning of the third day of the festival, after the meat, fly control was clearly a concern. Given the crowds at the Olympics and the number of sacrifices involving huge quantities of blood and the first full moon of August, that ushered in the religious high point of the games. The great procession was poured libations. Perhaps the most important altar they stopped at, was the altar of Zeus 'the fly averter'. The marchers visited 63 altars of various gods located within the sanctuary, where they priests of Zeus. The marchers visited 63 altars of various gods located within the sanctuary, where they could rekindle their individual hearths. The procession on the second day of the festival was of puristic character and was lead by the source of the games to the country where they were conducted was a so successful innovation, that was consolidated and the lighting and transportation of the Olympic flame today forms a very important part of the show of the modern Olympic Games.

The Olympic flame did not exist in the Antiquity. It was first introduced in the 1936 Olympics, where it was carried for the first time from Olympia to Berlin. The symbolism of the transfer of the light from the NW corner of the sanctuary, where the hearth with the sacred flame was burning. This sacred flame had nothing to do with the games. In every ancient Greek city and sanctuary an eternal flame was always kept burning in a public building, thought to be the heart of the city. The practice may go back to very primitive times, when households needed one fire which would never be extinguished, from which they could rekindle their individual hearths.

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At dawn of the second day, another procession set out from the Prytaneion, the public building at the NW corner of the sanctuary, where the hearth with the sacred flame was burning. This sacred flame had nothing to do with the games. In every ancient Greek city and sanctuary an eternal flame was always kept burning in a public building, thought to be the heart of the city. The practice may go back to very primitive times, when households needed one fire which would never be extinguished, from which they could rekindle their individual hearths.

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But the most impressive procession took place on the morning of the third day of the festival, after the first full moon of August, that ushered in the religious high point of the games. The great procession was led by the priests and the officers and then followed by the athletes and the official ambassadors of the various city states, all eager to make a good impression for their home towns. We have to keep in mind that ancient Greece was not a united country, but consisted of various city-states, which were usually hostile with each other and at a time when there were no radios and televisions, the Olympic festival and the Games, who gathered the elite of the leading class, were one of the strongest means of political propaganda. At this procession the officers of the games were clad in purple and carrying switches, symbols of their office but a practical instrument too, with which to punish athletes committing a foul.

The central element of this procession was the hundred oxen for the hecatomb, the sacrifice that the organizers would offer to Zeus. It was the second indispensable part of the ancient Greek cult, in which the animals would be taken gradually to the altar and slaughtered. Then their thighs would be placed on the top of the altar and burnt for the gratification of the great god, while the rest of the meat was roasted and distributed to the crowd. All the people were queuing up patiently to take and eat their own piece. This was the third element of Greek cult. The most loyal of the followers believed that they were consuming god himself, while the rest just savored an excellent piece of roasted meat, since only the best animals were used for the sacrifice to the god.

Concerning the athletic contests themselves, which started on the next, the fourth day of the festival, they began with another procession, which has the most common characteristics to the parade of the athletes in the sports-fields of the modern games. The officers and the competitors marched through the sanctuary but before arriving at the stadium, they passed in front of 12 bronze statues of Zeus, erected in the 4th century. These were paid for out of the fines levied against athletes, who were caught giving and taking bribes to throw a match. The appearance of the statues in the form of the Zeus of the oath, as well as the inscriptions on their pedestals, were warnings to the athletes that an Olympic victory is not
to be bought or sold, but won only with the speed of their feet and the strength of their bodies. And if they cheated, the shame of their corruption would live long past their lifetime.

After that, the athletes enter the tunnel of the stadium where they wait for their names to be called. There was no common procession anymore but the athletes were conducted individually. Before the beginning of each contest, the trumpeter blows a blast to summon the crowd and the competitors pass in view. As each competitor goes by, the herald, with all of the strength of his voice in order to be heard by the thousands of people in the stadium, announces his name, his fathers’ name and his native city state. As he runs out onto the stadium track, we can imagine his friends and fans cheering and applauding, while those of his opponents jeer. This procedure had no ceremonial but totally practical character: The information is given so that the challenges can be voiced about the athlete’s eligibility. Is he under any charges of homicide or sacrilege? Is he a citizen in good standing of his city state or in exile? Is he Greek? Every competitor in every event has to pass through this review. In an era when no certificates of nationality and Olympic comities exist, the checking was done through public opinion. The organizers exhausted their methods in order to exclude everybody who could dim the brightness of the games.

What hasn’t changed at all from Ancient times is the attitude of the athletes and spectators towards victory and triumph! We know that once someone won, his name would be announced by the herald and he would receive a palm branch, symbol of the victory and a ribbon to tie around his neck. Just after that, the winner would make his victory lap, while the crowd cheered and showered flowers, small branches and ribbons on him, while some of his friends would present him hats, clothes and other gifts.

The final ceremony of the festival was the official proclamation ceremony and the crowning of the victors. It happened on the morning of the last day of the festival, and started also with another procession. The victors, accompanied by their relatives and coaches, were applauded by the crowds who had stood on the side of the road, as they marched to the temple of Zeus. There, in front of the statue of the god, who was consider to be present and under the representations of the heroic deeds of Hercules, a ceremony took place, which had both practical and ritual character: Now, the victors, wearing their ribbons and clutching their palms of victory, passed before the officers to receive their olive crowns, the final prize and the ultimate proof of victory. These victors now joined the select few, who enter the chapters of Olympic history and their names will be written into the official register.

But the leafy crown of olive will quickly wilt, dry up and finally disintegrate. It is ephemeral. The real prize lies in the victory itself!
6.3.2. Cultural programme in the Torino Winter Olympic Games

Piero Addis, Head of Arts & Culture, TOROC

Operational Strategy

 Definition of the Cultural Olympiad

To ensure effective cooperation, TOROC requested the creation of a coordinating institution including the City of Torino, the Province and the Region of Piedmont. They have been selected the events in co-operation with the public institutions to be included in the cultural programme for Torino 2006. We have worked as a real team that has involved the territory.

Operational Strategy

Guidelines definition

• To writing the guidelines of the Cultural Olympiad, TOROC called upon a team of outstanding experts.
• The end result was a document entitled “Let the bodies tell the story” - Guidelines for the Torino 2006 Cultural programme, which accompanied the partner institutions in designing the events of the Cultural Olympiad.

• The link between culture and sport was found in the concept of the “body”, as the protagonist in sport and art alike, with its intelligence and creativeness.

Vision

Local, Global, Contemporary

• Local, to increase the values of the territory, the Italian spirit
• Global, to underline the international character
• Contemporary, featuring the link between sport and culture
The Arts and Culture team
One of the smallest team of the Organising Committee

<table>
<thead>
<tr>
<th>Head of Arts &amp; Culture</th>
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<tr>
<td>1 Arts &amp; Culture Event Manager</td>
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<tr>
<td>1 Arts &amp; Culture Logistic Manager</td>
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<td>2 Arts &amp; Culture Specialist</td>
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<td>13 Volunteers at Games Time</td>
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Communications tools
- 100,000 catalogues
- 500,000 short guides
- 500,000 flyers
- Ads in national and international newspapers
- Ads on several magazines
- Radio (local and national) - Dressing up of the cultural venues
- Banner - Tokens - Posters - Postcards - Toll Free Info Center - Web site

The audience
The public of the Cultural Olympiad is heterogeneous and transversal: adults, Italians and internationals. Sport audiences, Olympic and Paralympic family, sponsors, media.
The usual public of the Cultural activities of Turin melted with the Games spectators.

Ticketing policy
The programme has been built balancing free and paid entrance
46% of the events was free
The events pay-for have joined a ticket policy which ensured average prices.
All the tickets for the events pay-for have been sold out

The Programme
Visual Arts, Music, Theatre and Dance, History and Society, Literature and Cinema

The programme is proposed as an Arts Festival.
Its vision is primarily contemporary, looking at the present time (the time of the Games), while offering an insight into the past (and the great cultural heritage of Italy) and outlining the future.
The Papyrus of Artemidoro
The papyrus is an extraordinary document of the first century B.C. It contains Egyptian, medieval, Renaissance, and modern art masterpieces from museums throughout the world.

Heroes and Athletes
The Aesthetic Ideal in Art from Olympia to Rome, to Torino 2006
Exhibition that presents important masterpieces of ancient art on the subject of sport.

Stone’s Reflections
The ancient stone carvings are presented in their original location.

Daily Life in Ancient Egypt
An itinerary to discover traditions, works, customs, and festivals of those who lived along the Nile.

Journey to the Alps & The Gold Rush
An exhibition to display the ways to live and to live on the mountain between the 19th and the 20th Century and an exhibition dedicated to the imaginers of the Klondike.

Inuit
People of Ice
The culture of circumpolar peoples and major Italian ethno-cultural populations.
**Dialogue in the Dark**

An exhibition to discover winter without sight, where visitors are led by blind guides.

**Paintings at the Freezing Point of Water Ice Painting Project**

A special exhibition of Gordon Hallmen, a tribute to Canada, the next country to host the Olympic Winter Games.

**The Snow Show**

Snow and ice installations by internationally renowned artists and architects.

**The Five Rings**

Contemporary real estate artists in an attempt to create an example of the visual values of the 5 Olympic rings.

**Dream Alps From Myth to Ascension**

The development of the relationship between artists and nature and art and culture from the end of the 19th century to the entire 20th C.

**The Discover of the Electronic Body**

An anthropological exhibition illustrates the first movement of video makers.
Echoes from the mountains
Fifteen Italian and international artists putting on performances and sound installations in the Olympic valleys.

Landscape and Views
from Poussin to Canaletto
60 works of art representing various types of landscapes painted in the 17th and 18th centuries by Jan Mi, Van Persijn, Verhulst, Robert, Belotto, Canaletto and Guardi.

Leonardo's Masterpieces
An extraordinary exhibition of the 4th rings by Leonardo da Vinci. Among them the Self-portrait and The Cestus on the flight of birds.

Michelangelo's Christ on the Cross
The wonderful wooden sculpture belongs to the young Michelangelo, the genius of Italian Renaissance, on extraordinary exposed in the Biblioteca Reale suggestive location.

Music
20 Concerts, 4 programmes, 2 Operas, 2 World premiere

Bohème and Manon Lescaut
Two masterpieces by Giacomo Puccini which were first staged at the Teatro Regio in Turin.
Sintonie
Beethoven and Sibelius

Four symphony concerts by the Mahler Chamber Orchestra directed by Daniel Harding.

The Tempest

Purcell's important text set with the Baroque will be celebrated with the aim of re-discovering the genius of Shakespeare's masterpiece.

A city for Vivaldi

Three concerts dedicated to Antonio Vivaldi, the great Venetian composer of whom Torino possesses an extraordinary legacy of signed manuscripts.

Mozart: Piano and Orchestra

The 250th anniversary of the birth of Mozart is the occasion for a celebration renewing a well established relationship.

RaiNuovaMusica 2006

An artistic project launched in 2004 aimed at reviewing contemporary music. Performed by the RAI Orchestra Sinfonica Nazionale.

North-West Passage
Musical Migrations

Concerts with famous performers from the composing world. Among them: Giorgio Fabbri, Giarran, Teosa, Eugenio Formello, Tiziano De Sio, Petru Pontecorvo.
Italian Melting Pot

A series of social projects in which artists from the host nation interact with artists of other nationalities.

Arvo Part for the Holy Shroud

World premiere by the Estonian composer Arvo Part.

Theatre and Dance

18 events

Tomorrow

Five shows directed and directed by Luca Ronconi which has chosen the universal themes of history, politics and war and modern day subjects such as Bio-ethics and Finance.

The White Colour

The show is dedicated to the exploration of the different languages of the body.

Dance Break

From hip-hop to circus, to contemporary dance. These performances staged in the Olympic villages, squares of the city and outside the competition venues.
A Dream for Everyone

Theatrical and dance show taken from a Chinese fairy tale performed exclusively by disabled artists.

The Mountains of Soul Making

Theatre events in extraordinary locations of the Olympic Valleys.

History and Society

A special exhibit on the history of Fiat.

Auto-mobile

A Life-Changing Invention

The exhibition celebrates the automobile as a changing feature of national habits.

Open door at the Fiat Historical Center

The history and the products of the Fiat Group in a variety of motor vehicles.

A Romantic Season

Torino’s Car Brands: 1899-1939

The lively cultural, historical, social and artistic context in early 20th century Torino.
Cinema and Literature
25 events

An extraordinary selection of the best and most important Italian released movies.
Live music performed by the Orchestra Filarmónica '900.

Cabiria & Cabiria

Grinzane Literary Dinners
Mountain Stories and Recipes

Medals Plaza: Fifteen Evenings of Award Ceremonies, Entertainment and Great Music

A festival of entertainment. After the award ceremonies, every night it
hosted a show with the best stars of the international music scene and the
most promising artists of the local scene. Tickets free of charge. Among
the artists, Andrea Bocelli, Ricky Martin, Jamiroquai, Lou Reed.
Cultural Olympiad facts & figures

- 252 cultural events in 6 months
- All tickets sold out for all the events pay for
- 100,000 people visited the museums during the Games
- More than 600,000 spectators attended the C.O.
- 4,500 pages dedicated by the world press to the C.O.
6.3.3. Cultural programme in Beijing Games

Ning Wang, Director of Culture and Ceremonies Department, BOCOG

I am happy to brief you on the cultural programme of the Beijing Olympic Games in the perspective of "Olympism and Multiculturalism." The title of my speech is "Spread Olympic Ideas and Promote Exchanges between Chinese and Foreign Cultures."

The goal of the Beijing Olympic Games cultural programme is: with “One World, One Dream” as the theme, promote the Olympic Spirit, spread the Olympic ideas, demonstrate to the world the unique charm of the Chinese culture, provide a platform on which the Chinese and the world cultures are displayed and make the Beijing Olympic Games a celebration of the human cultures so as to leave a unique cultural legacy to the Olympic Movement.

Based on the above goal, I am going to give you an account of the cultural programme of the Beijing Olympic Games in the following three aspects.

1. Promoting the Integration of Sport and Culture, Staging Olympic-related Cultural Activities, Popularizing the Olympic Spirit in a Wider Scope and Spreading Olympic Ideas

In his presentation made on July 13, 2001, in an effort to bid for hosting the 2008 Olympic Games, Mr He Zhenliang told the members of the International Olympic Committee: “By selecting Beijing, you will, for the first time in Olympic history, bring the Olympic Games to a country which boasts one fifth of the world’s population and, in turn, give over one billion people an opportunity to serve the Olympic Movement with their creativity and devotion.” BOCOG, as Mr He Zhenliang said, has given top priority to the popularization of the Olympic Spirit and spreading of Olympic ideas in organizing various Olympic-related cultural events and activities.

Starting from 2003, BOCOG, together with the government cultural departments, has organized Olympic cultural festivals annually, which are rich in content and diverse in forms, for four years in a row.

Exhibitions, performances, forums on Olympic culture, Olympic knowledge quizzes, Olympic live sites, Olympic sports film festivals, mass sports and cultural events and activities geared to youngsters have been organized during the Olympic cultural festivals. Some were held city-wide while others were based on communities and townships. Several million people were involved each year, including the old and young. More than 10 million people have participated in various activities of the festivals over the last four years. The annual Olympic cultural festival, which runs for more than 20 days, has become an important vehicle in promoting the Olympic spirit and spreading the Olympic ideas.

The Olympic cultural festival is orientated to “blending sport and culture,” letting both the participants in the activities and the audience feel the beauty of strength and speed stemming from the integration of sport and culture. In this way, the Olympic Spirit is promoted and the idea of harmonious development of body and mind is formed among people. Since Beijing won the bid for hosting the 2008 Olympic Games, more and more people have got involved in physical exercises which is evidenced in several hundred thousands of people exercising in the morning in nearly 1,000 parks in Beijing.

Of all the cultural activities connected to the Beijing Olympic Games, those that attract the wide participation of people from all walks of life are the most impressive.

Over the recent years, we have organized activities to solicit ideas and plans for the Games' emblem, theme slogan, mascots, opening and closing ceremonies, torch, medals, songs, sculptures, slogans for Olympic volunteers and so on. People from all circles of the society and even those from abroad took an active part in these activities. In this way, the public’s enthusiasm for the Olympic Movement is aroused and the Olympic Spirit is spread wide and far. For example:

- A total of 409 creative proposals for the opening and closing ceremonies have been received. Besides, 1,280 letters and thousands of e-mails and telephone calls have poured in. Some of these are from artists and companies enjoying international fames and some from grass-roots artists.
- We received more than 210,000 proposals for the Games' theme slogan during the slogan solicitation month. All these proposals have given us inspirations which eventually translated the final version “One World, One Dream.”

- Three rounds of activities to solicit Olympic songs have been organized, collecting 1,528 valid pieces, of which 33 won prizes. We plan to organize two more rounds of activities to solicit Olympic songs in 2007 and 2008. We expect that a Beijing Olympic Games’ theme song that matches “hand in hand” and “the Power of Dream” can emerge from these solicited pieces.

- In the last year’s contest to solicit sculptural pieces for the Beijing 2008 Olympic Games, we received 2,433 pieces from more than 1,000 sculptors in 84 countries and regions, from which 290 were selected as excellent works. Now the 290 pieces are being exhibited around the major cities in China, helping push Olympic culture and the Olympic spirit to a new height wherever they go.

- It is through organizing Olympic cultural festivals and various kinds of soliciting activities that the tasks for the Beijing Olympic Games to spread the Olympic spirit and the Olympic ideas are fulfilled, with the Olympic spirit embraced by the broad masses.

2. Promoting the Beijing Olympic Games Image with Chinese Characteristics and Demonstrating the Unique Charm of the Chinese Culture and Its Integration with the Olympic Spirit

China is a country boasting a long history and brilliant culture. The Beijing Olympic Games are, therefore, obligated with the responsibilities of promoting the fine Chinese traditional culture, and the Games cultural programme is bound to take on strong Chinese characteristics. It is out of this consideration that we have released the primary image elements that combine the Chinese traditional culture and the Olympic spirit, which help largely enrich Olympic history and culture.

Since August 2003, BOCOG has unveiled the emblem (Chinese Seal – Dancing Beijing”), mascots (Fuwa) and sports pictograms of the Beijing Olympic Games; the emblem (“Sky, Earth and Human Beings”) and the mascot (Fu Niu Lele) of the Beijing Paralympic Games; the theme slogan of both the Beijing Olympic Games and Paralympic Games (“One World, One Dream”). The colour palette as well as the cultural, environmental and volunteer symbols of the Beijing Olympic Games has also been issued. The Games core graphics and the designs of the torch, medals and uniforms are expected to be unveiled soon.

These image elements are extracted from traditional Chinese culture and re-portrayed by modern techniques of expression. In this way, the unique humanitarian features of the Chinese culture are brought out and the Olympic ideas and values are demonstrated. From the images that combine the Chinese cultural elements and the Olympic spirit, people see unique creative power and Chinese flavour.

For example:

- Traditional cultural symbols (the fish, the panda, the Tibetan antelope and the swallow), in addition to the image of the child of fire symbolizing the Olympic flame, are used to create the mascots. The mascots make up a harmonious team. The images, combining cultural and sports elements, are suited for portraying Olympic sports and disciplines.

- Fu Niu Lele, the mascot of the Beijing Paralympic Games, with terse lines and brilliant colours, radiates strong Chinese folk style and also symbolizes athletes with a disability making unremitting efforts to be the best they can be.

- This is the colour palette of the Beijing Olympic Games. The colours are most frequently used in Chinese architecture and art and craft works.

- These are the sports pictograms the Beijing Olympic Games. Their shapes evolve from the 2,000-year-old Chinese seal characters. The rubbing form, a distinct form of traditional Chinese art, is also applied to the pictograms. This is a good example of using cultural symbols to display the features of sports.
- This is a secondary mark of the Beijing Olympic Games. The red lantern and thick black ink strokes bring out strong Chinese genre.

We will follow this thread of thought in the next phase of our work, combining traditional Chinese symbols with the Olympic elements in designing the look of the Games. In 2008, people from across the world will see the unique charm of the Chinese culture, which finds expression in the look of the venues, podiums, name-boards and the exciting victory ceremonies.

We believe that these cultural image elements and their application to the look of the Games will help enrich the cultural legacy of the Olympic Movement.

3. Working out and Implementing the 2008 Cultural Programme and Bringing about the Climax of the Olympic Cultural events

In addition to being the grand gatherings of the athletes, the Olympic Games are cultural galas where outstanding artists from all over the world get together. In August 2008, the Beijing Olympic Games will set up a platform for the exchange between the Chinese and other cultures. The Beijing Olympic Games, therefore, will turn into a grand stage on which Chinese and other cultures respect, recognize and appreciate each other.

We will focus on demonstrating the fine cultures of China’s 56 ethnic groups, minority groups in particular. Accordingly, the Olympic central area, the Olympic Village and various Olympic live sites will be venues where exhibitions of Chinese culture and customs will be staged and theatrical items will be performed so that people from the world over, either as the Games’ spectators or as tourists, will be able to appreciate the Chinese culture.

We will invite world-class outstanding performing troupes to Beijing, with their outstanding programmes, to participate in a series of large-scale art performance programmes, to participate in a series of large-scale art performance events such as Meet in Beijing, Beijing International Drama Season, Beijing International Dance Season and Beijing International Music Festival. Also, international cultural activities will be staged citywide. About 1,000 performance events will be organized in the theatres across the city, of which 30 per cent will be offered by foreign artists. Museums, exhibition halls and galleries across Beijing will house foreign art shows, cultural relic exhibitions and photo shows.

We believe that extensive exchanges between Chinese and foreign cultures will be launched when the Beijing Olympic Games opens in 2008, creating a festive atmosphere marked by passion, joy, harmony, equality and friendliness and making the Beijing Olympic Games a grand occasion of peace and friendship.

Ladies and gentlemen let me again emphasize the three primary objectives of the Beijing Olympic cultural programme: first, promoting the Olympic spirit and spreading the Olympic ideas; second, demonstrating the unique charm of the Chinese culture; third, providing a harmonious platform for multiculturalism. We will continue to make efforts to fulfil these goals in the less-than-two-years run-up to the Beijing Games.
6.3.4. Multicultural nature of modern Olympism

Susan Brownnell, University of Missouri

In 2008, the Olympic Games will be hosted by the least Westernized nation in the world to yet host them, the heart of Far Eastern civilization, the most populous nation in the world – China. It will be only the third time the Olympic Summer Games have been held outside the Western hemisphere – after Tokyo 1964 and Seoul 1988 – and it will be the greatest-ever meeting of East and West in peacetime. It will mark a pivotal moment when the Olympic Movement begins to attain an unprecedented universalism, which is expressed in the slogan “One World, One Dream,” 同一个世界同一个梦想。

It is a good moment for us to reflect on the fact that geographical universalism does not equal cultural diversity. Our colleague, Mr. He Zhenliang, IOC member in China and Chair of the Commission on Culture and Olympic Education, has stated:

The geographical universalism of a movement does not equal the cultural diversity of the movement, and even less so does it equal the compatibility of many different cultures in people’s ways of thinking (especially of the leaders of this movement). In fact, universalism necessarily requires cultural diversity. Only when multiple cultures receive equal respect will universalism be truly realized. (International Conference on "Re-Thinking Culture," Athens, September 2001)

Today, there are only two sports of clearly non-Western origin on the Olympic program – judo and taekwondo. Chinese wushu, or martial arts, will be contested under the auspices of BOCOG in 2008 but will not be an official sport. The remaining sports were developed in the West and most of them were spread throughout the world through Western colonialist and imperialist expansion. The great majority of International Federations have their headquarters in the West. Because of their link with the ancient Greek Olympic Games, the majority of the history and symbolism of the modern Olympics is linked to Western civilization.

If we contrast today’s Olympic Games with the first American Olympics, which took place in 1904 in my home city of St. Louis, we can see that one century ago, there was actually a much greater display of cultural diversity for the spectators than there is today. Those Olympic Games were held in conjunction with a World’s Fair, and there was also a display of native sports called Anthropology Days. Some 3,000 native peoples from around the world took part in the displays inside and outside the fairgrounds. As a part of the exhibits at the fair and Anthropology Days, natives competed against each other in football, lacrosse, baseball, track, and boxing, archery, spear throwing, running races for men and women, tug-of-war, pole-climbing, and even timed tipi-raising for women. In their re-created village, natives of the Philippines engaged in their “aquatic sports.” Eskimo, Zuni and Moki demonstrated their “native sports.” A large building was built for the Cuban game of pelota or jai-alai, but was closed by the police after three weeks because of gambling. There were even Roman gladiators.

Even the program of sports that were called “Olympic” included ethnic events such as lacrosse, “Irish Sports” in track and field, the Irish Hurling Championships, the Gaelic Football Championships, German Turner exhibitions and contests, and “Bohemian Gymnastics.” On the official Olympic program in the Intercollegiate division, the American Indian schools of Carlisle and Haskell played each other in the first-ever meeting of two Indian schools in American football.

Compared with today’s Olympic Games, there was a much greater cultural diversity of sports in 1904 than in today’s Olympic Games. But there was a problem. The attitude toward the native sports was not one of respect. The publicity emphasized that natives were inferior to the so-called “civilized” white Europeans and North Americans. Without an attitude of mutual respect, the native sports were reduced to a freak show or a curiosity. Although he did not attend the events in St. Louis, in reference to “Anthropology Days,” Pierre de Coubertin later wrote that they were “embarrassing,” “a mistake,” “inhuman” and that the Olympic Games were “flawed.” Two years later at the 1906 Intermediate Olympic Games in Athens, athletes marched into the stadium for the first time divided by nation and led by a national flag. National flags were also raised for the awards ceremony of the first three medalists.
From then on, the Olympic Games would become a place to display a modern national identity, but not cultural diversity.

But it is now 100 years later and perhaps we should re-examine this course of Olympic history. Is it not possible to celebrate cultural diversity within the Olympic Games with an attitude of respect? As Mr. He Zhenliang has stated, “Only when there is equality will there be mutual respect, only when there is mutual respect will there be friendly relationships, and only then will there be world peace” (International Conference on “Re-Thinking Culture,” Athens, September 2001).

One of the main challenges to the Olympic Movement for the 21st century is the problem of multiculturalism. But in order to analyze the problem, we must first understand its source. Multiculturalism is a problem of culture. Culture is the realm of symbols and ideas. How can we make sure that multiple cultural viewpoints are represented in the Olympic Movement and not just one Western-centric viewpoint?

The Olympic Movement depends on the realm of ideas

Fundamental change must begin by changing the ideas in people’s heads. The Olympic Movement is above all else an organization of people around a set of ideas – which is Olympism. Without Olympic history, philosophy, values, and symbols, the Olympic Games would be nothing but another brand name, another mega-sports event for selling commercial products. The future success and worldwide acceptance of the Olympic Movement will depend on whether the IOC is successful in re-thinking and re-working Olympism for the 21st century, not simply in marketing terms, but based on solid research drawing from the humanities and social sciences. One of the foundational questions that now requires serious reflection is the problem of Western-centrism in the Olympic Movement.

To do this, the IOC must collaborate with intellectuals. We are the people whose job it is to create new ideas – the historians, the philosophers, the social scientists, the artists, the choreographers, the composers, and so on. We are the people who publish the books, organize the museum exhibitions, provide texts for the documentaries and websites, give expert interviews to journalists. Journalists rely on us for their basic background information. The Olympic Movement depends on the academic world to produce the larger context that gives meaning to the Olympic Games. Furthermore, the global academic world is a far larger and more powerful global network than the Olympic Movement. The question of how to make the Olympic Movement more multicultural must begin in this foundational realm. In order to achieve this goal, the IOC must develop stronger links with the academic world in the fields of humanities and social sciences.

Western-centrism in the Realm of Ideas

What I have just said has been abstract. I would like now to make it more concrete. Olympic Studies as a field of scholarship is extremely Western-centric (Eurocentric). I will give one example.

WorldCat is a North American database representing millions of books and other material in 400 different languages contained in libraries worldwide. If you do an online search in WorldCat you will find several hundred entries on the ancient Olympic Games and ancient Olympia, in multiple languages. The book with the widest distribution, M.I. Finley’s and H.W. Pleket’s classic, *The Olympic games: the first thousand years* (1976), is listed in 909 libraries.

Civilization in China is as old as it is in Greece – about 5,000 years. The first Greek writing system (Linear B tablets) and the Chinese writing system (Shang oracle bones) occurred at approximately the same time - 1400 B.C. The first Greek histories (the Homeric epics) and the first Chinese histories (records of the Zhou Dynasty) date to around 750 B.C. If you search WorldCat for books on ancient Chinese sports, you will find four books, all of them written in both English and Chinese. One of them was published by the Olympic Museum in Lausanne based on an exhibition initiated by Mr. He Zhenliang. The book with the largest distribution is owned by 14 libraries worldwide.

The point is that very little information on sport in Far Eastern civilization is available in the West. For 200 years Western scholars have been fascinated with studying ancient sports as part of their “own” history but have shown almost no interest in the sports of non-Western “civilizations.” And so the
foundational knowledge that is necessary for museum exhibits, classes in the schools, cultural programs, opening and closing ceremonies, is lacking. And Western journalists cannot easily acquire basic cultural background for their articles.

The same situation is true of academic work on the modern Olympic Games. When my book on contemporary Olympic sports in China was published in 1995, it was only the second book written in English by a Westerner on the topic. Eleven years later there are only a few more books in English on sports in China, as well as several books on the basketball player Yao Ming.

If the situation with respect to Chinese sports is discouraging, then take a look at the scholarship on sports on the African continent. After many hours of searching WorldCat and other databases, my student assistant had only found 6 books and about 7 journal articles related to Olympic sports in Africa generally, and 11 books and 7 journal articles on Olympic sports in South Africa. A total of 17 books on Olympic sports for all of Africa. In the realm of ideas, the African Olympic Movement hardly exists.

This Western-centrism of Olympic Studies is repeated everywhere in the academic world – in the conferences on Olympism, in the classrooms of the world’s universities, in the museum exhibits, the documentary films, and so on. Very few scholars in the world are researching the multicultural nature of modern Olympism, and as a result the idea of Olympism as multicultural hardly exists.

What is to be Done?

Intellectuals in Olympic Studies have a responsibility. The IOC also has a responsibility to work together with them.

1) Expand Olympic Studies beyond Western sport. Promote research by non-Western scholars. Encourage Western and non-Western scholars to work together to develop comparative research. I have worked together with our colleagues Dr. Ren Hai from the Beijing Sport University and Dr. Kostas Georgiadis of the University of the Peloponnese and the International Olympic Academy to organize a series of three conferences on the theme “From Athens to Beijing: West meets East in the Olympic Games,” which will take place in 2007 and 2008 in St. Louis, Beijing, and Olympia. The goal of the conferences is to bring together the top scholars in the world to analyze the similarities and differences between sports in Greece and China from ancient times to today. From this scientific basis we will seek to develop a new vision of Olympic history as a history of the interconnection of the world through sport - and not a history of the domination of the world by Western civilization through sport. We will seek ways to combine the best of East and West toward a new multicultural set of Olympic values. For example, the ancient Chinese notion of “humans and nature as one,” tian ren he yi 天人 和 一 has much to contribute to Olympism, which needs a “green” concept of the relation between sport and the environment.

2) Re-think the course taken by the Olympic Movement after 1904. Are there not better ways to showcase cultural diversity through sport, which are respectful? The cultural programme surrounding the Olympic Games usually focuses on high culture, such as elite art, music and dance. Opening and closing ceremonies could focus more attention on traditional sports. Host countries should be encouraged to display their traditional sports to the world so that the global audience sees the cultural diversity of sports in the world and not just the mono-culture of Olympic sports. In 2008 Chinese wushu could be a test case to develop a similar platform for other culturally diverse sports in the future. Additions to the Olympic sports programme should consider non-Western sports.

3) Pay more attention to our non-Western colleagues in the IOC and in the Olympic Movement. Give them a platform to make sure that their voices are heard. Develop a working group to explore the issues of Western-centrism and multiculturalism in the Olympic Movement.

Thank you.

谢谢。
6.3.5. Safeguarding traditional sports and games

Marcellin Dally, Section for Physical Education and Sport, UNESCO

**UNESCO is mandated to promote sport and culture**
- The 1999 Buenos Aires Declaration (MINFOES I)
- UNESCO’s Resolution 33 C/6.21 (33rd Session of the General Conference, October 2000)
- The 2000 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions

**UNESCO’s Objectives**
- Raise awareness of TSG and encourage its practice
- Preserve cultural diversity
- Promote tolerance and peace
- Facilitate information and knowledge exchange
- Introduce TSG in national development strategies

**TSG: Pillar of the intangible heritage of societies**
- Preserve indigenous peoples and their cultural identity
- Encourage cultural diversity and contribute to intercultural learning

**TSG for sustainable development**
Integrating TSG into national development policies:
- Boosts local economic development and job creation
- Contributes to social and environmental sustainability
- Promotes understanding among communities to the benefit of a culture of peace
**TSG for Quality Physical Education**
- Passing information and knowledge to younger generations
- Integrating TSG into school curricula
- Helping to achieve MDG of quality education for all

UNESCO works to highlight the correlation between sport activities and academic achievement.

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**What does UNESCO do in TSG?**
- Serves as a platform to advocate TSG within the international community
- Provides guidance and counselling to Member States wishing to integrate TSG into national policies
- Offers support in the design and implementation of development programmes in the domain of TSG

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**UNESCO’s Activities in TSG**
- International Training Programme on Traditional Wrestling Sports
- World Encyclopaedia on TSG

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**Unit for Physical Education & Sport**

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“Because physical education and sport are a means of cultural expression, it is important that traditional games and sports be brought in as components of sport for all.” – MINEPS III

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Paris, October 2006
6.4. Parallel B – Physical education and sport

6.4.1. Role of physical education and sport in education

Gudrun Doll-Tepper, President ICSSPE

- During the last decade
  - Increased efforts towards improved opportunities of participation in physical education and sport
  - Growing concerns about the situation of school physical education in different parts of the world
  - Intensified research to identify the benefits of physical education and sport in education

Important initiatives

- 1999: Publication of research findings on the state and status of physical education (Hardman/Marshall), research project initiated by ICSSPE, financially funded by the IOC
- 1999: 1st World Summit on Physical Education in Berlin

Documents

- World Summit 1999:
  - Decreasing curriculum time allocation: Budgetary constraints with inadequate financial, material and personnel resources and anticipated cuts in 60% of countries surveyed
  - Low subject status and esteem (legal status in 80% of countries surveyed, but actual status in only 43%)
  - Marginalization and under-valuation by authorities
  - Inadequate teacher preparation in many countries
  - Lack of implementation of existing requirements in physical education (only 25% in Africa, 7% globally)

Berlin Agenda for Action for Government Ministers

THE BERLIN AGENDA CALLS FOR ACTION BY GOVERNMENTS AND MINISTRIES RESPONSIBLE FOR EDUCATION AND SPORT TO:

- Implement policies for Physical Education as a human right for all children;
- Recognise that quality Physical Education depends on well-qualified educators and scheduled time within the curriculum, both of which are possible to provide even when other resources like equipment are in short supply;
- Invest in initial and in-service professional training and development for educators;
- Support research to improve the effectiveness and quality of Physical Education;
Berlin Agenda for Action for Government Ministers (II)

THE BERLIN AGENDA CALLS FOR ACTION BY GOVERNMENTS AND MINISTRIES RESPONSIBLE FOR EDUCATION AND SPORT TO:

- Work with international financial institutions to ensure Physical Education is included as part of their definition of education;
- Recognise the distinctive role of Physical Education in health, overall development and safe, supportive communities;
- Recognise that failure to provide Physical Education costs more in health care than the investment needed for Physical Education;

Important conferences

MINEPS III 1999 (Punta del Este, Uruguay):
- Endorsement of “Berlin Agenda for Action”

MINEPS IV 2004 (Athens, Greece):
- Presentation of results of “SpinEd” project

The SpinEd project

The role of Physical Education and Sport in Education

Project carried out on behalf of ICSSPE and ICSP and financially supported by the IOC coordinated by Bailey et al.

Main objectives

- To construct a framework for evaluating the role of PESS, which can be adapted for use in different countries and cultures
- To produce a research summary and annotated bibliography on the role of PESS
- To collect examples of good practice, giving evidence of how PESS can make positive contributions to school life
- To collect data regarding pupils’ perceptions of the outcomes of PESS

Main outcomes

Based on:
- literature review
- national case studies
- large-scale questionnaire of children and young people’s views

The project has produced a framework for understanding and discussing the benefits of physical education and sport

The benefits...

...of physical education and sport are identified in 5 areas:
- Physical development
- Lifestyle development
- Affective development
- Social development and
- Cognitive development
Important aspects

- Physical education and sport make a significant contribution to the overall education and development of children
- They have positive and profound effects, in some respects, such effects are unique!

Recommendation

School-based physical education and sport should be available to every child in every school system, as an educational entitlement.

2005 The International Year of Sport and Physical Education

- 2nd World Summit on Physical Education Magglingen 2005

Magglingen Commitment:

1. Implement the Agenda for Action agreed at the 1st World Summit and international conferences (..)
2. (...) Urgent need for review of and improvement in (...) education of teachers of Physical Education, especially for those working in primary schools;
3. (...) distinctive focus on learning processes, and pedagogical approaches, its mission of inclusion (..), and the need for effective evaluation of programmes and methods against objectives;

- 2nd World Summit on Physical Education Magglingen 2005 (II)

Magglingen Commitment:

4. Establish or strengthen (...) organisations and networks including all stakeholders (..);
5. Strengthen the support for multi-disciplinary research (...) to improve practice and enable evidence-based advocacy;
6. Develop the skills to work cooperatively with governments and their agencies (..)

Important highlights

- Updated results of the world-wide survey on the state and status of physical education (Hardman/Marshall 2005)
- Presentation of a comparative study on physical education world-wide (Nursey/Gerber 2005)
- Presentation and discussion of the results of the SpinEd Project (Bailey et al. 2005)

Next steps

- Integration of physical education into the "Education for All" Programme of UNESCO
- Development of internationally validated Physical Education Quality Indicators, in cooperation with UNESCO
- Monitoring of developments world-wide
- Extension of research-based advocacy
- Professional development strategies in physical education
- Cooperation with Olympic Movement and IFFs to revitalise and strengthen physical education
6.4.2. Revival of physical education and sport in educational institutions

Paul Marriott-Lloyd, Section for Physical Education and Sport, UNESCO

It is a great pleasure for me to participate in this World Forum organized by the IOC and BOCOG in partnership with UNESCO. The programme promises a great deal, with recognised experts from around the world.

