6th WORLD FORUM ON SPORT, EDUCATION AND CULTURE

SPORT AND EDUCATION FOR THE NEW GENERATION

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6th World Forum on Sport, Education and Culture

“Sport and Education for the Now Generation”

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International Cooperation and Development Dept.
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1. Forewords

1.1. Message from the IOC President, Dr Jacques Rogge

Sport, education and culture have never been more topical than in 2008. With the Beijing Games, one-fifth of the world's population was made aware of the Olympic values as never before. These exceptional Games were both the realisation of a dream and a source of inspiration for the young people of China, as well as those from throughout the world.

We all know that the Olympic Movement of tomorrow belongs to the young people of today. Its success is largely on the shoulders of these young people, whose tastes and wishes keep evolving.

This is why the theme of the 6th World Forum on Sport, Culture and Education was “Sport and education for the Now Generation”. I would like to thank the Korean National Olympic Committee, the Busan authorities and our long-standing partner, the United Nations Educational, Scientific and Cultural Organization (UNESCO), for their collaboration in the success of this 2008 edition.

I would also like to pay tribute to the person who, for more than 10 years, has worked with his colleagues on the IOC Commission for Culture and Olympic Education to make education and culture priorities on the agenda of the Olympic Movement, continuing down the path laid by our founder, and for whom this Forum in Busan represents the high point of his chairmanship of the Commission: my colleague Mr Zhenliang He.

Thanks to the active contribution of all the participants, this Forum has enabled us to define the best practices and solutions to bring young people from throughout the world back to the path of physical education and sport, and to make teaching universal ethical values a priority.

It is now up to us all to work together to bring to fruition the action plan adopted at the end of the Busan Forum, by showing young people that sport can help them to give the best of themselves.

[Signature]
1.2. Message from the Chairman of the IOC Commission for Culture and Olympic Education, Mr Zhenliang He

Educating young people through sport is, more than ever, one of the primary goals of the Olympic Movement.

In fact, in our modern societies, the educational role of sport is no longer a philosophical principle, but a true reality. Our challenge is to find the right way and the right means to bring young people back to physical education and sport. The biennial IOC World Forum on Sport, Education and Culture therefore owed it to itself to address a theme like “Sport and Education for the Now Generation”, perhaps even more so in this Olympic year, with the Beijing Olympic Games, which brought Olympic education and values to the young people of China, the Asian continent and beyond.

I should like to express my sincere thanks to the Forum participants for their active collaboration; to our partners, the Metropolitan City of Busan, the Korean Olympic Committee, and the United Nations Educational, Scientific and Cultural Organization (UNESCO) for their close cooperation and support; and to my fellow members on the IOC Culture and Olympic Education Commission for their outstanding work and commitment.

I am also pleased that this 6th Forum was the opportunity for those who are our future to express their voice for the first time on a podium. They all told us how sport had helped them to develop life skills and of the difficulties they had faced to combine their sporting career with their school education.

And this is exactly what the Busan Forum has provided by its Action Plan. By recognising young people as the future of sport, the Forum noted the need to use every opportunity and all means available to advance the combination of sport, culture and Olympic education. Now, it’s time for action!
1.3. Message from the Mayor of Busan, Mr Nam-Sik Hur

Together with the four million citizens of our city, I am very pleased that Busan was able to host the 6th World Forum on Sport, Education and Culture, where experts from all around the world gathered to hold in-depth discussions on the role of sports in youth education under the theme of “Sport and Education for the NOW Generation.”

I would like to take this opportunity to extend my sincere gratitude to the many sport leaders, scholars, experts and other distinguished guests who took time out of your busy schedules to come to Busan and make this Forum a great success.

The active discussions of all the participants, who came to Busan with a common goal of “pursuing world peace through sports”, resulted in the adoption of the Busan Declaration.

The Declaration will serve as an invaluable guide to leading our youth in the right direction and also as a stepping-stone for opening up a brighter future for mankind. As Mayor of the host city, I am very proud of the fact that such a meaningful event was held here in Busan.

I would like to ask all sports leaders for your continued efforts in further promoting world peace and prosperity for mankind. Busan is committed to joining you in these efforts. Thank you.

[Signature]
1.4. Message from the Director-General of UNESCO, Mr Koïchiro Matsuura

The joint endeavours of the International Olympic Committee (IOC), UNESCO and the Busan Metropolitan City during the 6th World Forum on Sport, Education and Culture made a significant contribution to our global efforts to build social cohesion and mutual understanding. The Forum’s outstanding success was, to a large extent, due to the emphasis that participants from all over the world placed on the critical and interlinked roles that sport and culture have to play in fostering mutual understanding. In line with UNESCO’s mandate, these debates facilitated the identification of forthcoming challenges in the promotion of physical education and sport as a vehicle for sustainable social development and peace.

It is vital that the challenges identified in Declaration of the 6th World Forum – in particular, UNESCO’s role in bridging gaps between cultures – are monitored to ensure equitable implementation. Working towards these goals, UNESCO and the IOC need to reaffirm their cooperation in the preparation of the 2010 Youth Olympic Games, to be held in Singapore, and spare no efforts in promoting respect for cultural diversity and education for all through a common vision.
2. Introduction

2.1. An introduction by Mr T. A. Ganda Sithole, Director of IOC International Cooperation and Development Department

Cooperation between the International Olympic Committee and United Nations specialised agencies and programmes has become the cornerstone of the IOC's policy to promote human development-related action around the world, particularly that aimed at delivering education to the wider community.

Encouraging young people in particular and the public in general to engage in healthy lifestyles has become a major commitment for the IOC. The introduction of the Youth Olympic Games, the first edition of which has been set for 2010 in Singapore, is meant to promote this development.

The President of the IOC, Dr Jacques Rogge, has often recalled that the IOC does not, on its own, have the capacity or the authority and the resources required to ensure that the goodness that sport stands for, and for which the IOC exists, is delivered. It is therefore necessary that sport should collaborate with international organisations and governments in order to deliver.

It has been in that vein that the important IOC world conferences have been organised in close collaboration with UN agencies, governments, local governments and National Olympic Committees. The 6th World Forum on Sport, Culture and Education, which was held in Busan, Republic of Korea, was no different. Hundreds of participants, representing the entire spectrum of the sporting community, governments and educationists, exchanged ideas on how sport could be used as a tool to support and deliver education to young people around the globe.

This Forum introduced an important element that should be interesting to future organisers of such conferences: young people from across the continents were asked to represent themselves and talk about what was important to and for them. It was no surprise that they emphasised the need for good education.

The young people, as indeed all the participants, agreed that sport was important in the delivery of education in that it imbued health, discipline and a sense of personal and group organisation in young people. What the young people did not agree to was that they should be saddled with the burden of having to chose between the two.

In a sentence, they wanted those whose responsibility it is to design school programmes to consider the importance of sport in education and therefore ensure that a balance is struck between the classroom and the playing field, applying equal importance to the two activities.

the United Nations Educational, Scientific and Cultural Organization (UNESCO), will most certainly take note of this when the world's ministers and senior civil servants in charge of sport next meet.
3. Programme

25 September

OPENING CEREMONY

Master of Ceremony: Mr T. A. Ganda Sithole, Director of the IOC International Cooperation and Development Department

Mr Yeon-Taek Lee, President of the Korean Olympic Committee (KOC)

Mr Nam-Sik Hur, Mayor of the Metropolitan City of Busan

Mr Wataru Iwamoto, Director of Division of Social Sciences, Research and Policy, UNESCO

Mr Zhenliang He, Chairman of the IOC Commission for Culture and Olympic Education

Mr In-Chon Yu, Minister of Culture, Sports and Tourism of Korea

Mr Lambis V. Nikolaou, IOC First Vice-President

26 September

PLENARY 1
Olympic and non-Olympic Sport as a Platform for Educating Youth
Moderator: Mr Sam Ramsamy, IOC Executive Board member

Interactive panel discussion, questions and answers from the floor, with one formal presentation by Mr Walther Tröger

Mr Zhenliang He, Chairman of the IOC Commission for Culture and Olympic Education

Mr Walther Tröger, Member of the IOC and Chairman of its Sport for All Commission

Mr Yeon-Taek Lee, President of the KOC

Mr Kamal Guemmar, President of CIGEPS

Mr Kostas Georgiadis, Dean of the International Olympic Academy (IOA)