My task of the next few minutes is to call for the revival of physical education and sport within educational and learning institutions. I am sure that many of you will recognise the importance of this task and its magnitude.

The potential and power that physical education and sport has to offer is vital to all countries, but it is too often ignored. Physical education and sport is essential to the personal-development of all people. Its impact is both physical and mental. It has the ability to bring cultures and societies together. And to promote a positive message of peace and understanding.

Yet, throughout the world physical education and sport (PES) within the school environment is under threat. Ever since the 1st MINEPS (Ministers and Senior Officials Responsible for Physical Education and Sport) conference in 1976, the world has recognised the need for and the importance of PES programmes at all levels of education (from primary to higher). Over one hundred countries accept that physical education is an important part of the goal of Education for All (EFA), yet it remains marginalized. The importance of PES is forgotten or ignored.

A study done by the International Committee on Social Sciences and Physical Education in 1999 demonstrated that there is a distinct marginalisation of and a decline in PES in education systems.

The world has changed quite drastically since the first MINEPS conference was held. The world has become more interdependent and interconnected than was ever fathomed. As transport and technology grew, gaps between countries and people closed, and distances once enormous, are now a flight or an email away. Society has moved and adapted to this shift, but through it all physical education seems to have been left behind. As students have more and more subjects from which to choose, they are often neglecting physical education. Unfortunately many schools often facilitate this neglect by not providing PES as part of the curriculum.

In the western world computers and televisions are commonplace. And more and more children spending their time indoors isolated from, not only sport, but contact with society. Many basic communication and motor skills are not being developed. So, it is more important than ever to promote the physical education and sport, the only subject wholly dedicated to the human body.

In a study conducted by the University of Worcester in the United Kingdom, it was shown that in 81% of primary and secondary schools worldwide there is a legal requirement to conduct and promote physical education. However, while in principle it is compulsory, in practice it may not even be taught or its role is diminished by other courses mistakenly being considered more important. Where PES is taught in schools the facilities and the equipment is limited and frequently damaged. This occurs with regularity in the western world. In lesser developed countries, even with the best intentions, it is a struggle to get quality PES programmes off the ground.

UNESCO and the IOC (International Olympic Committee) are intent on promoting the importance of developing skill appreciation in education settings and society in general. In this day and age, where young people and adults spend more and more time in front of a screen, it is essential to stress the importance of the acquiring and refining of motor skills at an early age. Fundamental movement skills can not be acquired naturally. Without the proper teaching and training, a developing child will have only a marginal ability to use their bodies.¹

The correlation between sport activities and academic achievement is often forgotten. Not only does sport improve a child’s ability to learn and absorb other studies, it promotes culture and understanding, and improved communication skills. The combination of physical activity with that of numeracy and literacy provides a child with a well-rounded education. Each subject complements and encourages the others. By improving a child’s physical ability it increases his or her cognitive development.

It is also clear that poor physical capability causes significant health problems. Many parts of the world are enduring the dual epidemics of obesity and diabetes, which can be directly attributed to a lack of physical activity. These are issues of concern for the individuals concerned and society as a whole. Young people need to be encouraged to be physically active and to develop healthy lifestyles that will last a lifetime.

The 1978 UNESCO International Charter of Physical Education and Sport stipulates that:

“Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life.”

UNESCO is the only Specialized Agency of the United Nations system with an education mandate and responsibility for the promotion of physical education and sport. Our work is based on the Education for All framework adopted at the World Conferences on Education, most recently in Dakar in 2000, and the decisions of the 2003 Round Table of Ministers of Sport which recognised that physical education and sport is an integral and fundamental part of quality education.

Our particular objectives are stipulated in points three and six of the World Forum recommendations. UNESCO and other world agencies and ministries need to ensure: “…that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes,” and to improve “…all aspects of the quality of education and ensuring excellence of all that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.”

If the delivery of Education for All (EFA) does not take into account physical education and sport, children will continue be at risk of poor skill appreciation, both physically and mentally, and the quality of education will suffer worldwide.

Physical education and sport having long been left behind in our fast paced world, and needs to revived. The Roundtable of sport ministers, organised on January 10th 2003 by UNESCO, acknowledged that PES is an integrated and inescapable part of quality education, and a basic requirement.

One of the priorities of UNESCO’s EFA action plan is to reinforce the prospective power of PES in education systems. As already demonstrated, physical education is not only important for physical development, but also has the ability to “ameliorate the security and efficiency of actions, as well as teach good behaviour. It supports individual development - physically, psychologically, and socially.”

UNESCO and the sporting movement have a common objective when it comes to enhancing physical education and sport programmes within schools. The legacy of Pierre de Coubertin is not just confined to the modern Olympics. He was also a staunch advocate for sport as an essential component of a sound education and placed the emphasis of “Olympism” on the harmony of body and mind. There is also a common desire to ensure that young athletes develop the fundamental movement skills required to participate in and to excel at sport.

The IOC has been an important partner in reinforcing and promoting sport in the world, especially in education systems.

“Olympism is a way of life, exalting and combining in a balanced whole the qualities of body, will, and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the

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2 Objective 3, World Education Forum Dakar, Senegal, 26-28 April 2000
3 Objective 6, World Education Forum Dakar, Senegal, 26-28 April 2000
joy found in effort, the educational value of good example and respect for universal fundamental ethical principles."^{4}

Without physical education and sport, the Education for All goals will never be reached. Through the UNESCO charter on PES, the EFA objectives and MINEPS declarations, and with the help of partner organizations such as the IOC, we hope to revive physical education in the school curriculum.

A concerted response is required. However, there is a sound evidence base to drive this agenda forward. UNESCO is working to build capacity in physical education and sport, to sensitise governments to its importance, and to strengthen cooperation at an international level, with a view to ensuring quality physical education and sport.

At the international level UNESCO plays an essential coordinating function. Through the framework of the MINEPS Conferences we seek to establish clear priorities and a mandate from the highest levels of government for the promotion and implementation of physical education and sport programmes. The recommendations of Ministers have been very explicit:

UNESCO is also the secretariat for the Intergovernmental Committee for Physical Education and Sport (CIGEPS), which was created to develop strategies for international cooperation in physical education and sport and to act as the interface between the sports movement, public authorities and civil society.

CIGEPS helped deliver on this objective when a team of experts met in Benin in 2005 and then again in Senegal in 2006, to establish a framework for quality physical education and sport in education systems.

It is also important to have close cooperation with the sporting community so that common areas of interest can be pursued through a partnership approach. UNESCO works with partners, and within the framework of different forums, to elevate the state of physical education and sport in schools.

The primary vehicle, specifically established for this purpose, is the International Council of Sport Science and Physical Education (ICSSPE). It represents the breadth of the sporting community and works as an umbrella organisation through which sport and sport science can be examined and reviewed through an educational and cultural context, to improve health and well-being, and to raise the quality of physical education in schools. ICSSPE is a recognized organization of the IOC, and a permanent advisory body to UNESCO, on the behalf of which it regularly conducts research projects.

UNESCO also has memoranda of understanding with individual organisations to drive areas of shared interest. These partnerships will be an increasing area of focus for UNESCO. Sharing and working closely with organizations such as this help produce and disseminate knowledge and towards the common goal of Education for All.

UNESCO has specific programmes to promote and enhance physical education and sport. Activities are divided between primary, secondary and higher education. The actions required in these particular areas are distinct.

The development of pedagogical materials to aid the delivery and uptake of physical education and sport throughout the world is necessary. Pre-school and primary teachers will benefit through the creation of training modules in physical education and sport within the wider curriculum. The emphasis at an early age should be placed on physical activity and the mastering of fundamental movement skills.

In this regard, UNESCO has a project targeting the 46 countries in Sub-Saharan Africa. The project deals with future pre-school and primary school teachers. These future teachers will benefit directly through the creation of a training module in the areas of physical education and sport, health, language, and safety within the greater curriculum. The project contributes to the holistic and harmonious development of children. Improving PES enriches motor skills and improves self and body awareness. In addition, investments in physical education and sport have significant returns in improved health and safety.

At the secondary level it is important to instil notions of equality and justice; to ensure that boys and girls both have equal access to sport and that the ethics of sport and notions of fair play are well understood. Provision should also be made for the practice of physical education and sport. It should not be seen as a competing educational objective, one which takes away from other important areas such as numeracy and literacy, but an essential component of a balanced education.

Structural issues are another important area of focus for UNESCO. We need to ensure that there is a pool of well trained teachers able to deliver quality physical education and sport programmes in the classroom. Improving teacher competence is essential.

UNESCO has another project in Africa, where the appraisal of training structures will ultimately contribute to improved quality of physical and sport education. An in-depth evaluation of training structures and creation of a database that make up this project will serve as the first major phase within a larger program in which subsequent phases including PES teaching in primary schools, the universitarisation of training structures, and human resource development. Ultimately this project will lay the groundwork for a process that has the potential to fundamentally change the PES situation in Africa.

Univrisitisation of PES training structures is another of UNESCO’s projects. This project targets future teachers who wish to improve their skills and eventually obtain a Professional Masters degree. They will receive financial and technical aid, as well as training courses that allow access to new teaching technologies and educational practices. This project is aimed at improving the quality of teaching through the integration of the university process into PES training structures. Ultimately the project will contribute to reinforcing the quality of training personnel, improve working conditions within the PES institutes, and encourage research work in physical education and sport.

UNESCO has great expectations for all these projects. In 2002 we initiated a similar project in teacher training in the Ecoles Normales Supérieures (Capacity Building for Lead Teacher Training), which has been a considerable success.

In conclusion, physical education is being pushed aside or crowded out of the school environment. At the same time technological change and evolution of societies are impacting on access to and uptake of physical education and sport. A concerted effort is needed to ensure that physical education and sport remain a key component of a child’s life. The benefits of physical education are manifold and undeniable. From learning important life skills such as communication and cooperation, respect for self and honesty, and understanding of others and tolerance, to just having fun, sport and physical education needs to be encouraged by everyone from schools, the sporting community, to governments and to parents. We only stand to benefit by granting our children this chance to learn through play.

UNESCO intends to continue and build on its work in promoting a higher standard of physical education, and with the help of other organisations and people on the ground, hopefully one day every child will have the opportunity to benefit from physical education and sport.

Xie xie
6.4.3. Physical education for women and girls: overcoming cultural and other barriers

Elizabeth Ferris, Member of IOC Commission for Women and Sport

Imagine the Olympics without women. Imagine a world where women did not participate in physical activity – at any level!

We have come a long way since the Baron Pierre de Coubertin declared that sport, and the Olympic movement, should be activities of male endeavour. He suggested, quite seriously, that women – being far too delicate for such sweaty pursuits – should provide the applause for the athletic achievements of men!

Unfortunately, even today, there are a number of barriers – whether historical, cultural, societal or structural – which discourage, or sometimes prohibit, women and girls from participating in sport or any form of physical activity. This paper will not dwell on those barriers, except to set the context for sharing some programs which have successfully engaged women and girls in physical activities. Then, based on those best-practice examples, a number of strategies will be proposed for overcoming cultural and other barriers to the participation of women and girls.

Setting The Scene

Historically, women have been seen as the nurturers and cheerleaders, rather than the participants in sport. Even in early childhood years, girls are often given fewer opportunities than boys to develop their basic movement skills. Traditional attitudes aid the process of gender-specific socialization where we produce “real” men i.e. those who participate in sport, and become “mates” – all to the exclusion of women and girls.

Diverse cultural, linguistic and religious backgrounds act as powerful forces to limit options, or at worst, restrict the participation of females in physical activities. The distinctive beliefs of a society can regulate the choice of clothing for women, along with the acceptance of whether women and girls can engage in mixed gender activities, or even participate in public.

Social stereotyping creates patterns of home responsibilities and family commitments which often severely restrict the time available for women and girls to pursue physical activities – particularly if also engaged in full-time work outside the home. The socio-economic status of women may also inhibit participation in sport, as can social acceptance / peer recognition when linked to physical appearance.

Structural barriers which women encounter can range from a lack of facilities and/or resources, to under – representation in decision-making forums, and even to the geographical constraints of rural living (as opposed to city /urban sport opportunities.)

In 2003, the Australian Sports Commission conducted research into current women and sport activities in the Oceania region, targeting National Olympic and Paralympic Committees from seventeen (17) countries. That research identified the common issue affecting female participation in sport as the cultural attitudes which exist towards women and girls and their role in society (i). I venture to suggest that other continents or countries would also recognize that cultural diversity can be a significant barrier – particularly amongst ethnic groups.

This research further identified that family support was the most important requirement for women and girls to participate in sport, closely followed by suitable coaching and community support.

There is often a perception that women and girls do not want to participate in sport or physical activity. However, from the research and papers published on this issue it would seem that this is simply not true! When cultural sensitivities are considered, and the family and community provide appropriate support and encouragement, much can be achieved.
Some programs which have successfully engaged women and girls in physical activities, despite the barriers, will now be presented.

**Successful / Best Practice Programs**

1. **WIMSWIM – Women Only Swimming**

This program was developed by New South Wales Sport and Recreation (ii) (a state – government department) but similar programs have been conducted in other states of Australia (South Australia; Victoria) with equally successful results.

**Rationale:**
The program was established in response to needs and concerns of various community groups about the lack of access and opportunity for many women within their area to participate in aquatic activities in a suitable and appropriate facility which addressed their cultural and religious beliefs.

**Aim:**
To provide learn to swim and a leisure swimming environment for women who due to cultural, religious and social reasons do not participate in mainstream swimming programs.

**Program Outline:**
- All learn to swim classes and leisure swimming activities are conducted in fully enclosed, indoor pools.
- Only female staff are employed – including swimming instructors and life guards.
- Access is restricted to women only during program times.
- Provision of screening such as curtains, plastic screens is arranged as needed.
- Partnerships are established between councils, community groups and the pool management.

Considerable staff time was required during the initial phase of program establishment to develop relationships and promote the program within the community.

**Outcomes:**
Since the introduction of the Wim Swim programs in May 2005, some 16 programs have been held with over 258 participants. The program has provided women and girls with the opportunity to gain valuable swimming and water safety skills as well as enjoy the social, physical and psychological benefits of an active lifestyle.

The empathy of the female staff engaged to conduct the program played a significant role in the successful outcomes.

A number of participants have also gained their Austswim accreditation to enable them to become swimming instructors – providing them with the opportunity to teach others and gain employment in the swimming industry.

Through raising awareness of the culturally specific needs of various groups in the community, the program has been embraced by a number of City Councils who now offer women-only swimming sessions to support women in their local area. In one Victorian Council area (Reservoir) the Women’s Swimming Program numbers can reach up to 200 a week.

The program also triggered the need for a purpose-made swimming costume to replace the long sleeved cotton shirt and tracksuit pants being worn by the Muslim women. This challenge was addressed by one of the Sport and Recreation staff of Arabic background who was engaged in the program and had tremendous networks in the Muslim community.

2. **GIRLS IN PHYSICAL EDUCATION PROGRAM**

This program was developed by the Newton Moore Senior High School (iii) with the support of the parent School Council. Newton Moore is a government senior high school in Bunbury, Western Australia with an enrolment of 1000 girls and boys.
Rationale:
All students are tested in a range of sports when they enter Year 8 (13 -14 years of age) and again in Year 10. These tests consistently showed a significant and worrying decline in girl’s physical performance between Years 8 and 10, so the School Council endorsed and funded a Girl’s Physical Activity Outcomes Project.

Aim:
To increase the level of physical activity for female high school students.

Program Outline:
The project comprised a number of different strategies to make physical education lessons “girl friendly”.

- Female staff delivered the program.
- Comfortable sporting uniforms were introduced.
- Single-sex classes were conducted so that the girls were not intimidated by the boys.
- Student’s needs and interests were identified.
- Flexible curriculum - girls were able to choose the sport or activity they undertook.
- There was an emphasis on fun and camaraderie rather than competition – girls place value on the social dimension of sport above winning the game.
- Links were formed with community sport.
- Encouragement was given for effort, and the successes of girls at all levels of activity was celebrated.
- Compulsory lessons about body image were conducted.
- The privacy of the change rooms was improved.

Three other programs were introduced in conjunction with the project.
- Meet You In the Middle – involving players and officials from community sporting groups in physical education lesson.

- Psychology of Involvement – a seven-week course which looked at exercise values, goal-setting, assertiveness and rewards.

- Community Sport Model – students take part in a team for ten weeks, learning fundamental skills as well as taking on the roles of team officials and administrators.

Outcomes:
As a result of the program the girls are happier and more active, with a positive outlook towards physical education lessons and few, if any, non-participants.

The specific short programs have given girls the chance to widen their views on sport and recreational activities. The blend of more skill-based traditional sports with non-traditional activities, as well as modified games, has managed to maintain the interest levels of the girls. In addition, the links with community sports have made it easier for the girls to become involved in sport outside of school hours.

The success of the project has provided a permanent change to the school’s Physical Education Program which addresses the need for girls to be more physically active. After seven (7) years of implementation with the same female staff engaged there is a positive culture of active participation. A recent analysis of Semester 1, 2006 data showed that across all year groups in the lower school, females had a higher rate of participation compared to males, and significantly so in the Year 9 group. This was not the case before this program started.

Research has indicated that parents seem to be more tolerant towards school-based physical education and sport activities than towards sport in general. Schools appear to legitimize the active involvement of girls in physical activities. As schools are the only environment where all students can be engaged, the potential for increasing the participation of girls in physical education and sport should be taken seriously by all education authorities.
3. INDIGENOUS NETBALL PROJECT

The Albury Netball Association (NSW) was successful in applying for a government grant to increase the number of Indigenous girls and women participating in netball (iv). The money helped develop and conduct the project, and directly benefited the players through paying for uniforms, state affiliation fees and travel costs to attend games.

The Indigenous players were sought with the co-operation of the local Aboriginal community through schools, advertising and publicity. Some 75 local Indigenous women and girls were involved over a three year period. These players were entered in the Association teams, individually and with non-Indigenous team-mates. The project established a welcoming environment, where Indigenous players felt comfortable and value-added to the sport of netball as a whole.

In addition, coaching sessions were organized with an Australian Netball Team member of Indigenous background. A further highlight was an Aboriginal Youth Sport and Recreation Co-operative Football/Netball Carnival which attracted 3000 Indigenous sportspeople and their families to Albury.

The National Aboriginal Sports Corporation of Australia has since developed a number of netball programs including Casting the Net, which is run with Netball Australia. This initiative conducts clinics in remote areas, development programs and the identification and development of talented Indigenous players.

Similar programs have been conducted for Indigenous women and girls in the sports of softball and field hockey through partnerships with local, state and national sports organizations, education authorities, Sport and Recreation departments and the local communities. Achievements range from increased self-esteem for players, the establishment of networks and friendships, the development of sport and non-sport skills to the selection of some Indigenous players for mainstream representative teams.

One excellent example is an organization called Koori Works which was established in Lismore, northern NSW. Koori Works has dramatically improved the participation of Indigenous girls in physical activity by establishing Indigenous teams in a range of sports, ensuring minimal cost for participants and assisting with transport costs. The organization initially started with one netball team and now has 13 teams in total, comprising 137 players of netball, softball, field hockey and touch football.

Time prevents the sharing of other successful programs which involve women and girls in physical activities which overcome barriers to their participation. In many ways it is a case of DOING THINGS DIFFERENTLY – not necessarily doing different things.

STRATEGIES FOR OVERCOMING CULTURAL AND OTHER BARRIERS TO THE PARTICIPATION OF WOMEN AND GIRLS IN PHYSICAL ACTIVITIES.

- Consult women and girls in your organization and in the community to determine strategies to help achieve your goals. Involve them in planning the program.
- Develop partnerships with the local community and provide regular updates on the project.
- Enlist the support of parents.
- Take basic cultural and religious rules into consideration. Remember that what works for one culture may not work for another.
- Emphasise fun and skill development
- Separate activities for women and girls from those conducted for men and boys.
- Engage female staff – organizers, teachers, coaches, officials.
- Schedule daytime activities and childcare facilities if required.
• Implement flexible rules for sports clothing.

• Celebrate success at all levels.

The Montreal Tool Kit (v), which was distributed at the 2002 World Conference on Women and Sport, provided a top ten list of factors for successfully designing a program for women and girls (based on a Canadian initiative On The Move.) The factors highlighted were:

• fun
• a mix of physical and social activities
• input into program design
• girls and women only
• a safe and supportive environment
• peer age groupings
• basic skill learning
• role model leader
• food
• choice of clothing and music

Conclusion

The memory of Hassiba Boulmerka of Algeria winning the 1500m gold at the 1992 Barcelona Olympic Games lives on. Despite being threatened with death by Islamic fundamentalists she courageously pursued her dream – her training regime loyally supported by her family – to become a national hero! As did Cathy Freeman in the 2000 Sydney Olympic Games when she won the 400 metres with the expectation of all Australians on her shoulders. Both Hassiba and Nahal El Moutawakil of Morocco (who became the first woman from an Islamic nation to win gold when she hurled to victory in 1984) broke traditional Arab rules in male-dominated communities, just by competing. These women dismantled powerful cultural forces because of their love of sport, and in doing so – became an inspiration to us all.

References.


ii) NSW Sport and Recreation – Active Communities Case Studies 2006 – WIMSWIM – Women only swimming


iv) NSW Sport and Recreation “Social Responsibility – It’s Your Business” Increasing the participation of women and girls. Guidelines for NSW sport and recreation organizations. 2002

v) The Montreal Toolkit A Legacy of 2002 World Conference on Women and Sport
6.4.4. Sport for health

Deanna Ashley, Director, Health Promotion and Protection Division, Jamaican Ministry of Health

Promoting Healthy Lifestyle through Sports

The Jamaican Approach

Deanna Ashley

Wednesday, 7th
23 – 24th October 2005

Background

- Deaths/illness and disabilities shifted from communicable to chronic non-communicable diseases
- Major causes
  - Cardiovascular disease
  - Diabetes
  - Obesity
  - Cancer

Background

- 56% of deaths annually due to these conditions
- Related to lifestyle of the Jamaican population

Survey Findings 2000

- 30% men & 60% women – overweight or obese
- 40% sedentary or low physical activity level
- High consumption of fat
- Low consumption of fruits & vegetables

Survey Findings 2000

- High risk behaviours especially in adolescents and youths;
  - Early initiation of sexual activity
  - High HIV rates
  - High violence-related injuries (50,000 per year)
Factors Associated with Delinquent Behaviour (Jamaican Studies)
- Underachievement
- Exposure to/witnessing violence
- Drug/alcohol use
- Suicidal thoughts
- Watching >20hrs TV per week

Protective Factors
- Caring supportive parents and mentors
- Involvement in organized after school activities
- Good level of numeracy and literacy

Healthy Lifestyle Programme
- National Policy & Strategic Plan for the Promotion of Healthy Lifestyle Programme
- Approved 2004

Healthy Lifestyle Programme
- Promotes key healthy behaviours that impact on the major chronic health conditions affecting the population
  - Increase in physical activity
  - Appropriate eating behaviours
  - Prevention of smoking & substance abuse
  - Appropriate sexual behaviours
  - Building skills, self esteem and resiliency

Healthy Lifestyle Programme
- Targets all ages especially children and youth
- Promotes partnerships

Healthy Lifestyle Programme
- Key Component of Strategy:
  - Promotions of Sports for All (traditional & non-traditional) through:
    - Existing school programmes/competitions e.g. football, hockey
    - New school-based initiatives e.g. synchronised
    - Sport association (Jamaican, cycling & tennis Jamaica)
  - Community-based initiatives
Why Sports?

- Improves physical health and fitness
- Promotes appropriate eating behaviours
- Reduces risk of chronic illnesses
- Promotes responsible social behaviours

Why Sports?

- Helps handling of competition and conflict resolution
- Promotes self discipline and team work
- Helps build self esteem and life skills

Why Sports?

- Is exciting, creative and fun
- Provides opportunities for organized after school activities
- Prevents long hours of TV watching
- Enables participants to gain knowledge about healthy living

Football Initiative

- Community Football Competitions
  - Teams with participants from ‘warring gangs’ in different communities mixed
  - Healthy lifestyle workshops held for participants & coaches
  - Competition between mixed teams

Football Initiative

- Inter Secondary School Football Competition
  - To promote healthy lifestyle in particular violence prevention methods through sports
  - To promote responsible healthy behaviours in children and youth
Football Initiative
- Training conducted for 120 coaches (60 male, 60 female) on topics:
  - High risk behaviour
  - Building resiliency through sports
  - Creating an effective coaching programme
  - Prevent and care of common football injuries (prevention & treatment) of adolescent players

Football Initiative
- Topics covered:
  - Conflict resolution and anger management
  - Proper nutrition
  - Disciplines of physical preparation
  - Motivation, building leadership
  - Team building

Football Initiative
- Development of Criteria & Scoring System for Assessment of Most Valuable Player and Most Valuable Team with categories:
  - Nutrition
  - Behaviour on the field
  - Attitude
  - Behaviour of spectators
  - Actions taken by Coaches to prevent aggressive behaviour
  - Healthy Lifestyle promotion

Extract from Score Card

<table>
<thead>
<tr>
<th>Criteria</th>
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<tr>
<td>Nutrition</td>
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<tr>
<td>Team’s diet during competition</td>
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<tr>
<td>Eating healthy in school</td>
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<tr>
<td>Behaviour on field</td>
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</tr>
<tr>
<td>Off-field behavior</td>
<td>1</td>
</tr>
<tr>
<td>Attitude toward training</td>
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</tr>
<tr>
<td>Commitment towards criterion</td>
<td>1</td>
</tr>
</tbody>
</table>

Hockey Initiative
- Summer camps in collaboration with Jamaica Hockey Association
  - 2 day training for 15 Coaches
  - 9 day practices for 50 children ages 9 – 14 with Coaches
  - Theme: Early sex, drugs, alcohol, violence…NOTE: Just Hockey

Other Initiatives
- Cheerdancing:
  - Series of weekend workshops for成熟 and mature age 11 – 17 spread over 2 school terms
  - Final competition in term 3
  - Complementation assessment on cheerdancing technique, healthy lifestyle knowledge, equipment, peers and friends
  - Just Hockey
Other Initiatives

- Reggae Marathon 5k run/walks
- Bike-A-thon

Other Initiatives

- Healthy Zones
  - To promote the creation of healthy, green, safe spaces in communities with multi-purpose courts and jogging/walking trails for community sports and physical activity

Sport Activities

JAMAICA NO PROBLEM
6.5. Parallel C – Athletes, education and post-career opportunities

6.5.1. Combining education and high level sport

Frankie Fredericks, IOC Member

I am pleased to join you at this 5th World Forum on Sport, Education and Culture. At the same time, I would like to thank the organisers of this important conference and in particular the Department of International cooperation and Development for the invitation to participate in this forum.

At this stage, it might be appropriate to draw from my own experiences. As some of you might know, I hail from Namibia, a country four times the size of the United Kingdom and located on the southwestern seabed of Africa.

I grew up in the dusty streets of a black township in Namibia called Katutura. Like many of those destitute Namibians under apartheid we had very little to look forward to except hope for a better future.

I schooled in Windhoek at St Andrews and Dobra.

As a single parent my mother had to worry about everything: what we eat, about paying rent, about our overall well-being. I remember at times we ate only once a day. Some days we had nothing to eat.

Growing up poor and overcoming several obstacles made me a stronger person. I became more determined to succeed in life.

I don’t mean to tell you that it was easy. Growing up in Katutura was hard. Growing up in Apartheid was hard. But by getting my education, I could look beyond that. I did not care what somebody calls me. As long as I can walk proud because of whom I am.

Concordia

At Concordia I met many of the students that had ambitions to become doctors, accountants, lawyers, dentists and many other professions that I have never even heard before. At this stage of my life I was confused, university I was suppose to finish high school and find a job.

Focusing on my natural talents and earning my high school certificate opened a lot of doors for me. I limited my associations with undesirable friends. Due to the divisive policies that deliberately kept black people oppressed and subjugated, opportunities for black Namibians to take on tertiary studies were not available both in South Africa and Namibia. Limited opportunities to excel – academically and in sport

I received a scholarship from Rossing. The deal was that I will work in all departments until I knew what I wanted to do and then they will send me to any university.

Athletics became my trump card to get notice. As a result of my athletics I was given the opportunity to study in the United States. This heralded the beginning of my athletics career.

Through careful combination of high level athletics and education I was able to obtain a Bachelor of Science Degree and there after a Masters Degree in Business Administration whilst at the same time building an international career in athletics. It was not an easy journey, because I had to constantly strike a balance between academics and athletics.

Despite the difficulties in combining sport and education, I am happy that I was able to persevere because today, having retired from active sports, I can proudly fall back on my academic credentials. I can only imagine the frustrations I would have been faced with following my retirement from international athletics if I had no academic grounding.
I was equally fortunate that the University I attended placed great importance on sports. However, there were many and wide-ranging problems such as long and intensive training schedules that cannot always be worked around university time-tables and calendars; travel to competition both nationally and internationally—quite often of lengthy, uncertain and undefined periods of time. Problems such as these result in athletes missing or being unable to complete commitments at their universities (such as lectures, tutorials, seminars, laboratories, workshops, assessment, etc) and also interactions with fellow students, tutors, lecturers, course advisers, and deans. Many of these persons lack an understanding and sympathy of the academic and sporting desires and objectives of elite athletes.

I am told that even France, which has a stern academic tradition in training its elite, there is now a strong emphasis on sports at Ecole Polytechnique, which is one of the top 2 universities in the country and produces many of its leaders.

We have to prepare athletes to have the greatest advantage in a future that will be both challenging than the past, and richer with opportunities. To do this, we have to give our athletes a strong foundation of knowledge, and an appetite to learn continuously. That’s fundamental, no matter what we do as athletes.

This is why we must redouble efforts to provide athletes with a holistic and broad-based education, with an emphasis on activities that develop tenacity and strength of character among athletes. Sports and other rugged activities lend themselves most naturally to building these qualities.

They provide opportunities for athletes to challenge themselves in grueling practice, to train and sweat for years with their team-mates, to think on the move, and to win with humility and lose with grace. They also give us experiences to cherish long after we leave competitive sport, and the warmest memories that we recount with fellow athletes. These are the experiences that build loyalties.

In essence, the combining of high level sport and education ultimately serve to reinforce good citizenship. It builds on the values of teamwork, cooperation and responsibilities to others. The future of athletics, therefore, should be shaped by the complementary goals of academic grounding and advocacy for positive values in sport.

A study on combining high level sport and education revealed that coaches are ideally suited to be in contact with the educational system, and be able to understand the importance of education for a high level athlete. If the coach is informed about that, he/she would be the right person to explain the issues of education and high level sport to the environment of the athlete. The report notes that it is good to have the dream of being Olympic champion, but there is no place for everyone and in this context you can not forget the education of young talented athletes. Coaches may be able to pass the message to athlete, but also to his/her family and his/her environment.

The report further indicates that national federations must underscore the education of their young talented and elite athletes because they might be a source of staff for their organization at different level and for different matters. Moreover, a federation has to integrate a coordinator or a person responsible for planning career, sporting career as much as educational and professional career. It is not a major investment but a real help for every single athlete who does not know what his/her goals are and who dreams about being an Olympic Champion.

Regarding countries involved in sport and education programmes but are not really centralised in their sport or national system, the report suggest that the first would be to develop regional or national centres in order to have a concentration of high level athletes at the same place. This allows dealing more efficiently with local educational structures and to inform elite athletes of the importance of the balance between education and high level sport and to oblige them to follow educational courses at certain extent.

A further critical approach is the need for retired international athletes to serve as mentors and in so doing inform and to encourage young talented athletes to follow courses or at least to do something educational aside.

I have decided to follow this approach and through the activities of the Frank Fredericks Foundation, we are providing scholarships to promising athletes so that they can benefit from tertiary education while pursuing their athletic hopes and aspirations.
My experiences have shown that the tension between sport and study is made difficult by time and financial pressures. In addition, while athletes may be motivated, organised and skilled as far as their sport is concerned, this may not carry over to academic pursuits. Having touched on various aspects, it is important to stress that:

- tertiary study and elite sport are worthy concurrent activities;
- students must live in a complex environment that concludes many facets other than study;
- universities must include the 'whole' athletes environment when developing a system of principles to facilitate and encompass student excellence.

In conclusion, it is critical that ongoing support be provided to enhance the ability of universities and colleges to provide integrated and ongoing pro-active planning strategies and systems, including study loads and time management, and that this be followed by regular monitoring and coaching.

I thank you.

Sports, education and culture play an integral role in education we seek, not only as athletes but as productive citizens of the world. Through the combination of sport and education we are able to develop critical life skills that matter long after a career in athletics, basketball or football has come to an end. We know of professional athletes who took their sports seriously, excelled in it, and have gone on to make a mark in their professions or in enterprise, and as leaders of society. On the other hand we also know about many athletes after their career in sports have nothing to fall back on.
6.5.2. Athletes and nationality: opportunity or opportunism?

Samuel Mdee, Journalist

I bring you the good wishes of the people of Tanzania and especially the sporting world out there with which I have been associated all my adult life.

The topic before us “Athletes and Nationality, Opportunity and Opportunism” is at once exciting and heart rending for me as I should endeavour in the couple of minutes allotted to me, to bring home the two themes.

Exciting because of the every opportunities that open up for our athletes and our sporting young men and women who seriously take up sport for the love of it. These include, but are not confined to attaining a healthy body and a healthy mind, making friends locally and internationally, getting national and international recognition, winning awards and trophies at the two levels just mentioned, attaining fame and with luck money.

It is the nature of us human beings to seek out good-living. And despite theories that disparage money as a way to achieving that the practical truth remains that well-earned and managed money invariably leads to good living.

The thirst for good living in us human is very high its almost insatiable, and it has been so since time immemorial. Villagers have abandoned their localities for new ones that offered them better prospects of achieving good-living.

Urbanities have switched town and cities to achieve exactly that. Athletes all over the world aspire to the same good living. And the more famous they become the greater the urge to move on to greener pastures. That is to be expected – they are human beings after all!

And precisely because good living standards are hardly the domain of village life where the majority of the world come from, those of our athletes who excel at village level, will seek to move to higher ground – almost always to the urban areas. And those who make it at the national level, will seek to enjoy their fame and maintain it at the international arena. That for many an athlete from poor and developing Africa, will almost certainly mean a pitch for Europe or North America.

And here is where problems begin to emerge, which leads me to the heart – rending that I alluded to at the beginning of my presentation.

I come, as I said at the outset from a proud but poor Tanzania. Our Nationalism and Patriotism holds our Nationality and citizenship jealously. We do not entertain dual nationality as a matter of national pride.

Those of our people who decide to take up a second or third Nationality must promptly lose their Tanzanian citizenship. To act otherwise is a breach of the constitution. I do not believe that this jealousy in guarding our citizenship is a preserve of Tanzania – It is common among many countries that I know of.

So then the lure of good life and sustenance of the fame athletes achieved in the sports fields clashed with the reality of life not just in Tanzania but elsewhere in the developing world, the latter lost out.

There were two antagonistic stances – On the one hand Athletes and sportsmen and women chose to migrate to greener pastures and on the other the authorities dug in to stop them!

Let me just let you fellow delegates into a little digression which I believe will serve to make the point.

In the sixties and seventies, I was involved in the leadership of what was then arguably the most successful football club in our country. Those of our players who excelled very well sought to migrate to clubs in the Middle East and onwards to Europe. They got the shock of their lives when authorities moved in, criminalized the action and snatched their passports to stem what would otherwise have been a tidal wave of emigration.
Although that checked the flood, it did not stop the trickle. So those who made it reached the greener pastures; but they simultaneously earned the wrath of their authorities and I might add the disdain of their compatriots.

Who does not know of some athletes from some African countries who had to take a nationality change only to earn the disapproval of their folks back home?

Yet look what happened to many a promising athlete and other sportsmen and women who got caught in this hide and seek syndrome with their authorities. They remained behind, and at the twilight of their athletic and sporting careers, they fell back into the den of swelling unemployment. Some developed disgraceful habits – drunkenness, drug taking and drug trafficking.

I am aware of several who at the height of their sporting careers were idolized as heroes but who are now viewed as villains when their lifestyles took a shameful turn.

Some in the desperate desire to make a living, any living at all, ended up in foreign jails having stowed away in foreign ships plying the routes to Europe.

That brings me to the point where I pose the question “do we as the international community have the desire, the capacity the wherewithal and the courage to create opportunities for our athletes and sporting youth or do we want to continue allowing them to remain opportunists.

Let us pause for a while and digest the question. For I believe – If we have the will, we will find the way. That is why I hail and applaud the International Olympic Committee and the Athletes Commission for launching the Adeco project which puts the future athlete in the fame of today giving them the necessary education and training in trades.

There is a salutary lesson for all of us in what I have just said. Look, with us here today are two gentlemen I do wish to speak of to cement my point. Filbert Bayi, a Tanzanian who broke the world 1,500 meters record in the Commonwealth games in Christchurch, New Zealand in 1972. He became an instant National hero; we even observed his victory with a National holiday.

When he reached the peak of his talents, he fell back to the cushion of his military career. Now he is a successful educator.

The other is Frankie Fredericks, an outstanding athlete of his time, recognized throughout the world and a respected member of the IOC.

Both these men remained nationals of their countries, citizens of the world and sports icons to this day. But that was only possible because of the opportunity they exploited when they were not nearly as creative or who did not have similar opportunities, are currently enduring lives of abject poverty or headed there.

The challenge to us all is this – open up educational opportunities to our athletes at their prime and produce a thousand Frankie Fredericks and Filbert Bayis or the close the opportunity window and end up with today’s heroes becoming broken people., beggars, drunkards, drug traffickers and or jailbirds across the globe, or worse.

Whilst I know that the spectre of too many of its athletes and sporting youth going down this drain should be a wake-up call for any country, I am not unmindful of the difference between acknowledging a problem and the capacity to solve it. It behaves all of us to campaign for an educational programme whose objective is top prepare all of our athletes the world over to face and manage life after fame.

We may not here today have the wherewithal but we can at the very least raise our voices and point in that direction.

Mr Chairman, fellow speakers, invited guests and IOC officials I submit the future for those athletes lies in our hands – let us pluck up the courage and cat, now.