Mr Shang-Hi Rhee, President of the Trim and Fitness International Sport for All Association

PLENARY 2
Creating a sporting event with a strong education programme – Youth Olympic Games (YOG)
Moderator: Dr Gudrun Doll-Tepper, President in office of the International Council of Sports Science and Physical Education (CIEPSS)

Interactive panel discussion, questions and answers from the floor, with one formal presentation by Mr Essar Gabriel
Mr Essar Gabriel, Head of the Youth Olympic Games, IOC  
(30-minute presentation)

Mr Ser Miang Ng, President of the Singapore Youth Olympic Games Organising Committee (SYOGOC)

Ms Charmaine Crooks, Vice-President of the World Olympians Association (WOA)

Mr Raymond Goldsmith, Chairman & CEO of International Sports Multimedia Limited

Mr Wataru Iwamoto, Director of the Division of Social Sciences, Research and Policy, UNESCO

Mr Klaus Schormann, President of Union Internationale de Pentathlon Moderne (UIPM)

PARALLEL A
Benefit from the Youth Olympic Games (YOG)
Moderator: Mr Pak Sing Lee, Director of Culture and Education Programme, Singapore Youth Olympic Games Organising Committee (SYOGOC)

Education programmes themed on the Olympic Games
Ms Frances Cordaro, Manager of Olympic Education, NOC of Australia

Linking the Games to national programmes
Ms Anna Sorokina, Head of the International Relations Department of the NOC of Ukraine

Olympism today
Mr Kostas Georgiadis, Dean of the International Olympic Academy (IOA)

Sport as a platform for culture and youth education
Ms Yvonne Kong, GC Foster College of Physical Education and Sport, Jamaica

PARALLEL B
Educating sports persons for life post competition
Moderator: Mr Robert Ctvrtlik, IOC Member

Introduction and IOC Focus on post-athletic life
Mr Robert Ctvrtlik, IOC member

My story
Prof. Michael Boit, Olympian and Head of Exercise and Sports at Kenyatta University

My story
Ms Manuela Di Centa, Olympian and IOC member

Educating sports persons around the world: challenges and issues
Mr Patrick Blatter, The International Centre for Sports Studies (CIES)
PARALLEL C
We are the Now
Moderator: Ms Helen Brownlee, member of the IOC Commission for Culture and Olympic Education

My story
Ms Minjee Park, student at the Busan international high school, Korea

My story
Ms Clementine Pickwick, student at the Narrabundah College, Canberra, Australia

My story
Ms Natalie Moore, Education team assistant, The London Organising Committee of the Olympic and Paralympic Games (LOCOG)

My story
Ms Suzane Karamallah Daher, student at the Lebanese University, Beirut, Lebanon

PARALLEL D
Addressing the doping scourge
Moderator: Mr Rodney Swigelaar, Director of the WADA African Office

The role of UNESCO's international convention against doping
Mr Kamal Guemmar, President of CIGEPS

The doping menace: is there a way out?
Mr Rob Koehler, Director of Education, WADA

Traditional medicines and unintentional doping
Dr Robin E. Mitchell, member of the IOC and of its Medical Commission

27 September
PARALLEL E
The role of specialised organisations in delivering youth education
Moderator: Mr Wataru Iwamoto, Director of the Division of Social Sciences, Research and Policy, UNESCO

Panathlon Declaration on ethics in youth sport
Mr Enrico Prandi, President of Panathlon International

International Pierre de Coubertin Committee – educational role and activities
Dr Karl Lennartz on behalf of Prof Norbert Müller, President of the International Pierre de Coubertin Committee

Mentor International: prevention, opportunity and protection – collaborating to add value
Mr Jeffrey Lee, Executive Director of The Mentor Foundation
Teaming up to give young people a sporting chance: How UNICEF and partners are using sport to increase access to quality education for children and young persons
Ms Beth Nicholls, International Sport Project Manager, UNICEF UK

PARALLEL F
Value of National institutions and initiatives
Moderator: Mr Nat Indrapana, IOC member

The Tunisian experience of disseminating Olympic education in schools
Mr Amor Ghouila, Secretary General of the Tunisian NOC

Olympic Academies: official school of Olympic Education
Mr Conrado Durántez Corral, President of the Pan-Iberian Association of Olympic Academies

The introduction of an Olympic education programme in Korean schools
Mr Dongwhan Kim, Vice-President of the Korean Olympic Academy

Olympic Studies – on the way to a multicultural and multidisciplinary network
Ms Nuria Puig Brandes, Project Officer in charge of University Relations, IOC

PARALLEL G
Olympic Culture and Education in Korea
Moderator: Mr Hyunkun Shin, Secretary General of the Korean Olympic Academy

Contribution of Busan city’s Sports for All and sport and culture policy to the social, economic and cultural development of Busan
Mr Keunmo Lee, Busan National University

The value of Korean traditional sport in Korean youth education
Mr Chungwon Choue, President of the World Taekwondo Federation (WTF)

1988 Seoul Olympics, Coubertin, Confucius and 2008 Beijing Olympics
Mr Shin-pyo Kang, Honorary Professor, Inje University

PARALLEL H
Teaching Values through Olympic Education
Moderator: Mr Ian Culpan, President of the New Zealand National Olympic Academy

Ms Deanna Binder, IOC education specialist

Mr Clement Chileshe, Olympic Values Education Programme (OVEP), Zambia

Mr Henry Tandau, Olympic Values Education Programme (OVEP), Tanzania

Mr Mamadou Mansour Sambe, Olympic Values Education Programme (OVEP) OlympAfrica

Mr Jong-moon Byun, Olympic Values Education Programme (OVEP), Korea
PLENARY 3
Olympic Education in Olympic Games Organising Committee (OCOG) Programmes

Moderator: Mr Ching-Kuo Wu President of the International Boxing Association

Engaging and inspiring young people through the Olympic and Paralympic Games – London 2012 and education
Mr Nick Fuller, Head of Education, The London Organising Committee of the Olympic and Paralympic Games (LOCOG) and Ms Kathryn McColl Education Manager, LOCOG

Sochi Olympic education programme
Mr Andrey Vulf, Director of Cultural and Educational Programmes, Sochi Organising Committee for the 2014 Olympic and Paralympic Winter Games and Mr Andrey Avanesov, Head of Education, Sochi 2014

/EDU: Canada's school portal to Vancouver 2010
Mr Burke Taylor, Vice-President, Culture & Celebrations, The Vancouver Organizing Committee for the 2010 Olympic and Paralympic Winter Games (VANOC) and Mr Don Black, Director of Education Programs, VANOC

Long-term benefits and how BOCOG designed the biggest Olympic education programme in history
Mr Yang Zhicheng, Division Chief of Olympic Education, The Beijing Organizing Committee for the Games of the 29th Olympiad (BOCOG)

PLENARY 4 & CLOSING CEREMONY
Chairman: Mr Zhenliang He

Meaning and challenges of cultural identity and diversity related to Olympic values
Mr Samuel Lee, Secretary-General of the Korean National Commission to UNESCO

Olympic cultural policy and contemporary youth
Prof John MacAloon, Dean of the University of Chicago

2009 Olympic Congress
Mr Walther Tröger, Member of the IOC and of its 2009 Congress Commission

Presentation of final statement
Mr Zhenliang He, Chairman of the IOC Commission for Culture and Olympic Education

Closing presentation
Mr Nam-Sik Hur, Mayor of the Metropolitan City of Busan
4. Summaries

4.1 Opening Ceremony

Master of ceremony: Mr T. A. Ganda Sithole, Director of the IOC International Cooperation and Development Department

Mr YEON-TAEK LEE, President of the Korean Olympic Committee (KOC), welcomed all the participants who had travelled to Korea to attend the 6th IOC World Forum on Sport, Education and Culture. He also thanked all those who had worked for the success of this Forum, which was, in addition, a good opportunity to shine a spotlight on Far Eastern culture in this anniversary year of the Seoul Games.

He recalled that internationally renowned specialists, including Olympic family members, were meeting in Busan, an international city that had hosted many sports competitions, to disseminate the spirit of Olympism and support the Olympic Movement, thanks to an active partnership and exchanges of information in the areas of sport, education and culture.