I thank you for your kind and generous attention.
6.5.3. Employment opportunities and skills development through sport

Giovanni di Cola, Programme Coordinator, ILO

United Nations Millennium Development Goals

1. Eradicate Extreme Poverty and Hunger
2. Achieve Universal Primary Education
3. Promote Gender Equality and Empower Women
4. Reduce Child Mortality
5. Improve Maternal Health
6. Combat HIV/AIDS, Malaria and Other Diseases
7. Ensure Environmental Sustainability
8. Develop a Global Partnership for Development

Paragraph 145
Monitoring Partnerships

Monitoring partnerships requires:
- list of local, national and global partners
- contributions, including non-financial
- links with national policies
- basic indicators

Integrating Local Economies into the Global Economy

- Local communities develop their own skills around sport activities;
- Skills specific to the community’s social environment are developed;
- Local community members develop capacities for the logistics of the sport event and elevate and disseminate the standards across the region;
- International recognition is given to the event and branding is possible.

Mozambique: Case Study

- Youth Insertion Through Sport Program
  - Building a cooperative run by local women to produce school uniforms
  - Contributing to policy for social insertion of youth through sport as national strategy to reduce poverty
  - Exchange of knowledge and experiences through universitas network

Senegal: Case Study

<table>
<thead>
<tr>
<th>Job identified</th>
<th>Training/retraining required</th>
<th>Development objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreational facilities manager</td>
<td>Training in local development and territorial synergies in the areas of:</td>
<td>Increased number of teachers, coaches, educators in sport and related activities</td>
</tr>
<tr>
<td>Educators and coaches</td>
<td>Local governments and national institutions Sport environment and sport tourism Training for educators and coaches</td>
<td>Upgrading sport facilities and recreational centres Managing competitions and sport events</td>
</tr>
<tr>
<td>Guides and sport coaches/community leaders</td>
<td>Sport management for federations and for sport centres</td>
<td></td>
</tr>
<tr>
<td>Sports facilities logistics experts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIVERSITAS Programme
"Decent Work through Training and Innovation"

The ILO/UNIVERSITAS overall objectives are:
- Strengthening partnerships (local to global) to address poverty reduction and promote decent work;
- Generating socio-economic development through enhancing UN, bilateral and non-state donor support;
- Using a network of universities at both international and national levels to gain and mobilize resources;
- Reviewing universities' curricula to incorporate the MDGs and Decent Work Agenda for youth development and local to global involvement.

UNIVERSITAS Network

Example of sharing knowledge on a topic area through a
Network of Universities

Framework for Collaboration
IOC-ILO

IOC and ILO cooperation started in 1922 with de Coubertin as President of the IOC and Albert Thomas director of the ILO

Definition of Skills
- Competencies: knowledge, skills, know how.
- Qualifications: expression of vocational and professional abilities
- Employability portable competencies and qualifications and individual capacities.
Basic Skills and Values Learned Through Sport

Sport-specific skills, as described in the Report of the United Nations Inter-Agency Task Force on Sport for Development and Peace (United Nations, 2003, p.2), include:

- Communication
- Respect for the rules
- Problem-solving
- Understanding
- Connecting with others
- Leadership
- Respect for others
- Values of effort
- How to win
- How to lose
- How to manage competition

Example of selected employability skills

- Respect of others and of the rules
- Team building and
- Managing performances and technology

Sources: sport for development projects, EU and UN funded (2001)

Employability Skills and Sport-Specific Skills

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Sport Specific Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Thinking skills</td>
</tr>
<tr>
<td></td>
<td>Personal skills</td>
</tr>
<tr>
<td></td>
<td>Emotional skills</td>
</tr>
<tr>
<td></td>
<td>Interpersonal skills</td>
</tr>
<tr>
<td></td>
<td>Leadership skills</td>
</tr>
</tbody>
</table>

Conclusions

1. Sport streamlines employability skills
2. Sport contributes to the development of youth skills and should be recognized as an accelerator to insert youth and athletes socially and economically.
3. Soft skills provide with the opportunity to enhance Olympic education programmes in primary and secondary education

Soft Skills

<table>
<thead>
<tr>
<th>Teacher-child relationship</th>
<th>Behaviour of physical education teachers and personnel standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Open, positive and encouraging</td>
</tr>
<tr>
<td></td>
<td>Maintains the highest standards of personal conduct and support the principle of fair play</td>
</tr>
<tr>
<td></td>
<td>Free from verbal, physical or emotional abuse</td>
</tr>
<tr>
<td></td>
<td>Responsible for setting boundaries between a working relationship and friendship with children</td>
</tr>
<tr>
<td></td>
<td>Respects the needs and developmental stages of the children</td>
</tr>
<tr>
<td></td>
<td>Ensures that children or outsiders could not influence certain situations or friendly actions</td>
</tr>
<tr>
<td></td>
<td>Aimed at the promotion of enjoyment and individual progress</td>
</tr>
<tr>
<td></td>
<td>In order to obtain personal benefit or reward</td>
</tr>
<tr>
<td></td>
<td>Cared out in a context where children's rights are protected</td>
</tr>
<tr>
<td></td>
<td>Ensures that children or outsiders could not influence certain situations or friendly actions</td>
</tr>
</tbody>
</table>

V World Forum on Sport, Education and Culture
International Cooperation and Development Dept
6.5.4. Training athletes for life after the Games

Robert Ctvrtlik, IOC Member

Overview

- Why is the IOC/Adecco Athlete Career Programme (ACP) Needed?
- The Origins of the ACP
- Brief description of the educational component of the program
- Current status update of the ACP

Facts

- Athletes devote income-earning years in traditional careers to pursue the Olympic Dream and represent their respective countries on the world stage.
- A very small percentage of Olympians are financially stable at the end of their career.
- Training and competing at the Olympic level is a full-time job in itself.

Why an Athlete Career Programme?

Due to advances in sport science and technology, athletes are able to remain competitive and stay in sport longer. This means athletes are focused on sport longer which results in:

- Delayed planning of their post-athletic career transition
- Will have a higher likelihood of supporting a family

Why an Athlete Career Programme?

Some research (although limited) suggests:

- 60% of Olympians are concerned about managing their professional careers after they retire from Olympic competition (Forster & Harris Interactive, 2001)
- 70% of Olympians and 41% of hopefuls indicate that they are worried about spending too much time in training and competition at the expense of professional development (Forster & Harris Interactive, 2001)
- 80% of athletes would be interested in information on jobs and educational opportunities while training and competing as well as during their career transition (Grieger & Ottick, 1993)
• But how can athletes prepare for their post-athletic career when their current sports career is all encompassing?

• The IOC/Adecco Athlete Career Programme

• International Olympic Committee – Working with 203 National Olympic Committees has the ability to coordinate Olympic Athletes

• Adecco – The world’s largest Human Resource Firm with offices in over 88 countries can offer training and job assistance

SUPPORT ATHLETES WITH CAREER OBJECTIVES & JOB NEEDS DURING AND AFTER THEIR ATHLETIC CAREERS

Vision

Origins of Program

• IOC Athlete’s Commission – Sergey Bubka Chairman/Olymplan

• IOC President – Jacques Rogge/Olymplan IOC Executive Board

• Contract Signed Adecco/IOC February 2005

• Steering Committee Formed – ¼ Olympic Family, ¼ Adecco

How the Athletes Career Programme works

Athletes Entering the ACP will take one of two tracks:

• Educational/Comprehensive Track => Athletics => Future Job

• Job Placement Track
  - Full-time
  - Part-time

Phase 1: Educational Transition Career Seminars
• Psychological support (to promote self analysis)
• Self-improvement tools (CV/Resume, Networking, Interviewing)

Phase 2: Personal Analysis (first interview)
• Motivation, skills, geographic economic analysis
• Availability analysis (time, mobility, training)

Phase 3: Professional Preparation (second interview)
• Defining professional profile, objectives, and necessary training
• Personal development plan
• Interview simulation

Phase 4: Employment
• Introduction to Adecco clients
• Insertion in Adecco candidate database
• Regular individual monitoring
Programme Evolution - since 1999

1999
- 18 athletes found a job
  - Spain (1999)
  - Italy (1999)
  - Denmark (1999)
  - Sweden (1999)
  - Poland (1999)
  - Austria (1999)
  - Greece (1999)

2003-2004
- 34 athletes found a job
  - Brazil (1999)
  - USA (1999)
  - Romania (1999)
  - Hungary (1999)
  - Australia (1999)
  - Netherlands (1999)
  - South Korea (1999)
  - New Zealand (1999)
  - Poland (1999)
  - France (1999)
  - United Kingdom (1999)
  - Singapore (1999)

2005-2006
- 40 athletes found a job
  - Mexico (1999)
  - Canada (1999)
  - UK (1999)
  - Japan (1999)
  - South Africa (1999)
  - Australia (1999)
  - Germany (1999)
  - Slovenia (1999)
  - Singapore (1999)

Outlook 2008
- Brazil (1999)
- USA (1999)
- Mexico (1999)
- Canada (1999)
- UK (1999)
- Japan (1999)
- South Africa (1999)
- Australia (1999)
- Germany (1999)
- Slovenia (1999)
- Singapore (1999)

IOC/Adecco Athlete Career Programme Update
- New Restructuring: IOC/Adecco Reorganisation
- New Adecco-Derivational Structure (new in place 2006)
- Future Reporting to Focus on Education as well as actual job placement
- Future Leadership:
  - Bob Corks (IOC/Adecco Strategic Advisor/IOC Member/CYP) 
  - 7th Olympic Games SA Public Relations & Global Marketing Partnerships
  - 3rd Olympic Games Athens Career Programme Cerealia
  - Review & Improvements
  - IOC/Adecco Meeting Committe

A seminar in Vancouver December 2006

IOC/Adecco Athlete Career Programme
- Future Expansion: Beginning 2007
- Training: Sponsor Involvement

Creating your Career Game Plan
Assessing your career goals and introduction to your professional CV/resume

Who am I?
- What do I do best
- What do I like to do
- What are my interests
- What am I skilled at
- Why am I unique
- How do I like to do
- Where do I go?
- What do I do?
- How do I leverage these?
- What do I value

Parts of a CV/Resume
- Professional objectives: A concise statement of what you want to do.
- Summary statement: Summarise experience, areas of expertise, skills, and distinctions
Parts of a CV/Resume

- Employment History: Company name, years of employment, and job assignments.
- Responsibility Statements: Summarize information from your job description, assignments, and job duties.

Building Your Team

Who is Your Network? It is up to you!!

Friends, relatives, neighbors
Religious, ethnic, professional organizations, community, political groups

KOC Sponsors, Professional contacts
Personal business connections (banker, stock broker, accountant, doctor, dentist)

Fellow Teammates, coach, trainer, KOC, High School
Your spouse's/partner's network

New Contacts from "Structured" Networking Events
Others in this room

Did You Know?

<table>
<thead>
<tr>
<th>Job Search Activity</th>
<th>Percentage That Finds Jobs Using This Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Searching Internet Ads</td>
<td>4%</td>
</tr>
<tr>
<td>Other Job Fairs, Career</td>
<td>9%</td>
</tr>
<tr>
<td>Placement Office, Direct</td>
<td></td>
</tr>
<tr>
<td>Mail, Walk-ins, etc</td>
<td></td>
</tr>
<tr>
<td>Searching Print Ads</td>
<td>11%</td>
</tr>
<tr>
<td>Working with Search</td>
<td>12%</td>
</tr>
<tr>
<td>Firms/Recruiters</td>
<td></td>
</tr>
<tr>
<td>Networking</td>
<td>64%</td>
</tr>
</tbody>
</table>

Post-Networking Protocol

- Review your notes to analyze information about trends or specific needs within your chosen field or organizations.
- Look for matches to your skills with the perceived long term staffing needs in your chosen field/organization.
- Document your findings for future reference.
- Send thank you notes to everyone that you collected a business card from at the event.
- Follow up with each contact as promised.
GETTING IN THE GAME
Interviewing Workshop

AGENDA
- Introduction
- Interview methods
- Preparing for the Interview
- Stages of the Interview process
- Sensitive topics
- Exercise
- Categories of questions
- Asking the right questions
- The Salary question
- Closing

BEFORE THE INTERVIEW
- Research the industry, the company and the interviewer(s).
- Develop list of questions.
- Take notes to the interview.
- Develop your S.O.A.R. statements
  - From the CV Preparation
  - Find out who will be conducting the interview(s).
  - Establish how much time is planned for the interview(s).
- Logistics

DURING THE INTERVIEW
- Listen for opportunities, which you can solve.
- Listen carefully to all questions and make sure you understand what is being asked.
- Respond using your S.O.A.R. statements
- Be aware of your non-verbal cues (i.e.; clothing, grooming, posture, interest, etc.).
- Uncover as much information as possible about the position before going into details about your background.
- Always respond in a positive tone.
- Tailor and expand your positioning statement accordingly.
- Postpone salary discussions until an offer is made.

CONCLUDING THE INTERVIEW
- Summarize key points.
- Ask them for feedback (i.e.; thoughts about your candidicy).
- Ask what the next steps are.
- Arrange for a specific date and time for your next contact with them.
- Make notes about the interview.
- Send follow-up / thank you letters immediately.

Thank you
6.6. Parallel D – Sport and social harmony

6.6.1. Intervention: Cyprus NOC education project (a case study)

Clea Papaellina, Executive Board Member of NOC of Cyprus in charge of Education

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Olympic Education Programme

The Olympic Education Programme began the very next day following the inauguration of the Olympic House on 20th September 2004. The inauguration was carried out by the President of the Republic of Cyprus, Tassos Papadopoulos and the IOC President Jacques Rogge. The inauguration ceremony was also attended by many IOC Members and other distinguished personalities including the Chairman of the IOC Commission for Culture and Olympic Education Mr. Zhenliang He.

- The Olympic House does not have a dedicated museum space but rather the entire edifice constitutes a huge museum.

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OLYMPIC EDUCATION PROGRAMME

- This programme is conducted jointly by the Cyprus Olympic Committee, the Department of Education of the University of Cyprus and the Ministry of Education and Culture.

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Cyprus Olympic Committee

Our Mission

- The aim of Cyprus NOC is to spread the Olympic values and ideals to the youth of Cyprus.

---

Olympic education Programme

Objectives of the Program

- Through education and training to reach out to the world and young people in particular and spread to them the ideals of Olympism.

- To project the significance of the Olympic House as a vehicle that unifies all sports and provide a link between sport and society.

---

Olympic Education Programme

Objectives

The visitors will

- experience the timeless values of olympism which promote bodily and intellectual development.

- be encouraged to adopt attitudes that respect cultural and ethnic diversity.

- cultivate the desire to become Olympic Volunteers.

- learn about the Olympic Movement in all its facets.
Educational Tours

PRESENT THEMATIC UNITS
- 35 Olive trees representing each of the sport federations.
- The Rings.
- Sculptures.
- Model of Olympic House.
- Ancient Olympics.
- The Olive Tree from Ancient Olympia.
- Ancient Olympic Games.
- The Revival of the Olympic Games.
- Athens 1896.
- Modern Olympic Games.
- Olympic Torches.
- Thematic Gardens.
- Inaugural plaque.

Itinerary Of the Educational Tour

- 35 Olive Trees
  The growth of olive trees symbolizes the growth of the sport federations.

- The Rings
  The Olympic symbol is made up of five interlocking rings representing the five continents and the gathering of athletes from all over the world.

- 12 Sculptures
  The 12 sculptures are the work of famous Cypriot sculptors. Their themes include the following: Paralympic games, synchronized swimming, the motto etc.
Model of Olympic House
The visitors see a model of the Olympic House in glass dome and can gain an overall perception of the building.

The man who conceived the idea of accommodating all sport federations under one roof is our President of NOC, Mr. Kikis N. Lazarides.

Ancient Olympia
They will learn when the Games first started and also about the geography of Ancient Olympia and major landmarks of its history as well as its present day functions.

The Olive Tree from Ancient Olympia
An olive tree from the sacred space of ancient Olympia has been transplanted in Olympic House in order to remind us of the roots of Olympism and the connection between Cyprus and Greece.

Ancient Olympic Games
The origins of the Olympic Games, the sacred truce, the other Panhellenic games, the programme of the Games, the ending of the Games, awards, comparison of then with now, etc.

The Revival of the Olympic Games
- "Zappean Olympiads" or "OLYMPIA".
- Baron Pierre de Couberin.
- Dimitrios Vikelas.
- The Creation of the IOC on June 23rd 1894.

Athens 1896
The decision of the International Athletic Congress of Paris in 1894 to assign the organization of the first modern Olympic Games to Athens. The Olympic Anthem, the Programme of the Games, the Marathon.
Modern Olympic Games
What makes the Olympic Games so popular. Multicultural character, Posters, Mascots, pictograms, olympic coins. The Games in relation to current challenges, etc.

Torches
The exhibition of the Olympic torches used in the Lighting ceremonies and Olympic torch relays between 1936-2004. They come from the private collection of Mr. Athanasios Kritsinellis. Up to now the exhibition has been visited by 1500 students of all ages.

Thematic Gardens
They symbolize the 5 Continents.

Inauguration Plaque.

Thematic Units planned for the near future
- Paralympic Games.
- Beijing 2008.
- Games of the Small States of Europe
- Athletics in Cyprus from Antiquity to today.
- The contribution of Cyprus in the ATHENS Olympic Games.
- Olympic challenges.
- Sports Equipment.
- Great Olympic Athletes.
- Fair Play.

Thematic Units planned for the near future
- The structure of the Olympic movement.
- The Commission for Culture and Olympic Education.
- The International Olympic Academy.
- Olympic Museum Lausanne.
- Cyprus Olympic Committee.
- Cypriot Athletes.
CHANGE OF THEMES

While the programme in its fundamental objective will continue unchanged, variations will take place from time to time in order to address topical issues. This will help the programme retain its appeal to the public.

1. Future Tours Will include:

- The Wagon of learning will include various demonstrations of objects to update learning in Olympic Games.
- Workshops.
- Olympic Education “package” that will be given to visitors.
- Temporary exhibitions on different subjects related to sport.
- Activity books.
- Visitor’s guide.
- Educational resources for schools.

Other Activities

- Olympic Lectures. (from institutions of the Olympic Movement, COI, IOC, NOCs, Cypriot NOC, other NOCS, Olympic Museum Liaisons).
- Olympic Weeks.
- Presentations by Federations to promote their sport.
- Mobile Olympic Education Programme.
- Teachers’ training.
- Publications.
- Collaborations.

Conclusion:

Our Programme is entitled “Olympic Education: From theory to implementation”. It took us some time to prepare, but we hope we have produced a comprehensive project, with a great deal of scope for expansion in future to meet the changing needs of our community.

Thank you!

Ευχαριστώ!
6.6.2. Sport and disadvantaged people? Who are the disadvantaged?

Philip Craven, President International Paralympic Committee (IPC)

SPORT FOR DISADVANTAGED PEOPLE: WHO ARE THE DISADVANTAGED?

Sir Philip Craven, MBE
President,
International Paralympic Committee (IPC)
Member, International Olympic Committee
6.6.3. Sport and human values

Wataru Iwamoto, Director, Division of Social Sciences Research and Policy, UNESCO

Physical education and sport is not just for leisure or competition. It helps build confidence and self-respect, increases social development and prepares young people to compete—to win or lose—and to cooperate and work together. It is through physical education and sport that young people can be confronted with values such as honesty, courage, fair-play and respect for others. There is a symbiotic relationship between physical education and sport and human values. This presentation will consider the dynamic between sport and human values.

Enjoying and participating in sport, while it is the natural aspiration of human beings, should be considered a human right. Article 1.1 of "the International Charter of Physical Education and Sport" approved by the 20th session of the General Conference of UNESCO stipulates that "every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life". Consequently from a rights-based approach there are immutable principles that are entrenched in this International Charter:

1. Access to, and practice of sport is universal rights, irrespective of religious, political, ideological and social considerations. It is a right that can not be alienated or denied.
2. Physical education and sport is intrinsic to the freedom of expression rooted in the natural physical and moral development of human beings. Thus, it encompasses the right to learn, to train and to develop related intellectual capacities that can enhance human well-being.
3. Physical Education and Sport cannot be dissociated from the cultural dimension which implies respect for cultural diversity and cultural identity, indispensable for living together in a world of constant peace building demands.

At a practical level, physical education and sport plays a vital role in human development. Clearly it is essential to the development of the human body and it contributes to preventing and mitigating the impact of health-related conditions, particularly those related to obesity. Moreover, physical activity at an early age contributes to the development of cognitive abilities. Brain and cognitive development is greatly enhanced when young people combine physical activity with learning.

The third aspect on which I would like to concentrate is the ethical value of sport. Sport is one of the best tools at our disposal for teaching young people fundamental ethics. We should learn how to win, but at the same time we should learn how to lose. Respect and fair-play, acquired through the practice of sport, inspire tolerance, understanding and sound models for behaviour in life.

This is the very reason why UNESCO seeks to promote physical education and sport and why the Organization is committed to the development of the International Convention against Doping in Sport, unanimously adopted by the 33rd session of the General Conference of UNESCO in 2005. We are deeply committed to realizing the full value of physical education and sport.

Last year the world celebrated the International Year of Sport and Physical Education. As part of the festivities many countries and organizations highlighted the contribution of sport to education, culture, peace and development. Without a doubt, physical education and sport is an incredible vehicle for human advancement with unlimited potential. However, in the absence of ethical values, this linkage will not be effective. At the heart of physical education and sport are universal values that cannot be neglected or their role diminished. How can we achieve a peaceful world when there are no shared or common values?
6.6.4. Traditional sport of ethnic minorities, its cultural value and prospect

Jianzhong Feng, Vice-President, Chinese Olympic Committee

As a unified country with 56 ethnic groups, the ethnic minorities in China take a population of more than 100 million. Their autonomous region covers 64% of China’s territory, mostly in the western and border area of China.

The origin of the traditional sports of ethnic minorities

1. From the needs of production and living

The traditional sports of ethnic minorities are deeply rooted in the daily life of the ethnic minorities. They are a result of the ethnic minorities’ needs and demands of production and living. For example, shooting, archery, and hunting have become traditional sports for some ethnic minorities.

2. From the needs of social communication

Traditional sports are also a means of social communication. They provide a platform for ethnic minorities to express their emotions, promote mutual understanding, and strengthen solidarity. For example, the game of "hanging rope gliding" is a traditional sport played by the Miao ethnic group.

The cultural connotation of the traditional sports of ethnic minorities

The traditional sports of ethnic minorities not only reflect the history and culture of ethnic minorities, but also carry their cultural connotations. They are an important part of the ethnic minorities’ cultural heritage, and they are also a way to maintain ethnic identity and cultural continuity.
The cultural connotation of the traditional sports of ethnic minorities

2. Self-defense function
   Its role also reflects its life function.

A strong body is not only necessary for life, but also a prerequisite for the existence of the ethnic minority group.

The cultural connotation of the traditional sports of ethnic minorities

4. Promoting exchanges among different ethnic minorities
   Their unique cultural features.

Traditional sports of ethnic minorities, as a way for them to gather and participate, can promote the exchange and understanding of the ethnic minority groups and the ethnic minority regions.

Thank You!
谢谢！
6.7. Plenary 2 – Olympic education looking ahead

6.7.1. IOC Olympic Values Education Project (OVEP)

Francis Gabet, Director, Olympic Museum

**LAUNCHING THE PROJECT**

- Summer 2005: Impulse to define an educational programme on an international level, based on Olympic values, driven by the IOC
- November 2005: Birth of OVEP
  - 2 day seminar with members of IOA, TOROC, IOC, Culture and Education Commission, Olympic Solidarity, IOC departments and education specialists from Africa, America and Europe
- Spring 2007: Global approval by the IOC’s EB

**DEFINITION**

- An Olympic Values Education programme
  - Promote the application of Olympic values within an educational and sporting context
  - Encourage the creation and the setting up of practical projects based on Olympic values

**WHAT OVEP IS**

Main characteristics:
- Targets children and the young (6-18) at an international level, within schools, associations, sport structures around the world
- Gives particular attention to developing countries
- Supports teachers, educators, trainers with educational material

**WHAT OVEP IS NOT**

Main Characteristics:
- An academic programme
- A programme for teaching the Olympic Games or Olympic Movement history
- A programme for the development of sport practice
- A programme for the (direct) development of awareness and/or attractiveness of the Olympic Games

**A PROGRAMME BASED ON VALUES**

- Olympic Charter
- Objectives from IOC President
  1. Friendship
  2. Respect
  3. Excellence

Working group to define how to communicate these values to youth from an ethical and pedagogical point of view.
WORKING FROM THE BOTTOM UP

ANSWER THE NEEDS OF ACTORS IN THE FIELD
- Recognition + visibility of their actions
- Help to do better
- Economy of time and money
- Multilingual
- Multicultural
- Various kinds of needs
- Variety of sport practices

SOMETHING INITIATIVES ALREADY EXIST WITH DIVERSE APPLICATIONS

GENERAL OVERVIEW

IOC
- Steering Committee
  - Manage the project
  - Create a motivation programme
  - Create and promote a "label"
  - Create tools
  - Support
  - Act as a platform

Relays
- NOCs
- ICUs
... etc.
- Coordinate
  - Adapt the tools to local context
  - Transfer information

Actors
- Schools
- Associations
- Sports structures
- Subscribe to the programme
- Create, test, manage actions on the field

Target
- Children aged 6-18

OVEP: THREE SUB-PROJECTS

Educational Tool Kit
- In development
  - April 2007 submitted to IOC’s EB for global approval

E-Thic Platform
- To be developed in a second phase

Motivation Programme

THE E-THIC PLATFORM

Components
- Source of information and references
- Best practice examples
- Tools to help create programmes
- Visibility for field actions
- Exchanges

E-THIC PLATFORM: THE USERS

- Internal users
  - Olympic family
  - NOCs
  - NCOs
  - IOC
  - IOC = Dpts and Services dealing with education
  - Commission for Culture & Education
  - Olympic Museums

- External users
  - Teachers and educators, trainers

FOCUS ON THE DATABASE

Why an educational database?
What content?
How to proceed?
Initial results
Agenda
WHY AN EDUCATIONAL DATABASE?

FIRST
- Know what has been done, what actions are underway
- Define the scope of the database in relation with field actions

THEN
- Give visibility and access to deserving educational initiatives
- Propose a source of information and references to people in charge of educational services
- Avoid re-inventing the wheel and encourage innovative programmes which build on previous successes
- A way to save time, money, energy
- A way to create a network of good practice

WHAT CONTENT?

- Non-academic educational programmes targeted at children and young people
- Produced by:
  - Olympic family
  - IOC
  - Olympic Museums
  - NGOs with similar values to those recognized by the IOC

HOW TO PROCEED?

- Universitat Autònoma de Barcelona – UAB's mandate
- Its mission in collaboration with the Olympic Museum’s Educational and Cultural Services:
  - Identification of active producers of educational programmes
  - Collecting information
  - Analysis and treatment of information
  - Preparation for implementation on the platform

INITIALS RESULTS – NOCs and NOAs

90 NOCs and NOAs identified as active in the educational field

- Geographical distribution
- Identification sources

61 initiatives for children and the young within OVBP’s scope

EXAMPLE – TUNISIAN NOC

- Olympic Education Program in Tunisian Schools
- Teaching programme on Olympic values
- Implementation of 180 Olympic clubs in schools
- Educational material:
  - A student book “Olympians”, published in three languages (Arabic, French and English)
- Aim: Cerealize students' latent aggressiveness
- Promote integration
- Use of values:
  - mutual comprehension
  - spirit of friendship
  - solidarity
  - equality
  - tolerance

EXAMPLE – GUATEMALAN NOC

- Olympic Education Program in Guatemalan schools
- One forum held each fortnight in secondary schools
- Film followed by discussion on the Olympic Movement
- Aim: Teach how Olympics can change the vision and the practice of sport
- Encourage the interest of the young in Olympic values and principles
INITIAL RESULTS – OCOGs

- Collect of information

From Tokyo’64 to Torino’06
Study and analysis
OVER BY NOW!

EXAMPLE – IOC

- Sydney 2000 Olympic Games National Education Programme
  - Target: more than 3 million children (3-12) all over Australia
  - Several resources for Australian Schools
  - Ex: ASPIRE
    - The world-first multimedia Olympic Education resource kit
      - Focus on five themes
        1) The athletes’ Games
        2) The Cultural Olympiad
        3) Designing Sydney 2000
        4) “Dreaming” Sydney 2000
        5) Olympic issues

AGENDA

- October – December 06
  - End of study and analysis of the first list of information gathered from NOCs/LOCs

- January – April 07
  - 2nd collect of information gathered from recognized institutions and NGOs
  - Study and analysis of the collect
  - Preparation for implementation

- April 07
  - Recommendations for implementation and maintenance

JOIN THE DATABASE!

Keep us informed about your educational initiatives!

- Make your work visible and accessible
- Share your skills and experience

edu.museum@olympic.org

THANK YOU FOR YOUR ATTENTION!
Teaching Values: An Olympic Education Toolkit

An introduction on behalf of the International Olympic Committee, Department of International Cooperation and Development

5th World Forum on Sport, Culture and Education
(by Deanna L. Binder, 2008)

"Our world today is in need of peace, tolerance and brotherhood. The values of the Olympic Games can deliver these to us."

(Jacques Rogge, President, International Olympic Committee, Torino 2006)

Olympic values educate, inspire, imagine, & hope by blending sport with culture and education.

Values

(Olympic Museum Lausanne, Educational Services)

A value is what is considered important in life; what makes life worth living. A value is also something that helps people decide what is right or wrong in moral terms.

Value Issues in Olympic Sport

EXAMPLES OF DOPING AND CHEATING
- E. German athletes & government sponsored cheating
- Credible’s claims: Ben Johnson
- Over 40 Chinese swimmers since 1990 have failed drug tests.
- David Mampepata from Kenya was expelled from the Games in Athens after testing positive for ephedrine, a prohibited stimulant.
- Greek doping scandal forced out of the Athens Games
- Evidence is mounting that a banned Austrian ski coach helped athletes cheat at the Turin Olympics

THE HEALTH CONSEQUENCES ARE SEVERE
Liver cancer, organ damage, psychological defects, hormonal changes and infertility.

Value Issues in Olympic Sport

VIOLENCE AND AGGRESSION
- Participation in sport does not necessarily contribute to the development of positive values and behaviours (Riedelhut, et al., 1999)
- There is ample support for the idea that the in-sport process occurs that tend to legitimize illegal or extralegal aggression, particularly in contact sport (Bowman and Shaw, 1999)

INTERVENTION/RESEARCH SUGGESTS THAT
- Fair play values and behaviours are learned values and behaviours
- Instruction must begin early to teach "use the weapon" instead of "act" and includes teacher training (Summerville, 1991)

Value Issues in Youth Sport

- Failure to ensure the health, safety and enjoyment of young participants and athletes.
- Violence in children’s highly competitive sport programs
- The win-at-all costs mentality

CONSEQUENCES FOR CHILDREN AND YOUTH
Injury, emotional trauma, lack of respect, drop-out, lack of skill improvement, conflict and intimidation, lack of cooperation.
Value Statement of the Olympic Movement

The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practiced in accordance with the Olympic Movement and its values. (Olympic Charter, p. 10)

What are the values of Olympism?

Olympism is a philosophy of life, balancing the qualities of body, soul and mind. By blending sport with culture and education, Olympism seeks to create a way of life based on:

- The joy of effort
- The educational value of good example
- Respect for universal fundamental ethical principles.

(Olympic Charter, Fundamental Principles)

The Educational Values of Olympism

Based on the Fundamental Principles of the Olympic Charter

- Joy of effort
- Fair Play
- Respect for Others

Joy of Effort

Young people develop and practice physical, behavioural and intellectual skills by challenging themselves and each other in physical activities, movement, games and sport.

Fair Play

“Fair play is not caught, it must be taught.”

Learning fair play behaviours through physical activity and sport can help in the development of fair play behaviours in the community and in life.

Respect for Others

Learning to accept and respect diversity, and practise personal peaceful behaviours can promote peace and international understanding.
Pursuit of Excellence

Among athletes excellence is often considered “doing your personal best.” This concept can help young people to make positive, healthy choices, and strive to become the best that they can be in whatever they do.

Balance Between Body, Will and Mind

Current research suggests that learning takes place in the whole body, not just in the mind. Physical activity and learning through movement contributes to the development of both moral and intellectual learning.

Educational Questions

- How are the values of Olympism learned? How can they be taught? What are the best methods?
- How can the teaching of Olympic principles be supported by Olympic organizing committees, the IOC, the National Olympic Committees and sport organizations?

Olympic Values Education

Uses Olympic sport traditions and values as the context for teaching life values and life skills. Integrates sport and physical activity with culture. Supports the three pillars of the Olympic Movement: sport, culture and environment.

“Teaching Values: The Olympic Education Toolkit”

- Includes background information and learning activities
- Is intended for use with school-aged children (6–15 years)
- By adults who are working with youth: e.g., teachers, youth group leaders, coaches

Toolkit Topics

Section 1: Introduction to Olympic Values Education
Section 2: Celebrating the Values Through Symbol and Ceremony
Section 3: Sharing the Values Through Sport and the Olympic Movement
Section 4: The Five Educational Values of Olympism
Section 5: Implementation Tools
Values Education Methodologies

1. Stimulate the imagination; include stories, narratives and creative activities – combine sport with cultural activities
2. Use role models, role playing & simulations
3. Talk about emotions and feelings because emotions and feelings affect behaviours – in sport and in life
4. Focus on relationships; develop caring and compassionate behaviours

Olympic Values Are Communicated Through Symbols and Ceremonies

“...where does the abstract conception of Olympic ideology as a movement for peace and international understanding take on human flesh and blood? The answer is in the ceremonies...”

(John MacAllool, 1996)

Olympic Symbols

Olympic Symbols

A World of Harmony = Learning and Understanding

“...mutual respect between cultures and mutually adopting the best elements of these is, in my opinion, one of the universal values. The Olympic Movement is a good example of this.” (HE Zhenliang)
One World One Dream
Beijing 2008

- “Chinese Seal-Dancing Beijing”
- combines the Chinese seal and the art of calligraphy with sporting features
- transforms the elements into a human figure running forward and embracing triumph
- resembles the Chinese character “dragon” which means capital, “be” which means northern

和(hé) 合( hé)

- hé – harmoniousness, peacefulness, gentleness, kindness
- hé – wholeness, integration, harmonization, reconciliation
- “This cultural vision has deep affinities with the Olympic vision.”

ubuntu – South Saharan concept – “A man is not a man without another man.”

Opening Ceremonies

Closing Ceremonies and Victory Ceremonies
Olympic Values Are Shared through Olympic Sport and the Olympic Movement

Inspire a Dream

“Sport illustrates what can be achieved through determination and a passionate commitment to a goal. The lessons learned throughout this journey can... inspire others to put their values into action...”

(Charmaine Crooks, Five-Time Olympian and Former Member of the IOC Athlete Commission)

Olympic Values Education is a bridge between the training of elite athletes and the dreams of children

Do you know how to dream?

“Do you know how I dream? If your answer is yes, congratulations. You are playing the most fun sport in the world. In your dreams you can do everything. You can be the strongest, the fastest, and the highest and even win an Olympic game. If your answer is no, try it! It is great to dream.”

This picture was drawn by a child in Brazil and submitted to the “Olympics of the Imagination” Children’s Olympic art exhibition. It was on display during the Sydney 2000 Olympic Games.

Our Dream: To promote & support a global “Spirit of Olympism Culture” for Children & Youth
Who can help us?

- IOC Commissions
- National Olympic Committees
- Organizing Committees for the Olympic Games
- International Sport Federations
- Olympic Movement Organizations
- International Organizations like the UN, UNESCO, Right to Play, WHO, ICSSPE, Physical Education Organizations

You can help us!

Indicate your interest – fill in the FEEDBACK FORM

- Apply to become an official reviewer of drafts of the OVEP materials
- Apply to supervise a school or club-based pilot project of “Teaching Values: An Olympic Education Toolkit” in your country
- Apply to organize a workshop of Olympic family members, teachers, sport leaders or school administrators, etc. in your country
- Apply to receive further information about the OVEP project

Inspire a “Spirit of Olympism Culture” in Your Community

TEACH THE OLYMPIC VALUES

THANK YOU

© Desreta L. Sinder, 2005
6.7.2. Food-Force Video Games

Mathew Keller, Deputy Director of World Division of the World Food Programme
Justin Roche, marketing Project Manager of the World Food Programme
Food Force is a free educational video game to help children learn about the fight against world hunger.

Food Force targets 8 – 15 year olds.
Why a game?

Poor world:
Every five seconds a child dies of hunger-related causes.

Rich world:
Young people have largely been left out of the discussion.

Why a game?

Poor world:
Every five seconds a child dies of hunger-related causes.

Rich world:
Young people are not generally aware of the problem of global hunger.

WHAT

In a race against time, players must feed thousands of people on the fictitious island of Sheylan.

Six different missions present a series of realistic challenges.

Looks like....

Over 5 million players World Wide...

Versions in English, Chinese, Japanese, Italian, Polish, French, Hungarian with Arabic, Greek, Norwegian and versions due to launch in the next six months.
Report

The website is an online community for young people as well as educators, featuring:
- Hunger related curriculum
- Blogs & Message boards
- WFP in Reality boards
- High scores
- News
- Etc.

Partners in Learning
- National Peace Corps Association
- International Food Policy Research Institute
- International Education and Resource Network
- United Nations Educational, Scientific and Cultural Organization
- The World Bank

How can you help?
- Government Ministries - Include Food Force in Educational Curriculums.
- Universities - Promote Food Force on university networks.
- Private Companies – Sponsor Food Force
  “the next generation”
6.7.3. **Education, sport and video games**

Raymond Goldsmith, President, International Sport Media (ISM)

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**Presentation Order**

- **Who is ISM**
- **What is Entertainment Software**
- **The Misconceptions of Entertainment**
- **Entertainment Software: Education**
- **Entertainment Software: New Technologies**
- **The Olympic Movement Looking to the Future: Beijing 2008**
- **Conclusion**

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**ISM**

- ISM is the Exclusive Licencsee of the International Olympic Committee for Interactive Entertainment Software
- ISM and the Olympic Movement have been working together since 1992
- ISM donated to the 4 year Olympic Values Education Programme developed by the IOC

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**ISM Entertainment Software**


- Source, produce and publish with key partners: Official Olympic Entertainment Software
- Distributed in more than 70 countries
- Just over 2.5 million units sold to date
The Entertainment Software Industry

"The Entertainment Software market in the United States, Europe, Middle East, Africa, Asia/Pacific, Latin America and Canada will increase from $54.4 Billion in revenue in 2004 to $54.8 billion in 2009, growing at a 16.5 percent compound annual rate."

Misconceptions of Entertainment Software

- UNESCO and the International Olympic Committee (IOC) need to convey their messages and values to children and young people.
- Traditional methods are failing and children of this internet age are less physically active.
- Children are watching less TV and turning to other forms of entertainment.