Mr Lee closed his speech by asking all those present at the Forum to actively discuss and exchange information on sport, education and culture, and to propose efficient ways of contributing to peace in the world. He also wished the participants a pleasant stay and the Forum every success.

Mr NAM-SIK HUR, Mayor of the Metropolitan City of Busan welcomed all the participants to Busan, a dynamic city focused on sport. He also congratulated the IOC on the role that it played in promoting peace and harmony through sport. Convinced that the discussions that would take place during the Forum would revitalise the role of the Olympic Games, he recalled that Korea used certain sports as tools for education, and that the Seoul Games had played a very positive role for the Korean economy and population. Furthermore, he recalled that the importance of sport in all areas, whether education, culture, history or the economy, would never be sufficiently emphasised.

Mr WATARU IWAMOTO, Director of the Division of Social Sciences, Research and Policy of the United Nations Educational, Scientific and Cultural Organization (UNESCO), first explained that UNESCO, as the agency responsible for physical education, sport and culture within the United Nations system, fully subscribed to the objectives of the Forum, whose first aim was to raise awareness of the educational role that sport could play in understanding today’s world and shaping the world of tomorrow.

He added that it was essential that the positive values of sport be inculcated into youngsters and that they recognised how they could contribute to finding solutions to contemporary problems. He also emphasised that international cooperation in sport and physical education had the power to reinforce peace, friendship, understanding and mutual respect between people and to improve the physical health and well being of the population.

He took the opportunity to draw attention to the link that existed between sport and culture, and the fact it was important to continue to recognise the power of sport to comprehend, and at the same time transcend, the diversity of cultural identity and underline how valuable multi-cultural understanding is.

He added, however, that achieving, promoting and maintaining these positive social results depended and would depend on what was made available and the implementation of real education, taking into account the societal changes which went with rapid industrialisation and globalisation.
He added that this Forum was an excellent example of the success that could be born from the collaboration between different organisations which strove for the same common objectives, and strongly encouraged all the participants to take advantage of this occasion to take part in these important discussions in an environment that favoured the promotion of common values.

Mr Iwamoto ended his speech by thanking the Mayor of Busan and the President of the Busan Organising Committee and his team for their strong commitment, and expressed his recognition to the government of the Republic of Korea and the President of the International Olympic Committee for their unfailing support.

Mr ZHENLIANG HE, Chairman of the IOC Commission for Culture and Olympic Education thanked, on behalf of the IOC Commission for Culture and Olympic Education, the Korean Olympic Committee and its President, the Mayor of Busan and UNESCO for the wonderful coordination and support in the preparations for this important Forum. He also expressed his recognition to his colleagues on the Commission for their remarkable work to ensure that the importance of linking sport, culture and education was better understood. He underlined that the results obtained were very encouraging, given the growing popularity of the Forums and many other activities.

He recalled that educating young people through sport was one of the main objectives of the Olympic Movement, and that it was the reason for which the IOC and the Olympic Movement had incorporated educational and cultural elements in their many activities aimed at young people in particular. He also mentioned the 2009 Olympic Congress in Copenhagen, one of the main themes of which was Olympism and young people.

He added that, during the course of Forum, several speakers would give talks and that the time would be right to learn lessons from the success of the educational programmes implemented by the Organising Committee for the Beijing Olympic Games, the OCOGs of future Olympic Games and initiatives carried out by the NOCs.

Finally, he recalled that, although a large number of measures taken at the previous Forum had been applied, and that although many of the results obtained were positive, nonetheless the road to follow was still long and this Forum would allow them to analyse what was still to be done.

Mr IN-CHON YU, Minister of Culture, Sports and Tourism of Korea expressed his deep respect and his hope to see this Forum serve as a valuable opportunity to share different visions and establish links.

On behalf of the IOC President, Dr Jacques Rogge, Mr LAMBIS V. NIKOLAOU, IOC First Vice-President, expressed his gratitude and thanked the Forum partners for their contribution to its organisation and added it enabled them to return to the Asian continent after the exceptional Games in Beijing, which had allowed a fifth of humanity to come into contact with the values of Olympism, and the world to discover a country with a unique history and culture.

He recalled that the mission of the Movement was certainly to develop sports practice, but that it was also necessary to educate and promote values such as respect, tolerance and solidarity.

However, the practice of sport had changed, just like mentalities, which required them to multiply their efforts in the area of physical inactivity and preventative education, and that, in the future, the Olympic Movement would have to focus on young people by communicating differently, by adopting original methods.

He underlined that Olympism and young people featured among the 2009 Congress themes, and added that in its task, the Olympic Movement could also count on an efficient network that allowed youngsters to discover sport and its values by implementing educational programmes on their level.
He concluded that the Olympic Movement was highly aware that its success and continuity relied on the generations of today and tomorrow, and that this 6th Forum was a way of examining together the immense task that awaited them to encourage youngsters worldwide to practise a sport, by showing them that this could help them to give the best of themselves.

4.2. Plenary 1

Moderator: Mr Sam Ramsamy, IOC Executive Board member

Interactive panel discussion, questions and answers from the floor, with one formal presentation by Mr Walther Tröger

- Mr Zhenliang He, Chairman of the IOC Commission for Culture and Olympic Education
- Mr Walther Tröger, Member of the IOC and Chairman of its Sport for All Commission
- Mr Yeon-Taek Lee, President of the KOC
- Mr Kamal Guemmar, President of CIGEPS
- Mr Kostas Georgiadis, Dean of the International Olympic Academy (IOA)
- Mr Shang-Hi Rhee, President of the Trim and Fitness International Sport for All Association

The Panel discussion stressed that the goal of sport is to educate youth and recognized that sport without education and culture is like a body without a soul. Sport was also strongly associated with the education of values to youth and its function to physical, mental and social education. The need for the core Olympic values of excellence, respect and friendship as well as the wider values defined in the Olympic Charter such as peace to be better disseminated was underlined. With such an educational base, sport that results in violence, as is sadly sometimes the case, was categorically condemned and viewed as non-sport.

It was agreed that the division of Olympic sport and non-Olympic sport was an artificial classification and that all sport had potential educational and health value and that it needed to become a human right. Everyone should be able to choose from a selection of sports in which they can participate, including traditional games and sports. A bridge between professional and general sports was called for to improve their development and reduce the conflict between them.

Doping and over commercialization were identified as two major dangers to the credibility of sport as well to its values. However, the need for marketing was accepted since to continue the development of sport, financial resources are required. Also called for was the need to promote the development of universal values, sport to be better integrated into the education system, the need to promote the use of the statutes to guide the development of values in sport, a greater social contribution of sport and the need to give back to society.

Comments from the floor centered on how to link sport, education and culture, how to improve physical education policies and how to further its education elements that contribute to peace. Questioned was by what means governments could be effectively influenced to include Olympic values in sports programmes and whether the production of video and promotional materials could help. Also addressed was the frequent conflict in society between the need for universal education and universal sport. Finally the criteria the IOC used to decide whether a sport should be supported or not was questioned.

The response from the panel underlined that a supportive environment and economic development was needed for sport to flourish and that sport cannot be isolated from society or its economic development. The need to focus on the development of true role model citizens rather than competition was recognized at the same time as the need to maximize the use of all sport’s assets.
It was accepted that there is no scientific criteria in the selection of sports to be supported by the IOC and that there was clearly a lack of an international programme for sport education from birth to death and long term goals clearly needed to be fixed. National Sport Federations should try and cooperate with ministries of education to educate the teachers responsible for educating sport to youth. Such cooperation could clearly help prevent the spread of drugs among youth and help youth in life.

In conclusion the panel highlighted the fact that traditional sport clearly had a very strong relation to culture, that it was important to preserve such sports and everybody needs to respect their own culture to be able to respect that of others. Sport ideals need to be maintained to keep sport as a vehicle for youth education and present in the school curriculum.