What is Entertainment Software

"Any computer program or software that provides entertainment by challenging a person's hand-eye coordination or mental abilities."

iOM is here to talk about Education, Sport and Entertainment Software

- To reach these children you need to communicate with them on their own terms.
- Entertainment Software is one of the best ways to engage children and young people.
- These methods can inform and educate children and young people about sport and the benefits and values of sport.
Common Misconceptions

- Games are all violent and bloodthirsty
- Games are addictive
- Games are anti-social and a waste of time
- Games fuel a sedentary lifestyle (Children become couch potatoes)

Setting the Record Straight

- "Adventure, quest and simulation type games have a lot of benefit - they’re quite complex and create a context in which children can develop important skills."
  (Professor Angelica Castiglione, Director of Teachers Evaluating Educational Multimedia, for Department for Education UK)
- Entertainment Software can help children learn concepts, such as critical appreciation of narrative structure or character development.
  (London University Institute of Education)

An Example of a Positive Game: The Sims

- The Sims is a strategic life simulation computer game. The game is a simulation of the day-to-day activities of one or more virtual people (called "Sims") in a suburban household.
- Released on February 4, 2000, the base game has sold more than 6.5 million copies, making it the best-selling PC game in history. The franchise has sold over 50 million units.
- Players have to construct virtual families and guide them through life. The study states that this helps children and young people learn the importance of social structure and helps develop their social skills.

The Benefits of Entertainment Software

Other studies have found that educational software can assist children and young people in the following areas:

- Cognitive Development: stimulates critical thinking through memory and logic games.
- Visualisation (thinking of events) developed by engaging graphics and activities helps develop learning.
- Problem Solving: develops logic skills and strategic thinking through memory.
- Cause and Effect: as they learn that their actions have reactions.

Educational Entertainment Software

An example of educational entertainment software is the award-winning learning computer game called the Noiva TV Learning System.

- Designed to appeal to pre-schoolers and aid educational development.
- Teaches children to explore learning concepts through creative exercise and adventure play.
- Encourages children aged 3 to expand their learning capabilities through memory and educational games.
- Innovative with varied skill levels.
Entertainment Software in Schools

- The Teaching with Games was a one-year research project where four schools in the UK trialed the use of three computer games: Age of Empires II, Knights of Honor and Blazing Star: Tycoon 3.
- The teachers involved concluded that games could improve pupils’ computer skills, strategic thinking and problem solving.
- A NAGA poll taken as a separate part of the project found 99% of children who wanted to see computer games for educational purposes, and that 59% believed games motivated and engaged students.

Entertainment Software: Sport

- Every major sports event has its own software title.
- Games feature a variety of playability.
- Realistic reproduction of sport.
- Management strategy.
- Sport games are amongst the most popular Entertainment Software titles.
- Real players/athletes and teams are used to promote the game and are updated annually to reflect the real-world changes.

Learning Benefits of Sport Titles

- Children and young people learn the rules of the sport and its skills.
- They become familiar with the names of the teams and athletes involved in the particular sport.
- Gives children and young people access to sports in a fun and engaging way.
- Physically disabled children can be involved in sports that they might not be able to play.

Entertainment Software and The Olympic Games

To date, all Olympic Entertainment Software titles have been designed to make the Olympic Games as realistic as possible.

Athens 2004

- Athens 2004™ was produced using architectural plans and blueprints of stadiums and arenas.
- Players choose from 64 different countries.
Athens 2004™

- Players compete in 23 different events from the sports of Athletics, Aquatics, Gymnastics, Equestrian, Weightlifting, Archery and Shooting
- Motion capture of athletes was used to accurately recreate athlete's movement within the game

Entertainment Software: New Technologies

Technology is constantly introducing new ways for people to interact with their games

Physically Active Gameplay

- A dance mat can be used for input into games, including sport titles
- A popular game is Dance Dance Revolution
- Playing DDR can be good aerobic exercise
- DDR games are used as part of a fitness program to be phased into the schools of West Virginia’s 750 state schools over the next two years

New Innovative Hardware

- Nintendo Wii is a new game platform console, which will be released worldwide in November and December this year
- The Wii Remote is a wireless controller that uses motion-sensing technology, thereby allowing games to be more interactive
- The remote features wireless online game play so people all over the world can compete against each other

The Olympic Movement
Looking to the Future: Beijing 2008
The Olympic Movement Looking to the Future: Beijing 2008

1. Beijing 2008™ - The Official Video Game of the Olympic Games (targeted at age 12-30, with realistic simulation of sports)
2. Official Video Game “Children’s Edition” - game designed for age 6+

The Olympic Movement Looking to the Future: Beijing 2008

3. Beijing 2008™ - The Official Mobile Phone Game of the Olympic Games (Portables games for mobile phone users)
4. Beijing 2008™ - Olympic Land Online Portal (Online Game exclusively for China)

The Benefits to Children and Young People

Olympic Entertainment Software titles help bring the Olympic message to life in a way that no other format can, while providing a platform for educational content and learning through play:
- Introducing the Olympic Games to children
- Educating children through gameplay on the history and values of the Olympic Games
- Informing children about sports, the importance of good physical health, nutrition, and fair play
- Crosses language barriers “The game” is the language
- Children need to be entertained and have fun through play.

Benefits for Developing Countries

- In developing countries, new technologies, such as 3DS Lanplay, can help introduce children to Entertainment Software
- With the increase of computers, internet connections, and wireless access points growing in developing countries

Conclusion
• Entertainment Software can be of huge benefit to children and young people learning sports.
• Entertainment Software can be entertaining and engaging, helping to improve learning.
• The Olympic Values can be embedded in an Olympic Entertainment Software title, such as teamwork and good sportsmanship.
• With new technologies, such as the dance mat and Wii remote, children can be physically active in an Olympic Entertainment Software title.
• With online gameplay, children from around the world can compete with one another, building together in harmony.
• Entertainment Software crosses language barriers through online gameplay.

This Presentation is available to download at:
http://www.ismhd.com/education/
6.7.4. Olympic education keeping pace with time

Nat Indrapana, IOC Member

Olympic Education is the educative process that aims in the configuration or even modification of models of behavior of young persons, according to the diachronic values of Olympism, receiving into account the cells of modern culture. It connects the past with modern educational and cultural values, combining the culture of body with the intellectual dimension of person. The Olympic Education aspires it approaches and it includes all that they are involved with education, and, with no discrimination. Its aim is to inspire, to sensitize and to mobilize students, young persons and their community in the configuration of behaviors and values of friendship, in the growth of collaboration with respect in the values of pluralism, the comprehension and the peace, in the aid of autonomy, the critical thoughts and the responsibility.

The significance of Olympic Education is also mentioned in the Olympic Charter. It says, “Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles.” (Olympic Charter 2004, Fundamental Principles, Paragraph 1)

At this time one must think back to the founder of our modern Olympic Games, Pierre de Coubertin, who regarded himself first and foremost as an educator. As he saw it, sport should form part of every young person’s education, in the same way as science, literature and art. His aim was thereby to offer a harmonious education of the body and mind. The Olympic Games enabled Coubertin to give his educational concept the international visibility and scope it needed. Highlighted by the Games, the concept could become permanent, independent of the holding of the Games. The Olympic Movement upholds Coubertin’s principles. Today, education through Olympism is therefore universal, essentially based on the fundamental human values.

Also the significance of sport and physical education has been officially recognized by the United Nations. According to the resolution No. 58/5 which was adopted during the General Assembly in New York on November 3rd, 2003 entitled: “Sports as a mean to promote education, health, development and peace”. The adoption of this resolution represents a strong political statement recognizing the social, development and peace promoting value of sport.

Furthermore, the year 2005, was proclaimed by the United Nations as the “International Year for Sport and Physical Education” and was commemorated around the world.

From the international sports events to community competitions, sport can help to overcome ignorance and discrimination, bringing people together across social, cultural, religious or gender boundaries. The philosophy of Olympism has related to the Olympic Movement from time to time. Even time has changed, however, the Olympic Movement is still a social movement whose goal is to contribute to building a peaceful and a better world through the practice of sport.

To ensure that sport will remain the great movement, serving humanity, based on the values of universality, tolerance, and ethics and a source of dream for young generation, Olympic Education program should be established and implemented in the various countries around the world. The principles associated with the Olympic Movement and Olympic Values includes inspiration, friendship, fair play, perseverance, mutual respect, sacrifice, hope, dreams, patriotism, unity and joy in the effort, should be taught to youths around the world.

These Olympic ideals are highly relevant to countries around the world because it provides learning experiences for students to be educated and inculcated the spirit of Olympism. Students can become aware of the potential of sport to reveal the potential of man and of themselves. In addition, true education that penetrates every aspect to the individual in terms of behavior, conduct, actions, and lifestyle can be experienced by students. Concepts in history, geography, literature and creative writing,
art, mathematics and science can be easily related to Olympic Education, and integrated into the curriculum without interfering with the prescribed curriculum.

A good and competent concept has been expressed by the Singapore Olympic Academy that the general objectives of Olympic Education should consist of the following contents:

- Knowledge and Understanding
- History and Traditions
- Symbols and Ceremonies
- Olympic Sports
- Famous Olympic Athletes
- History of Heroes / Heroine of Olympic Games
- Other Olympic Games Hosts-geography, history
- Attitudes and Values
- Enthusiasm
- International Friendship
- Physical Activity and Sport
- Self-Esteem and Self-Confidence
- Cultural Identity
- Excellence in Achievement and Competition
- Moral, Judgment and Fair play
- Inclusion, not exclusion
- Equality
- Peace and Harmony

(Singapore Olympic Academy)

In the late 1800’s, Pierre de Coubertin championed an Olympic dream. He viewed enjoyment, fairness, respect for diversity, participation, human development, of the world’s children and youth. Over 100 years has passed since Pierre de Coubertin’s Modern Olympics, yet many of the children and youth of today exhibit inactive, unhealthy lifestyles far removed from de Coubertin’s Olympic ideals. Fortunately enough, the importance and significance of the Olympic Ideals has been conceived, initiated and implemented via educational process by many countries throughout the world.

Today, education through Olympism is universal, essentially based on the fundamentals human values. Today, education linked to Olympism involves two orientations:

1. Research on Olympism (the academic world)
2. Teaching through Olympism (children, adolescents and athletes)

To better understand the values of Olympic Education we can observe how some countries in and around our five continents endeavour to implement the Olympic ideals to their children.

In New Zealand, Olympic Ideals is believed to be effective in teaching and learning social and cultural values and attitudes. Therefore the implementation of Olympic ideals in Health and Physical Education curriculum has been supported because it is believed that it can provide opportunities for students to examine the educative and social value of sport and physical activity and explore the attitudes and values outlined in Health and Physical Education in the New Zealand Curriculum. Learning about the Olympic ideals provides a context in which students can broaden their understanding of the attitudes and values that inherent in sport and physical education. Olympic ideals in physical education suggests activities in which students can consider how, through sport and physical activity, people can develop positive social attitudes, values, and patterns of behavior. Students may then be better to cooperate with others on a basis of understanding and mutual respect and to strive to be the best they can be in a spirit of friendship, unity and fair play.

However, in the United States of America where sports are available and promoted at all levels, the United States Olympic Committee (USOC), has established a National Olympic Education Program with Olympic Values serving as a platform for the initiative. Through a Multi-year campaign, the USOC seeks to positively impact Americans by showcasing and championing the principles associated with the Olympic Movement. In the year one (2006), the focus of the USOC initiative is on the value of fair play,
which includes drug-free sport with tagline “Real Athletes Play Fair” displayed prominently. The poster targets three distinct levels of sport participation:

- Elite Athletes - Olympian, paralympian and hopefuls
- Emerging Elite Athletes - College and Junior National Programs
- Grass-root Athletes - High school and youth Sports

This is to emphasize the value of Fair Play as the right choice for this educational effort.

While National Olympic Committees of various countries in the world have committed to promoting the Olympic Movement through cultural and educational means, the Canadian Olympic Committee offers relevant programs and resources designed to influence the development of young Canadians, to appreciate and live the Olympic Values. In 2005 - 2006, the Canadian Olympic School Program is designed to engage elementary school students across Canada in the Olympic Movement by delivering the excitement of the Olympic Games as an experience to motivate, educate and inspire. In addition, Institute for Olympic Education has been established to be the international home for research, teaching programs and curriculum development to advance the physical and moral development of children and youth. Through its programmes and projects, the Institute demonstrates and promotes best practices for encouraging children to participate in physical activity and sport in a fair and ethical manner.

From North America to Great Britain where the development and promotion of the Olympic Movement is one of the main aims of the British Olympic Association (BOA). It aims to develop and protect the Olympic Movement in Great Britain in accordance with Olympic Charter. This area of responsibility is undertaken by the British Olympic Foundation. Olympic Movement in Great Britain has been promoted in many ways such as Olympic School's Program, National Olympic Academy, Olympic Day Celebrations and International Youth Camp, for examples.

In contrast, in Israel, the Center of Olympic Education with orientation in sports and humanitarian arts was established in January 2004. Its main directions are the creation and implementation of new programs of Olympic Education in Israel and to bring real contribution to the development of sport humanistic movement among children and youth. The specialists of the center have prepared “Methodic complex of Olympic Education”, short and long term courses for their inclusion into modern school and college programs.

In Africa, Olympism did not come to Africa on its own during the 20th century, and thus could not have had its own separate agenda for Africa. Rather, Olympism, was introduced to Africa through certain influential forces and wind of changes that have remotely endeavored to transform and continue influence developments in Africa. Olympic Education in Africa should not be further regarded outside the context of sport in the world and the context of sport in Africa. Both contexts should be considered critically. There are some world problems in sport to which Africa has to respond and be sensitive, despite the latter apparent lag in top level sport. In Olympism, Africa’s role is no longer a matter of participation, but rather of active involvement. In the Olympics, it is no longer a matter of competing but rather being able to compete and win. Notably, while most world problems of sport are problems of “excellence” and “over-efficiency”. In sport, Africa’s problems are uniquely different. These are problems of deficiency in the sports system. Thus the challenge for Olympism in Europe and America is not the same as the challenge for Africa. While Europe and America’s challenge is how to maintain the lead. Africa’s challenge is how to overcome the disadvantage. Olympic Education and training for sport in Africa in the future must address itself as a solution to the problems and challenges and as a service on the way forward for sport. Rather than creating awareness through Olympism, Africa needs new Olympic Education programmes which must focus on improving the capacities of African sport to acquire the necessary leadership skills for involving the business sector acquiring administrative, organization skills, improving cordial state involvement, developing and promoting ethics, developing and empowering clubs and associations, development of coaches, developing empowering, enlightening and protecting athletes. The future scope of operation of Olympic Education in Africa is deep and wide. Africa needs Olympic Education programs not only in order to meet the ever increasing challenges of Olympism and Olympic performance standards, but also education that enables it to cope with the problems, values, set up and needs to the African situation, Africa needs Olympic Education to ensure the full realization of the true universal fraternity. (Kadoooboaba, Michael Byaruhanga)
From Africa, we move to the most populous country in the world, China, where Olympic Education is an important component of Beijing’s preparation. BOCOG, Beijing Olympic Games Organizing Committee, has formulated the Beijing 2008 Olympic Education Plan for Primary and High Schools in collaboration with the Chinese Ministry of Education. Olympic education will be carried out in more than 500,000 primary and high schools across the country. Olympic Education course resources will be handed out to these schools from which 500 Olympic education model schools will be chosen. A heart-to-heart partnership program will be organized to link 200 plus schools with each of the members of the International Olympic Committee. Students from these schools will learn about languages, cultures and sports of their partner countries and regions. They will also participate in the flag-raising ceremonies for the sports delegations from these countries and regions during the 2008 Games. BOCOC has also compiled a Secondary School Olympic Reader and a Primary School Olympic Reader, and, it has distributed nearly 800,000 copies to primary schools in Beijing and to the Games co-host cities. The edition in the traditional Chinese characters and in the Tibetan language were also printed in 60,000 copies which were sent as gifts to students in the Hong Kong and Macau Administrative Regions and students of the Tibet Autonomous Region.

In conclusion, in keeping pace with time, Olympic education should be an important component of the school curriculum. Each individual should be developed to attain self-discovery, enabling them to be effective and useful citizens of our society. Thus, we have an important educational duty to fulfill, to use sport to cultivate various fundamental social values and universal ethical principles. As formally stated by the President of the International Olympic Committee, Dr. Jacques Rogge, in his message on “The cultural role of sport and education” at the International Conference on “Sport and Education” held in Bangkok, Thailand, during October, 30th – November, 2nd 2005, his message read, “Linking sport with education and culture means to establish sport simultaneously with its role as an educational tool and as a cultural carrier. There is no doubt that sport is a formidable educational tool, which teaches important social values (tolerance and respect of universally accepted rules, respect for oneself, and respect for others), which helps us to escape daily concern, brings hope, pride, a sense of identity and health, thus shaping the body and mind. These values can help to improve ourselves and our community.”

Thus, ladies and gentlemen, let us keep our pace with time for all our children throughout the world.
6.8. Parallel E – Education for clean sport

6.8.1. Educating young people for clean sport

Julie Carter, Director WADA education

“Educating Youth for Clean Sport”
Beijing - World Forum on Sport, Education and Culture

24 October 2006
How to Instil Values

- communicate positive values openly to children;
- teach children how each decision builds on a previous decision;
- consider how your own attitudes and actions may shape the choices of children;
- avoid conflicts between your words and actions.

WADA Youth Education Initiatives

- create anti-doping resources that specifically target youth populations before they make decisions about doping;
- provide school teachers with guidelines for addressing anti-doping values;
- ensure flexibility and relevance of curriculum for different cultural groups.

Youth Education Collaboration with UNESCO

- development of an anti-doping information brochure for youth (available for co-branding);
- cartoon strips on anti-doping, for regular publication in syndicated newspapers;
- inclusion of anti-doping content within course materials used in UNESCO's Associated Schools Project.

Food for Thought

It takes a village to raise a child.  
(African proverb)

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has. 
(Margaret Mead)

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6.8.2. Educating young people on informal doping

Shuaib Manjra, Chairman, South African Institute for Drug-Free sport

Introduction

Doping in sport is clearly an issue of major concern to sportsmen, administrators, spectators and parents around the world. Many measures have been instituted to control doping in sport. Doping is defined in the World Anti-Doping Code (WADC) as “the presence of a Prohibited Substance or its Metabolites or Markers in an athlete’s bodily specimen constitutes an anti-doping rule violation.” With this definition and the applied principle of absolute liability, comes another risk: that of athletes testing positive inadvertently. Inadvertent doping has been recognised by the World Anti-Doping Agency (WADA) as “the Athlete’s establishing that he or she did not know or suspect, and could not reasonably have known or suspected even with the exercise of utmost caution, that he or she had used or been administered the Prohibited Substance or Prohibited Method”.

WADA has recognized two categories of inadvertent doping – those of no fault or liability and no significant fault of liability. The former results in an elimination of the penalty and the latter a reduction of the penalty to no less than half of the stipulated penalty. In both case however the burden of proof lies with the athlete.

Most athletes who test positive use this loophole to plead their innocence, but few have managed to convince tribunals regarding their claims, some of which have been outrageous. The challenge for the anti-doping movement remains to effectively prosecute the guilty on the one hand, and protecting the innocent on the other.

Risks to athletes

Ignorance of the rules
Inadvertent of results from an athlete’s ignorance of the anti-doping rules and regulations of the national or international federations, including regarding the substances on the prohibited list. As a result many athletes consume medication or even recreational drugs such as cannabis and cocaine not realising that those drugs are listed on the prohibited list.

Use of prescription medication
An athlete may be prescribed a medication for a condition, and trusting the doctors competence, the athlete may consume the medication without realizing that it is a prohibited substance and not applying for the necessary Therapeutic Use Exemption (TUE). A TUE may granted through application to the national anti-doping organization, or to the international federation, in the case of international level athlete, if the medication is deemed necessary, there is no alternative available and no benefit would accrue to the athlete from taking the medication over and above normalizing the athletes medical condition.

Normal physiological variation
Some of the substances on the prohibited list are naturally produced by the human body. Examples of such substances are nandrolone, testosterone, boldenone and erythropoietin. An athlete may return a positive result because of a normal physiological variation and thus commit an anti-doping rule violation. The athlete clearly has no control over this phenomenon.

WADA has however recognized that such instances may occur and therefore has established a number of process to verify such a result. The first of these is by establishing a threshold limit for such substances, which takes into account the normal human variation. Secondly, WADA has introduced additional tests where an analyte exceeds the threshold. Such tests include IRMS. The third step is where the athlete can prove that the elevated level is the result of a physiological or pathological condition. Fourthly the anti-doping organization can view retrospective or prospective profiles of athletes to determine the “natural levels” of an individual athlete.
Foodstuff

Much has been made of foodstuff containing prohibited substances, more particularly anabolic agents which potentially could find themselves ingested and absorbed into the human body. It has been been postulated that animals subjected to steroids in order to enhance their growth could potentially pass on such steroids to humans.

Although used by athletes as an excuse for inadvertent doping, this evidence has not held up in a court of law. Furthermore there is no scientific evidence to support that position, instead it has been argued that the body would break down such ingested products, including steroids as normal proteins and would lose their effect.

The UK Sport publication, the Nandrolone Review discussed the potential of the meat of wild boar containing nandrolone, but concludes that large quantities of such meat need to be consumed to generate a positive test. Consuming such quantities is not humanly possible.

Caffeine is another foodstuff that is ubiquitously found in foodstuff – including tea, coffee, chocolate and colas. This in addition to a wide normal human variation gave rise to many case of inadvertant doping, even though a threshold was stipulated. Such considerations have resulted in WADA removing caffeine from the prohibited list despite its undeniable performance enhancement properties.

Supplements

Supplement use is widespread among athletes, ostensibly to enhance their performance. These supplements include various products, manufactured by a range of companies around the world and aggressively marketed to athletes. At the Sydney Olympics on average every athlete consumed about 6 supplements, with the maximum number being consumed by a single athlete being 27. This generates a huge economy, with the marketers of such products oftentimes sponsoring professional athletes.

Many athletes have attributed their positive doping tests to the use of supplements. This is not surprising as various studies have demonstrated the pitfalls of supplement use. A study done by the WADA accredited University of Free State Anti-Doping laboratory has demonstrated that about 40% of supplements bought over-the-counter at various stores in Bloemfontein contained products that would result in a positive doping test. Two thirds of these contained prohormones and the rest stimulants. Only six of the eight supplements containing prohormones were listed on the label and seven percent of the samples were mislabeled or contaminated. This has been a common finding in other studies. However the largest study to date was peformed by the IOC Medical Commission, which studied analysed 634 nutritional supplements from 13 countries at its accredited laboratory in Germany. 91% of these supplements, from 215 providers, were bought from shops or the internet and the rest obtained from manufacturers. The results show that 94 (15%) of analytes contained substances not listed on the label and which would result in an athlete returning a positive test. Of these 23 contained precursors of both nandrolone and testosterone, 64 contained precursors of testosterone and 7 contained precursors of nandrolone. In addition 66 (10.5%) samples returned borderline results for various unlabelled substances.

The results from the individual countries is shown below:

<table>
<thead>
<tr>
<th>Country</th>
<th>No. of products</th>
<th>No. &quot;positive&quot;</th>
<th>%&quot;positive&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Netherlands</td>
<td>31</td>
<td>8</td>
<td>25.8</td>
</tr>
<tr>
<td>Austria</td>
<td>22</td>
<td>5</td>
<td>22.7</td>
</tr>
<tr>
<td>UK</td>
<td>37</td>
<td>7</td>
<td>18.9</td>
</tr>
<tr>
<td>USA</td>
<td>240</td>
<td>45</td>
<td>18.8</td>
</tr>
<tr>
<td>Italy</td>
<td>35</td>
<td>5</td>
<td>14.3</td>
</tr>
<tr>
<td>Spain</td>
<td>29</td>
<td>4</td>
<td>13.8</td>
</tr>
<tr>
<td>Germany</td>
<td>129</td>
<td>15</td>
<td>11.6</td>
</tr>
<tr>
<td>Belgium</td>
<td>30</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>France</td>
<td>30</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Norway</td>
<td>30</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Switzerland</td>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sweden</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hungary</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>634</td>
<td>94</td>
<td>14.8</td>
</tr>
</tbody>
</table>

These results are demonstrative of the lack of quality and regulatory control of supplement production. In fact manufacturers could deliberately be including anabolic agents and stimulants into the supplements in order to enhance its efficacy.
Traditional remedies

Traditional remedies in the form of plants, herbs, tree barks and other substances are extensively used in many parts of the world, most notably in Africa, Asia and South America. These plants are used to treat a wide range of medical conditions, including water retention, purgatives, laxatives, analgesia and to treat cuts and burns. Plants are also used for magical, ritual and spiritual purposes and such knowledge is handed down over generations through oral tradition. Of the thousands of plants used the active ingredients of less than 10% is known. While it is possible to analyse some of these plants for the presence of substances listed on the prohibited list, it may be highly probably that the performance enhancing effect of others are not known and therefore not included on the list.

Therefore athletes using such substances could unwittingly test positive. A case in point is a Kenyan boxer who tested positive at the Athen Olympics in 2008 for cathine. As part of his culture, at a party he had consumed the qat leaf (*catha edulis*), which is a widespread practice in parts of East Africa and the Middle-East, which unbeknown to him contains the stimulant cathine. He was suspended and disqualified from participating in the Olympics.

Other traditional remedies contain steroidal compounds *dioscorea dregeana* and *typhia capensis* are but two examples.

**Behaviour**

Athletes also need to be careful about their own behaviours and the risk of their drinks being spiked – either maliciously or in humour. Although highly unlikely that it could result in a positive test, athletes should refrain from areas whether they may be exposed to secondhand smoke from cannabis or eating products made from cannabis.

**Recommendations**

Clearly if athletes are to protected they need to be aware of the pitfalls which could have dire consequences for their sporting careers.

First and foremost is to educate athletes concerning the prohibited list, the rules and the principle of absolute liability which puts the burden on them to prove their innocence should they return an adverse analytical finding. They should beware of medication obtained from their doctors or from pharmacies. They should be informed about the need to apply for Therapeutic Use Exemptions (TUE) where necessary.

Athletes need to be aware about the risk of using recreational drugs such as cannabis, cocaine and qat – all of which could result in a suspension from participating in sport.

The risks of supplement use should be highlighted and practical alternatives offered to athletes. The option of anti-doping agencies maintaining quality control over supplements has its pitfalls, but has been introduced in some countries including the Netherlands.

More research needs to be done on traditional medicines and the risks they pose to athletes. Understandably such research would take years to complete because of the difficulties in the process and the vast array of substances that would require to be tested. Outside of pharmaceutical companies, who could benefit from such research, little money is available for such research. However in the interim athletes should be warned about the risk of using such substances.
6.8.3. Anti-doping convention

Paul Marriott-Lloyd, Section for physical Education and Sport, UNESCO

It is a great pleasure for me to participate in this World Forum organized by the IOC and BOCOG in partnership with UNESCO.

I am here to talk to you today about the role of UNESCO in anti-doping. As the United Nations specialised agency for education, culture and science our mandate in this area may not be apparent. However, it was natural for UNESCO, which stands on principles of equality and justice, to get involved in anti-doping issues. Clearly, doping in sport does much to destroy fair competition; however, its impact goes much deeper than that. There is a potential for doping to impact on the fundamental values underpinning physical education and sport. Such an impact poses a threat not only to sport itself but also to society as a whole.

There are three distinct components to UNESCO’s anti-doping work – involving coordination, education and capacity building. Ultimately the goal is to:

- Establish a comprehensive global anti-doping framework (through the Convention)
- Increase awareness of anti-doping issues
- Ensure that all of the States Parties have in place effective anti-doping systems

However, before discussing aspects of the International Convention against Doping in Sport, I wish to emphasise the value of sport and the threat posed by the present doping crisis.

There can be no question that doping does irreparable harm to sport. It destroys fair play and equitable competition. The use of performance-enhancing drugs and other doping agents also does irreparable harm to athletes. Misuse of these substances or methods has led to cardiovascular problems, liver and kidney disease as well as psychological or physical dependence.

However, the impact of doping goes far beyond the athletes concerned or even the particular sport itself; it is a problem that affects societies as a whole. This is because doping also does much to undermine the intrinsic value of sport.

The benefits of sport carry well beyond the playing fields. For example, sport can be a powerful vehicle for peace by forging closer relations, mutual respect and understanding between peoples. Sport also contributes to development, drawing individuals together, providing facilities and access to community services. This activity fosters cooperation and helps to strengthen social ties and networks.

Sport is also an important learning tool for young people. It is often during the playing of games and sport that children learn about fair play, teamwork and cooperation. These lessons help to shape attitudes and values, and provide models of good conduct that will last a lifetime.

Against this background, UNESCO has developed the International Convention against Doping in Sport. The purpose of this Convention is to promote the prevention of and the fight against doping in sport, with a view to its elimination. The Convention represents the first time that Governments around the world have decided to apply the force of international law to the fight against doping in sport. This is important because there are specific areas where Governments and only Governments can progress anti-doping efforts.

My task is over the next few minutes is to explain what the Convention strives to achieve. To explain the substance behind the words. And to talk about how important ratification and entry into force of the Convention is to efforts to remove doping from sport.

The Convention provides the means for Governments to back the efforts of the sporting movement. It has been drafted to give effect to the World Anti-Doping Code (the Code), creating obligations on nations to take steps in accordance with its principles. While most sporting organisations have signed the Code, it is not legally binding for governments. The Convention was required to impose an
obligation on governments to apply the Code. Such actions must be complementary to those actions being taken by the sporting movement, as any lack of harmonization has the potential to be exploited to perpetuate doping. Accordingly, the Convention helps to formalize global anti-doping rules, policies and guidelines that will help to provide an honest and equitable playing environment for all athletes.

The Convention is a permissive document. The majority of the obligations in the Convention are articulated in non-prescriptive language, requiring a commitment to undertake measures consistent with the principles of the Code. There is flexibility in the approach governments can take to give effect to the Convention. Accordingly, it provides a legal framework within which all Governments can take action to remove doping from sport.

However, there are specific obligations under the Convention and clear actions required of Governments.

Governments must take action to restrict the availability of prohibited substances and methods in order to restrict their use in sport. These include measures against production, movement, importation, distribution, sale and trafficking. It makes a mockery of anti-doping efforts when an athlete suffers a two-year or a lifetime ban, while those that conspire to manufacture and supply the very same prohibited substances and methods escape serious punishment. The imposition of border controls and criminal penalties, and for this matter to be afforded priority by enforcement authorities, are concrete measures to curtail this trade.

Some countries are already giving effect to these provisions through their medicines control legislation (making them prescription only medicines). Others like Italy, France and now Spain have taken it a step further with the imposition of criminal penalties. In Australia, the Government has instituted border controls to stop steroid trafficking, and there has already been concrete evidence of this practice working. All of these approaches are acceptable, the important thing is that Governments take concerted steps to stop the sale and supply of performance enhancing drugs to athletes.

There is a requirement for Governments to adopt measures aimed at athlete support personnel. We have all heard about coaches who are complicit in doping offences, or worse, are the peddlers of drugs. Kelli White talks about the influence of her coach (Remi Korchemny) on her decision to take BALCO ‘products’ and we know of the role Charlie Francis played in Ben Johnson’s use of steroids. These people must be held responsible for their actions and removed from sport.

Action is also required against the doctors that give blood transfusions or applying their knowledge of the pharmacopoeia to assist the cheats - those who forget the Hippocratic oath and put profit or prizes ahead of the health of the athlete. Sport cannot deal with these people alone.

Governments need to take measures to deal with nutritional supplements. Producers and distributors should be required to disclose information regarding the analytic composition of their products and controls are needed in production to prevent contamination. To illustrate the extent of this problem, the Canadian Centre for Ethics in Sport, recently issued a warning about five readily available supplements that contained banned steroids. Whether this was due to poor production or a deliberate attempt to circumvent food or drug legislation, the result is still the same for the athlete. They risk a committing (inadvertently or otherwise) an anti-doping rule violation.

Under the Convention, State Parties shall support or provide testing programmes. Further, all doping controls shall be consistent with the Code, and include no-advance notice, out-of-competition and in-competition testing. This is one of the key aspects of the Convention - international efforts will be at their strongest if athletes can be tested anywhere in the world at anytime. In the future there should be no place to hide from the all-essential drug testing.

There are several ways to approach this issue either through national programmes or through coordination. For example, countries in the Caribbean, with the help of WADA, have decided to join together to form a Regional Anti-Doping Organisation to undertake testing. This follows other models in Central America, Oceania and Africa and Arab States. The result is that through the sharing of costs and expertise smaller states can be equally effective in the fight against doping in sport.
Another key area where Governments play vital role is through the power of their financial contributions to sport. This is important given the fact that sport does not typically exist without some level of Government funding, direct or indirect. The Convention requires Governments to withhold financial support and access to facilities from athletes upon conviction of an anti-doping rule violation and withhold financial or other support from sports organisations not in compliance with the Code.

Cooperation between anti-doping organisations, public authorities and sports organisations is encouraged at the international level, particularly in relation to doping control. Through coordination we can avoid unnecessary duplication of effort. Support for, and the equal funding of, WADA is enshrined within this international legal framework.

The Convention requires Governments to undertake to support, devise or implement education and training programs on anti-doping. Prevention will be best achieved through the education of athletes and the wider sporting community. At a minimum, athletes and athlete support personnel need to be informed of their rights and obligations, and made aware of prohibited substances and methods, doping control procedures and relevant aspects of the World Anti-Doping Code.

Finally, States Parties are encouraged to undertake and promote anti-doping research. This is needed to close the gap between those who seek to avoid detection and the methods at our disposal.

That is the substance of the Convention, however, its adoption signifies a beginning not the end. The International Convention against Doping in Sport marks a new phase in anti-doping. A phase where all of the Governments of the world work within their considerable influence to remove doping from sport. The Convention provides the framework for this to take place. However, it needs the forceful application by all of the Governments of the world.

Thirty instruments of ratification, acceptance, approval or accession are required for the Convention to enter into force. It is essential that we succeed in achieving this goal in 2006 - to maintain momentum and to clearly demonstrate the resolve of governments to take the fight against sport forward.

I would like to acknowledge the efforts of the Chinese government who became the 18 State Party to the Convention. It demonstrates a commitment to anti-doping at the highest level.

Since last week am also proud to report that Bahamas, Peru, and just yesterday Romania have deposited instruments of ratification with UNESCO. Spain will do so on Wednesday. Progress is clearly being made.

While UNESCO will largely concentrate on administration and monitoring of the Convention, there are two other areas of work.

UNESCO’s involvement in anti-doping activities is also based on the strong belief that education will be central to removing doping from sport. Ultimately one of the keys to success will be providing quality advice to the athletes of tomorrow and building resilience among young people around the globe.

As the first priority we have focused on the athletes of tomorrow. In this regard, we have developed an anti-doping education brochure for young people in partnership with the World Anti-Doping Agency. Young people are a particular target because they represent the future of sport. The brochure introduces young people to the issue of doping in sport as well as outlining basic aspects of the World Anti-Doping Code, including prohibited substances and prohibited methods, doping control and anti-doping rule violations. The subject is approached in a positive and empowering manner with an emphasis on fair play and sporting ethics.

This brochure is available for use, and to be co-branded, by any government ministry, anti-doping agency or national Olympic committee. If you see value in the information presented please contact UNESCO to obtain an electronic copy of the materials ready for printing.

In the future we will have a school-based education programme for young people which promotes the development of sporting ethics and values and the anti-doping message. Schools provide an ideal learning environment because it is often there where young people learn about fair play and teamwork. It is important to educate young people about the harm doping does to sport as well as to the individuals...
concerned. That harm is not just physical or psychological. It is also ethical. The desire to win is healthy; the desire to win at all costs, is not.

Education will also be targeted at sensitising stakeholders and the public to anti-doping issues. The final area of focus is capacity building. In supporting the development of the Convention UNESCO has been cognisant that anti-doping programmes across the world are at different stages of development and has been careful to ensure that the Convention meets the needs of all countries. There are provisions for the financing of activities by States Parties who implement anti-doping programmes in accordance with the Convention - the Fund for the Elimination of Doping in Sport. In the years to come we will be looking to expand knowledge and capacity in the many regions around the world. Capacity building will be through training, network process and institution-building as well as assistance in policy development. The idea is to build a stronger network of capable governments.

Ladies and gentlemen

Never before have global anti-doping efforts been stronger and more focused on providing an honest and equitable playing environment for all athletes. However, we need to continue to move forward. In particular, I call on governments to play their part, and to take all the necessary measures to become States Parties to the International Convention against Doping in Sport. I call on the sporting movement to back to efforts being made by governments and preserving the partnership approach. We all have a vested interest in ensuring that future generations are able to enjoy and excel in doping-free sport.
6.8.4. Reaching out to young people

Jeff Lee, Executive Director, Mentor Foundation

My Perspective: Jeff Lee, Executive Director

- As someone who has worked with young people for over 30 years
- As someone who has specialised in the field of drug prevention and the promotion of health and well-being of young people for almost 35 years
- As someone who has worked with other adults, international, government and non-governmental agencies for over 20 years
- As a parent of three boys aged 16, 17 and 14

A view that reflects:
- Professional opinion
- Good theory and research
- With the need for pragmatism and reality

The Mentor Foundation

- Mission
  - Prevention of drug abuse among children and young people
  - Promotion of health and well-being

Mission, Focus, Unique

- The Mission
  - To prevent drug misuse and promote the health and well-being of children and young people
- The Focus
  - Identifying, supporting, and disseminating best practice in drug misuse prevention and undertaking specific project activity to help alleviate the health and well-being of children and young people
- Unique
  - The only international non-government organisation with a prevention focus

Mentor is an established and respected player globally

- It is independent, privately funded and political
- Has almost ten year history fighting drug misuse
- Registered in Geneva. Mentor has over 50 “National” organisations; Colombia, Sweden, Germany, UK and USA. Others are in the process of being established
- Has undertaken 60 projects on four continents
- Embodies a deep technical knowledge pool regarding prevention, and has practical credible experience transferring programmes across cultures
- Maintains close relationships with international organisations such as WHO and UNODC, IOC, FIFA, DAE, Council of Europe

The Mentor Foundation is the only NGO working on a global basis to prevent drug misuse among children and young people.
Report

Mentor consists of national "Mentor" organizations which are connected by an international resource hub.

Key Points

- Established 1994
- International, independent, apolitical, not-for-profit
- Preventing Drug Misuse
- Protecting Health and Well-being of Children and Young People
- Protecting from risky behaviors
- Offering positive alternatives
- Increasing ...
- Supporting ...
- Undertaking ...
- Disseminating ...
- Effective and Research-Driven

The Trustees

Mentor International Trustees

H.E. Queen of Sweden President

H.R.H. Crown Prince of Denmark

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Dr. A. Albrecht, Stefan Pfeiffer

Mentor International: 4 key areas of work

1. Establishment, support and coordination of Mentor National and Regional operations globally within the Mentor Family
   - Mentor National and Regional entities have been established in:
     - Sweden (1995)
     - USA (1997)
     - Germany (1999)
     - UK (1999)
     - Colombia (2001)
     - Australia (2000)
     - Belgium (2005)
     - Mentor Austria: Regional operation for 22 South and North African countries
     - Plans for new National entities in preparation including potential developments for Mentor in Brazil, China, Italy, South Africa and Venezuela
   - Collaboration with existing organizations undertaking work in prevention is another way in which Mentor International develops and undertakes its work.

Mentor International: 4 key areas of work

2. Provision of a global website (www.mentorfoundation.org) with National and Regional components in order to provide:
   - Information on Mentor:
     - a comprehensive information service in order to inform, break and promote positive prevention
     - Information on Mentor's prevention work and projects
     - An online prevention programme for parents (in progress)
     - Specific prevention programmes and information on other prevention "best practice" prevention work (in progress)

And so ...
- Identity, share and disseminate information on prevention work and approaches nationally and globally
- Mentor's website is a global success story.
- It is in the process of developing its availability in different languages.
- Although the current target groups are mainly general users, particular organizations and policy makers, new material targeting particular groups, for example young people, will soon be in progress.
Mentor International: 4 key areas of work

- To undertake and support specific prevention and youth promotion projects or provide consultancy inputs on prevention
- Examples of Mentor International’s recent and planned work in this area include:
  - Lessons Learned in Drug Abuse Prevention: A Global Review (for UNODC, 2009)
  - International Guidelines for Drug Education: publication for UNODC, 2004
  - Consultancy support and workshops for prevention programmes in Kyrgyzstan, Kazakhstan, Uzbekistan, Tajikistan and Turkmenistan (for UNODC, 2009)
  - Central and Eastern Europe Project (CEMA) (through Mentor UK, 2005-9)
  - Peer worker for parents (in process 2009)
  - Towards Best Practice (in process 2009)
  - New and updated Lessons Learned
  - Adolescent brain development and drugs
  - Implications for prevention policy and practice
  - Mentor Commonwealth and FIFA football project

Reaching out to all young people

- Sport the great alternative
  - Promoting positive health
  - Avoiding negative health behaviour
- Drugs not only an issue for “enhanced performance” but a general issue about use of all drugs
- Sport is for ALL: Olympics the pinnacle

Remember - use sport to promote...

Knowledge
Information
Social Skills
Self-esteem
Alternatives and opportunities
Values and attitudes
Influences — (media, peers, etc.)
Personal and social confidence and competence
Prevention, Opportunity, Protection

**Prevention**
- Of drug misuse and the harm that drugs can cause
- Through promotion of healthy lifestyles and choices
- To identify and disseminate best practice

**Opportunity**
- To be involved in healthy alternatives
- To acquire relevant knowledge, attitudes and skills
- To become healthy, confident and competent members of society

**Protection**
- From the risk factors that can lead to drug misuse and other risk behaviours
- To build the protective factors that will help to make drug misuse and other risk behaviours less likely
- From the pressures, stresses and circumstances that lead to drug misuse and other risk behaviours

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The President’s view

**Mentor’s President, HM the Queen of Sweden:**

- “We may never succeed in eradicating the problem of drug misuse but that should not stop us in our efforts to prevent it and the harm and misery it can cause.”

- “The need to identify, support and share what is effective in drug prevention remains. We must try and discover what works best for different groups, with different needs in different settings. We must then share that learning to all involved in the drug misuse prevention community.”

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In Conclusion

- Many thanks and please – I need your help and support and we need each other’s help and support

...and they need our help and support
6.9. Parallel F – Olympism and universities

6.9.1. Network in Olympic studies

Philippe Blanchard, Director of IOC Information Management Department

1. Basic principles on the relationship between the Olympic Movement (OM) and the university world
2. The IOC Olympic Studies Centre: past and present
3. The Network in Olympic Studies (COS) project
4. Conclusions

a) The IOC and the OM according to the Olympic charter

b) The university community’s contribution

- “Olympism seeks to create a way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethics principles”
- “The goal of Olympism is to place sport at the service of the harmonious development of man with a view to promoting a peaceful society concerned with the preservation of human dignity”

- “The OM concerns all individuals and entities who are inspired by the values of Olympism”
- “The practice of sport is a human right”
- “The Olympic spirit requires mutual understanding with a spirit of friendship, solidarity and fair play”
The IOC and the OM according to the Olympic charter (3)

- "Any form of discrimination (...) is incompatible with belonging to the OM"
- "The IOC's mission is to promote Olympism throughout the world"

The IOC and the OM according to the Olympic charter (4)

- "The IOC's role is (...) to encourage and support initiatives blending sport with education and culture"
- "The NOC's role is (...) to promote the fundamental principles and values of Olympism (...) by promoting Olympic educational programmes in (...) universities"

The university community's contribution (1)

- Universities are responsible for producing, conserving and disseminating knowledge (research and education are the 2 key elements for ensuring cultural legacy)
- Principles and values of Olympism are rooted on humanistic and academic backgrounds. Education and research are also key elements:
  - OM pursues education through sport
  - Research is needed to understand how the relationship between the OM and the society evolves

The university community's contribution (2)

- Since the creation of the IOC, universities and the OM (IOC, ICOM, NOC, etc.) have collaborated in several ways:
  - Education (university programmes, expertise, information, etc.)
  - Research (fundamental and applied, big explosion of disciplines involved today)
  - Dissemination and cultural legacy (publications, seminars, etc.)
  - Games operational needs (facilities, training, human resources)

2. THE IOC OSC: PAST AND PRESENT

a) Brief background
b) Organisation
c) Main objectives
c) OSC collections and main services

OSC - Brief background

- Creation in 1982 to offer an internal and external information service
- In 1994, transfer to the Olympic Museum and enlargement of mission:
  - preserving IOC written and audiovisual collections, coordinating and promoting research, teaching and publications on Olympism
- Support of a Research Council / Selection Committee meeting since 1997
**OSC organisation**
- The OSC is now under the responsibility of the IOC Information Management Department.
- Four sections contribute to the OSC:
  - The Historical archives
  - The Library
  - The Images section
  - The Information centre
- In addition, a university coordinator facilitates the liaison between the IOC and the academic world.

**OSC main objectives**
1. Ensure access to OM information for the Olympic family, academics and the public.
2. Develop, through the expertise of our academic partners, our analysis and multidisciplinary research capacity on the IOC and the OM.
3. Contribute to the valorisation of the IOC cultural legacy and to the dissemination of the Olympic values.

**OSC main collections and services (1)**
- The Historical archives
  - Collections:
    - 10'000 files (1.5 km shelf space)
    - Documents of the IOC, International Olympic Committee (IOC), and the IOCs from 1894 to 1984.
  - Services:
    - Preservation of the archives
    - Consultation (rules of access to the IOC Archives)
    - Processing of internal and external requests, assistance to researchers

**OSC main collections and services (2)**
- The Library
  - Collections:
    - 23'200 titles available
    - 230 periodicals and files
    - 14 Gb CD-ROM
  - Services:
    - Loans and interlibrary loans (over 6'000 annual loans)
    - Bibliography research
    - Provision of scientific advice
    - Online catalogue

**OSC main collections and services (3)**
- The Images section
  - Collections:
    - 550'000 original photos (1896-2006)
    - 30'000 hours of footage (1900-2006)
  - Services:
    - Search of photos & film footage
    - Technical advice
    - Provision of audiovisual materials on CD or in print (photos) and on video or DVD (film) (in 2005, delivered 9'200 photos and 300 hours of footage)

**OSC main collections and services (4)**
- The Information centre
  - Services:
    - Reference service: information requests & management of the results & participation database (Cores) (2'100 requests annually)
    - Analysis & research service
    - Creation of contents for the IOC's needs
    - Reception of and research advice to the OSC's visitors (academics, media, public) (150 visits per year)
3. THE NETWORK IN OS PROJECT

a) SWOT analysis on OM / academic world relationship
b) Objectives of the network
c) Expected deliverables
d) Principles of networking
e) Main projects and activities

SWOT Analysis (1)

- Strengths
  - Academicians contribute to highlight origin & values of Olympism and to analyse OM evolution in society (intellectual capital)
  - Olympism, mankind concept that attracts multidisciplinary expertise
  - Value & availability of IOC archives / OSOs in the world

- Weaknesses
  - Conflict of aims / different perceptions of Olympic reality
  - Lack of common strategy
  - OS is a matter of a limited number of countries with lack of coordination
  - Different work rhythms (short-term versus long-term analyses)

SWOT Analysis (2)

- Opportunities
  - Scholars network to be linked with OM networks (IOC, NGOs, etc.)
  - Syndication of resources & ideas from new societal challenges
  - Academic to be contributions of ICC multicultural developments
  - Academic research implies capacity of the IOC to tolerate confidence and transparency

- Threats
  - Loss of credibility & lack of understanding between academic & Olympic world
  - Growing radical criticism of Olympic social role historically provided by scholars
  - Priority given to sport management studies

Network in OS objectives

1. Facilitating exchanges and reducing the knowledge gap between the academic community and the IOC/OM
2. Promoting better communication and collaboration between organizations and individuals involved in OS
3. Developing the capacity to generate and disseminate knowledge about the Olympic phenomenon

Expected deliverables

- Creation of a multicultural and multidisciplinary network active in terms of producing and disseminating collaborative research and teaching projects
- Covering the functions of a worldwide observatory in OS
### Principles of networking (1)
- The network is conceived as a dynamic project in which all those working in the area of the OS will have the opportunity to take part.
- The academic community's participation will be facilitated through the university-based centres for OS and an Olympic university experts directory.
- The network seeks to cover a broad spectrum of areas of expertise and encourages ad hoc contributions to specific projects.

### Principles of networking (2)
- The IOC and the NOAs are welcomed as part of the network in order to ensure a link with educational activities and to facilitate a wider international contribution.
- Other organisations should also in the future also be associated with the network, such as: COCOS and legacy-related institutions; scientific and professional associations; libraries and information services.

### Main projects and activities (1)
- **Observatory**
  - Follow-up the main research projects dealing with Olympic issues.
  - Agenda of teaching and training activities, agenda of academic conferences dealing with Olympic issues, list of scholarships available, etc.

### Main projects and activities (2)
- **Research**
  - Proposed collaborative research projects requiring an international contribution by the network members.
  - Biennial IOC appeal for research projects (being studied).
  - Postgraduate Research Grant Programme (already existing).

### Main projects and activities (3)
- **Teaching**
  - University exchanges.
  - Collaborative teaching programme: contribution to existing Olympic-related Masters/Masters in Olympic studies.
  - E-learning programme.

### Main projects and activities (4)
- **Dissemination**
  - Annual or biennial Conference on OS (to be organised by one of the OSCOs or the Steering Committee members).
  - Annual report on OS.
  - Written and audiovisual kit for Olympic dissemination purposes.
  - Pool of information and documentation resources, on-line documents.
4. Conclusions

- Universities are valuable partners for the IOC and the Olympic Movement
  - In terms of analysis
  - In terms of dissemination

- Multidisciplinary approach and geographical distribution will assist in the comprehension of the richness of Olympism
6.9.2. The academic world and the Olympic Movement: Historical review and perspectives

Miquel de Moragas I Spa, Director OSC Autonomous University of Barcelona

ABSTRACT
This aim of this paper is to explore the potential of the relations between the Olympic Movement and academic institutions, and in particular the role of universities. The paper begins with a brief overview of the historic antecedents of this relationship and summarises the current situation, characterised by the new and growing interest of universities in the Olympic Games due to their important social, economic and cultural dimensions. Moreover, the need for research in the Olympic Movement is analysed and the contributions made by various academic actors to this research are assessed, especially those of new university Olympic Studies Centres and groups. By way of conclusion, collaboration proposals are made along with a number of recommendations as to how to maximise relations between both areas to achieve benefits in terms of shared social, cultural and Olympic values.

ANTECEDENTS. RELATIONS BETWEEN THE ACADEMIC WORLD AND THE OLYMPIC MOVEMENT

Relations between the academic world and universities and the Olympic Movement date back to the congress of the founding of the International Olympic Committee in the Sorbonne University, Paris in 1894. I am not solely referring to the solemn setting of that University’s great hall, but to the conviction of the founder, Pierre de Coubertin, that the Olympic Movement, as a sporting-cultural phenomenon, would find its identity and adapt to the modern world through the knowledge developed at the universities.

The concept of “Olympic Studies Centre” was actually formulated by Pierre de Coubertin shortly before his death in 1937: “I think that an Olympic Studies Centre [...] would help more than anything in the maintenance and progress of my project and in protecting it from the diversions that I fear may affect it”. Following on from this initiative, Carl Diem created the International Olympic Institute in 1938. In this early stage, “Olympism” referred to a blend of three main values: Greek classicism (humanism), the value of sport in the education of young people (education) and new international relations of industrial society (modernity), thus transferring the early experiences of the universal expositions to the Olympic Games.

Greek classicism (HUMANISM)  Industrial society and international relations (MODERNITY)

OLYMPISM

Sport, Training (EDUCATION)

This tradition would later inspire the foundation of the International Olympic Academy (IOA) in 1961, which has since continued to adapt its objectives to the emerging demand for knowledge concerning the Modern Games, fulfilling an important educational role and serving as a meeting point for scholars, both at international level, in Olympia, and national level with the establishment of the respective National Olympic Academies.

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From the 1960s onwards, in line with the celebration of successive Games, historical studies of the Games (especially the Modern Games) began to flourish with special attention given to international relations and the political circumstances of the Olympic experience. At the same time, a number of university researchers, also carried out major research on Pierre de Coubertin and his philosophy.

In confirmation of de Coubertin’s intuition, these academic contributions have proved decisive for preservation of the Olympic spirit and for the configuration of the Olympic Games’ identity as a major worldwide cultural phenomenon.

Academic activity in relation to Olympic Studies underwent a major expansion and diversification at the end of the 1980s: new actors, new areas of activity and new research themes, together with greater institutional commitment on the part of the universities.

It is important to highlight that this increased involvement grew from earlier initiatives taken by the International Olympic Committee (IOC). In 1982, under the Presidency of Juan Antonio Samaranch, the Olympic Studies Centre and Museum were opened on Avenue de Ruchonet in Lausanne. Later, in 1993, with the inauguration of the new Olympic Museum in Ouchy, the original centre took on new roles in resource management for promotion of Olympic studies, including new services (video library, photo library, library, documentation service) and, significantly, with the creation of the Research Council comprising internationally prestigious university scholars, the promotion of a new policy of links with universities and academic institutions and the funding of the postgraduate research grant programme (1999- ).

ACTORS IN OLYMPIC RESEARCH

The growing importance of the Games throughout the 1980s in terms of scale and impact, led to increased academic interest both on the part of institutions with directly related to the Olympic Movement and the Games and independent academic institutions with an interest in more general Olympics-related social phenomena.

The organisation of the Games requires a vast body of applied research (in terms of R&D), on the part of the International Olympic Committee (IOC) and the Organising Committee (OCOG), as well as on the part of the participating institutions (mass media, sponsors, licensees, public bodies in host countries, etc.). Part of this research work is assigned to private consultancies, yet an increasingly large proportion goes to or arises from research work in the universities.

However, it is not only organisational matters that are the object of Olympic studies; the associated emerging social challenges also require research. Examples are the advent of such phenomena as growing commercialisation, arising with the move from amateurism to professionalism, the challenges posed by boycotts used as weapons of confrontation between political blocs, the political and cultural commitment of the organising cities, and the new intercultural approaches to definition of the Olympic Values.

Thus, academic research is not limited to applied research; rather three other major fields complement it: historical research; study of the social and cultural context of the Games (humanistic research); and prospective studies.

But who are these academic actors and how can we classify them? In an initial approximation we can distinguish between:

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6 This activity culminated in 1991 with the creation of the International Society of Olympic Historians (ISOH) (http://www.isoh.org/pages/index.html).
- Research groups, or individual researchers, in any branch of the social sciences (historians, sociologists, anthropologists, economists, etc.) that choose to study some particular aspect of the Games.
- Formally constituted Olympic Studies Centres.
- Specialised sports science centres with specialised Olympic Games programmes.

THE INSTITUTIONALISATION OF OLYMPIC RESEARCH IN THE UNIVERSITIES AND THE ESTABLISHMENT OF OLYMPIC STUDIES CENTRES (OSC)

University activity in the area of Olympic Studies in general involves a large number of actors, both formal and informal, some of whose work is clearly Olympics-related, and others that work in the area on an occasional basis. The result is a vast variety of initiatives, with higher or lower levels of institutionalisation. However, the last decade has seen a major increase in university initiatives to create specialised Olympic Studies Centres, many of which arise from the experience gained by host or candidate cities.

The starting point for this process can be traced back to Korea and Canada at the time of preparations for the 1988 Summer and Winter Olympic Games held in Calgary and Seoul, respectively. In February 1987, the University of Calgary organised the conference “The Olympic Movement and the Mass Media: past, present and future issues”. While in August 1987, the First International Conference on the Olympics and East/West and South/North Cultural Exchange in the World System was held in Seoul with participation by major figures from the social sciences.

The year 1989 saw the establishment of the International Centre for Olympic Studies at the University of Western Ontario. That same year, clearly influenced by the Seoul experience, the Olympic Studies Centre of Autonomous University of Barcelona (CEO-UAB) was established. The model established by these pioneering centres was consolidated over the following years with the establishment of OSCs in other host countries: the Australian Centre for Olympic Studies in Sydney, the Olympics and Mega Events Research Observatory in Torino, the Centre for Olympic Studies at the Beijing Sport University and the Humanistic Olympics Studies Center at the Renmin University in Beijing, and the Centre for Olympic Studies & Research at Loughborough University in Great Britain.

In recent years, more and more universities have expressed an interest in establishing such centres. The Networking in Olympic Studies: research report identified a total of 23 such initiatives, most of which in Europe.

Centres of reference
The aforementioned multiplication of Olympic Studies Centres means that it is now desirable to develop indicators that measure quality, avoiding reductionist, or inappropriate use of the term “Olympic Studies Centres”.

The above-mentioned report sets out 6 main indicators for this area:
- **Research** (the Centre’s research activity, especially its participation in international research projects)
- **Documentation centre** (library, video library, photo library, historical archive services)
- **Teaching and training** (Educational programmes at a range of levels: undergraduate, postgraduate, professional training)
- **Dissemination** (organisation of congresses, seminars at national and international levels)

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8 International Research Academy for Olympics and Intercultural Studies Inje University
http://www.olympic.inje.ac.kr/
9 http://www.uwo.ca.olympic/fsel1.html
10 http://olympicstudies.uab.es/
11 Initially established as the Centre for Olympic Studies of the University of New South Wales, and now known as the Australian Centre for Olympic Studies (ACOS) (http://www.business.uts.edu.au/olympic/about_us.html)
12 Olympics and Mega Events Research Observatory (http://www.omeroinitait.org/)
13 http://www.c2008.org/
14 http://www.lboro.ac.uk/departments/sses/institutes/cos/index.html
16 Ibidem
Satisfying all of these indicators indicates a high level of institutionalisation, and therefore, a solid level of support from the university, from Olympic institutions or from the relevant public administration. This explains why the majority of these initiatives are found in Olympic host cities, in candidate cities or in countries with long Olympic traditions.

Finally but no less importantly, it must be pointed out that these Centres are the tip of the iceberg of the large critical mass of international university researchers working in the field of Olympic studies. It is important to highlight that these centres serve as necessary platforms for dissemination and, indeed, for the production of their research work.

Until now, the forms of organisation and information exchange among all these actors had been rather spontaneous, largely through the standard academic channels (academic books and journals, research seminars, conferences, etc.). These exchanges have taken place thanks to initiatives organised by the Olympic Movement (IOC, Organising Committees, IOA) but also, and very significantly, thanks to the commitment of a range of scientific associations (ICSSPE, IASI, IAMCR, etc.) which have included Olympics-related themes in their international conferences and congresses. And also thanks to initiatives of the Olympic Studies Centres themselves.

HOW CAN THIS NEW INTEREST IN THE OLYMPIC GAMES BY UNIVERSITIES BE EXPLAINED?

This interest in the Olympic Games and the Olympic Movement by universities can be explained by various factors, including the following:

1. The impact of the Games on modern society.
2. The transversal nature of the phenomenon and the inter-disciplinary approach required.
3. The uniqueness of the Olympic phenomenon as a case study for interpreting globalisation processes.
4. The multicultural nature of the Olympic phenomenon.
5. The inherent ethical value and social commitment of the object of study.

The impact of the Games on modern society

Olympic research, without losing interest in the historic dimension (ancient and modern), has expanded its subject area in line with the transformation of the Games into “mega-events” and their ever-expanding impacts: social, cultural, economic, political, media, urban development, environmental etc.

Today, the Games are the main “mega-event” of our times, involving considerable international participation, and having a major impact on the host city, with a complexity that grows on an unprecedented scale from one edition to the next. No other event, with the unfortunate exception of war, inspires such interest on the part of the global media. Nobody should be surprised then that the Games should be a subject of great interest to so many universities.

The transversal nature of the phenomenon and the inter-disciplinary approach required

The modern Olympic Games impact on a huge variety of sectors and a vast network of activities. This makes them a privileged observatory for the study of modern society.

The table below sets out the range of subject areas within the general field of Olympic Studies, illustrating its importance in terms of social science studies.

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17 The International Council of Sport Science and Physical Education (ICSSPE) (http://www.icsspe.org/index.php?PHPSESSID=5c987b5f11389806a92d0a384b02894e)
18 International Association for Sport information, (IASI) (http://www.iasi.org/). In April 2001, the IASI, in collaboration with the Olympic Museum, organised its 11th congress on the theme “Sport Information in the Third Millennium”, with a number of papers on the subject of Olympic documentation (http://www.iasi.org/congressproceedings.html).
19 International Association for Media and Communication Research. Section Media and Sport, (http://iamcr.org/)
Olympic Studies /Thematic fields for research

THE ECONOMIC APPROACH
• Economy / Marketing
• Management of the Games
• Planning & bidding process

THE HISTORICAL-POLITICAL APPROACH
• Politics & International relations
• History (the Ancient and Modern games)
• Legacy

THE ENVIRONMENTAL APPROACH
• The Environment
• Urbanism & Architecture
• Technology
• Transport & mobility
• Tourism

THE SOCIO-CULTURAL APPROACH
• Cultural aspects (identity, diversity, multiculturalism)
• Rituals analysis
• Communication, Media & Internet
• Art & design

THE APPLIED SPORT SCIENCES APPROACH
• Sport & physical activity
• Health / Medicine
• Doping control

THE LEGAL-PHILOSOPHICAL APPROACH
• Ethics
• Philosophy of Olympism
• The Olympic Movement
• Law & regulations

THE SOCIOLOGICAL APPROACH
• Volunteers
• Labour
• Social aspects (participation, exclusion, etc.)

THE EDUCATIONAL APPROACH
• Olympic education
• Training
• Dissemination of Olympic values
• Research policies

It is not only the scale and thematic wealth of the Games that stimulates interest among university researchers. This interest also arises from the great complexity of the systems that characterise the phenomenon and from the possibility afforded to study key issues of the contemporary world.

The uniqueness of the Olympic phenomenon in a globalised world
The modern Games provide us with a privileged observatory for interpretation of the opportunities and contradictions of what we call the “global world” (in terms of communication, culture, politics and economics). This is combined with the added attraction of constantly changing host cities, from Seoul to Barcelona, from Barcelona to Atlanta, from Atlanta to Sydney, from Sydney to Athens, from Athens to Beijing, and from Beijing to London, and so on, thus facilitating analysis of the local-global relationship, which is so characteristic of our times.

Further, as a great mega-event, the holding of the Games leads to questioning of a number of key or central concepts of modern society. For example:

- The culture of peace and Olympic Truce
- Nations, nation-states, cities and international relations
- Sustainability and the environment
- Diversity and cultural identity
- Inequalities and solidarity
- Social exclusion and integration (gender, disability, social origin)
- Mobility (immigration, transnational market) and sport
- Urban renewal and social justice
- Etc.

Finally, the Games can also be seen as a paradigm of the knowledge society. It would be difficult to find a more explicit example of the “material” transcendence of “immaterial” elements. All this interlocking mesh of activities (and investment) is ultimately based on a set of symbols and rituals associated with athletic activity, with narration of its defeats and victories.

The multicultural nature of the Olympic experience
The current conditions in which the Games are organised – a context of unprecedented international participation (Athens 2004 set the participation record with 201 Olympic Committees), and intense
international media attention, pose a major cultural challenge for the Olympic Movement highlighted by the following three examples:

- Interpretation of the Games by the international media.
- The conceptualisation of the Cultural Olympiad and the Olympic ceremonies.
- The ongoing revision of Olympic philosophy, in keeping with new concepts emerging in the cultural diversity debate.

Attention should be drawn to the great responsibility resting on the Olympic Movement in the context of the present-day worldwide debate on human rights and cultural diversity and, more specifically, the opportunity to lead the world of sport in contributing to the objectives of the Convention on the Protection and Promotion of the Diversity of Cultural Expressions recently approved by UNESCO.

The ethical value of the object of study

To the above factors we must also add another that goes beyond the merely epistemological and concerns the area of ethics of research: the identification of teachers and researchers (of which there are hundreds) with Olympic ideals, for altruistic reasons and because they see them as socially necessary.

Consequently, this research work can easily become a task of disseminating values, or of providing a critique of the contradictions occurring in Olympism, in line with Coubertin's aims when first suggesting the role for an Olympic Studies Centre.

Therefore, the frontiers between Olympic research and Olympic education are intertwined and interconnected in multiple ways.

HOW DOES ACADEMIC RESEARCH BENEFIT THE OLYMPIC MOVEMENT?

We have now considered why the academic world is interested in the Olympic phenomenon, but in order to complete this analysis a second question must be asked: in what way can academic research be of benefit to the Olympic Movement?

Firstly, it should be pointed out that the main contribution of the “academic world” to the Olympic Movement should not be seen simply in terms of immediate functional utility. However, this does not mean that academic study does not lead to knowledge of functional and strategic interest to the Movement. Olympic organisers, even consultancies, use much of the knowledge generated by academic study, most of which is public and freely available, as a basic source of information.

I would suggest that the contributions of the academic world to the Olympic Movement lie in the following nine areas:

Functions of research

1. **The Interpretative function** (identifying and defining the values and functions of the Olympic Movement in the modern era).
2. **The Prospective function** (analysis of endogenous and exogenous trends which will affect sport and the Olympic Movement in the future).
3. **The Applied function** (providing advice to Olympic institutions regarding functional and organisational needs).
4. **The Historical function** (studying and documenting the history of the Olympics, as a fundamental resource for knowledge of the identity of the Games).
5. **The Critical function** (studying deviations, contradictions, and dysfunctions of true Olympism).
6. **The Informative function** (adapting knowledge to the various dissemination needs of the Olympic system: media, Organising Committee, museums, publications).
7. **The Educational function** (applying knowledge on the Olympic phenomenon to educational programmes, especially those on education in values).

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8. **The Cultural function** (interpreting Olympism in a non Euro-centric way, on the principle of diversity and intercultural dialogue).

9. **The Legacy function** (consolidating collective memory of the Games as part of the immaterial heritage of humanity, facilitating the exchange of experience).

As examples of functional applications of this research, let us consider the following possible contributions of universities to host cities:

- Feasibility studies (prior to candidacy)
- Master Plan (organisation, time-scales and resources)
- Resource planning (economic, technological and urban resources)
- Training programmes (experts, technicians, volunteers, translators)
- Environmental studies
- Support to health policy
- Basic research for cultural programmes
- Conceptual design of ceremonies
- Implementation of educational programmes
- Documentation
- Evaluation and interpretation of the legacy

**SOME CONCLUSIONS AND RECOMMENDATIONS**

The Olympic Movement derives direct and indirect benefits from the existence of hundreds of scholars around many different countries and continents.\(^{21}\) This academic contribution is, to a large extent, a voluntary one, from the basis of firm ethical convictions in keeping with Olympic values.

The Olympic Movement must appreciate this contribution as a valuable resource for innovation and adaptation of its identity in the modern world.

Yet, the Olympic Movement’s attitude should not be a merely passive one, but rather it should commit itself to its own research and development policy (R&D) which, while respecting the autonomy of the universities and research centres, would work to channel the knowledge generated in such a way as to favour its own objectives.

To this end, I would suggest the following criteria for optimisation of relationships between the Olympic Movement and academic institutions:

On the part of the Olympic Movement:

1. Facilitate the necessary information to researchers in the social sciences, both in terms of archive material (history) and events (accreditation of academic observers at the Games).

2. Strengthen the Olympic Movement’s study and documentation platforms (OSC, IOA, Olympic Museum, Conferences), thus creating bridges to the university and the academic activity in general.

3. Promote the creation and consolidation of Olympic Studies Centres in different continents as platforms for exchange (networks) between university actors.

4. Contribute to the development of research groups in those regions of the world with lower levels of research activity and fewer specialised centres. This means a specific promotion policy for Africa, Asia and Latin America, highlighting the need to increase cultural diversity in the interpretation of Olympism and the Olympic Movement.

5. Harness the critical mass of university experts in order to manage the multiple research needs of the Olympic Movement, while also indirectly strengthening the continuity of university research on the Games.

\(^{21}\) Though not claiming to be exhaustive, the Olympic Studies Directory (CEO-UAB) identifies almost 500 academic researchers. ([http://olympicstudies.uab.es/directory/main.asp](http://olympicstudies.uab.es/directory/main.asp)).
6. Promote Olympic Studies (research, documentation, publication, training, conferences) as basic activities within the cultural programmes of Olympic cities.

7. Facilitate bridges between research and Olympic education programmes and dissemination, more generally.

On the part of the universities:

1. Incorporate subjects related to sport and the Olympics into research programmes, as major cultural and social phenomena of our times.

2. Incorporate subjects linked to sport and the Olympic Movement into undergraduate and postgraduate syllabuses.

3. Consider the main problems facing the Olympic Movement as research priorities, including sustainability in sport, management of mega-events, their cultural dimension and, in a word, their adaptation to the new global and knowledge society.

4. Ensure the continuity of Olympic research by establishing inter-university collaboration programmes, ceding pride of place to the universities of each new host city, thus ensuring transmission of the legacy of the Games.

5. Promote inter-university collaboration, especially comparative studies, at global level, as a means of providing support for a new understanding of Olympism from the perspective of cultural diversity.

6. Place a priority on the transfer of research results to Olympic education programmes.

7. Harness information and communication technologies, especially the Internet, constructing a network of Olympic portal sites with the aim of extending and sharing knowledge with all interested parties, placing a priority on regions where research is less developed.

The challenges for such collaboration between universities and the Olympic Movement are extremely clear in the preparatory run-up to the Beijing Games of 2008. This Forum – given over to sport, education and culture – is evidence of the great potential of the conceptual contribution which the academic world can make to the Games, to meeting its functional needs, but even more so, to multicultural interpretation of the Olympic values in the contemporary world.
6.9.3. Games and universities: the case of Beijing

Hai Ren, Executive Director OSC, Beijing Sport University

Introduction
The Olympic Movement is a social movement with significant educational meanings since it is intended to promote harmonious development of human beings through sport. The Olympism stated in the Olympic Charter makes it very clear that the core of the Olympic Movement is education: “Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles.” Obviously, education is the fundamental function of the entire Olympic Movement endowed to play.

Since 1980s as a solid economic base has gradually been established for the Games, many people’s attentions have concentrated on the question how to make the Olympic Games effectively play their educational roles. Universities are the educational organization at the highest level in a country and undoubtedly have some important part to play in hosting successful Games. So universities were all quite active in the previous Olympic Games. The same is true for the Beijing Olympic Games, universities have played all sorts of important roles in the Games preparation and meanwhile benefited a great deal from their Olympic involvement.

The reasons for such a cheerful interaction between the Beijing Olympic Games and universities are not only because the inherent affinity of the two in general, but also lie in the ways of the Games being organized in particular.

I. Inherent affinity between the Olympic Games and universities
It is several important common features shared by the Olympic Games and universities that make their cooperation possible.

1. Common educational goals
To stage the Olympic Games is not to end in the Games themselves, the purpose for hosing the Games is to serve “the harmonious development of man, with a view to promoting a peaceful society concerned with the preservation of human dignity”. The same is true to universities, purposely aimed at cultivation of sound developed youth in order to serve for the progress of human societies. The Olympic Games and universities share the same social responsibility.

2. Common targeted groups
The Olympic Games mainly focus on the world youth who are not only the main body of the Olympic athletes competing at sport arenas but also the main part of the volunteers working for the Games and audience cheering for the athletes. The same is true to universities, gathered thousands upon thousands youth pursuing their education.

3. Similar extensive social influence
The Olympic Games are the core of the Olympic Movement. The Olympic Movements would have lost much of its power had no the Olympic Games. The Games have extensive influences and tremendous impacts on all activities of the entire Olympic Movement. Universities seem in a similar situation since they not only generate great impacts in a nation’s entire education system by influencing the secondary and primary education but also to the entire society because they are the conjunction of education and society.

4. Mutual demanding relationship
The Olympic Games are a great mega event demanding a huge amount of man power with high quality and at the same time providing a unique opportunity for cultivating such man power. This makes it possible for the Olympic Games and universities to form mutual beneficial interrelation.

1) Universities offer necessary resources to the Games

Manpower support
Universities are the final stage of the formal education system in a country, providing special training in various professional fields in accordance to social demands and gathered all sorts of specialists in a broad range of areas as well as a vast number of young people in undergraduate and graduate programs, enthusiastic and well educated. It is convenient to universities to provide the Games with the demanded diverse manpower in various levels.

**Scientific – technological support**

The Olympic Games have already integrated into the society and involved in various social factors, such as economy, politics, culture, philosophy, history, environment, etc. The mega event is one of the most complicated social projects demanding a valid support from the modern science and technology in various disciplines. Universities are the educational organizations with advanced scientific knowledge and the latest technology so they have the proper means to deal with the technical challenges and provide a good platform for the Games.

2) The Games offer opportunities for university training

The Olympic Games, due to their huge size of a super mega event and unique complexity in terms of their organization, require a close collaboration of all social sectors. Staging the Games is to test as well as to promote the knowledge, moral status and abilities of all parties involved. Universities involvement in the Games preparation is certainly a good opportunity for them to enhance themselves.

**II. Interaction between the Beijing Olympics and universities**

In the case of the Beijing Olympic Games, universities have been very active in the Games preparation and there is positive interaction between the two with the following characteristics:

1. The BOCOG and universities are closely working together

To carry out the gigantic project that Beijing has ever had the Games organizers have to build up a operational mechanism with various social sectors in order to cooperate the efforts from different parties and integrate the available resources. In doing so the BOCOG has set up a good partnership with universities. For instance,

- Through its Personnel Department the BOCOG set up a cooperate mechanism with various universities in Beijing to work on all items related to manpower for the Games, from writing personnel training materials, volunteer recruiting to the actual training practice.
- Through the Public Relation and Education Department, the BOCOG established the cooperate relations with universities, working closely on the projects like Olympic Education Demonstration Schools, Heart-to-Heart Programs (One Country, One School), teaching staff training.
- Moreover, through regular consultancy the BOCOG got professional advises from universities on various activities such as designs of the Games logo, mascots, slogan, torch rely, spectator service, opening and closing ceremonies.

2. Universities have been mobilized extensively in Games preparation

The Beijing Games are the Games to be held in the most populous country in the world so Beijing intends to get people as many as possible to involve the Games, which is a part of the meaning of one of the three concepts of the Games, the People's Olympics. This feature is also embodied in universities' involvement. There are more than seventy universities in Beijing, each has its own specialties and many of them have involved in the Games preparation. For instance:

- Beijing Sport University worked out the first Olympic textbook for Chinese university sport major students and the BOCOG educational materials for primary, secondary school students and working staffs in the BOCOG;
- The Remin University has undertaken the OGGI research project and edited the educational materials for university students, volunteers and staffs in service trades;
- The Capital Sport Institute launched its own Olympic Action Plan and responsible for training the instructors of Olympic educational programs in primary and secondary schools;
- The Beijing United University established its Olympic cultural research program and hosting the Beijing Olympic Scientific Forum at a regular base.
- Beijing University, Tsinghua University and other 14 universities signed a memorandum with the BOCOG on interns training for 2008 Olympic Games; these universities will train 706 students since 2007, working for the BOCOG as interns.
- Some universities, like Beijing Sport University, also have certain responsibilities to train the national teams for the Olympic and Paralympic Games.
3. Olympic research has been deepen due to universities involvement
The 2008 Games are the Olympics first organized in China so it is necessary to conduct various researches on all sorts of issues related. There was only one Olympic research center in China located in Beijing Sport University before 2001, while since Beijing’s successful bid for the Olympic Games on July 13, 2001, more universities have been interested in Olympic research and set up their own research organizations, for example, the Humanistic Olympic Studies Center in Remin University (2001), the Olympic Cultural Research Centre in Beijing United University (2001), the Sport Law Research Centre in Chinese University of Political Science and Law (2002), Beijing Research Center of Olympic Education in the Beijing Normal University (2006). Many universities have included Olympic issues in their research programs. The number of applications for the grants from the State Social Science Foundation and the State Natural Science Foundation has increased significantly. Moreover, many graduates have selected Olympic topics for their thesis.

4. International Olympic academic exchanges have been facilitated
One of the advantages of universities is their extensive relations with their partner schools in other countries, which has positive impacts on cross-cultural communication between China and international community in the Olympic area. For example, Renmin University and Beijing United University cooperated with the BOCOG to organize the International Olympic Forum in conjunction to the annual Olympic Cultural Festival; the Beijing Sport University organized the International Forum on Olympic Education. In addition, Beijing Sport University is currently collaborating with the Universidade Gama Filho (Rio de Janeiro) to work on the Olympic Studies Reader- a Multidisciplinary and Multicultural Research Guide, a project supported by the IOC.

5. Olympic volunteers program has been warmly welcomed by universities
The 2008 Olympics need about 100 thousands volunteers and university students will be its main body due to the fact that they are young and energetic, with professional specialties, capacity of foreign languages. The university teachers and students have shown great enthusiasm and the number of applicants to the Games volunteers has already gone over 100 thousands.