4.3. Plenary 2

Creating a sporting event with a strong education programme – Youth Olympic Games (YOG)

Moderator: Dr Gudrun Doll-Tepper, President in office of the International Council of Sports Science and Physical Education (CIEPSS)

Interactive panel discussion, questions and answers from the floor, with one formal presentation by Mr Essar Gabriel

- Mr Essar Gabriel, Head of the Youth Olympic Games, IOC (30-minute presentation)
- Mr Ser Miang Ng, President of the Singapore Youth Olympic Games Organising Committee (SYOGOC)
- Ms Charmaine Crooks, Vice-President of the World Olympians Association (WOA)
- Mr Raymond Goldsmith, Chairman & CEO of International Sports Multimedia Limited
- Mr Wataru Iwamoto, Director of the Division of Social Sciences, Research and Policy, UNESCO
- Mr Klaus Schormann, President of the Union Internationale de Pentathlon Moderne (UIPM)

Mr Essar Gabriel, IOC Head of the Youth Olympic Games introduced the Youth Olympic Games saying the YOG were a spirit in the making, in collaboration with diverse stakeholders. The vision behind the spirit is that YOG will inspire young people around the world to participate in sport and adopt and live by the Olympic values while the mission is to organize an event to educate, engage and influence young athletes inspiring them to play an active role in their communities.

He explained the objectives of the YOG, which ranged from “innovating in educating and debating Olympic values and societal challenges” to “bringing together and celebrating the world’s best young athletes”. These objectives fit into the definition of the Youth Olympic Games which stands as a sporting event for the youth balancing sport, education and culture and a catalyst for sporting, educational and cultural initiatives for young people.

After explaining the technical sport aspects of the YOG he provided details on the culture and education programme which would be based on learning and sharing the spirit. The programme was hoped to be attractive, participative, interactive, fun, innovative and flexible as well as adapted since it would be addressed to a large audience and diverse communities.

The content would be based on eight key themes such as Olympism and Olympic values and digital media initiation and new developments. The themes would be addressed during the YOG but also pre and post Games each under a different approach. During the Games they would use the “4 pillars approach” of learning
to know, learning to do, learning to be and learning to live together as defined by UNESCO's International Commission on Education for the 21st century. He underlined that the YOG intended to reach out to the youth of the world and would be using all the means at their disposal for this and especially new media and the creation of networks such as among athletes and NOCs.

After this overview of the YOG which concentrated primarily on the education and cultural aspects of the Games, Mr Ser Miang Ng, President of the Singapore Organising Committee was asked to provide his vision for Games. He started by recognizing that the YOG were the brainchild of IOC President Dr Jacques Rogge and said that what would distinguish this event from other sport events was the balance between sport and education on the programme.

Singapore had a very short time to organize the Games with the first edition to take place already in 2010 and the key to the success of the programme was to define solid pedagogical axis early and to start many of the initiatives in advance of the Games. The school twinning programme would commence already in 2009 as would the efforts to engage the students in Singapore and so would the youth camp for NOCs representatives.

The Singapore Ministry of Education was a key partner for the education and cultural elements of the YOG. During the Games there would be an athletes education programme as well as one for non-athletes and the idea was to connect the youth of Singapore to the world. There would also be strong cultural elements with an arts cultural programme and world cultural village.

He concluded that this was the first edition of the YOG and it was a learning process for all and he was keen for everyone to give their opinion on the YOG since the final product could still be adapted.

Mr Klaus Schormann, President of the Union Internationale de Pentathlon Moderne confirmed that the intention was to place sport, culture and education on the same level and that many IFs had been initially surprised by this. The IFs were now fully behind the project and working towards the desired festival atmosphere.

Ms Charmaine Crooks, Vice President of the World Olympians Association (WOA) said that there were many former Olympians in the audience, more than 100’000 in the world and that the WOA wanted to work with the IOC to access their great role models and tell their stories. She viewed partnerships as being very important for the YOG and cited the importance of sponsors as a vehicle to talk about Olympic values and the media for engaging the youth of the world.

For Mr Raymond Goldsmith, President of International Sports Multimedia his company was viewed as the unacceptable face of Olympic education and was often cited as doing the opposite of getting children onto the field of play. Nevertheless video games were part of youth art and their reality and if one wanted to reach youth it had to be done through their means.

Video games today are not necessarily all bad just as there are good and bad films. Recently his company had released a game that had had 60 million children playing Olympic sports and this was surely a great way for children to learn about different sports and their rules. 10 million copies had been sold in 79 countries and the plans were to expand the games online. Games were being used in school now days and it was important to enhance them rather than live in fear of them. He encouraged the YOG to selectively use new technologies to reach youth.

Mr Waturu Iwamoto, Director of the Division of Social Sciences, Research and Policy of UNESCO said UNESCO was interested in the YOG and sport values were very important since it was values such as fair play and respect of rules that differentiate sport from fighting. He recognized that learning to live together was also important as stressed in the UNESCO report on education for the 21st century.
He added that it was difficult to reach society at large and UNESCO could help through their national commissions and that with the great diversity of young participants in terms of religion, gender and customs, UNESCO could provide facilitators with experience in this domain.

The audience questioned how the ticketing for the youth audience would work and it was confirmed that the ticketing would be very cheap and special emphasis would be placed on young spectators.

It was also questioned if there could be some flexibility in the 14 to 18 age bracket defined for the YOG since in many countries this was the key age bracket for obtaining university places. The competition was so fierce it was difficult for the students to concentrate on anything else. It was confirmed that this age bracket was a starting point and was fairly limited in order not burden the NOCs and IFs too much. It was also pointed out that the Games would be held in August which was a university and school holiday in most countries.

It was also noted that the Singapore Organising Committee has a special youth advisory group in order to give a voice to youth and it was hoped they would raise exactly these types of concern and provide opinions on such matters.

There was no time for further questions but the audience was invited to make contributions to the virtual Olympic Congress which would notably address Olympism and Youth and three linked sub themes, including youth sports events such as YOG.

4.4. Parallel A

Benefitting from the Youth Olympic Games (YOG)

Moderator: Mr Pak Sing Lee, Director of Culture and Education Programme, Singapore Youth Olympic Games Organising Committee (SYOGOC)

Education programmes themed on the Olympic Games

Ms Frances Cordaro, Manager of Olympic Education, NOC of Australia

Ms Cordaro presented the various parties involved in Olympic education as well as their most important work in this field. She therefore described the activities of the IOC, BOCOG, various sponsors such as the Australian Post Office and Telstra and, finally, the Australian National Olympic Committee (NOC)'s initiatives in the area of Olympic education, with, among other things, the creation of a web site for young people, competitions and study programmes.

Linking the Games to national programmes

Ms Anna Sorokina, Head of the International Relations Department of the National Olympic Committee of Ukraine

Ms Sorokina set out the projects and prospects of the NOC of Ukraine in the field of education as well as the activity regulations, structure and programme of activities. She also spoke about the terms and content of the NOC's cooperation with the State, governmental institutions and the Ukrainian National Olympic Academy. In addition, she described in detail the events devoted to promoting Olympism such as the Olympic Day Run, Olympic studies, Olympic Week, a photography exhibition, the celebrations of the year's sporting heroes and the anniversary of Aleksey Butovsky, before closing her speech with a presentation of the NOC's publications and the terms of its cooperation with the mass media.

Olympism today

Mr Kostas Georgiadis, Dean of the International Olympic Academy (IOA)

This presentation focused on the results of a study which showed the fact that the perception of the concept of Olympism as a humanist philosophy highlighting the
role of sport in educating youngsters, its social repercussions and moral mission, depended on the time, place and our culture. While over many years, the study of Olympism within the Olympic Movement had essentially centred on the philosophical and historical considerations, this study, carried out in the framework of the work of the International Olympic Academy and presented during this session, had the aim of studying more precisely the importance of the contribution of Olympic Movement organisations in the dissemination of the Olympic principles.

Sport as a platform for culture and youth education
Ms Yvonne Kong, GC Foster College of Physical Education and Sport, Jamaica

Ms Kong covered various themes such as education, integration, implementing best practices and sustainability. She reported on ideas such as the integration of physical and sporting education into school programmes, the setting up of pilot projects and the use of integration to promote leisure and competition sports. The idea was also put forward that it would be positive to get inspiration from countries where similar programmes run successfully, to conclude bilateral agreements, take part in exchange programmes, and follow up the evolution of such action. Finally, the conditions for the sustainability of such plans were listed.