6. Universities have benefitted from their involvement in Games preparation
Actually, universities participation in the Games preparation is not only beneficial to the Games but also to universities themselves as follows:

1 Essential-qualities-oriented Education being promoted
Currently, Chinese education is in a shifting process from the examination-oriented type to the essential-qualities-oriented one in order to cultivate sound-developed youth with creative thoughts. The Beijing Olympic Games have offered new opportunities for the education reform. University students would strengthen their abilities in their participation in the Games preparation.

2. Social service function of universities being enforced
The Beijing Olympic Games have enlarged the area of social services that universities would provide, which, in some sense, is a channel to integrated universities into the society and to offer a vast social practice opportunities for university teachers and students. So they may apply their knowledge and abilities in the practice and learn a great practical experiences that they may hardly touch in classroom.

3. Campus culture being enriched
Campus culture has being enriched by a series of cultural and art activities related to the Beijing Olympics carried out in universities, such as demonstrations and competitions of photography, calligraphy, painting, poetry, writing on the Olympics themes, behavior education and volunteer training etc.. All these activities have disseminated the Olympic values and knowledge among the university students and made their life more healthy and colorful.

Final remarks
The Olympic Games and universities have an inherent affinity and interacted positively each other due to the fact that both have the similar goals, targeted groups and social influences. Universities may offer enormous manpower with high quality as well as scientific - technological support to the Games, while the Games may provide good opportunities for universities to enhance their education. The BOCOG and universities have established a close cooperative relationship in preparation of the Beijing Olympics. Being involved in all sorts of works in the Games preparation universities have offered various important supports to the Games organizers and at the same time improved themselves obviously through their services provided for the Games.
6.9.4. Olympism and humanism: the Renmin University approach

Yuanpu Jin, Renmin University of China

1. The 2008 Olympic Games will be held in China, the largest country on earth in terms of population, a milestone event in more than 100 years of Modern Olympic history. In promoting the humanistic values of universal application, the Beijing Games endeavors to turn a new chapter in the Olympic Movement and combine the anti-elitist Coubertinian ideal of maximum popular involvement to combat commercialism with enhancing Chinese traditional and modern sports culture among its 1.3 billion of citizens. To achieve this goal, Beijing has in recent years made aggressive efforts in a bid to spread the Olympic spirit to the public, such as “Humanistic Olympic walk into the community” and “the Humanistic Olympic tour in China”.

2. The 2008 Beijing Olympic Games features three themes: a Green Olympics, a Hi-tech Olympics, and a Humanistic Olympics. The essence of a Green Olympics is to create a clean and green natural environment to ensure people co-exist not only with fellow human beings but also with nature. What a Hi-tech Olympics is all about is to streamline this mega human event with state-of-the-art technology in an age of information to draw out super sportsmanship rarely seen or dreamed of in previous games. Lastly the humanistic dimension stresses the centrality of mankind in the scheme of things by developing human beings in a well-rounded, harmonious manner. Among the three, the Humanistic Olympic Games should be deemed as the center, the key element, and the soul of Beijing’s 2008 bid.

3. The three themes mentioned above are in perfect unison with the directions that the IOC suggested for future Games. In order to evaluate the social, environmental, cultural and economic impact of the Olympic Games on the host city and the rest of the world in general, the IOC has enacted Olympic Games Global Impact (OGGI), a project to be implemented at the 2008’s Beijing Games. This project requires the host city to submit an evaluation report two years after the Games is completed. OGGI, which lasts over 8 years, with 160 indicators to be studied and monitored, involves various disciplines and encompasses a host of governmental organs and academic institutions. The social implications and academic value of this project are very promising. As the first to undertake the OGGI, the Chinese people are determined to successfully complete the project, thereby enriching the legacy and theoretical approach of the Olympic movement. The report will be in the permanent keeping of the IOC as a common cultural legacy of all nations, indicative of the directions that future Games are supposed to take in the years to come.

4. The Humanistic dimension reflects what Beijing organizers are anxious to contribute the worldwide Olympic movement. Beijing 2008 Olympic Game is a big ceremony drawing together different civilizations of the world, the carnival which attracts different races and cultures to interact and communicate with one another.

Chinese civilization has more than 5000 years’ history with continuous development, from the childhood of the human being until now; it has become an unbreakable legend in the world civilization. Humanistic Olympic is Chinese civilization’s exploration and development to the western Olympic Spirit. The traditional Chinese concept “Peace and Balance” has taken on new meanings now. So around the topic humanistic Olympic, we will fully explore Chinese traditional culture resources, to show the Chinese civilization, to show the unique value of 2008 Olympic Game to the world.

5. Beijing is the famous historic city with 3000 years’ history, and also has 852 years’ history as the Chinese capital, that has preserved a great many valuable cultural relics and sites of historic importance. Beijing has the biggest collection of heritages in China, which includes 3500 historic cultural relics, which takes more than 200 million square meters totally. Zhoukoudian the pre-historical homo-sapien archeological museum, the Great Wall, Forbidden city, Summer Palace, Temple of Heaven and Ming Empire Tomb, etc are all in the Heritages List in the Worldwide by the UNESCO, it is unusual that six world famous heritages are housed in the same city. Beijing also has other cultural relic’s resources, such as Tian’an Men, traditional courtyard settlement, the YuanmingYuan Royal Garden, Tai temple and so on. The hosting of the Olympic Games is closely connected with urban development of Beijing in particular as it speeds up the development of...
infrastructure and popular livelihood, thus improving the city's image on a massive scale.

6. During the 5000 years, the Chinese has given birth to various traditional Chinese and folk sport culture among other things. the ancient gymnastic, Qi Gong; Chinese martial art, wrestling; the dragon boat, climbing the mountain, balls’ games; Racing, weight lifting, water games, to name but a few. the summer games; ice skating and snow skiing in the winter time. We also have different dances, Chinese go, Touhu, flying kite, Chinese golf, Chinese swing, Jirang, Tou hu, and Qian gou. Even some of the modern sport games like football; of whose origin we can trace to the traditional Chinese sport. Take one example,FIFA had already recognized Zibo city in Shandong Province as its birth place.

7. 56 ethnic groups that forms the nation all have their own sports, games and competitions and rich sports culture resources, which can enrich the western Olympic culture in a great way. Every folk sport all has its own group characteristic, such as the wrestling from Mongolia Group, the chasing sport from Kazakhstan group, the swing game from the Korean group, the wooden ball game from Hui group, Bamboo dance from Dai Group, Climbing a ladder made in swords from Miao Group, Carrying the Baskets competition from Gaoshan Group, TuiGan games from Qiang Group and so on, that can represent different group's character, psychology and concept.

8. Ancient Chinese people value very much ideals such as peace, harmony, beauty and love In the present world, human beings are facing the serous conflict between mankind and nature: The environment pollution, eco crisis, natural disaster and etc. are threatening people's lives; how to strike the balance between the nature and mankind becomes the arch goal for the Humanistic Olympic to explore. The special idea of ancient Chinese people to take human body as part of the nature is very much instructive underpinned by the traditional philosophy of oneness of human beings and Nature. The modern desire for the golden medals brings the negative effects in its wake the ultimate athleticism beyond the body’s limitation, drug uses, damage to human's body, has threatened to lead the Olympic movement astray and corrupt the lofty Olympic spirit of the all round and the harmonious human development. These harmful trends must be arrested so that we can pursue the Olympic movement more humanely and constructively. In the words of Mr Roger, His Excellency,"to make the movement purer, more humane and more united"
6.9.5. The role of Olympics chairs in the dissemination of Olympic education

Rafael Cortés Elvira, President, Camilo José Cela University

“The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practised in accordance with Olympism and its values, which requires mutual understanding with a spirit of friendship, solidarity and fair play.”

“Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example and respect for fundamental ethical principles.”

Already in 1917, in Lausanne, Pierre de Coubertin called for a “people’s university” to be set up in every town to teach general culture, excluding all professional training.

The second fundamental principle of the Olympic Charter defines Olympism as “a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example and respect for fundamental ethical principles.” Coubertin (1918).

Mzali (1981) underlines the major role that schools play in promoting the value of sport and education based on the values of Olympism. For Doxas (1976), it was young people in particular who should grow closer to the Olympic ideals through education.

This concern to promote Olympism lies with the educational institutions, with the inclusion of the Olympic idea in educational programmes, and with the institutions responsible for training teachers.

Samaranch, Juan A. (1978) stresses the importance of training teachers responsible for teaching the Olympic ideals.

In this connection, POWELL (1980) refers to the need to include within education information related to sport and the Olympic spirit.

Indeed, we do not want students to leave university simply as people qualified and specialised in certain subjects, but rather as individuals who have achieved the highest level of excellence in all aspects of their personality. The Olympic ideals are indispensable as the culmination of a successful learning process and in contributing to a fairer society.

I am not talking about sport here, but about Olympism regarded as the blending of sport, culture and education.

Olympism as a philosophy and its principal effects: The Olympic Games are occupying a growing place in our society in terms of economics, politics, communications, urban development, the environment, etc.

This social dimension of the Olympic Games has led to a growing interest among many university institutions, which have gradually set up their own departments or centres, particularly in countries which have hosted the Olympic Games: Seoul, Barcelona, Sydney, etc.

The institutions devoted to the cultural and educational dimension of the Games are currently:
   a) The directors of Olympic studies as a key source of information
   b) The IOC Olympic Studies Centre
   c) The National Olympic Academies
   e) University centres

At the Camilo José Cela University in Madrid, of which I am Rector, we decided in 2003 to create the Marqués de Samaranch Chair of Olympic Studies.
For our first objective, simply refer to the title of this presentation, the creation of a subject which forms an integral part of our students’ CVs: OLYMPISM.

This subject includes the following aspects:

1.- Education, Olympism and sport sciences
2.- Research linked to Olympism in the field of human and social sciences
3.- Peace, Olympism and Sport
4.- Pierre de Coubertin, the Olympic humanist
5.- The modern Olympic Movement and its philosophy
6.- Cultural and humanist factors of sport
7.- Sociology of Olympism
8.- Olympism and communications
9.- International relations and Olympism
10.- New technology, the Internet and Olympism
11.- The teaching of Olympism
12.- The Olympic Games: architecture and environment
13.- Aggression, social violence and sport
14.- Women and the Olympic Games

These are just some of the topics which make up the subject matter. Full details can be found on the website: www.ucjc.edu

The text was produced jointly by the University, the Spanish Olympic Academy and the Spanish Olympic Committee.

When they leave university, our students have acquired basic knowledge about the biggest mass social phenomenon of the 20th century.

This is why, and given that:

- The specific and qualified mission of the National Olympic Committees, under the terms of the Olympic Charter, consists in disseminating and defending within the territory of each State the ethical, cultural and moral principles of Olympism as a philosophy of life.
- Rule 31 of the Olympic Charter stipulates that the NOCs must encourage the creation and work of the National Olympic Academies.
- The IOC must fully assume its educational and cultural responsibilities, given the possibilities offered today by the Internet.
- The Olympic Movement must take the initiative in establishing its own theoretical teaching proposals for university students on the subject of Olympism.
- The Olympic Museum and IOC Olympic Studies Centre must play a decisive role in resolving training problems (archives, documentation, library, educational and dissemination experience constitute the indispensable basis for the production of content in training on Olympism).
- The Internet is today an instrument capable of disseminating a maximum of basic training on the Olympic Movement.

We can conclude by making the following proposals:

I. The inclusion of theory in universities in their own countries so that students can be taught about Olympism is a key objective for the NOCs and their Olympic academies.
II. The IOC should put in place a training programme for teachers and issue a certificate to those who can teach this subject.
III. Through these programmes, the IOC will help to finance the training courses for teachers.
IV. The IOC will be responsible for defining the content of the subject: OLYMPISM.

V. Each NOC and its National Olympic Academy will, where necessary, fund the cost of the teaching of this subject.
VI. The IOC will keep a register of the universities teaching this subject.

In short, the task is to pass on Olympic knowledge to all university students, as detailed knowledge is not limited to scientific content, since these students will become the future flag bearers of Olympic philosophy in our society.
6.10. Parallel G – Youth – the future of the Olympic Movement

6.10.1. International Pierre de Coubertin youth forum

Norbert Muller, President, International Pierre de Coubertin Committee

It is my task now to talk about the international Pierre de Coubertin Youth Forums.

As president of the International Pierre de Coubertin Committee (IPCC), not only the keeping of Coubertin’s ideas matters to me, but also how young people perceive those ideas and which possibilities they have to translate them into practice, how they can live out Olympism and how they can in future help forming the Olympic Movement in their home countries.

Since 1990, the IPCC has been in close contact with those schools worldwide carrying Pierre de Coubertin’s name or, in some cases, those being strongly related with the historic founding of the International Olympic Committee. Furthermore, we were able to encourage the foundation of new Pierre de Coubertin Schools.

At present, there are 50 Coubertin Schools worldwide; unfortunately still not enough. Among them are kindergartens, primary schools, junior and senior high schools in the following countries: Austria, Australia, Brazil, Canada, Czech Republic, Germany, Estonia, France, Greece, Great Britain, India, Italy, Kenya, Russia, Slovakia, Tunisia and Uruguay. We have set ourselves the goal to have at least one Coubertin School in each country by 2010. The IOC President Samaranch suggested that idea already in 1997 via a circular letter addressed to all National Olympic Committees. In addition, we want to achieve the manifestation of Coubertin and his work in the countries’ curricula, particularly in subjects like world history, philosophy and physical education.

The Coubertin Schools have different orientations: Font Romeu (FRA), Erfurt and Berlin (GER) are boarding schools specialised in sports, teaching further participants of Olympic Games. Until today, the Coubertin School Erfurt in itself has brought out 19 Olympic champions in swimming, speed skating, track and field, bobsleigh and cycling. Other Coubertin Schools like in Pirgos (close to Olympia), Greece or the William Penny Brookes School in Much Wenlock, England devoted themselves especially to the Olympic History and have their own school museums. Another example would be the senior high school in Radstadt (AUT), that completes the Olympic thought of education with its musical emphasis. Olympism thus finds its divers expression within the Coubertin Schools, which stresses the Olympic tradition and therefore the prevailing country’s own identity. This means Olympic Education in its true sense.

The IPCC has set up a list of criteria, which need to be accomplished in order to become a Pierre de Coubertin School:

1. The head, staff and pupils/students should understand and acknowledge the importance of Pierre de Coubertin and his contribution. The school community should be encouraged to view him as an inspirational figure, with much to contribute to the development of young people in the world today.

2. The school should demonstrate the significance of Coubertin in clearly identifiable ways. For example:
   - including a photo of Coubertin in the School Prospectus and/or Yearbook and explaining the pedagogical principles;
   - installing a photo or a sculpture of Coubertin in a highly visible area of the school;
   - incorporating Pierre de Coubertin, his ideas and his life in various subjects (e.g. history, languages, sports, citizenship, general studies), even where this is not a compulsory element of the curriculum;
- making special presentations about the life and work of Coubertin (e.g. on 23rd June, recognised as “Olympic Day”);
- organising special events that demonstrate the importance of Coubertin to the school.

3. The school should emphasise that Pierre de Coubertin was not only responsible for the rebirth of the modern Olympic Games, but also an educational reformer, believing in the importance of bringing body, soul and will into harmony.

This leads logically to the profile of a Coubertin School:

4. Physical Education should have a specific significance in its overall educational values, aims and objectives. In addition to physical and intellectual education, cultural values (e.g. music, fine arts, literature, ethics, and traditional sports) should also be emphasised in the educational program of a Coubertin School. A Coubertin School may be a school which specialises in sports, but it could also be a specialist performing arts school, as long as physical education is emphasised in order to ensure a coherent and harmonious over all education.

5. To put this spirit into effect, the “Coubertin Award” of the CIPC is crucial. It should be organised regularly at the school and as many pupils/students as possible should take part.

6. Once a year (1st December) the Coubertin School should send a report of its Coubertin related activities to the CIPC General Secretary.

7. The CIPC will support the school through the provision of information and resources, including the writings of Coubertin, and also, if requested, through the provision of specific material (videos, documentation for the “Coubertin Award”, etc.). Every two years the school will be invited to participate in the International Pierre de Coubertin Youth Forum.

8. The naming of the school should be a celebration. Representatives of the CIPC, the family of Pierre de Coubertin and the National Olympic Committee of the country should be invited. The school should submit its proposal to the board of CIPC and a representative of the Coubertin family, in order to be granted authorisation to use the name “Pierre de Coubertin School”.

9. In order to achieve the official status of “Coubertin School” the school must be a member of the CIPC. The head or a delegate of the school will be member of a working group which will be kept informed of and consulted upon the biannual International Coubertin Youth Forum.

10. Schools, which are still in the process of becoming the legal status of “Coubertin School”, may be recognised as “Observer School” for two years and this way send a small number of observers to the Youth Forum. After two years a final decision on the legal status of becoming a “Coubertin School” has to be made by the responsible school authorities.

The Pierre de Coubertin Forum takes place every two years, always in a different country. Each school can send up to 8 students (boys and girls) between the age of 16 and 18 and two accompanying teachers. The IPCC supports the Coubertin Schools with materials they can use in lessons and which serve as preparation for the Youth Forum. Together with the IOC, the IPCC supports the stay at the venue financially; the participants mostly reside in youth hostels. Each participating school pays for their own travelling expenses.

The Youth Forum is not only meant to be an opportunity for young people to experience cultural exchange and to meet people from different parts of the world, the Youth Forum, too, has been filled with content on basis of Coubertin’s educational ideas. Therefore, the IPCC developed the international Coubertin-Award. It consists of 5 different performances and, as individual achievement test, has been the centre of attention during each Youth Forum.

The 5 performances are

1. Knowledge about Coubertin, the Olympic Movement and the Olympic Values
2. Sport practice performances
   - Cross country race (no time limit – girls: 2000m – boys: 3000m)
   - Long jump ancient Greek style with weights (= by holding “halteres” like the ancient Greeks – each weighs 800 grams)
• Discus or javelin throwing

  * Discus (1 kg for girls): 16 meters
  * Discus (1.5 kg for boys): 18 meters
  * Javelin (400 grams for girls): 18 meters
  * Javelin (600 grams for boys): 22 meters

• Swimming (300 meters Time limit: 8:00 min for girls, 7:30 min for boys)

3. Arts performance as individual or group presentation

4. Social performance: activities at home during the months before the Youth Forum, e.g. support people who need help, protection of environment, leaders in youth commissions, sports clubs etc.

5. Debating clubs about relevant aspects of Olympism

  * ethical values (e.g. fair play, internationalism, solidarity, all sport games, citius-altius-fortius)
  * dangers (e.g. doping, instrumentalizing athletes, north-south-conflict, inequality of technical conditions)
  * questions about Olympic Games

The Coubertin-Award has the inscription:
“voir loin, parler franc, agir ferme “, which means “see afar, speak frankly, act firmly”.

Those students, who have already achieved the Coubertin Award and have received the medal, report, that they since then feel obliged to this motto in the sense of an independent way of life.

Until today, the following Youth Forums took place:

1997 Le Havre (FRA)

100 participants gathered for one week, 10 students and 2 teachers from each school. At the same time the IPCC Congress “Coubertin – The Future of Olympism” took place and united Coubertin experts from 30 different countries.

The Youth Forum participants took part in venues of the Congress in Le Havre and visited Geoffrey de Navacelle de Coubertin in his castle in Mirville, which still is the ancestral seat of the Coubertin Family.

The IOC president Samaranch himself awarded the successful participants with the Coubertin Award at the end of the Youth Forum.

1999 Much Wenlock (England)

Coubertin visited the Much Wenlock Olympian Games in 1890 and became considerably motivated for his idea of international Olympic Games by William Brookes. During his stay, Coubertin planted an oak there and by the end of the Youth Forum in 2005, the participating Coubertin schools received a cutting from that tree for their own school garden.

2001 Lausanne

The Lausanne Forum emphasised the topics Olympic History, the structure of the IOC and integrated the Olympic Museum as a teaching centre. For the first time 8 Australian students participated in this Youth Forum. They were the ones who won the national Coubertin-School Award in one of the 8 Australian provinces, and as a reward for their achievements, were sent to Lausanne. This is a model, which could be adapted by other countries, too. Since then, the Australian students visit another European Coubertin School as their guests after the Youth Forum for another week (2001 Erfurt, 2003 Berlin, 2005 Tabor, 2007 Piešt’any).
2003 Arenzano (Italy)

Africans participated in that Youth Forum for the first time. Arenzano concentrated on the topic of “Environment and Sport”. The unique “Environmental Education Center” in Arenzano offered a great variety of visual aids to support the aim. The topic of environmental protection was integrated as an Olympic value in the Olympic Charter in 1994.

2005 Radstadt (Austria)

Here the emphasis was put on “self confidence and self governance of young people through Olympism and Sport”. Radstadt has set a good example, as they integrated the whole school and the local community in the Youth Forum. IOC director Thomas Sithole was present and held two special sessions with the teachers about their Olympic education activities and experiences.

2007 Tabor (Czech Republic)

Tabor’s main subject will be “Olympism in school reality – think globally, act locally”.

The students live together in an international community for one week, they get to know and understand each other, and long-lasting friendships are built. They not only experience the host country’s culture, but also the daily school life at the hosting school.

The Pierre de Coubertin Forums are being evaluated systematically in each school and for the most part the results are then available for the whole Coubertin School Community in the form of lectures, articles or exhibitions.

Students of the Coubertin Boarding School Erfurt (GER) have created a Students’ Exhibition comprising 14 posters about work and life of Coubertin, as result of a one year school project in 2003. This exhibition has been translated in 17 different languages and is now available via internet: www.coubertin.net

Four Coubertin Schools together have written a Coubertin School Manual of 250 pages, which has been published in 6 different languages (English, German, Estonian, Polish, Slovakian and French). This school project lasted from 2004 to 2006 and was co-financed by the European Union’s Comenius Program. The manual should serve as an important aid for all new Coubertin Schools. This is also a good evidence to illustrate how the schools communicate and work together in projects beyond the Youth Forums.

Especially the network between the teachers turned out to be really effective and stable: the students leave school after their graduation but the teachers stay, they can involve Coubertin’s ideals in their lessons in all classes, and furthermore are able to fill their colleges with enthusiasm about Coubertin’s educational ideas.

Due to the internet, the participants of the Coubertin Youth Forums grew together to an international community. New friends visit each other still after years. We have our own internet domain now since September 2006 – name@coubertin-schools.edu – to strengthen the communicative network. Thus, all students of all Coubertin Schools have their own identity.

Payable to the willingness of the IOA presidents Dr. Filaretos and M. Kyriakou to cooperate, 10 teachers of Coubertin Schools were able to participate in the International Sessions for educationists in Olympia each time in 1999, 2003 and 2006. It was a valuable and important learning experience and a great motivation for them. The teachers were also warmly welcome by the school authorities in the Greek Coubertin School of Pirgos close to ancient Olympia.

Until today, 500 students from 17 Coubertin Schools located in 14 different countries took part in the Coubertin Youth Forums. The number of schools carrying the name Pierre de Coubertin rises each year. The IPCC is going to organize an Oceanic Coubertin Youth Forum in the near future on the recommendation of Australia.

In 2007, there will be – for the first time – a youth music festival for the Coubertin School Bands in Radstadt (AUT). Through this, the cultural aspect of Olympism will be accentuated, and students with musical talents will get the opportunity to experience a cultural exchange under the sign of the Olympic Rings. Drawing and art workshops are next on our schedule and are being talked about.
The Coubertin-Award has also been carried out during the International Olympic Youth Camp in 2000 in Sydney and in 2004 in Athens, and also during the "Francophone Games" in Québec (CAN) in 1999. This youth award can definitely be a good opportunity in the future for all Olympic oriented scholars.

It is the IPCC’s opinion that the Coubertin Youth Forums are a real enrichment and great challenge. The IPCC is confident about more countries creating Coubertin oriented schools or prizes for young people.

The IPCC wanted to proof the necessity and the possibility of bringing together young people who share the same idealistic ideas. Coubertin wrote in his “Olympic Memoirs”: “I put all my hopes in the youth”. In another place he demanded: “Olympism at school. It must be encouraged!”

Thank you very much for your attention!
6.10.2. Social responsibility of Olympians as role models of youth

Charmaine Crooks, Member of IOC Athletes’ Commission

PERCEPTIONS OF OLYMPIANS AS ROLE MODELS
- EXCELLENCE
- FAIRPLAY
- INSPIRATION
- FRIENDSHIP
- UNIVERSALITY

DELIVERY MECHANISMS FOR ATHLETE ENGAGEMENT
- IOC, NOCs and IFs ATHLETES’ COMMISSION
- CONTINENTAL ATHLETES’ COMMISSION
- WORLD OLYMPIANS ASSOCIATION
- OCOGs – ATHLETES WORKING GROUPS

5 RINGS STRATEGY TO ENGAGE ATHLETES
**RECOMMENDATIONS**

- **Increase** the voice of athletes within the educational and cultural initiatives
- **Celebrate** the Olympic values through the story telling of Olympians’ journeys
- **Encourage** athletes within the development of sports education programmes
- **Establish** dialogues between athletes’ groups
- **Promote** athletes within all Olympic traditions
6.10.3. Making youth camps work

Liza Barrie, Deputy Director of the Office of Public Partnerships, UNICEF

UNICEF, United Nations Children’s Fund

- For 60 years UNICEF has been the world’s leader for children.
- Working on the ground in 156 countries and territories to help children survive and thrive, from early childhood through adolescence.
- UNICEF supports child health and nutrition, good water and sanitation, quality basic education for all boys and girls, and the protection of children from violence, exploitation, and AIDS.
- UNICEF is funded entirely by the voluntary contributions of individuals, businesses, foundations and governments.

The opportunity

Train young athletes to become future role models:
- Inspire them and communicate Olympic values to them.
- Raise their awareness of issues facing children and of sport for development.
- Enhance their communication and teamwork skills.
- Instil confidence that they can use their unique positions as elite athletes to make a difference in the world.
- Motivate them to take home lessons they can translate into practical action in their own countries.

Right to play, rest and leisure

“... the right of the child to rest and leisure, and to engage in play and recreational activities appropriate to the age of the child.”

Convention on the Rights of the Child, Article 31

Sport for development

“All forms of physical activity that contribute to physical fitness, mental wellbeing and social interaction, such as play, recreation, organized or competitive sport, and indigenous sports and games.”
Situation of children globally

- Nearly 11 million children die each year before their 5th birthday mostly from preventable causes.
- About 150 million children under five – one in four – are malnourished.
- Over 120 million primary-school-age children are not in school, the majority of them are girls.
- 150 million children work in the worst forms of child labor.
- 1.2 million children are trafficked; 2 million children, mostly girls, are exploited in the sex industry.
- 15 million children have been orphaned due to AIDS.

Olympic Youth Camps

Olympic – all about Olympic values

Youth – all about young people & the positive connotations of youth: energy, opportunity, bright futures.

Camp – a safe place to stay where young athletes are fed properly, looked after properly, engaged with an interesting programme of activities & can train/exercise on a daily basis.

Methodology & management

Workshop content:

Olympic Youth Camp Opening Ceremony

Modules:
- Introducing UNICEF and global situation of children
- Introducing children's rights
- Taking action: What you can do as an athlete to champion children's rights
- The role of sport for development & 'Champions for Children's Rights' graduation ceremony

Lessons learned

The transfer of knowledge and experiences from Athens to Beijing is vital to ensure the next Olympic Youth Camps are a real success.

- Clear aims and objectives
- Shorter duration – one week, instead of 16 days?
- Structured timetable is key
- Consider holding activities like "Champions for Children's Rights Workshops" on one or two specific days rather than spread over many days

Methodology & management

Logistics:

- Preparations
- Venue
- Participant grouping & registration
- Workshop materials
- Staffing
- Volunteers/Volunteer training

Lessons learned

- Selection of participants – Organisers should be strict with the selection of participants, with criteria depending on the aims and objectives of the camp.
- Venue should be considered extremely carefully, both to enable workshops to be carried out with optimum effectiveness and ensure participants feel they are really part of the Olympic Games.
- Choice of Olympic Youth Camp management staff is crucial to the success of the camp.
- Logistical arrangements (including transportation, scheduling & allocation of event tickets) should be given priority when planning the camp, as these affect all other aspects of it.
6.10.4. Beijing Olympic youth camp vision

Jiang Guanping, Vice Secretary General of All China Youth Federation

Expect 2008 Olympic Youth Camp (OYC)

Background of OYC

OYC is dedicated to youth education and cultural exchange under the Olympic flag, starting from V Olympiad in 1912.

Organizers of the 2008 OYC

2008年北京奥运会奥林匹克青年营组织工作由北京奥组委与中华全国青年联合会共同承担。

2004北京奥运会青年营开营

Family album of 2004 OYC

Olympic Youth Camp

Carry out Olympic education and the transmission of Olympic ideals among the youth all around world.

Significance of OYC

Let the youth from all over the world exchange their multi-cultures in a harmonious atmosphere.

Significance of OYC
**Theme of 2008 OYC (Provisional)**

**Youth Create Future**

**Features of 2008 OYC**

1. Large Scale
   - Over 4,000 participants, including over 500 people from different countries.
   - 1,000 camps will participate in the 2008 OYC.

2. Inclusive Participation
   - The OYC will provide opportunities for all participants, including people with disabilities.

3. Broad Influence
   - Olympic ideals will be widely promoted among the youth through selecting camps and volunteers for the 2008 OYC.

**Time and Site**

Time: 2006 August 6th to 26th

Site: China Youth Center for International Exchange

**Outlook of China Youth Center for International Exchange**

**Map location of 2008 OYC**
青年营项目概况
Outline of OYC Program

- 体育奥运 Olympic experience
- 舞台元素表演活动 Olympic education
- 文化活动 Cultural activities
- 环境保护教育 Environmental protection
- 体育运动 Sport exercise
- 观光旅游 etc. sightseeing and visit

青年营最新进展
Update of the Olympic Youth Camp (OYC)

近期主要工作 Undergoing

- 确定邀请来自中国及海外的52人参加青年营
  52 handicapped campers from China as well as outside
  China are to be invited to OYC.
- 了解NOCC需求并提出建议
  Identify needs from NOCs for extra campers
  Meet a few NOCCs demands.
  2004年6月收到改善
  The draft of OYC overview plan has been finished, which is
  now going through the process of review and approval.
下一步主要工作  To be done

- 招标工作在2008年5月完成
  [Ongoing tendering work before May 2008]
- 由2008年10月初到11月初
  [End of October to early December, completion of OYC plans]
- 从2007年上半年开始
  [Initiated in the first half of 2007, design the OYC operation manual]
- 进一步宣传青年营相关项目，考虑更新相关活动项目
  [Further promote youth camp related projects, consider updating related projects]

2008北京奥林匹克青年营
2008 Olympic Youth Camp

为了青年，为了奥林匹克的未来
For the Youth, for the future of Olympic

谢谢

中华全国青年联合会
All-China Youth Federation

October 24, 2008
6.11. Parallel H – Olympic Academies for the future

6.11.1. Defining Olympic education

Kostas Georgiadis, Dean, International Olympic Academy

“Olympism did not come to the world spontaneously… There is a whole historical preamble that must be taken into account.”

Pierre de Coubertin, 1934

Ancient Olympia’s Educational Symbolism

In the beautiful archaeological site of Olympia when looking for its significance even today one can feel the moralizing spirit, which it sends out to visitors.

Following the sacred procession way, the same way that priests and athletes followed in ancient times during the ceremonies, we can see the ancient Gymnasium and the Palestra, two edifices that refer us to education, culture and character-building as a means of elevating the soul by exercising the mind and the body.

On the other side of the sacred way, visitors could see the imposing Western pediment of Zeus’ temple on which the battle between the Centaurs and the Lapiths was depicted. The Centaurs, symbols of the irrational (not endowed with reason) – half animal (horse) and half man, dominated by their bestial instincts are attacking the Lapith women.

The god Apollo in the middle of the representation, with his right hand raised expressed the divine command that fairness and reason should prevail over the irrational.

The representation conveyed its own educational message to men. It reminded them that justice is linked with logic, the development and application of their virtues and the mastering of their passions.

Further away, pilgrims walked around the Olympic Boule where athletes, their parents and siblings took the oath that they would compete fairly in front of the statue of Zeus.

Only those who because of their education were considered capable of observing the rules of fair competition were allowed to take part in the competition. The competition rules, the laws, oral traditions and prevailing customs, would determine the ethical and social framework of fair play.

As they continued to walk, pilgrims passed in front of the temple of Zeus. On the East pediment they could see the chariot race between Oenomaos and Pelops that symbolized the change of generations. A new generation came to replace the old one in the course of natural evolution and no human force could stop this change. Even today, the games remain a symbolic festival of youth, the world’s flower.

Before entering the Stadium, pilgrims came face to face with the Zanes, shameful reminders of those who had violated the Olympic rules of fair play, but at the same time also a warning to any future transgressors. The message was clear: transgressors should feel ashamed for not having the proper education that would allow them to participate in the contests of civilized human beings.

After all this, mentally and physically prepared the athletes and spectators would enter the Stadium through the Crypt in order to compete or watch the games.

If by the term Education\textsuperscript{23} we mean erudition, training, culture and humanism as its distinctive traits, then the ceremonial of the ancient Olympic Games in the precinct of the Sacred Altis and surrounding areas was a first form of “Olympic education” for athletes, spectators and pilgrims.

It is within this conceptual framework that Pierre de Coubertin refers to education in his writings. He mostly uses the term “athletic education”\textsuperscript{24} or “Olympic Pedagogy”\textsuperscript{25}. In both cases Coubertin underlines the educational, social and cultural parameters of the concepts: “It can easily be shown that among a great many people – not all – the athletic instinct is present, even right from their very origins. Is this Olympism? Not at all. In order for Olympism to become manifest, the athletic instinct must be surrounded by aesthetic and moral concerns, as well. It must invite philosophy to arbitrate its competitions, and in some way the national religion must act as a backdrop\textsuperscript{26}.

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

Well ahead of his time in thought and in action – in conjunction with the creation of a Chair of Olympic Studies in Nice – he advocated in favor of the teaching of Olympism in education\textsuperscript{27}.

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

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

His Olympic Pedagogy included:
- Athletic Education\textsuperscript{28}, Education for Peace\textsuperscript{29}, Social Education (Democracy requires Social Education)\textsuperscript{30}, Historical Background, Philosophy of Physical Education Culture, Art in Education\textsuperscript{31}, Sports Psychology (in Modern world who engages in sports and why)\textsuperscript{32}, Education to hygiene, From games to heroic acts, Formation of Character, Modern Chivalry, Apotheosis.

His concern about the future of the Olympic Games and later developments in sport, made him coin and define a new term that of “Olympic Pedagogy”\textsuperscript{33} based on “the worship of effort and the worship of eurhythmia”.

According to Coubertin Olympic pedagogy required: “… permanent factories. The Olympic factory of the ancient world was the gymnasium. The Olympiads (sic) have been reviewed but the gymnasium of antiquity has not-as yet. It must be!”\textsuperscript{34}

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

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

His vision became reality many decades later.

\textsuperscript{23} Papyrous Larousse Britannika, ed. TO VIMA, vol. 47, p. 339.
\textsuperscript{24} Pierre de Coubertin 1863-1937, Olympism, Selected Writings, N. Müller (ed.), Lausanne, IOC, 2000, p. 149.
\textsuperscript{25} P. de Coubertin, Selected Writings, op. cit., p. 217.
\textsuperscript{26} P. de Coubertin, Selected Writings, op. cit., p. 218.
\textsuperscript{27} P. de Coubertin, Selected Writings, op. cit., p. 218.
\textsuperscript{28} P. de Coubertin, Selected Writings, op. cit., p. 121.
\textsuperscript{29} P. de Coubertin, Selected Writings, op. cit., p. 135.
\textsuperscript{30} P. de Coubertin, Selected Writings, op. cit., p. 149.
\textsuperscript{31} P. de Coubertin, Selected Writings, op. cit., p. 155.
\textsuperscript{32} P. de Coubertin, Selected Writings, op. cit., p. 141.
\textsuperscript{33} P. de Coubertin, Selected Writings, op. cit., p. 217.
\textsuperscript{34} P. de Coubertin, Selected Writings, op. cit., p. 217.
In 1961, “the ancient gymnasium” began its operation in Ancient Olympia as the legacy of Coubertin’s ideas under the name of International Olympic Academy, the outcome of a long cooperation between Carl Diem and John Ketseas.

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

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

At the Olympic Games of Munich, Olympic experimental education programs were implemented in Germany by former participants and lecturers at the IOA’s sessions.

This program was presented at the IOA in 1972 under the title “The propagation of Olympic Principles in Schools”35.

The first clear attempt to define and circumscribe the concept of “Olympic education” as established worldwide was made by the late President of the IOA, Nikolaos Nissiotis, at the 20th International Session for Young Participants in 1980. Speaking on the subject “Olympic Education Problems” he clearly highlighted its main components: a) historic legacy, b) its humanitarian context and c) its contemporary philosophical heritage and pedagogical objectives36.

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

Even today, the term Olympic education remains the main topic at the IOA’s sessions for Directors of National Olympic Academies. Through the lectures and discussions in the working groups the concept of Olympic education is described as follows:

Olympic Education shares the objectives of the Olympic Movement. It is a multilevel educational process, which is a part of general education with different targets of population, in order to teach Olympic values through sport and culture37.

Olympic Education is a dynamic process that addresses social, mental, cultural, ethical and physical development. Sport is the core of this education to raise the young to become mentally and physically balanced, cooperative, tolerant and peace abiding citizens who apply the rules of fair play in their daily lives38.

Through Olympic Education the individual should acquire a philosophy of life that she/he becomes a positive contributing member of his/her family, community, country, the world39.

Olympic Pedagogy

Olympic education is a process of educating and developing the individual according to universal values and ideals of Olympism. The principles and values of Olympism as special life attitudes and behaviors can be understood, accepted and assimilated by means of a pedagogical approach, notably through sporting and cultural activities.

Olympism is considered as an anthropological philosophy, an idealistic approach to and perception of the human being40. The power of the human mind’s creative imagination is the source that gives birth to his ideals and his social and intellectual elevation. The anthropological philosophy of Olympism describes the ideas, the constants that ideologically will guide man in his search for perfection. So we


38 «Conclusions at the 5th Session for Presidents of NOAs and Officials of NOCs», op. cit., p. 563.

39 «Conclusions at the 5th Session for Presidents of NOAs and Officials of NOCs», op. cit., p. 569.

have the ideas and what we now need is a theory of Olympic Pedagogy. However, in order to arrive at an educational proposition for Olympic Education, these ideas will have to be organized and condensed within the context of an educational ideology, so as to conform to the curriculum, improve the physical education programme with new elements and be ideas that the children can understand 41.

Since the beginning of the last decade, after a period of educational experimentation and enquiry, the fundamental principles of Olympic Pedagogy are now being systematically presented. Apart from a few minor deviations, the views of the main proponents of Olympic Pedagogy coincide 42.

The basic ideas of Olympic Pedagogy that guide the Olympic Education programme implemented in Greece for the Athens 2004 Olympic Games can be summarized in the following proposals:

- Balanced and harmonious development of the intellectual, mental and physical virtues of man.
- Integrated training of the individual.
- The idea of moving from Agon to Athlos: overcoming man’s irrational and antisocial tendencies.
- The idea of truce as a life attitude.
- The idea of multiculturalism: a civilization of cultures.
- The idea of voluntary disinterested participation.
- The idea of the festival of the youth of humanity.
- The idea of shaping a democratic conscience.

In the last two decades, many Olympic education programs have been developed by the International Olympic Academy, National Olympic Academies, Organising Committees of Olympic Games, a number of educational institutions, governmental and non-governmental institutions, Museums, etc.

These programs explain how Olympic education can be implemented by means of teaching programs. We need, however, to continue dialogue and research on the main question, i.e. to what extent sport and Olympic education could become a vehicle for moral and social education.

Existing Olympic education programs basically rely on pedagogical ideas that arise from:

a) The idealistic pedagogical approach regarding sport’s educational value as expressed by the ancient Greek philosophers Plato and Aristotle. The mental and physical composition and integrity of human existence lies in the center of the educational process for character building and the individual’s elevation. Key concepts in the above process are measure, harmony, balance, serenity and fair play.

b) The enrichment and universalization of Olympism’s educational principles as expressed by Coubertin essentially through pedagogy, interdisciplinarity, internationalism, truce, democracy and multiculturalism.

c) Olympism’s present socio-cultural educational approach, which is linked with the Olympic Games. This educational approach enhances the educational messages of the Olympic Charter, the Olympic volunteer movement, Olympic tourism, the symbolic power of Olympic symbols, the educational impact of the mass media, the Olympic Village.


Methodology

The methodology for the implementation of Olympic education programs is usually based on three main teaching methods.

a) Learning activities, which are mostly contained in the Olympic education manuals. In this material one can find references to the history of Olympic Movement, the Olympic principles and the Olympic symbols, the Olympic Charter, etc.

This material consists of films, books, electronic publications, video tapes, board games, etc.

b) Artistic activities, including such creative activities as modeling, painting, sculpture, sketching, artistic creation, drama, dance, song, music. The combination of visual and cultural activities, the creation of an Olympic corner or Olympic museum in the school promotes it as a center of cultural creation.

c) Kinetic activities are the core of Olympic education. They include all activities that take the form of a contest or game, as well as other kinetic activities through which young people acquire intersocial skills and experience the Olympic principles.

The practical application of Olympic education is usually achieved by combining the three methods during school events and visits to museums and archaeological sites.

According to R. Naul the Olympic education in school includes four learning stages: motor skills, intersocial skills, moral behavior and Olympic knowledge.

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<tr>
<th>OLYMPISM</th>
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<tr>
<td>EDUCATION</td>
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<td>Motor Skills</td>
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<td>Intersocial Skills</td>
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<td>Moral Behavior</td>
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<td>Olympic Knowledge</td>
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Matrix for Olympic Education published by R. Naul and modified by K. Georgiadis.

Conclusions

The Olympic Games today are certainly identified much more with entertainment, television and scandals than with education and character building. Through Olympic education programs we can enhance once again the true meaning of the Games.

Olympic education promotes the moral, social and educational principles of the humanistic Olympic Movement. It encourages creative competition as a condition for attaining higher goals.

Moreover, through sporting, social and cultural activities it breeds concerned active citizens who can be useful to society.

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Olympic Education Material

6.11.2. Role of National Olympic Academies (NOAs)

Conrado Durantez, President National Olympic Academy of Spain

1. THE NATIONAL OLYMPIC ACADEMIES AND OLYMPIC EDUCATION

Educate means to instruct, train and teach a subject or question specific to the educator or teacher. With regard to our subject today, the National Olympic Committees, simply because of their name, will therefore be the chief protagonists in their respective countries responsible for disseminating the moral and spiritual values that make up the Olympic Movement. But in addition to the educational function already mentioned, these committees also have the job of supervising the technical level of sport, as regards entering and sending athletes to the Olympic Games. The equal performance of both tasks presupposes the balanced functioning of the double role of the NOCs. However, more often than not, reality does not match up to this ideal, and the educational or disseminatory dimension is minimised or overshadowed by the technical aspects. In 1920 Coubertin had already foreseen this anomaly: “The progress of sports, technical progress in particular, has gone uninterrupted since it resumed its rightful place in education. However, let us take care that the technical perspective not harm the educational point of view, which requires that things happen discreetly. Education is ill suited to fanfares and festive facades. Progress would not be served – far from it! – if we mistook preparatory physical education for athletic education (itself still full of untapped resources), and introduced more bureaucracy… Progress would not be served if scientific affectation invaded the field, or if athletic instructors, busy as they are searching for the ideal way to train muscles, became devotees of physiological Jacobinism, just as carried away by discipline and uniformity as political Jacobins can be.” (1)

Coubertin’s concern was understandable, as the celebrated restorer of Olympism was no more than a social educator who promoted the major sports event of the 20th century, and devoted his untiring labours to the constant and enlightened goal of achieving a reform of the education system. It therefore followed that, among the leaders of the sports structures, he looked for educators imbued with the principles he preached, and that he showed his constant fear about the professionals of the administration or the policy designed to administer sport. But while Coubertin revealed in this way his requirements about how sport should be led and sports bodies, he was even more demanding about how the NOCs should be structured. As such, he again showed in his recommendations his fervent wish that, through the NOCs, the ideology contained in the Olympic philosophy could be disseminated on a permanent basis. “We believe”, he said in an article published in 1903, “that to make our efforts more effective, the members of the National Olympic Committees should derive not from the main federations, nor from the athletics unions or associations, as these Committees must in principle stand above all the accumulation of internal problems which still exist. They must be made up of competent people who cannot be called into question and are aloof from all factions.” (2)

2. THE NATIONAL OLYMPIC ACADEMIES

From the creation of the nomofilacos at the Games in Olympia, about which Carl Diem spoke in his inaugural speech for the 1st Course of the International Olympic Academy, to the work of the modern NOAs, a gap of many centuries separates the institution and the functioning of the body which, with a different mechanism and processes given the historical time difference, pursues the same goal, namely the dissemination and defence of the Olympic ideals.

As it is well known, I shall not speak here about the modern historical route which led to the founding of the IOA, which started work on 16 June 1961. Starting in 1968, the 133 NOAs which exist today have been created in the likeness of the IOA. (3)

3. THE ROLE OF THE NATIONAL OLYMPIC ACADEMIES

The NOA may be regarded as an educational institution based on three “d”s: disseminate the Olympic principles, defend them and denounce all pressures which, alien to the ethics of sport and the Olympic ideal, seek to damage or corrupt this ideal. (4)
The generic role of the NOA is centred on the dissemination of Olympism to all levels of society, regarding it as a philosophy of life which uses sport as a vector to transmit its educational, peaceful, democratic, humanitarian and ecological principles.

The essential and fundamental role of an NOA is to organise an official Olympic awareness-raising annual course at university level, during which a selection is made of those who will represent the country at the annual international session of the IOA in Olympia. The criteria normally used to make this selection are: regular participation in the course organised, knowledge of languages (French, English or Greek), a keen interest in the issues of the Olympic phenomenon and work on Olympism. This prior selection of the delegates sent to Olympia is vital to the smooth running of the IOA.

To the same end, the NOA should, wherever possible, take part in organising Olympic awareness-raising activities in schools and colleges, by making the educational material needed for this available to teaching staff.

It should be stressed that the running of an NOA, like a commission, sub-commission or group attached to an NOC, must be ongoing and permanent, as a centralised body from which people, groups, athletes or official companies can obtain reports, assistance or cooperation. So an NOA cannot be considered as truly existing, or at least it would be an atypical and not a proper NOA, when, as happens in some cases, this work is done by a single person, who is generally limited to specific correspondence, or when this work is performed by systematic or alternative courses on Olympism scheduled by universities.

In countries where the NOA has become sufficiently established, provincial delegations or Olympic Studies Centres can be created in the different university districts of the country as subsidiary bodies, disseminating Olympism in their departments with close collaboration with the NOA and NOC.

Another important function of an NOA, because of its awareness-raising mission, is providing support to the alumni or participants selected by their countries to be sent as representatives to IOA sessions. These graduates have begun setting up associations, whose activity should be fully supported by the NOA. Equally, it is very important and appropriate that the representatives of the countries which attended the previous IOA session should take part as speakers in the annual courses organised by the NOA, so that these people can give their (normally enthusiastic) impressions in a lively, hands-on and up-to-date way on what their participation in the Olympia session meant to them. In all cases, those selected to attend the IOA sessions should present a report on the session that they have attended.

The NOA's activities should also include organising an Olympic Day, wherever possible on the historic date of 23 June each year. As part of this day, with its traditional race, an opportunity will also be provided to inform about the Olympic ideals, arrange exhibitions of Olympic posters and sports philately, show Olympic films, etc.

Because of its Olympic education mission, the NOA should make use of its members to get articles, news and notices published on Olympic history and principles, trying to get these included in the national press organs with the biggest circulation, occasionally taking advantage of appropriate daily events or historical anniversaries. The NOA must also broaden its field of action to sports newspapers, federation publications, physical education centres, NOC publications, etc.

For its part, Spain has attended the courses of the IOA with speakers and students since its foundation in 1961, and in 1968 we created the Spanish Olympic Academy (EOA), the first in the world. In 1990, at the headquarters of the Spanish NOC, the Pan-Iberian Association of Olympic Academies was created, officially recognised by the IOC, covering 27 countries which use the Iberian languages, which systematically promotes publications on Olympic topics, and every two years holds congresses at which the different systems used by the Association members to disseminate Olympism are explained, and their activities described. The most recent Congress was held in Seville, from 1 to 5 June.

Since 1990, the final activity of the EOA in its national Olympic awareness-raising mission has been the creation of Olympic Studies Centres in universities. These centres have been set up through cooperation agreements signed by the university rector and the presidents of the NOC and the NOA. This year, three Centres have been created, in addition to the 15 which already exist, and we hope to end the year with more than 20 Centres in operation. As regional Olympic academies, these Centres
spread and uphold the principles of Olympism by means of annual courses with university credits for the participants. (5)

4. THE OLYMPIC ACADEMY AND THE OLYMPIC ChARTER

The NOAs are in line with the Olympic Charter, following the revision of 16 July 1990 at the 96th IOC Session in Tokyo, during which the mission and role of the NOCs were centred on Rule 31. After requiring the NOCs to propagate the fundamental principles of Olympism in their country, collaborating with all sorts of educational programmes in school and university establishments, and creating institutions which devote themselves to Olympic education, the Rule stipulates that in particular, they concern themselves with the establishment and activities of National Olympic Academies.

After this change, the NOA was regarded as the only Olympic education body specifically referred to in the Olympic Charter, either internationally, through the IOC’s support for the IOA (Rule 2-14), or nationally, in terms of the support that the NOCs must give to the NOAs (Rule 31-2.1).

But the above wording was changed after the text of the Charter was modified (now it is Rule 28-2.1, in force since 2004), minimising the role as a protagonist given to the Academy as the official school of Olympism, with the new text requiring the NOCs to encourage the creation of institutions dedicated to Olympic education, such as National Olympic Academies, Olympic Museums and other programmes, including cultural, related to the Olympic Movement.

For this reason, the Academy, with a specific sphere of action concretely defined, forms part of a generic group of similar institutions.

At the previous meeting of the Commission for Culture and Olympic Education, held in Bangkok on 27 April 2005, I personally submitted a complaint because of this regrettable change. The Commission accepted my proposal and proposed to the IOC that the Rule be changed back to its initial version.

I am expecting and hoping that this will happen.

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6.11.3. NOAs in developing countries

Marius Francisco, President of the NOC of Benin

Introduction: The DCs and Olympism

The DCs are known as importers by all western countries. Is Olympism an import commodity like any other? That is the question which needs to be asked, given its development on all the continents and in all social systems. At the end of the day, Olympism does not belong to any particular culture, but is part of all cultures at once, although it was formulated by Coubertin after analysing the concepts behind the ancient Olympic Games.

This means that “the harmonious development of man”, which the Olympic Charter says is one of the “goals of Olympism”, the “value of good example” and “respect for universal fundamental ethical principles” through sport are concepts which are not formulated, but lived out in the DCs’ tradition of sports practice. Traditional sport is not just a distraction, or simple amusement, but a means of educating body and mind, and even more often a means of sanctification.

Where Africa itself is concerned, since the famous international symposium organised by UNESCO in Cairo in 1974, the international scientific community has recognised that black pharaonic Egypt had a great influence on Ancient Greece. Many learned Greeks spent a long time in the Egyptian temples in search of knowledge. Even the organisers of the ancient Olympic Games looked to black pharaonic Egypt to perfect their event. According to Herodotus, the Father of History,

“Under the reign of the Pharaoh Psammis (Sais monarchy, 625 – 525 BC), Eleans, after instituting the rules of their Olympic Games, crossed the Mediterranean to verify the fairness of their text.

“Envoys of the Eleans arrived in Egypt boasting of having created the best and fairest possible rules for their great Games of Olympia, and thinking that even the Egyptians, the wisest of men, would not be able to think of anything better. (…) The king summoned a meeting of the most learned of his subjects, who proceeded to ask questions to the Eleans, and received in reply a full account of their method of organising the Games…the Eleans then said they had come to find out if the Egyptians could think of anything fairer to suggest.”

Quoted by Jean Philippe Omotunde in his work “Les racines africaines de la Civilisation Européenne”.

And to go still further in the universality of Olympism, Prof. Tshiamalenga Ntumba, of the Philosophy Department of the University of Kinshasa, in his preface to the book by Prof. Théophile Obenga entitled “La Philosophie Africaine de la Période Pharaonique : 2780 – 330 avant notre ère”, declares:

“Of course, historians of philosophy are increasingly abandoning the myth of the Greek origin of philosophy, and recognise the influence of Egyptian and oriental philosophers.”

The conclusion from this debate about how the cultures of all countries can be found in the Olympic philosophy was drawn by Baron Pierre de Coubertin himself and all those noble people who continue his work, for whom Olympism is a state of mind resulting from the double cult of effort to excel oneself and of eurhythm, and its quest for proportion. And as Prof. Georges Rioux said: “Olympism is the desire to taste the plenitude of a culture which gives a meaning to life by setting the natural weakness of man against belief in the greatness of his destiny”, “a humanism, (which) is built above all philosophical, scientific and artistic approaches in order to incorporate them all into the same effort: enabling everyone to find his place, giving to events their universal meaning.”

I - THE CALL TO OLYMPISM

We must pay tribute to the leaders of the Olympic Movement, in particular the International Olympic Committee (IOC), which has not forgotten the exhortations of Baron de Coubertin, who consider that the Olympic Games, which are his central work, cannot be separated from Olympism. With his peers, he built the framework of Olympism, a work which has stood the test of time and which,
despite a century of development, still looks fresh today. Through the different Olympic congresses, ordinary Sessions of the IOC, the Association of National Olympic Committees (ANOC) and the continental associations of NOCs, these bodies constantly renew their appeal to give Olympism the place it deserves within the Olympic Movement. Commissions have been created at these different levels to work unstintingly for the dissemination of Olympism.

This work acquired one of its most valuable assets with the creation in 1961 of the International Olympic Academy (IOA), thereby fulfilling one of Baron Pierre de Coubertin's dearest dreams. The IOA marked the launch of a veritable crusade for the promotion of Olympism. Its audience spread throughout the continents continues to sow the precious seeds gathered at Olympia. Africa has played its part, and enthusiastic pioneers got down to work with varying degrees of success. Of these many pioneers, I must refer to two great workers for the Olympic cause in Africa, the late lamented Colonel Zerguini, an Algerian member of the IOC, and Mr Mohammed N’zali, a Tunisian IOC member and author of one of the first works I came across: “Olympisme aujourd’hui”, published in 1984 by Éditions Jeune Afrique.

Then, instructions from the IOC were needed to stimulate the creation of national Olympic academies. Olympic Solidarity was in turn to provide the funding to support all the initiatives in this field, all the more so as the Olympic Charter now explicitly assigns to the NOCs, in Rule 28.2.1, the mission to encourage the creation of NOAs.

II - PROMOTION of OLYMPISM in AFRICA

2.1 - The case of BENIN

Benin is the first sub-Saharan country to act upon the IOC’s encouragement to create an NOA.

Opened on 30 October 1985 by President Samaranch during an official visit to our country, the NOA developed well thanks to the impetus provided by Mr Conrado Durantez at its first session. He got several people interested in studying the history of the ancient Games, and they are some of our speakers today. Since then, sessions have been held for target groups: trainee sports teachers, active teachers, journalists, events organisers and administrators from national sports federations, and civil servants from the Ministry of Youth, Sport and Leisure, and one or two presentations on Olympism have even been included on the programmes of the sports courses funded by Olympic Solidarity.

However, much remains to be done, and often managers leave the advantageous positions for promoting Olympism which were taken into consideration when choosing them to follow this training.

Our Academy is functioning, but not at full speed as we would like it to.

2.2 - The case of other African countries

At our initiative and with the help of the IOC International Cooperation Department, a regional French-speaking seminar was held on creating NOAs from 2 to 4 December 1997 in Cotonou. Participants from Burkina Faso, Côte d’Ivoire, Guinea, Mali, Mauritania, Niger, Togo and Benin took part. It is pleasing to say today that almost all the NOCs which sent participants now have an NOA. The main benefit of this seminar was to offer the participants knowledge about the ancient and modern Games as well as a legal tool to facilitate the creation of NOAs for countries still behind in this respect. Perhaps it is still necessary to raise awareness among NOC leaders about the role of the NOAs. They should be encouraged to address the issue more boldly. The documentation that the NOCs receive from the IOC and IOA is a significant and useful resource to help them broaden their knowledge of Olympism. Thanks to this documentation and by creating synergies with teachers and other intellectuals, they will mobilise the human resources needed for the proper functioning of the NOAs. The task is immense, to be sure. But by planning presentations, informing and training educators, they will have in their hands the key to success. Of course, the NOC will still have to establish a development policy for its NOA, paying particular attention to defining and identifying target groups according to the specific characteristics of its country, and making optimum use of the resources available.
In 1998, we had some good news from the Portuguese-speaking part of Africa: Under the impetus of Mr Conrado Durantez, Angola, Mozambique, Sao Tomé and Principe and Equatorial Guinea had added to the list of African NOAs.

Today, a large number of African NOCs have their own NOA. In addition to the countries already mentioned, these include South Africa, Burundi, Cameroon, the Central African Republic, Congo, the Democratic Republic of the Congo, Egypt, (the oldest NOA: 1981), Kenya, the Seychelles, Sierra Leone, Sudan, Tunisia and Uganda. Many other countries have since followed suit.

III - THE DCs in America and Asia

In Latin America, thanks to the impetus of Mr Conrado Durantez again, all the NOCs have created their own NOAs.

A movement initiated by the NOA pioneer, Mr Durantez, has led to the creation of a Pan-Iberian union of NOAs covering Spanish and Portuguese-speaking countries in Europe, America and Africa.

While it is satisfying to see how this group is active in disseminating Olympism, the same unfortunately cannot be said for Africa, where it has been difficult to create and run many NOAs. The Association of National Olympic Academies of Africa was created almost six months ago, but this union has yet to bear any offspring, despite the efforts of the promoters and the statements of approval and good intentions by the leaders on whom the decisions depend.

Most of the NOCs of the DCs in Asia have also created their own NOAs.

IV - The main challenges facing the NOAs in DCs

The main challenges of creating and running NOAs are twofold.

The first is due to the name of the institution itself: Academy. The word “Academy” makes some NOCs think that there is an intellectual burden that they are not able to bear, even though, whatever the level of the NOC leaders, if the will is there, a way can be found. Even at the leadership level, and better still if teachers and those from higher education are involved, it is even easier to get results. It is true that it would be easier if there were dedicated course material of different levels and “authorised” instructors.

The second challenge concerns the resources supposedly needed to undertake such a project.

4.1 - Infrastructure resources

There is no problem with these: a teaching room and a library which can be equipped with the works distributed by the IOC and IOA, or which can be acquired through bilateral cooperation between NOCs.

4.2 - Financial resources

The priorities at NOC level leave little room for manoeuvre to develop the NOAs. For a number of years now, I have been adding my voice to that of the Chairman of the Commission of National Olympic Academies, Mr Conrado Durantez and other NOA apostles in requesting a budget just for the NOAs from Olympic Solidarity. In this way, the wish to use these resources would be a means of promoting the NOAs.
V - STRATEGY TO STRENGTHEN AND CREATE NOAS

• Strategy to facilitate the creation of NOAs.
• Use the example of the Itinerant School of Sports Administration.
• Produce course material for the different level of training for instructors that our Commission can identify.
• Train instructors at different levels (3, 2, 1) based on the course documentation produced.

Implementing the strategy

Once the programme is established and the teams by language area prepared, establish a course schedule in the countries without an NOA and in those countries where the NOA needs strengthening.

Train instructors at Level 3 (international), then Level 2 (national) and Level 1 (national).

It should be noted that the Level 3 instructors will be appointed by Olympic Solidarity to train the Level 2 national instructors, who will in turn train the Level 1 instructors, who will raise awareness of Olympism among the general population.

Lastly, a Research and Publications Centre linked to the NOA needs to be set up in each NOC.

Those NOCs with highly developed NOAs and the IOA will be the structures which provide the human resources to implement this programme.

CONCLUSION

It is therefore time that we put in place a systematic strategy to disseminate Olympism in line with the wishes of Pierre de Coubertin, and to contribute towards our noble aim of building a harmonious world with “respect for universal fundamental ethical principles”.

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6.11.4. Applying Olympic education through NOAs

Reele Remmelkoor, Estonian Olympic Academy

APPLYING OLYMPIC EDUCATION THROUGH NATIONAL OLYMPIC ACADEMIES

Reele Remmelkoor
Estonian Olympic Academy

OLYMPIC EDUCATION AND NATIONAL OLYMPIC ACADEMIRES

- Olympic education is a priceless investment in the construction of a better and more peaceful world. It is the most useful and valuable endeavour of the Olympic Movement within the framework of the Olympic ideal.
- M. Zongana
IOC Honorary Member

- IOC: The main task of the National Olympic Academies is to promote Olympic educational programmes in all levels of schools, sports and physical education institutions and universities.
- 10A: The NOAs should approach Olympic education from a practical rather than from a theoretical perspective.

WHAT IS THE MEANING OF OLYMPIC EDUCATION?

- Explaining the basic principles of Olympic philosophy (C. Donnan).
- Introducing Olympism and the idea of the Olympic Games (R. Paul).
- Promoting and spreading the ethical and educational values of the Olympic Movement (A. Jirvins).
- Universal ideal in the sense of "Kolokathi" and Olympism (N. Nissiotis).
- Harmonious education of body and mind in the spirit of an Olympic philosophy (N. Miliou).
- Forming the personality of each individual in Coulter's sense, thus creating the foundations of international understanding (T. Baskin).

INDIVIDUAL ASPECTS OF AN OLYMPIC EDUCATION

From Coulter's "Ode to Sports" (A. Lauta, 1988):

- Sport as a physical activity to remain healthy
- Sport as an expression of beauty
- Education to gain fairness in sport and through sport
- Education to gain courage
- Enhancement of humanity through sport
- Olympic sport's task of promoting peace
- Maintenance and development of the culture of human movement through sport

FIVE CHARACTERISTICS OF AN OLYMPIC EDUCATION

Olympic education examines Olympism as a pedagogical idea. Five characteristics of an Olympic education (N. Miller, 1998):

- Human development
- Improvement through the pursuit of excellence
- Willing compliance within sport
- Peace and understanding among people
- Emancipation within and through sport

HOW TO PUT INTO PRACTICE THE OLYMPIC EDUCATION?

- Education linked to Olympism involves two orientations:
  1) Research on Olympism (the academic world)
  2) Teaching through Olympism (children, adolescents and athletes) in:
     - Academic programmes
     - Youth programmes

- International cooperation and development via International Olympic Academy
THE PROGRAMMES OF THE NATIONAL OLYMPIC ACADEMIES

ESTONIA IN BRIEF

- Estonia is a sea country - the length of coastline is about 6 times longer than the mainland borders.
- Estonia has more than 1300 islands, 1000 lakes (5% of the area), 7000 rivers and streams. Bogs and swamps cover over one fifth of the country.
- Estonia is a green land, forests cover 50.5% of the country. About 10% of Estonia is a nature reserve.

ESTONIA: what and where?

- **Official name:** Republic of Estonia
- **Area:** 45,227 sq kilometres (17,500 sq miles)
- **Population:** 1.345 million
- Estonia declared its independence in 1918 and re-independence in 1991
- Estonia became a member state of NATO and the European Union in 2004

MISSION OF THE ESTONIAN OLYMPIC ACADEMY

The mission of the Estonian Olympic Academy is the promotion of the Olympic movement in Estonia.

- **Spreading Olympic ideals and promoting Olympic education**
- **Initiating and promoting academic discussion in the main subjects of Olympic Movement**
- **Involving youth into Olympic Movement**

INTERNATIONAL COOPERATION PROGRAMMES

- Attendance in the IOA sessions
- Cooperation with other NOAs (German, Finland)
- Biannual publication “Acta Academica Olympica Estoniae” (in English)

EDUCATIONAL PROGRAMMES FOR THE WHOLE POPULATION:

- Regular open forums on “hot” Olympic issues
- Articles and interviews on Olympic issues in press and TV
- EOA internet homepage:
  www.eoa.org.ee
PROGRAMMES FOR SPORTSMEN AND COACHES:

- Traditional scientific sessions for analysing the training and performance of Estonian Olympic athletes
- Seminars for introducing and analysing different training methods
- Involvement of Olympic sportswomen into educational activities (School Olympic Games, open forum)
- Educational materials for the Estonian Olympic team

PROGRAMMES FOR THE UNIVERSITIES:

- Integration of Olympism into curricula of Universities
- Scientific researches on Olympic Movement
- Essay contests for choosing participants to the IOC sessions
- Traditional Baltic Conference on Olympic and Sport History for Young Historians

PROGRAMMES FOR THE SCHOOLS

- Project „School Olympic Games‟
- Project „Youth Sport and Fair Play”
- Integration of Olympism into different lessons
- Educational materials (workbooks, brochures, folders, videos)
- EOA Children’s Club

THE PROGRAMMES OF THE ESTONIAN OLYMPIC ACADEMY

- Programmes for the Schools
- Programmes for the Universities
- Programmes for the Estonian Olympic Academy
- Programmes for the Whole Population

THE PROJECT OF THE SCHOOL OLYMPIC GAMES

The goals of the project:

- Explain Olympism and the idea of Fair Play
- Raise interest to sport and physical activity
- Contribute the balanced development of harmonious personalities

WHY SCHOOL OLYMPIC GAMES?

School Olympic Games:

- Explain the idea of Olympism
- Give students a chance to enjoy physical effort
- Bring Olympic Games to every student
SCHOOL OLYMPIC GAMES – A NATIONWIDE MOVEMENT IN ESTONIA

1996: the first School Olympic Games in Estonia
2004: start of the project of School Olympic Games
2006: School Olympic Games involved over 10000 children from all the 15 counties of Estonia

MAIN STAGES OF THE PROJECT OF THE SCHOOL OLYMPIC GAMES:

• Compiling and issuing teaching materials on Olympic education
• Conducting courses for teachers, coaches and school directors
• Organizing all-Estonian contest for the projects of School Olympic Games
• The Games
• Analysing of the results

TEACHING MATERIALS

• Handbook "Let's Have Our Own School Olympics"
• Educational video programmes "Fair Play" and "Olympic Games in Schools"
• "Handbook of the School Olympic Games"
• Folders about the School Olympic Games

COURSES FOR THE LOCAL ORGANIZERS OF THE SCHOOL OLYMPIC GAMES

• Annual regional courses of Olympic education in different counties of Estonia
• Participants: teachers of PE, school directors, sports administrators of the counties

CONTEST FOR THE PROJECTS OF SCHOOL OLYMPIC GAMES

• Pronouncement of the contest
• Evaluation of accompanied projects by group of experts
• Financial support to the best projects
• Final reports from the financed schools
• Recognition of the best schools

RECOGNITION OF SCHOOL OLYMPIC GAMES

Criteria for recognition are:
• conclusion of the Olympic educational week
• organisation of opening, award and closing ceremonies
• quality of the culture and arts programmes
• consideration of the principles of Fair Play
Cultural programme:
Kalmetu Comprehensive School

Cultural programme:
Kalmetu Comprehensive School

Cultural programme:
Tartu Herbert Masing School
for disabled children

Drawing presented for the art contest:
Konguta Primary School

Metal art work: art contest
in Alatskivi Secondary School

Ancient Olympic event:
Juuru Parish School Olympic Games
Ancient Olympic event: Aalaksivi Secondary School

Chariot racing: Nõo Real Gymnasium

Sumo tournament: Juuru Parish School Olympic Games

Disabled children of Tartu Herbert Masing School on the starting line

Athletic teacher from Märjamaa Gymnasium

Athletic teacher from Märjamaa Gymnasium
IN CONCLUSION

- Olympic education is a priceless investment in the construction of a better and more peaceful world
- Each NOA chooses its own way in applying Olympic education
- This was an example of applying Olympic education by Estonian Olympic Academy

Thank you for Your attention!

6.12.1. Olympic education in Beijing

Limin Liu, Director of Beijing Municipal Education Commission

Here I would like, on behalf of Beijing Municipal Education Commission, to extend my warm welcome to all the Olympic experts throughout the world and colleagues at home.

I have an honor to make the presentation on Practice of Olympic Education in Beijing at the 2006 Beijing International Forum on World Sport, Education and Sport.

We have no experiences towards the Olympic education since it is a new work for us. And yet we are full of confidence in developing the Olympic education successfully based on our learning of Olympic knowledge and our deep understanding of the Olympic spirits. My presentation consists of three parts.

I. Significance of Development of Olympic Education and Our Basic Notions
Beginning with the Beijing’s successful bidding for the Olympics in 2001, Beijing education system has developed many types of activities in terms of learning Olympic knowledge combing the preparation for the Beijing Olympics. Through learning we have appreciated that Olympic movement is an education campaign encouraging the youth to build the self-confidence and belief, fostering the youth to learn respect and tolerance, and inspiring the youth to struggle and innovate. It is the Olympic movement that has brought about the fresh idea, new opportunity and development force to Beijing education.

Since the 1990’s, China has advanced the quality education in school education. The key philosophy of quality education is "human-centered". Olympic spirit is an educational spirit conducive to understanding of essence of development of human beings and accepted by all over the world where modern society is confronted with many difficulties. From the perspective of quality education in China, we fully believe that there exists the natural and inherent relationship between Olympic spirit and quality education, that learning Olympic knowledge and disseminating Olympic spirit can help us re-understand the development of quality education from a new angle, which has the practical and active meaning to promote the quality education.

Based on the above understanding and strategic concepts of “New Beijing, Great Olympics”, 12-word guideline of Olympic education—Catching the Opportunity, Making the Contribution, Promoting the Development, Leaving the Legacy—was put forward by Beijing Education Working Committee and Beijing Municipal Education commission. We urged that education institutions of different kinds at all levels in Beijing learn the Olympic knowledge, spread the Olympic spirits, develop the Olympic education value, and integrate the Olympic education with the regular education of schools so that the Olympic spirits can not only be embodied in the sport competitions, but also changed into the basic moral quality through various education activities.

In 2003, we organized the experts to conduct the technical research on how to develop the Olympic education in Beijing education system, based on which, Beijing Municipal Education Commission formulated the Olympic Education Plan, and later drafted “Beijing 2008”Olympic Education Plan for Primary and Secondary Students with BOCOG and Ministry of Education.

In order to fully implement the objectives and tasks of “Beijing 2008”Olympic Education Plan for Primary and Secondary Students, we demanded the schools of all kinds at all levels:

Catch the historic opportunity of the 2008 Olympic Games, exert the resource advantage of education system, and serve the Olympics actively and voluntarily through the multi-forms.

Promote the physical exercises at school effectively and better the health of students by combining Olympic education with moral education, physical education and new curriculum reform, and practical activities.
Conduct the colorful activities, popularize the Olympic knowledge, spread the Olympic spirits, disseminate the Olympic culture aiming at enabling more youths to be concerned about the Olympics, understand the Olympics, and participate in the Olympics, experience the Olympics, and benefit from the Olympics with the view of improving students’ harmonious development physically and mentally, creating the better humanistic atmosphere for the Beijing Olympic games, forming the Olympic education legacy with the unique characteristics of Beijing.

II. Main Contents of Olympic Education in Beijing

During the past a few years, we have developed the Olympic education in Beijing based on the following 6 contents in accordance with the principles of conducting the systematic planning, focusing on importance, implementing step by step, embodying the characteristics.

1. Olympic Knowledge Popularized Widely

We organized to conduct such activities as “Olympic Knowledge Contest for Secondary Students, Beijing”, “Olympic English Speech Contest for College Students”, “Olympic Knowledge Speech Contest for Primary and Secondary Students”, so that the basic knowledge of Olympic movement has been popularized in primary, secondary, and college students.

In addition, we have developed all types of theme activities titled “Olympics in My Heart” in kindergartens, primary and secondary schools as well as colleges and universities. Yangfangdian Central Primary School, Haidian District, made the environmental paper balls, realizing the combination with physical activities; Huajiai Experimental Primary School, Chaoyang district, conducted the activity named “One Class One Country” and “Mini-OCOG”, which was fully confirmed by Liuqi, Chairman of BOCOG. The students’ picture show named “I Going Along with the Olympics” conducted by High School Affiliated to Central Institute of Crafts and Arts, Dongcheng District was highly praised by the experts. Olympic Cultural Square and “Broadcast Gym simulated Olympic Sports” developed by Mapo Primary School, Shunyi District were highly appreciated by the officials of BOCOG.

Combining with the Olympic education, we have altered the traditional Secondary Students Sports Meet, Beijing into the one similar to the Olympic Games so as to enable all the players from secondary schools to experience the Olympic sport competitions directly. Guangqumen Middle School, taking the opportunity of Olympic education, reformed the curriculum of physical education, set up the elective courses including Taekwondo and China Kongfu, which were welcomed by students and improved the students’ interests in physical exercises.

2. 200 Olympic Education Model Schools Named

20 Olympic Education Model Schools were named in December 2005 and so were 180 schools in June 2006 according to BOCOG and MOE’ planning of naming 200 “Beijing Olympic Education Model Schools”. Model schools were required to set “Olympic education subject” independently, not less than 2 classes each month, integrate the Olympic education with such activities as school sports meeting, class (team) meeting, and penetrate it into the teaching of all the subjects.

3. Olympic Protocol Education Strengthened

“Scheme on Activity Implementation Named ‘Civilization & Etiquette Going along with me’” issued by Beijing Education Working Committee and Beijing Municipal Education Commission in 2005, aimed at improving the adolescents’ moral fibers and etiquette qualities with the theme of “Affection for the Olympics, Going along with Civilization & Etiquette”, with forming the better etiquette habits by education as the main contents, and with respecting for rules and volunteering service as the breakthrough point.

The textbooks—“Primary Students’ Etiquette”, “Secondary students’ Etiquette”, and “College Students’ Etiquette”—compiled by us were enlisted under the Beijing local curriculum and textbooks in the autumn of 2005.

4 The Work of Olympic Movement Entering Campus Conducted

We have advanced the campus fitness plan named “exercising 1 hour per day, working 50 years
healthily, and making a lifelong happiness”, conducted the colorful physical exercise and fitness activities like “running for the Olympics—Marching into 2008” in an attempt to improve adolescents’ physical qualities and the level of physical exercises and form the better exercise habit and healthy lifestyle.

5 Specialists for the Olympic Games Trained

We have finished compiling and publishing 5 general training books entrusted by BOCOG including “Primary School Olympics Readers”, “Secondary School Olympics Readers” and “College and University Olympics Reader”, “Beijing Olympics English Reader”, “Staff Olympics Reader”.

Beijing Olympic Education Teachers’ Training was launched officially in August 2006. The trainings total 16 times, 3 days for each time, 3000 teachers were and will to be trained. By the end of next year, the objective of training one Olympic education backbone teacher for each primary and secondary school and college or university will have been achieved.

16 colleges and universities in Beijing will shoulder the training for staff working in the period of the games for BOCOG. These staff trainings involve 9 scopes including foreign language, media communication, logistics and law; total number will reach more than 600. In addition, Beijing University of Technology is responsible for training the computer applied specialists for BOCOG.

6 “Heart to Heart” Project Prepared

“Heart to Heart” project will be launched next month. We have prepared for it for over one year. Presently, 200 schools to participate in this project have been established, and all the schools have been matched with the possible participating counties and regions.

We have a high expectation for “Heart-to-Heart” project, for it can supply the opportunity for both 200 schools in Beijing and 200 countries and regions to conduct the realistic exchange, enabling the adolescents in Beijing to become a new generation who can understand the culture of different nations, conduct the friendly cooperation with the people from different countries around the world, and get along with them peacefully.

III Construction of Guaranteed System of Olympic Education in Beijing

1 Special Organization and Structure Established

In order to strengthen the overall planning and management of Olympic Education in Beijing, Beijing Municipal Education Commission has founded Beijing Olympic Education Leading Group and Office, whose main responsibilities are, by exerting its functions like researching, organizing, coordinating and supervising, to develop the overall planning on Olympic Education in Beijing, to formulate and implement the annual Olympic education program in accordance with the annual practical needs of Olympic Education, and to promote the Olympic education in Beijing actively and stably.

More than 90 Olympic education working sectors were also established in education bureaus in Beijing 18 districts and counties, different colleges and universities, and related institutions directly under the Beijing Municipal Education Commission.

2 Special Funds Established

After working conference on Beijing Olympic Education on December 6, 2005, combining “Beijing 2008” Primary and Secondary School Olympic Education Action Plan issued jointly by BOCOG and MOE, we broke down and specified “Beijing School Olympic Education Action Plan”, and formulated “Beijing School Olympic Education 2006 Program” which included total 37 key projects. In August of this year, we developed “Beijing Municipal School Olympic Education Action Plan 2007 Program” with 43 key projects.