4.5. Parallel B

Moderator: Mr Robert Ctvrtlik, IOC Member

Introduction and IOC Focus on post-athletic life
Mr Robert Ctvrtlik, IOC member

Mr Ctvrtlik focused on the difficulties faced by athletes, the scope of possible action and action actually carried out. High-level athletes devoted the majority of their time to sport, and this could be to the detriment of other things, particularly education, which was often neglected through lack of time; psychosocial competences; and career, as these athletes often had difficulties entering the job market. The scope of action possible to face these difficulties was suggested by the speaker, as was possible support, particularly from the NOCs and Federations.

My story
Professor Michael Boit, Olympian and Head of Exercise and Sports at Kenyatta University

In his presentation, Professor Michael Boit, Olympic medallist at the 1972 Munich Games, focused on the life of athletes after competition, based on the example of Kenyan athletes. He underlined the fact that, although we can undoubtedly affirm that middle- and long-distance running in Kenya has been a series of successes, the stories of Kenyan Olympians who contributed to this success were depressing. His report recalled that, since the 1960’s, only some athletes had been able to transform their success at the Games into a prosperous living, thanks to a solid link which united them to the Olympic Movement, and their university training. On the contrary, the feeling of frustration experienced by the majority of Olympians generally resulted in alcohol abuse and a state of isolation. Therefore, it was urgent to intervene, by providing higher education to athletes and finding permanent solutions to remedy this problem.

My story
Ms Manuela Di Centa, Olympian and IOC member

Manuela Di Centa highlighted the values linked to sport such as freedom, honesty, equality of the sexes and religions, the notion of sharing, respect for others and protection of the environment. She described her personal career, her convictions, hopes and current fight to make sport a fundamental principle of the
Italian Constitution given the scope of its educational role and importance for the development of people and society. She also spoke of her desire to see sport, a fantastic means of education, acknowledged more in schools, as these were the places where education began and continued. Finally, she was delighted that the various functions that she currently occupied gave her the possibility of propagating the culture of sport and the values which went with it, and added that even though the objectives were ambitious and difficult to achieve, they were attainable.

**Educating sports persons around the world: challenges and issues**  
**Mr Patrick Blatter, The International Centre for Sports Studies (CIES)**

This report presented the FIFA Master – postgraduate training in sports management, law and sociology, the first edition of which dated from 2000 and which had seen more than 240 students of 78 different nationalities. Also presented was the Master in sports law created in 2005 as well as the international network of universities whose main problems and new philosophy were explained. Finally the FIFA/CIES programme in sports management was described in detail.

### 4.6. Parallel C

**We are the Now**  
*Moderator: Ms Helen Brownlee, member of the IOC Commission for Culture and Olympic Education*

**Ms Minjee Park, student at the Busan international high school, Korea**  
This Korean student presented her life as a student and as an athlete – two lives which, in her view, in Korea seemed mutually exclusive. She spoke of her beginnings as a swimmer, and the demands of her coach, the intense competitions, incompatible with the Korean education system. She also related her American experience, based on the “student-athlete” concept, which allowed her to continue her high-level studies from both a sporting and academic point of view, and to learn determination and compete with pleasure and fair play while improving her language skills. She also told of her disillusion on her return to Korea, the school system having not changed and still preventing youngsters from practising a sport. She ended this assessment of sport in Korea by underlining that though many initiatives to promote sport and education were appreciated, there nonetheless remained much to be done in the area to find a balance between education and sport.

**Ms Clementine Pickwick, student at the Narrabundah College in Canberra, Australia**  
Clementine Pickwick spoke of her various achievements and experiences in the field of sport, what they had given to her, and lessons she had learned from them. She also shared her general vision on sport, and described her own long-term objectives.

**Ms Suzane Karamallah Daher, student at the Lebanese University in Beirut, Lebanon**  
This presentation of the “Generation for Peace” programme explained how sport could become a tool for establishing peace, bringing together youngsters from different political and religious profiles, using the UNDP’s programmes and infrastructures. Miss Daher spoke of the programmes in which she had taken part, the personal benefits that she had gained, and her future plans. She argued in favour of these programmes, which could influence future generations, inspire and motivate young people, and reduce the gap between different cultures.
4.7. Parallel D

Addressing the doping scourge

Moderator: Mr Rodney Swigelaar, Director of the World Anti-Doping Agency (WADA)
African Office

The doping menace: is there a way out?
Mr Rob Koehler, Director of Education, WADA

Mr Koelher focused on doping and the ways of beating it. He underlined the need for prevention work in addition to detection and dissuasion through in- and out-of-competition tests and studies which unmasked cheats but were not necessarily a panacea. This presentation was therefore centred on the need for prevention and education, which, for the moment, represented only a small amount of global spending in sport. He underlined that, because preventive action produced positive results, it was particularly important to target youngsters as they were messengers, trendsetters, economic motors and decision-makers. The report ended with the WADA plan and the means WADA had to execute it all, describing the parallel activities which would be carried out, from the creation of a book to the evaluation of existing campaigns so that the new generation adhered to the values of sport without doping.

Traditional medicines and unintentional doping
Dr Robin E. Mitchell, Member of the IOC and of its Medical Commission

This presentation offered a complete definition of traditional medicine as well as an overview of its popularity and the frequency with which it was used to satisfy the basic medical needs of the different continents. It transpired through this presentation that while its use was growing rapidly in industrialised countries, and that while scientific proof from clinical tests attested to the effectiveness of certain practices, irregular or inappropriate use of traditional medicine could have negative, even dangerous, effects. Dr Robin Mitchell underlined therefore that, to avoid the problems of involuntary doping, athletes were advised not to take supplements, as they shouldered the ultimate responsibility for the products they took, and that it was also necessary to educate athletes, support teams, doctors and coaches so that they could make decisions with full knowledge of the facts.

4.8. Parallel E

The role of specialised organisations in delivering youth education

Moderator: Mr Wataru Iwamato, Director of the Division of Social Sciences, Research and Policy, UNESCO

Panathlon Declaration on ethics in youth sport
Mr Enrico Prandi, President of Panathlon International

Mr Prandi first told us about Panathlon International, where its name came from, by whom it was recognised, and on what texts the Declaration on “Ethics in Youth Sport” was based. This Declaration was then re-transcribed in this document before its official supporters were listed, from International Federations to International Sports Associations, including the Continental Olympic Associations and Olympic Committees. Finally, the report set out the final resolutions of the International Panathlon Congress, which had been held in Antwerp on 22 and 23 November 2007 and the activities envisaged.
International Pierre de Coubertin Committee – educational role and activities
Dr Lennartz on behalf of Prof Norbert Müller, President of the International Pierre de Coubertin Committee

This talk explained what the Coubertin Youth Forums were and the goals that they pursued. Dr Lennartz illustrated how the International Pierre de Coubertin Committee focused on young people in general and more precisely the way in which youngsters perceived the ideas of the Baron and the methods of putting them into practice.

This presentation explained what Coubertin schools were, their specificities, the increase in their number, their commitments, roles and various aspects by recalling the list of criteria to fulfil in order to bear the title of Coubertin school. The content and aims of the Coubertin Youth Forums, which had already taken place in six different cities since 1997 at a rate of one forum every two years, and which would take place in 2009 in Olympia and in 2011 in Beijing, were also explained while the interest of the Coubertin Prize, comprising five disciplines, was put forward.

It was important to underline the fact that these forums were presented as being content-rich because, above all, they allowed the students taking part to discover the culture of the host country as well as the everyday life of the school that hosted them.

Also described were the various initiatives taken by some Coubertin schools – including the publication of a Coubertin School Manual, and the setting up of an exhibition. The fact that the networks between teachers were growing in size and efficiency was highlighted. Dr Lennartz ended his presentation by recalling that the CIPC considered that these youth forums were very enriching and that he wanted above all to prove that it was possible and necessary today to bring together youngsters sharing the same ideals.

Mentor International: prevention, opportunity and protection – collaborating to add value
Mr Jeffrey Lee, Executive Director of The Mentor Foundation

Mr Lee spoke about the main characteristics and mission of Mentor International, and listed its members. We learned of the organisation’s four key activity areas, its target groups, its initiatives and its commitment to sport as a drug-free stimulant.

Teaming up to give young people a sporting chance: How UNICEF and partners are using sport to increase access to quality education for children and young persons
Ms Beth Nicholls, International Sport Project Manager, UNICEF UK

Ms Nicholls explained how UNICEF and its partners used sport to increase access to quality education for children and young people. She also spoke of the interests of working in partnership with the private sector, the Olympic family, governments, NGOs and other partners with the aim of establishing principles and forging competences through sport and games.

4.9. Parallel F

Moderator: Mr Nat Indrapana, IOC member

The Tunisian experience of disseminating Olympic education in schools
Mr Amor Ghouila, Secretary General of the Tunisian NOC

Mr Ghouila presented the initiatives of the Tunisian NOC, whose objective was to raise awareness of the Olympic Movement in Tunisia, and which had now enabled young people to get to know the Olympic ideals better.
He first underlined that the initiative had come from the Tunisian Head of State, who wanted to see a section on Olympic education in school programmes, and inculcate in young people the educational and cultural content of Olympism. He added that, as part of this, an important seminar had been held and led to further recommendations supporting this initiative, and the constitution of a working group whose mission was to develop the overall direction of this programme. The first fruit of the work of this group was the development of the "Olympian" manual, a document for students and produced with appropriate educational support questioning the reader on many issues related to the notions of Olympism.

To consolidate and support this initiative, the Ministers of National Education and Youth and Sports had recommended the creation of Olympic culture clubs within sports associations of school establishments – clubs which today numbered 250. In addition, to encourage the student members of these clubs, the Tunisian National Olympic Committee had organised for them a number of competitions.

Mr Ghouila ended his speech by emphasising that the objective of the TNOC and the Ministry of National Education was now to generalise these courses for pupils in secondary education and those in higher education, and that they were planning the creation of 3,000 clubs in various regions of the country by 2012. Finally, he said that the content of the Tunisian experience had been published in a book written by the President of the Tunisian NOC.

Olympic Academies: official school of Olympic Education
Mr Conrado Durántez Corral, President of the Pan-Iberian Association of Olympic Academies

Mr Durántez first underlined the fact that "The modern Olympic Movement is structured as a global social education movement based on the practice of sport as a basic means of transmitting the rich ethical and humanist content of the Olympic code". He recalled that Baron de Coubertin had worked to ensure that the Olympic Games became a balanced event of intellect and sport.

It was in this framework that he mentioned the circumstances of the birth of the International Olympic Academy, as the worldwide centre for disseminating the Olympic principles, and underlined the fact that its remarkable activity had encouraged the emergence, in harmony with its work and objectives, of similar bodies which, on a national scale, had disseminated the philosophical principles of Olympism.

However, Mr Durántez recalled that we found ourselves facing a clear disproportion between the levels attained by high-level competition and the dissemination of the main philosophical and ethical principles of the Olympic code, as the number of National Olympic Academies (NOAs) remained small. He thus explained why the task of Olympic education fell to the National Olympic Committees even though there was no choice but to observe that these NOCs, focused on the preparation of their athletes, had delegated their functions of dissemination and Olympic education to the NOAs. His presentation closed with a summary of the Spanish experience.

The introduction of an Olympic education programme in Korean schools
Mr Dongwhan Kim, Vice-President of the Korean Olympic Academy

This presentation clarified the roles that Olympic education played in Korean society as a factor for unity. It helped them in particular to break loose from the ideology of victory and show Koreans that they could contribute to building a peaceful world. In this framework, the role in terms of Olympic education of the Korean Olympic Academy was described. This presentation also referred to Korean school programmes, which, under the influence of several academics, had incorporated Olympic education with the aim of propagating Olympism, initiating youngsters in the spirit of fair play and establishing balanced development between the body and mind. The content of this Olympic education appeared to be based on several modules spread over hours of lessons given by various teachers at different levels.
of teaching. Mr Kim underlined therefore through this presentation that there was no doubt that the Olympic Movement had considerably influenced the Korean education system, but recalled that there remained much to do.

**Olympic Studies – on the way to a multicultural and multidisciplinary network**

*Ms Nuria Puig Brandes, Project Officer in charge of University Relations, IOC*

The main objectives of this presentation were to present the work carried out by the Olympic Studies Centre to promote universities' contributions to the Olympic Movement, highlight the importance of a multicultural and multidisciplinary analysis, and invite all the participants active in the field of Olympic studies in order to inform them. This presentation comprised a brief historic description of the OSC, a summary of activities organised in collaboration with the university community and some pages on the Olympic studies network and monitoring function. This presentation also underlined the fact that there remains much to do in terms of multicultural and multidisciplinary representation, and closed with a presentation of the Olympic Studies Reader – an initiative of two universities with the support of the IOC.

**4.10. Parallel G**

**Olympic Culture and Education in Korea**

*Moderator: Mr Hyunkun Shin, Secretary General of the Korean Olympic Academy*

**Contribution of Busan city's Sports for All and sport and culture policy to the social, economic and cultural development of Busan**

*Mr Keunmo Lee, Busan National University*

This presentation focused on the consequences of hosting a sports event for a city like Busan at local and regional levels. The city of Busan was presented as a city with multiple assets, both a maritime capital, rich in manpower and infrastructure, and a cultural capital. The future events taking place here were described, as well as their advantages particularly in terms of influence. The desire to give Busan a high quality image by developing a model of integration to improve the quality of life; a model of cultural industry to create a local culture; and a model of promotion to activate the economy was also clearly expressed. This report concluded in presenting the results of a feasibility study on organising the 2020 Olympic Games.

**The value of Korean traditional sport in Korean youth education**

*Mr Chungwon Choue, President of the World Taekwondo Federation (WTF)*

Mr Choue spoke here of the importance of national traditional sports practice, and particularly taekwondo for Korean youngsters. Taekwondo was described as a way of teaching values and a spirit of quality, encouraging socialisation and positive interaction thanks to the discipline, courtesy, respect and patience required. The report also covered the initiatives of the World Taekwondo Federation and particularly the “Taekwondo Peace Corps” project inspired by the “Peace Corps” proposed by J. F. Kennedy in the USA. This initiative consisted of sending volunteers to many countries to teach taekwondo and its values. From the observations and positive results of this project, Mr Choue proposed through this presentation to set up a “Sports Peace Corps” programme, which aimed to provide extended sports assistance to developing countries and regions defined by the UN with the participation of international organisations like the IOC, UN bodies, coaches, athletes and voluntary teachers.

**1988 Seoul Olympics, Coubertin, Confucius and 2008 Beijing Olympics**

*Mr Shin-pyo Kang, Honorary Professor, Inje University*

This presentation set out to show how important the Seoul 1988 Olympic Games were for Koreans, particularly what they gave them in terms of historical moments.
thanks to which they could see what they could offer the Olympic Movement in the 20th century. The Seoul Olympic Games were described here as an excellent opportunity for Korea to establish diplomatic relations, while the people’s movement for the democratisation of the country was at its strongest. They were also presented as the motor for opening up Korea to the outside world, enabling the country to become an active player in the world economy. According to this report, the Beijing 2008 Games also showed the cultural legacy of China and its historical contributions to the modern world.

This presentation then turned to the meaning of the current Olympic Movement motto – *Citius, Altius, Fortius* – and proposed another motto – *See further, speak frankly, act firmly* – a motto forgotten from the initial objectives of Coubertin in terms of educating youngsters and which had a particular meaning for youngsters in Eastern Asia. After having explained the teachings of Confucius as “general youth development”, Mr Kang closed his presentation by expressing his wish to see a Campus of the International Olympic Academy for Eastern Asia created in Qufu in China to allow for multicultural Olympic education founded on Confucianism, Taoism, Buddhism and Islam, to offer Olympism strengthened cooperation among current generations, as the current Olympic spirit was considered as essentially “Eurocentric”.

4.11. Parallel H

Teaching Values through Olympic Education

*Moderator: Mr Ian Culpan, President of the New Zealand National Olympic Academy*

Mr Culpan began this session by recalling that although it was often said that the universality of Olympism and its values transcended cultural barriers, for many authors, Olympism was essentially a philosophy that could remain universal but be conveyed in various contextual expressions. He recalled the causes and context of the birth of the Olympic Values Education Programme (OVEP) and underlined that the presentations which would be given in this session would allow them all to tell their story in relation to their participation in and training on the programme and to present the lessons learned from the implementation of the programme to the youngsters of their country.