In order to ensure the Olympic education in Beijing a complete successful, we have established the special funds for “Beijing Olympic Education and Training Project”, which assured the smooth development of the various Olympic education activities.
3 Better Consensus Atmosphere of Olympic Education Created

In September 2006, “Beijing Olympic Education Magazine” sponsored jointly by Beijing Olympic Education Leading Group Office and Modern Education Newspaper was published officially, which was published twice each month, exposed to primary, secondary and colleges students, as well as the social public, distributed to primary and secondary schools as well as colleges and universities for free so as to popularize the Olympic knowledge and spread the Olympic spirits.

On September 8, 2006, Beijing Olympic Education Website was operated officially, which included 10 columns such as News, Heart to Heart Activities, Olympic Education Model Schools with the view of publicizing the policy of Olympic education timely, reporting the progress of the Olympic education, embodying the results of the Olympic education, communicating the experience of the Olympic education, promoting the popularization and development of the Olympic education in China so as to supply the public information platform and distance education service for the development the Olympic education.

Ladies and Gentlemen:

We will continue to learn the experience of Olympic Education from the former host counties / cities. Combining our own practical situation, we will actively create the new working plans and approaches; constantly enrich the forms and contents of Olympic education so as to make the contributions to hosting a “unique and high-level” Olympic games.

Thank you!
6.12.2. Making a difference through sport and education

Vladimir Rodichenko, Honorary Vice-President of the Russian Olympic Committee

First of all let me sincerely thank the International Cooperation and Development Department of the IOC and the Chinese organizers of the Forum for the kind invitation to take part and the opportunity to make a contribution.

This invitation is most valuable for me as I am invited to participate, first, in the Congress with the subject «Olympic Education» in its title, second, in the discussion of the theme «Delivering Olympic Education». The reason for my satisfaction is that the previous 15 years of my service to the Olympic Movement in my country have been devoted to the formation of the social-State system of Olympic education.

A topic, proposed for me by the IOC, is dedicated to what sport and education have brought to the society for its improvement.

Of course, my paper, first, will be devoted to those aspects of the theme which are very topical for present period of humanity, at the era of globalization, for the development of the global society.

Secondly, I won’t discuss the well known traditional approach – the making a difference in human health through physical activities.

Thirdly, I’ll not speak of well known (from thousands of the sociological studies) results of the socially important impact of sport and education.

Fourth, I’ll speak of both modern faces of sport – as an athlete’s activity and as a popular spectacle for billions of fans.

Fifth, of course, not all findings in this paper are absolutely new ones. I’m feeling my task is both to contribute results of my long-term studies and to classify the now existing views.

1.

I suppose, one of the key-points in discussion on the problem of making a difference in society is looking for an ideal. The society, at least at some periods, has improved by implementation of ideals in it.

We can divide the whole totality of sport’s ideals into three groups. One of them is the aesthetic ideal. It is easily discernible in both sport spectacle and sport activities.

Two other groups deserve more detailed explanation. They are the moral-intellectual ideal of the personality and the social ideal.

What is the social value of the ideals which are carried to the society for its improvement by sport? Of course, this is not in themselves but in those real qualities which are implemented by sport in its subjects.

Speaking of the moral-intellectual ideal, we mean mostly the moral and psychic qualities, which are developed and stimulated through sport and which are necessary for success in it.

The list begins with those qualities, which are the qualities of an athlete himself/herself.

- Sportsmanship. This is a mostly recognized, very broad general notion.
- Courage, boldness, bravery.
- Persistence for goal achievement.
- Proper pride, self-respect.
The sense of harmony and coherence, adequacy of the thoughts and acts. The other qualities are directed to the athlete’s environment, to the whole world.

• Friendliness, readiness to become friends, looking for new friends.
• Kindness, benevolence, good will to people.
• Respect – to competitors, to judges, to spectators, and, at last, to every surrounding persons.
• Honesty, righteousness, decency, truthfulness, sincerity.
• Nobility – most close to the notions knighthood, generosity.
• Mutual understanding with representatives of the other nations.

The moral-intellectual ideal is connected with the behavior role model, an attractive pattern of social conduct for young generations. Mostly due to this, sport is a real factor in improving modern society.

The third group, the social ideal, has in its background the very commonly accepted maxima which says that sport is a model of society. May I add, that sport is one of the educational models of modern society with its structural, moral, aesthetic and legal standards and features. Moreover, all things in sport as in an educational model are much sharper and clearer than in life outside sport. So sport is the clear and sharp model of the concurrent, competitive, struggling, fighting, i.e. modern society.

May I give two very simple examples. First, there are laws – and there are their offenders in society. There are competition regulations and rules in sport – and there are their offenders.

Second, one of the most valuable principles of sport is the equality of chances. At the same time this is the most valuable principle for democratic societies.

On the other side, at present no less attention and concern deserve not the ideals and positive possibilities of sport but its negative sides. The struggle and interpenetration of the positive and negative in sport, the split between the ideal and its embodiment are the realities of not only sport as the social industry of the global scale, but of every person involved in sport.

The aggressiveness, the violation, the fraud, the corruption. This black square on white screen of the sport is not the ingenious masterpiece of the painter Kazimir Malevitch, but the object of the daily struggle resulting in both victories and defeats. This square, which covers by dark shadow both the athlete and his surroundings, is in hard confrontation not only with the moral ideal of sport, but with its social ideal as well.

Of course, there is the commonly known difference between an ideal and real life.

In addition there is a point of view that sport is an art of the second range, an art for lower classes of society. I do believe that there are no advocates of this view in this audience.

Now, may I make an intermediate conclusion that the existing proportion between the positive and negative sides of sport in the XXIst century is overwhelmingly in favor of both sport’s ideals and their implementation. This is why making a difference through sport is not a rhetorical maximalism coming from the too optimistic sport’s theorists. This is a real value of the modern society.

2.

The next social value for making a difference in modern society to be discussed here is education. Of course, not in its totality. Considering the title of our Forum, we will speak of the Olympic education, which is actively finding now its path in many national educational systems. I do believe that it may have a place in dissemination and implementation of sport’s ideals in society comparable with sport itself. But its impact is totally dependent of the contents of this education.
Therefore, first, I consider the Olympic education itself as an educational model of sport which should contain convincing examples of good and bad sides of the phenomenon of sport.

Second, I’m of the opinion that the main aim of the Olympic education is not an awareness of Olympic facts, figures and persons, but an understanding of the real problems of society and the discovering of the complicated social life by young generations.

This is why the vital interests and crisis situations of society should be clearly associated with the concrete items and facts from the Olympic Games, Olympic Movement and Olympism which are the knowledge basis of the Olympic education.

Following this way, for the contents of the Olympic education I have chosen 32 socially important notions to be divided into two groups.

The A-group relates to the whole social life: the national identity; the common to all mankind identity; legal State; civil society; universal ethical principles; fair play in everyday life; social values; social progress; progress of culture and civilization; democracy; tolerance; cooperation; development of society; humanistic ideals; social optimism; harmony and harmonious development of a personality; world system of international associations; international social movements; social value of environment; xenophobia; discrimination; terrorism.

The B-group relates to sport itself: sport as a social phenomenon; peace-making essence of sport; the Olympic Games as modern social project; the Olympic Games as economical project; adequate interpretation of the spectacular sport; ethics of sport; fair play in sport; phenomenon of rivalry and negative sides of sport; usage of sport in political purposes; need in the healthy way of life and sport practicing.

It is quite natural that the above list is more an initial than a comprehensive one. But at least these 32 notions have to be demonstrated by sport’s examples in the contents of the Olympic education. So this way the Olympic education may be a real contribution into making a difference in modern society.

But in addition to this common approach the different specific aims may be targeted by a national Olympic education system. May I explain this idea with my country as an example.

Article 13 of the Constitution of the Russian Federation unequivocally states that no ideology shall be promulgated as national or compulsory. By the time when the so called ideological vacuum was created, a concept of Olympism had already been in place which was capable of partially, without maximalism, filling up the vacuum. Moreover, this is of special importance at the time when excessive pragmatism, nihilism, indifference to moral values dominate over a sizeable part of the youth.

Another very special aim of the Russian system of the Olympic education is to create among youth the social optimism which is always necessary over difficult transitional periods in the society. I do believe that the successive national sport which is a part of the Olympic education contents is the real impact in the social optimism.

Since 1993, the social and State system of the Olympic education was formed in Russia for school children and students of higher education institutions by the joint efforts of the Russian Olympic Committee and Ministry of Education. On March 5, 1994 a joint decree on this subject was issued by these two bodies signed by the Minister Yevgeni Tkachenko and Russian Olympic Committee President Vitaly Smirnov.

The main basis of this system which was implemented in my country since 1996 is two textbooks. The «Your Olympic Textbook» for 60 thousand of primary and secondary schools was printed, since 1996, in 16 editions with a total distribution of 451 thousand copies.

The «Olympic Textbook of Student» for 1200 of higher education institutions was printed in three editions with total distribution of 12 thousand copies.

Finally, a few months ago, the Working Group for Olympic education and dissemination of the Olympic ideals under the Presidential Council for Physical Culture and Sport, presided by Vladimir Putin, was formed; it is chaired by the ROC President Leonid Tyagachyov.
3.

It is well known, that at present the representatives of different parts of society or different geo-political areas try to find the most sensitive points to be improved in society and thus to create a World of Harmony, which is a notion from our Forum title.

For instance, politicians, economists, ecologists, culturologists propose new ethical concepts on the humane and fair world and social order. But at the same time an opposite point of view does exist. A possibility itself to create a certain global integral culture and, consequently, global ethics is questioned. In some countries they say that globalization is a plot by means of which the rich countries want to thrust their own values, including moral ones, on the rest of the world.

This contradiction is closely connected with the problem of universalism and particularism in ethics, which has more than two thousand years history.

We believe that the universalistic ethics of sport connected with and implemented in Fair Play principles does permit to keep the competitive principles which allow a person to realize himself/herself in sport. In addition, sport itself, I think, represents one of the most expressive forms of public treaty.

So sport as a model of society demonstrates the possibility to establish the global, in other words, the universal moral values. And this inspires optimism in search of the global ethical theory.

Then we can see a model of future ethics of humanity in the ethics of sport and start creating the theory of Fair Play in daily life on the basis of the Fair Play practice in sport. The reasons for it are the following:

- the notion of Fair Play itself has been settled over several decades;
- its tools have been formed institutionally and instrumentally;
- it is well recognizable and therefore can be effectively used in public relations.

For these reasons it is our duty to share our practical experience with representatives of other professional and/or social communities, corporative bodies, etc., at least at this stage, when we have become more advanced institutionally and instrumentally.

I believe that by using one of the existing successful models of the national Fair Play movement it will be possible to work out a comprehensive list of the principles – not utopian but real ones – of Fair Play in various spheres of daily life: politics and power, economics and culture, health and environmental protection, family relations, on the basis of conventional, i.e. globally recognized, moral values.

I hope that this will be one more value which sport has brought to global society for making a difference.
6.12.3. Communicating through sport

Fékrou Kidané, Publisher and Sports Administrator

When Baron Pierre de Coubertin, founder of the International Olympic Committee (IOC) in 1894 at Sorbonne University in Paris and renovator of the modern Olympic Games, began his campaign to promote Olympism, he needed a medium of communication. He therefore created the ‘Olympic Bulletin’, which later became the ‘Olympic Review’. He was the editor-in-chief and general factotum. Education and Olympic values were favourite themes. It should be pointed out that of the 25-francs subscription paid by each IOC member, the major part was devoted to the ‘Olympic Review’, which, several decades later, I had the honour and privilege to manage in my capacity as a journalist and holder of the same French press card as that of de Coubertin.

Indeed, de Coubertin launched a sporting publication in France and took a press card so that he could write in the newspapers, respond to his critics and communicate with the public. In a speech given in Lausanne in 1924 on ‘The responsibilities and reform of the press’, de Coubertin emphasized: “I consider the mission of a journalist as one of the highest with which civilization’s progress has invested humanity”, and stated that: “journalists must learn to operate those intellectual machines called deduction and comparison with rapidity and precision, to supervise the operation of that cordless telegraphic post called intuition, and to keep order and administer the mental archives service, of which memory is the indispensable librarian.” Apart from the three volumes of his ‘Selected writings’, published in French by the IOC under the direction of Professor Norbert Müller—and for which there exists an abridged version in English and Spanish—de Coubertin also published four volumes on universal history. It is based on that Olympic literature and culture that even today the sporting movement communicate its history and display its secular heritage.

Nevertheless, I note that very few people have read these literary works by Pierre de Coubertin replete with lessons, and that Olympic education is still the weakest link in the activities of National Olympic Committees (NOCs). Is it not because of this failure to teach the Olympic values that cheating, violence and ethical problems and transparency have taken root?

Once again it was Pierre de Coubertin, who was the first, during the IOC Session in Rome in 1923, launched the idea of organizing African Games. He took advantage of the holding of the Eighth Olympiad in Paris in 1924 to call upon all participants that “each brings their contribution, however small, to the edifice of sporting and humanitarian solidarity” and he opened a bank account with the name ‘African sports’. Sadly, the colonial powers were opposed to the organization of the African Games that were foreseen initially in Algiers, Algeria, in 1925 and then in Alexandria, Egypt, in 1927.

It was also him who during the 1920s made contact with the League of Nations, the forerunner of the United Nations, and the International Labour Office (ILO) to put forward what he defined as ‘All Sports for All’.

Today, thanks to his successors, Juan Antonio Samaranch and Jacques Rogge, the IOC has set up Olympic Solidarity, conducts humanitarian activities, co-operates with the United Nations System and supports the organization of African Games.

The Olympic Games were, of course, the first gathering of athletes from different nations, turning sport into a universal language of communication, governed by identical sporting rules and identical statutes. This is how a youngster, independent of his/her nationality and whose mother tongue is not English, knows the words “football”, “goal”, “offside”, “penalty” and “corner” even before learning the alphabet.

Furthermore, sport is the only domain where all social strata can express themselves freely and consider themselves specialists on the subject.

The Olympic Games are unique. The torch relay, lit at Olympia, a unique event in itself, bears the message of peace punctuated by the Olympic Truce. The opening and closing ceremonies are spectacular events taking place in front of the whole world as their audience. The unfolding of the Games is reported by a huge number of journalists employing as many different languages as exist on
the Earth. The medal-awarding ceremony with the winner’s national flag and anthem is also unique in its kind.

Only in sporting events is the national anthem played at the international level in honour of ordinary citizens who, by their achievements, have become extraordinary. This privilege is not even granted to those who govern us. This is why it is believed that to be an Olympic champion is for life, while to be a world champion is until the next edition.

What a pleasure it is, at least for me, to see the raising of the Olympic flag and to hear the Olympic anthem: symbols that belong to the whole human family. I wonder whether if, in the future, we should play only the Olympic anthem to the glory of athletes and watch them do a lap of honour draped in the Olympic flag, as a representative of humanity rather than of a nation or an NOC. We would then apply globalization with Olympic style, thanks to our globetrotters. Nevertheless, patriotism will be a difficult obstacle to overcome. As the writer George Bernard Shaw put it: “Patriotism is a conviction that your country is superior to all other countries because you were born in it.”

High-level athletes have become celebrities who attract crowds and the paparazzi; they have become goodwill ambassadors for the United Nations System communicating in other way with the whole world.

To keep in touch with their people, governments also use sport and exploit it for political purposes. Athletes are invited to the presidential palace where they are awarded national decorations and receive cheques for their efforts. Countries that oppose each other and do not have diplomatic relations encourage sporting exchanges so as not to sever contacts between their peoples.

Sport, considered as a social phenomenon, has its own minister within the government. There are occasionally clashes in some countries between the Minister of Youth and Sports and the NOC or the national federation on futile issues the objective of which is not the development of national sport.

Heads of State and government, whose cities of their countries are candidates for organizing the Olympic Games, are now lunching and dining with the members of the evaluation commission. Since then, noblesse oblige, I am very careful when I invite the evaluation commission’s ex-chairwoman and the executive director of the Olympic Games, my friends Nawal El Moutawakel and Gilbert Felli. Crystal glasses and solid silver cutlery are a must to partake of Bordeaux grape juice and Beijing duck.

The stadium, the sports arena whose architecture gives cities a face-lift, is also used in some countries for political purposes of all kinds. Spectators have been known to chant hostile slogans against those in power and some governments have used them to contain prisoners after round-ups.

Sports halls have been used to shelter refugees or the homeless following armed conflicts or natural disasters. Acts of racism have also been observed in some stadiums where violence breaks out sometime on the part of hooligans and extremists.

But the Olympic stadium that we frequent, whatever the country or continent, is the hallowed place where we run the gamut of our emotions: joy, distress, admiration, anxiety, during the competitions and beyond, always in a spirit of fair play and tolerance.

In fact, the Olympic Movement is also the best school of geography—for those who are interested. I will name some capital cities, and let you guess the corresponding countries? Ashgabat – Bridgetown – Bishkek – Dili – Koror – Majuro – Mbabane– Port Vila – Praia – St Croix – Tortola – Ulaan Baatar – Windhoek.

The parade of athletes during the opening ceremony of the Olympic Games can present reporters with a few problems if their knowledge of geography and culture is not up to date. Apart the sports specialists, the media are more interested in the Olympic Games, its financial aspects and the anti-doping measures, and less in the educational and cultural values of Olympism.
Following an inquiry that I carried out in the 1980s on five continents for the IOC, it transpired that 80% of sports journalists were football experts, particularly in developing countries, for the simple reason that this is the sport whose competitions take place throughout the year. One could therefore say that all other sports survive in the shadow of football, with the exception of those countries where all sports are fostered.

Naturally, during the Olympic Games, the primary sport that brings together the entire Olympic family is athletics. It is the only sport that register participants from practically all 203 NOCs recognized by the IOC. This is also the sport where athletes from developing countries achieve very good results, and this provides an ideal opportunity for the local media to concentrate on athletics and the Olympic Games. Moreover, athletics is the sport where the athletes and the spectators are in communion during the jumping and throwing events.

It is true that modern technology has completely changed our way of life. At least for that part of the world’s population with access to those famous tools: the computer, the mobile telephone, the video camera, the iPod, etc. Spectators, like the reporters, have become keen observers. They take photos and videos; they transmit the images and their comments by SMS or e-mail. They write their own blogs and they ‘chat’. And to verify the information, they use the Internet via “www”. In short, they produce information in the same way as a regular newspaper. Despite these sophisticated tools, as well as radio and television, each person buys his preferred newspaper in order to read the sports’ news, in the same way as in the good old days. In a country like France, the sports daily ‘L’Equipe’ is still number one on the market, well ahead of all the other publications.

This means that sport is more appealing than what is happening in politics or on the New York and Frankfurt stock exchanges. Unfortunately, plain speaking and the public debate of ideas are no more appreciated in the sporting fraternity. If occasionally some incidents are reported due to the media’s vigilance, a great deal takes place that is contrary to ethics and transparency, which are eclipsed. Keeping one’s mouth shut and self-censorship are harmful to the development of sport and to Olympic education. Doping, corruption and falsifying the age of young athletes are unacceptable in the movement to which we are proud to belong. We must admit that the power of money, of ambition and the self-interest of various people are often the root cause. It is said: the best way to be quiet is to speak.

However, sport comes out of it better than many of the other sectors that make up our society.

This forum, entitled ‘Sport and a World of Harmony’, has shown the importance of an on-going dialogue between all parties concerned in order to promote physical education and sports and the Olympic culture. This task can only be carried out by qualified persons with experience in these fields. If one day we ran a surprise test during an assembly of the Olympic Movement with questions and answers about Olympism, many leaders would be embarrassed to discover that they did not know or did not know enough about the philosophy that should inspire their undertakings. We should also ask ourselves if athletes participating in the Olympic Games are familiar with Olympism.

Would it not be necessary that educators looked after the athletes intellectually, alongside the coaches and physiotherapists, so that they have some knowledge about the history of the Games and of the Olympic Movement in their mother tongue? Should not the athlete who goes to China in 2008 has some notions about the country’s history and about Beijing, the Olympic city? Why not produce a cultural programme in favour of the athletes? In any event, I hope that the athletes will not return home in 2008 without having visited the Great Wall and having learned to eat with chopsticks!

To promote Olympic education, it is absolutely essential that NOCs establish an information and documentation centre which will, among other things, allow them to keep a record of their own sporting tradition and Olympic heritage. The only way to improve your knowledge is through reading.

Mobilizing the media should be made through the organization of seminars on Olympism for journalists on every continent. The creation of a quarterly publication entitled ‘Olympic Education’ and devoted to the subjects discussed during this forum will provide invaluable support.
Collaboration between the ministries of national education and of youth and sports is essential for the development of physical education and sports, as well as Olympic education.

During UNESCO’s General Conference in 1947, the president of the French National Olympic Committee addressed the Secretary-General of the United Nations in the following terms: “UNESCO stands for the United Nations Educational, Scientific and Cultural Organization. Does it not? However, in the various existing sections, no place has been foreseen for sport, when for its legitimate attachment to education or culture, all that was needed is to add to one or the other the word ‘physical’. After all, do not UNESCO and the International Olympic Committee pursue the same ideals, sharing the aim of improving the individual morally and physically, and to contribute to bringing peoples together, one through oral jousting and literary and scientific endeavours, the other through fair competition in the stadium?”

Even today, physical education and sport remain thoroughly neglected within UNESCO. The Convention against Doping, of which UNESCO is a custodian, is like the tree which hides the forest, and we would like to see UNESCO play a leading role in the field so that physical education and sport assume a primary place in educational systems throughout the world.

It is governments that have responsibility for the health, education and welfare of their populations, and who must undertake concrete actions. The Olympic Movement’s contribution is essential, especially in developing countries, but it is only complementary.

For this fundamental reason it is absolutely essential that NOCs maintain excellent relations with the governments of their respective countries in order to promote the development of sport. To protect young people from the dangers lying in wait for them within our societies, they must be provided with healthy alternatives in the fields of sport, leisure and culture.

It is also vitally important that the IOC, through its Culture and Olympic Education Commission, becomes the driving force through its initiatives, its follow-up and the implementation of concrete projects, so that Olympic education becomes a daily preoccupation rather than a haphazard one.

Otherwise, this forum, like many other forums and conferences, would only serve as a vehicle for empty words. Nobody wants this. Let therefore the decision-makers rise to the challenge so that the communication of a world in harmony is achieved through sport.
6.12.4. Ministries of sport: making them work

Mohamed Mzali, IOC Member

For more than a century, sport has increasingly affirmed itself as a major social factor of our time, and no one can deny that it is a driving force, literally and metaphorically, for hundreds of millions of people.

To my mind, there is a consensus today that physical and sports activity, and more generally all recreational activity, are necessary and not just legitimate, as a factor to reinvigorate young people, and as an instrument of promotion, education and liberation.

Today, physical activity is an integral part of young people’s education, and we can affirm, without fear of contradiction, that it is part of the human rights which apply to all continents.

If sport is a human right, and an element of popular culture, can it be left to the whims of individual initiatives, impartial or otherwise, to form part of a national programme, or should we entrust the organisation, administration and management of sport to states represented by state structures (ministries, commissariats, higher councils, etc.)? In the latter case, what level of responsibility should be given and which powers accorded to these state structures? And do we thereby accept the interference of politics in sport?

I myself was a politician, but above all an educator. I was in charge of sport in my country for many years, and I organised major national and regional sports competitions. I can affirm, without being presumptuous, that I was never afflicted with the allergy that affects the advocates of a certain apoliticality in sport; nor did I ever cease to believe that the purpose of my action was the promotion of youth per se, without using it as an instrument to achieve personal or collective glory.

So for more than 30 years, in spite of my political involvement, I never hesitated to declare, in an address at Olympia, that certain politicians, political animals, aware of the importance of sport in political terms, spared no effort to encourage the success of their compatriots, in the hope of basking in some of the glory of their prestige, as leaders, parties or regimes, in the way that others exploit the sporting arena to illustrate the supremacy of their socio-economic system or political regime…

But it has not always been like this! Pierre de Coubertin had to call upon, and I quote, “the beneficial action of the King and princes to persuade the sports federations concerned to make concessions in order to comply with the Olympic programme for Stockholm”. Nor did he hesitate to cooperate with the Minister of State Eyschen, the Head of the Government, to prepare the Session in Luxembourg (1910).

The paragraph in Olympic Memoirs in which he recounts these facts is worth reproducing and meditating upon. I quote: “Minister of State Eyschen…, in his speech of welcome, praise[d] the constitution of the IOC. Until then, we had heard nothing but criticism from the heads of the federations whose ambitions it disturbed… Eyschen, whose political sense was highly regarded in Europe, had noticed and appreciated the originality of its mechanism, so well designed to ensure the complete independence of the Committee and the defence of modern Olympism against everyone and everything. For me, this was invaluable encouragement to resist certain tendencies towards faint-hearted timidity that sometimes appeared in our ranks.”

Thus Pierre de Coubertin called upon the help of ministers, not only to ensure the IOC’s independence, but also to help it overcome the reticence of certain sports federations, and even some “of our own ranks”!

This cooperation that Pierre de Coubertin sought with States is more necessary than ever today.

For who, other than States, especially in developing countries, could make the appropriate budget choices when deciding or voting on the credits needed to develop sports infrastructure? Is it not the national education ministries which decide the appropriate timetables for physical education in school programmes? Is it not the sports ministries which promote a policy of leisure, subsidise clubs and...
federations and enable national and international sports competitions to be held in satisfactory conditions, not least by ensuring the safety of all in cooperation with their interior ministry colleagues?

In fact, whether sincerely or for tactical reasons, most politicians today are obliged to take an interest in sport, even if they are not personally motivated, because of the pressure upon them from young people, parents of schoolchildren, the media and the leaders of clubs and federations.

It is vain and illusory to claim to ignore politics. Rather, we should be careful about the political animals who, instead of serving young people, are self-serving in their attempts to use sport to further their careers, exploiting the prestige of the Olympic Games or national and international championships to illustrate the virtues of their regimes, satisfy their enthusiasms or achieve their ambitions.

The proper functioning of a sports ministry depends on the proper governance by the government of which it is part. A minister does not act alone; he implements the policies established by a government and approved by a parliamentary majority, after consultation with the sports associations, in harmony with civil society, at least in a democratic system.

So if the country concerned is governed by the rule of law, if the laws are passed by a parliament formed after pluralistic, sincere and transparent elections, if the press is free, if there is a genuine federation system, the sports minister can govern only in the interest of young people and in compliance with the laws and respect for the statutes of freely constituted associations led by freely elected volunteers. What is more, he can do this only in line with the directives of the IOC and the International Federations to which the sports organisations of his country are freely affiliated, and whose autonomy he has to respect.

Cooperation and complementarity between sports ministries and the sports authorities which are representative, being the result of free elections, are therefore possible and necessary. Each must obviously keep to his own role. No one should interfere with the powers of the other, as understanding and trust are the keys to success.

Having said that, I do not claim to have offered an exhaustive answer to the question in the title of my presentation. Nobody can claim to offer a recipe for overcoming the problem of political interference in sport. Everything can be negotiated with respect for the rules and through dialogue and mutual trust.

The important thing for sports leaders everywhere is to be people of character and stature, and that they be able, thanks to their personal talents, love for youth and passion for sport, to make their presence felt, earn respect whatever their affiliations, and be able to convince, persuade and rally others to their cause. Rules alone will never be enough. The level of people, their personality and imagination are more important. For people can change and adapt rules, while texts become meaningful and can be properly applied only with the loyalty and intelligence of people.
6.13. Closing Ceremony

6.13.1. Closing remarks by Mr Jingmin Liu, Executive Vice President of BOCOG

The World Forum on Sport, Education and Culture, sponsored jointly by the International Olympic Committee and the Beijing Organizing Committee for the Games of the XXIX Olympiad (BOCOG), is to close after having completed its agenda. On behalf of BOCOG, I would like to extend my warm congratulations to you for your contributions to the forum’s success, and also my sincere thanks to UNESCO and other institutions that have rendered strong support.

Based on the theme “peace and development”, which is of worldwide concern, the forum clearly established the relationship between sport and a harmonious world as a major topic for discussion in a concentrated way. In three days, the conferees conducted fruitful discussions on Sport and a World of Harmony: the Role of Olympic Education and Culture. The IOC President attended this forum and delivered a stirring speech. Delegates from the IOC, the IPC, UNESCO, the NOCs concerned and relevant associations and organizations all expressed their views, especially in dealing with sport in a multi-cultural setting and also with the sound education of our youth. At the opening ceremony, Liu Qi, President of BOCOG, delivered a keynote speech entitled “With ‘One World, One Dream’ as the Theme, Let’s Stage a High-Level Olympic Games with Distinguishing Features”. President Liu, who is also Politburo member of the CPC Central Committee, talked about the aspirations of the Chinese Government and people in promoting the construction of a harmonious world through efforts to stage the Beijing 2008 Games. Chen Zhili, State Councilor and First Vice-President of BOCOG, on behalf of the Chinese Government, offered strong support for the Olympic movement, and for sport, education and cultural undertakings in general.

Thanks to the efforts made by the delegates, this forum issued the Beijing Declaration to set out the role of sport in promoting cultural exchanges, the harmonious development of humankind, harmonious coexistence between humans and nature, and eventual construction of a harmonious world. On this basis, the Declaration spells out to the world the three concepts of the Beijing Olympic Games. It also reveals the good wishes of the Chinese Government and the Chinese people for carrying forward the Olympic spirit, actively promoting further development of the Olympic movement, and working to expand international cooperation and strengthen friendship between peoples in the world. The Declaration is of extreme importance to the development of the Olympic Games, as well as culture and education in general. We will follow the spirit of the Beijing Declaration, and work in innovative ways to promote coordinated development of sport, education and culture. Meanwhile, we will strive to strengthen the role of sport in promoting social harmony and social development so that it can play an even greater role in improving the quality of life and cultivating a healthier social moral spirit. Efforts will also be made to promote multi-cultural exchanges to encourage the cultures of the world to fully blossom in the Olympic garden. To bring fresh vitality to the Olympic movement, we will make further efforts to educate the young in the ideas of peace, friendship and progress.

Dear friends, making preparations for the 2008 Olympic Games brings us many benefits in promoting the development of sport, culture, education, and science and technology. Over the past five years since we began preparing for the Games, Beijing has greatly strengthened its friendship and cooperative ties with various cities in the world. The period has seen more solid and profounder friendship cemented among our people and those in the rest of the world. We have 654 days to go before the opening of the Beijing Olympic Games. We anticipate with great pleasure the day when friends from all over the world come here for the Games. Please be assured that, with full support of the Chinese Government and the Chinese people, and with the guidance from the IOC and international friends, the preparatory work for the Beijing Olympic Games will progress smoothly according to plan. We are bound to stage a high-level Olympic Games with distinguishing features in 2008, as our new contribution to the Olympic Movement.

Let’s work together for the development of the Olympic Movement, and for a harmonious world featuring everlasting peace and common prosperity.

Thank you all.
6.13.2. Closing remarks by Ms Chen Xiaoya, Vice Minister of Ministry of Education of the People’s Republic of China

The 2006 World Forum on Sport, Education and Culture is drawing to a successful end today. Sponsored by the International Olympic Committee and UNESCO and organized by the Beijing Organizing Committee for the Games of the XXIX Olympiad (BOCOG), this high-level forum has achieved all that it was expected of it. The forum will surely play a positive role in facilitating the spread of Olympic culture and promoting exchanges between various countries and regions in education, culture and sport. Taking this opportunity and on behalf of the Chinese Ministry of Education, I’d like to extend our warm congratulations to you on the success of this forum.

The first Olympic Games were held in Olympia in ancient Greece in 776 BC. Today, the Olympic Games have evolved into a global sporting event and a social culture of worldwide interest. Young people in China have long cherished a dream of watching the Olympic Games held in their own country and getting directly involved in it. Chinese students at primary and secondary schools, some 200 million strong, are longing for the day when the 2008 Beijing Olympic Games will open. Organized by BOCOG and the education departments concerned, they are taking an active part in Games-related activities, thus becoming young Olympic envoys. The Olympic spirit is indeed being spread here on an unprecedented scale.

According to the Olympic Charter, “The goal of Olympism is to place sport at the service of the harmonious development of man, with a view to promoting a peaceful society concerned with the preservation of human dignity.” The Olympic Movement contains the sporting spirit of human beings seeking better self. The Chinese Government has been following an educational policy geared to ensuring that its young people develop morally, intellectually and physically, and has made it clear that sport and the physical qualities of the students are the foundations for their all-round development. Since national physical qualities embody the vitality of a nation and exert impact on its comprehensive might and its continuous development, we will be able to add vitality to the Chinese nation and sharpen its competitiveness by building up the physical qualities of the young generation. Thus China, with a population of 1.3 billion, will make a still greater contribution to the development of the Olympic Movement. While the Olympic Games serve as a global stage for mankind to display its spirit, morality, wisdom and art, school physical education plays an irreplaceable role at the grassroots level in the enrichment and development of the moral and intellectual qualities of students. It also plays a major role in the enhancement of their capabilities and improvement of their attitudes towards life. This is why various generations of Chinese leaders have always stressed the importance of implementing the policy of “health first” in school education. Toward the end of the 20th century, the Chinese Government set forth the strategy of quality education, according to which the development of school sports and a better health quality of the students would occupy a prominent position in the educational structure.

The Olympic Movement is imbued with the common aspiration of mankind for peace and development, symbolizing the ideals of peace, cooperation and fair play. Thousands of years ago, the Chinese said that one must struggle for development incessantly, and they also spoke highly of the need for “harmony”. Traditional Chinese culture, therefore, has much in common with the Olympic spirit. Today, the Chinese Government has put forward the goal of building a socialist harmonious society, and is working hard for the promotion of a harmonious world. Although only a limited number of people will have the opportunity to directly participate in the Olympic Games, the Olympic spirit will exert influence on large numbers of people. Publicizing the Olympic spirit among students will be a positive contribution to building a socialist harmonious society, and will facilitate mutual understanding between and the common growth of the world youth, irrespective of their nation, race, religion and culture, helping them to make concerted efforts for world peace and development.

The Olympic Games constitutes a global arena for the young. The future of the world belongs to the youth, and so does the Olympic Games. The sporting, educational and cultural value of the Olympic Movement is today exemplified in the attitude of the Chinese youth; and the efforts being made to greet the Olympic Games serve to promote the development of school education in China, sowing the seeds of the Olympic spirit among hundreds of millions of young people. In Beijing alone, hundreds of thousands of people want to be Olympic volunteers, and the vast majority of them are college and university students. With the Beijing Olympic Games coming closer, such enthusiasm will bring more and more students into the preparatory efforts for the 2008 Games. Taking advantage of this occasion,
the Chinese Ministry of Education will do its utmost to spread Olympic knowledge and promote Olympic ideals among students, and help students to further build up their sense of self-respect, open-mindedness, confidence, friendliness and hard work. Students will be encouraged to study hard and, at the same time, take an active part in physical exercise. They will be encouraged to put into practice the goal of “physical exercise at least one hour a day so as to be able to enjoy good health to work for 50 years and live happily for their entire lives.” Everything possible will be done to mobilize the enthusiasm and creativity of the students in their capacities as Olympic hosts, for the realization of the Beijing Games concepts of “Green Olympics, Hi-Tech Olympics, and People’s Olympics”.

Ladies and Gentlemen,
Education performs the mission of carrying forward and developing human civilization, and facilitating exchanges. The development of Chinese educational undertakings calls for more extensive international cooperation. For a prolonged period of time, the Ministry of Education has been maintaining close contacts with UNESCO and the International Olympic Committee, developing a good partnership. Under the leadership of the Chinese Government, the Ministry of Education will make its contribution to the success of the 2008 Olympic Games. For this purpose, it will encourage students to take an active part in the Games preparations, and it hopes to see even closer cooperation with UNESCO and the IOC, especially in promoting exchanges among the Chinese and international youth in education and sport, to make the young generation greet a better tomorrow of “One World, One Dream”.

Thank you.
6.13.3. Closing remarks by Dr Jacques Rogge, IOC President

Some 700 of you have been gathered here over the past two days – from the worlds of sport, education and culture – to debate the issues of the day that challenge us in these associated fields.

You are all experts in your line of work, and your coming together to engage in debate and learning is in itself an example of how the Olympic Movement can pool the best resources of expertise to tackle important issues.

The challenge of our Movement is to make the education of youth through sport as relevant today as it was when Pierre de Coubertin founded the International Olympic Committee over 100 years ago.

All of us who work under the Olympic rings have the social responsibility to demonstrate by our example that sport teaches us how to respect ourselves and one another, how to strive for excellence in all that we do, and, perhaps above all else, the importance of peace and friendship. The theme of this Forum, “Sport and a World of Harmony” articulates this perfectly.

I am particularly delighted by the number of only recently retired athletes who have attended this Forum. Athletes are the role models for young people. Your interventions here have helped to connect us in a truly relevant way, through your personal experiences, to the pertinent issues of today.

Those of you here from the academic world have added your weight to the discussions – giving a learned perspective to the topics debated. This viewpoint is important.

Those of you from the National Olympic Committees and International Federations have brought concrete know how from the field. Your feedback on exciting projects such as the Olympic Values Education Project, and how these can be moved from theory to practice, will be invaluable. I encourage you to give us your honest thoughts.

As I mentioned in my opening address, Olympic Games organizers have a fantastic power to use the platform of the Games to make the link between sport and culture, and thereby bring educational value to communities. I am particularly thrilled that this Forum, the first to take place outside Europe, has come to China. Added to this, the bringing of Olympic values to this, the most populous of nations, through the Beijing 2008 Games and its associated education projects, is unquestionably one of the most exciting things for the IOC today.

It is nothing short of staggering to know that 400 million children in 500,000 elementary and secondary schools will learn from these projects. And as we look to the future – Vancouver, London and beyond – the IOC is excited by the cultural interchanges and learning that are to come.

Allow me to close by thanking BOCOG and UNESCO, without whose collaboration with the IOC this forum could not have taken place so successfully, and also to thank my colleague, Zenliang He, Tommy Sithole and the IOC commission for sport, culture and education.

From the fruitful discussions here, I look forward to seeing:

- Physical education re-invigorated on school curriculums
- A continued and ever stronger education on the dangers and moral wrongs of doping
- The strengthening of culture and education as an integral part of future Olympic Games
- And finally, I look forward to seeing ideas being put into action, as there is no stronger way to teach but to do so through example
7. Contact list

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