*Ms Deanna Binder, IOC education specialist*

Ms Binder presented the OVEP Manual, its contents, the process of developing teaching programmes and the theoretical framework. She also defined Olympism and presented in detail its educational values, which were joy in effort, fair play, respect for others, the pursuit of excellence and the balance between body, will and mind. This report also set out to present the various methodologies of the Manual, what they were based on and what they called for. Ways of disseminating the Olympic values were listed, from ceremonies to the symbols, including schools and Olympic family activities. Finally, she recalled that the application of the methods contained in the Manual aimed to inspire friendship, respect, solidarity and excellence, and to encourage commitment for the well-being of young people.

*Mr Clement Chileshe, Olympic Values Education Programme (OVEP), Zambia*

This report set out to present the objectives of the OVEP in Zambia aiming to encourage youngsters to live a healthy and positive life through the education of the Olympic values, sport and physical activity. Mr Chileshe presented the target group of this programme as well as the roadmap and methods implemented for its realisation. The actions carried out to date were listed, including the training of leaders and programme heads and raising awareness to partners and the National Olympic Committee of Zambia. Finally, some figures on the success of
the programme were provided, and the presentation closed with a list of objectives still to be achieved.

Mr Henry Tandau, Olympic Values Education Programme (OVEP), Tanzania

Mr Tandau first presented his country, Tanzania, before setting out the conditions in which the OVEP and the Education Manual had been launched. This report also presented the OVEP activity leaders workshop, its methodology and implementation as well as the events which had taken place after the workshop, such as the African workshop on HIV prevention through sport, the sport for peace Seminar and the pilot youth camp as well as the themes addressed there. Besides the challenges which still had to be overcome, this presentation closed with the story of Yusuph Masanja, a student who had taken part in the Youth Olympic camp.

Mr Mamadou Mansour Sambe, Olympic Values Education Programme (OVEP) OlympAfrica

Olympafria was born of the desire to make African youth benefit more from the values of Olympism. A social development through sport programme, Olympafria offered a large range of sports and socio-educational activities. Mr Sambe spoke of a proposal to implement the OVEP in the Olympafria network, which would rely on small working groups, demonstration lessons in schools, the activities practised with young people and women or more individual works. This programme, entirely financed by the IOC, would be evaluated according to the methods in place in Olympafria structures and would be subject to full monitoring and regular feedback in order to reorient their activities. He also spoke of his intention to set up three other Seminars with a group of countries situated in the same geographical area and mentioned some activities of the Olympafria network.

4.12. Plenary 3

Moderator: Mr Ching-Kuo Wu, President, International Boxing Association

Engaging and inspiring young people through the Olympic and Paralympic Games – London 2012 and education

Mr Nick Fuller, Head of Education, the London Organising Committee of the Olympic and Paralympic Games (LOCOG) and Ms Kathryn McColl Education Manager, LOCOG

The speakers presented London 2012’s vision and expressed the desire to use the power of the Games to provoke change. We also learned of the role given to education. After a brief presentation of the London Olympic and Paralympic Games web site, we learned of the ambitions of those responsible for education for London 2012 – from the creation of a network of schools, faculties and other institutions which showed their commitment to the Olympic and Paralympic values recalled at the beginning of the presentation, to the desire to offer each young person in school the possibility of being linked with the 2012 Games. Finally, the report closed with a presentation of the initiatives related to International Sport Development and world citizenship.

Sochi Olympic education programme

Mr Andrey Vulf, Director of Cultural and Educational Programmes, Sochi Organising Committee for the 2014 Olympic and Paralympic Winter Games and Mr Andrey Avanesov, Head of Education, Sochi 2014

The speakers presented the Sochi 2014 EDU programme and its legacy. The structure, objectives and timing of the programme were described in detail, and the Russian International Olympic University (RIOU) was presented. Also explained in detail were the circumstances of the birth of this University, its educational format
and structure and the benefits for the Olympic Movement from this concept – described as unique – were listed.

/EDU: Canada’s school portal to Vancouver 2010
Mr Burke Taylor, Vice-President, Culture & Celebrations, the Vancouver Organizing Committee for the 2010 Olympic and Paralympic Winter Games (VANOC) and Mr Don Black, Director of Education Programs, VANOC

This presentation covered the Vancouver 2010 educational programmes, whose objectives were to promote Olympism, sport, culture and sustainability, to leave a sustainable legacy and engage, inspire and stimulate children and youngsters by using existing educational programmes and resources. This presentation focused in particular on the Vancouver2010.com/EDU Canadian school portal, which offered access to a database on the education programmes, and gave teachers and students a unique opportunity to present their school projects. This presentation offered an overview of the various programmes accessible from the portal. Explanations were given on the Canadian Olympic school programme, the IOC Olympic education programme, the Olympic Truce programme, sports, cultural and sustainability programmes as well as the “Share the Dream” programme launched this autumn. Mr Taylor also explained that offering other National Olympic Committees and National Olympic Academies Olympic education programmes on the portal and presenting Olympic school projects from schools worldwide were being considered.

Long-term benefits and how BOCOG designed the biggest Olympic education programme in history
Mr Yang Zhicheng, Division Chief of Olympic Education, the Beijing Organizing Committee for the Games of the 29th Olympiad (BOCOG)

Mr Zhicheng spoke of the main characteristics of the ambitious Olympic education programme run in Beijing for the 2008 Games. We learned of the elements of the programmes put in place for students and schoolchildren as well as the role played by athletes. This report also highlighted the advantages and legacy of this long-term programme as well as the way in which it was devised, its mission and objectives.

4.13. Plenary 4

Chairman: Mr Zhenliang He

Meaning and challenges of cultural identity and diversity related to Olympic values
Mr Samuel Lee, Secretary-General of the Korean National Commission to UNESCO

Mr Lee recognized that the cultural identity of different communities is shaped, partly, by the sporting pursuits and pastimes in which its members engage and these have historically formed durable parts of the intangible cultural heritage of different societies. Cultural diversity between communities has previously developed as local rules and customs have shaped the way sport has been regulated at the community level. The Olympic Movement aims to embrace this diversity and bring together people from different cultures to share experiences through physical performance.

He stressed the fact that the rapid growth of the Olympic Movement has fostered the development of centralized regulatory bodies. These act to harmonize the diversity that exists between similar sporting practices so that people can compete on a common “playing field”. He underlined the fact that as these effects are disseminated globally, the Olympic Movement faces the challenge of providing an
international stage for sporting competition without damaging the cultural identity and diversity that still remains in the sporting domain. This must be achieved in the face of the growing recognition and financial rewards that are associated with attaining Olympic status which consequently further marginalizes non-Olympic sports.

**Olympic cultural policy and contemporary youth**  
**Prof John MacAloon, Dean of the University of Chicago**

This presentation underlined the devotion of the Korean authorities and families to education as well as the historical role that Korean intellectuals had played in preserving ancient cultural structures from the Far East. Mr MacAloon also pointed out that it was now nine years since the IOC Reform Commission had recommended that the Session adopt a series of important measures in the area of education and culture, that the path being taken was important and that new partners had been found. This presentation also showed the difference between two models of Olympic education: the first, in which personalities of the Movement endeavoured to pass on to youngsters their know-how, and the second, in which the youngsters were invited to share their own experiences and give them a meaning. The faults of the first model were explained while the second model was presented as the solution to the difficulties encountered in particular by young athletes.

This presentation also showed that though we agreed on the fact that sports practice by youngsters was in decline, it would be better to appear more prudent towards the reason cited of "youth culture", since serious works had noted a reduction in possibilities offered to practise a sport in many regions of the world. Professor MacAloon recommended, rather than blaming the victims, concentrating on implementing projects which would offer something new to young people. Finally, he focused on the current method of dispensing Olympic education.

**2009 Olympic Congress**  
**Mr Walther Tröger, Member of the IOC and of its 2009 IOC Congress Commission**

This presentation covered the Olympic Congress, explained the objectives and themes, and presented the virtual Olympic Congress as well as the schedule.

### 4.14. Closing Ceremony

**Closing presentation**  
**Mr Nam-Sik Hur, Mayor of the Metropolitan City of Busan**

This closing speech underlined how productive this Forum on culture and education had been, and how many exchanges and discussions there had been. Mr Hur also addressed the IOC members, sports leaders of sport worldwide and the members of the UNESCO delegation, expressing his sincere congratulations on the fruitful results, his pride at having seen his city host such an event, and his deepest respect for the efforts undertaken to achieve peace and unity through sport.
5. The Busan Action Plan

The 6th World Forum on Sport, Education and Culture was organised in Busan, Korea, by the International Olympic Committee, Korean Olympic Committee and Metropolitan City of Busan, in partnership with the United Nations Educational, Scientific and Cultural Organization from 25-27 September, in which more than 600 delegates from National Olympic Committees, International Federations, Organising Committees for the Olympic Games, educational and cultural institutions, UN-specialised organisations, governmental and non-governmental organisations participated.

Under the theme “Sport and Education for the Now Generation”, panel discussions were held and presentations made in plenary and specialised break-out sessions. All discussions took place in an atmosphere of friendship and informed debate.

The participants resolved to:

1. Adopt the Busan Action Plan, which requires the support and active involvement of all, for it to be implemented;

2. Express their gratitude to the Mayor of the Metropolitan City of Busan, Mr Nam-Sik Hur, Korean Olympic Committee President Mr Yun-Taek Lee and the Minister of Culture, Sports and Tourism of Korea, Mr In-Chong Yu, for their exceptional hospitality and excellent forum facilities, which contributed to the success of the Forum;

3. Thank the Organising Committee of the 4th Busan TAFISA World Sport for All Games for the invitation to attend their Games.

Busan, Republic of Korea
27 September 2008
The Busan Action Plan

The Forum recognised youth as the future of sport, and noted the need to use every opportunity and all means available to advance the combination of sport, culture and Olympic education. To this end, seven opportunities were recognised. These were:

1. Youth

After a session addressed solely by young people from around the world, speaking about their educational and sports needs, the conflict between academic studies and participation in sport and the painful choices they are sometimes required to make in their lives in order to fulfil both or either of the two important aspects in their lives, the Forum:

a. Resolves that the IOC, the Olympic Movement and UNESCO should work together to ensure that governments require physical education as a normal part of the curriculum;

b. Accepts the concept of involving young people in decision-making in areas and activities that concern them – as practised by the IOC since the introduction of the Athletes’ Commission – and resolves that this should be extended to the organisation of conferences like this one;

c. Appeals to the IOC to issue a standing invitation to young people to fully participate in subsequent conferences so that they can add their voices, contribute their ideas, and relate their own personal experiences;

d. Appeals for the identification and better and greater use of young role models;

e. Cautions against wholesale blaming of “modern youth culture” for declining youth interest in sport when in many countries, and particularly in urban areas, a decline in opportunities for sports participation is the real culprit. Loss of sports grounds, fiscal budgets, trained coaches, and community, school and club programmes has reached a crisis point in many of the world’s cities, even in developed countries.

2. Youth Olympic Games

Recognising the fact that the Youth Olympic Games provide an excellent opportunity for an organised approach for the IOC and the Olympic Movement to directly affect the lives of young people around the world, and noting with satisfaction the involvement of international organisations such as UNESCO in the development of the educational and cultural programme of the YOG, the Forum:

a. Congratulates the President of the IOC and the Olympic Movement for establishing the Youth Olympic Games;

b. Takes note of the fact that the programme will have strong Olympic-values content and will also be an educational experience for the participants;

c. Endorses the resolve to give sport, intercultural and values education equal emphasis with sports performance in the YOG programme;

d. Appeals to the IOC, the IFs and all concerned to ensure that the benefits of the programme are not confined only to the direct participants of the Games;

e. Requests that the educational programmes of the YOG be ongoing between editions of the Games;

f. Takes note that a festive and celebratory atmosphere is especially conducive to learning for young people, and encourages the YOG to maintain such an atmosphere and encourages other sports bodies to follow.

3. Universality

Recognising the need to interpret the term “universality” in its widest form, and noting the concerns that the disparity between developed and developing countries is as much a deterrent to sharing Olympic education as the problems caused by gender disparities, the Forum:
a. Insists that all educational and intercultural opportunities associated with sport be marked by respect for cultural identity and diversity, real gender equality, and accessibility to persons with disabilities;

b. Requests the IOC and its partner organisations to consider the fact that Olympic education is, in some cases, the only opportunity for education available to youths in some developing communities and therefore should develop closer ties with NOCs and authorities to ensure that the young people derive maximum benefit from such programmes.

4. Post-athletic life
Having listened to impassioned pleas from former athletes for the sporting movement as a whole to ensure that necessary steps are taken to guarantee continued better life post-high performance sport; and noting that many athletes have fallen on hard times at the end of their athletic careers, the Forum:

a. Congratulates the IOC and its Athletes’ Commission for instituting special programmes that aim to provide career training and certification;

b. Urges NOCs, NFs and IFs to consider establishing new assistance programmes for athletes seeking to obtain their first academic degrees (high school, university, etc.);

c. Requests that these opportunities be widely publicised to all member countries.

5. OCOG and NOC education and culture programmes
Noting that all the organising committees for the Olympic Games now develop extensive educational programmes as part of the organisation of the Games – the recent Beijing programme having been the biggest of all time with 400 million young people participating across the country – and that NOC investments in these areas are highly uneven; Noting too that every city that organises the Games also undertakes to organise the “Cultural Olympiad”, which often lacks in publicity and funding and therefore suffers the consequence of inattention, the Forum:

a. Requests that such programmes be publicised to all countries, particularly those which do not have the capacity to develop their own parallel programmes;

b. Strongly proposes that such programmes be ongoing as processes rather than events related only to particular Games;

c. Appeals for greater visibility of the “Cultural Olympiads” and that they be given as much publicity as possible during the Games and encourage Games participants to attend them;

d. Proposes that both the educational programme and the Cultural Olympiads be part of the legacy and knowledge transfer system.

6. Partnerships
The Olympic Movement has always prided itself on collaborating with like-minded organisations, particularly in leveraging sport for societal development, youth and community education and peace. The invitation to non-sports organisations by the President of the IOC and the wonderful collaboration of the sporting movement and UNESCO is ensuring that the International Convention Against Doping in Sport is being ratified by the world’s nations. Therefore, the Forum:

a. Appreciates the collaboration with the UN, governmental and non-governmental organisations in applying sport to development, youth mobilisation and education;

b. Encourages the World Anti-Doping Agency and its collaborating organisations to expand education and preventive approaches by carefully evaluating existing campaigns in other areas of occupational health and safety.
7. **Olympic Congress**

The Olympic Congress in Copenhagen in 2009 will provide an opportunity for the sporting community as a whole to influence the future direction of sport and intercultural education. The Forum:

a. Appeals to educationists, academics, young people and the public at large to seize this opportunity to contribute proposals to the Congress agenda;
b. Requests all parties to participate in the virtual Olympic Congress, which has already been launched online by the IOC;
c. Urges the IOC to also invite young people to the Congress in order to contribute to the discussions and debates about youth and Olympism.

**Busan, Republic of Korea**

**27 September 2008**
6. Presentations

6.1. Opening Ceremony

6.1.1. Welcome Speech by the President of the Korean Olympic Committee, Mr Yun-Taek Lee

Dear Mr Lambis Nikolauo, IOC First Vice-President, Mr Zhenliang He, Chairman of the Commission for Culture and Olympic Education, Mr Walther Tröger Chairman of the IOC Sport for All Commission, Honorable IOC Members, and all the participants who came to attend the 6th IOC World Forum on Sport, Education and Culture in Korea, I would like to extend my warmest welcome to all.

I also would like to express my appreciation to Mr In-Chon Yu, Minister of Culture, Sport and Tourism, and all the other distinguished guests who took time out of their busy schedule to be here. Last but not the least, I would like to thank the Mayor of Busan, Mr Nam-Sik Hur and all the other concerned persons for their efforts in preparing for the wonderful and successful forum.

The World Forum on Sport, Education and Culture is one of the major events organized by the IOC, and it is a significant occasion. World-renowned experts, including the members of the Olympic family, gather together to spread the spirit of Olympism and bolster the Olympic movement through active partnerships and information exchange in the fields of sports, education, and culture.

Following the 5th forum held in Beijing, China, I see this 6th forum in Busan as a valuable opportunity to re-examine and experience East Asian culture and, subsequently, to share the cultures of the Asian region and reach a consensus.

The year 2008 is especially auspicious in Korea because it happens to be the 20th anniversary of the 1988 Seoul Olympic Games. I expect that discussions on the achievements in Olympic heritage and education in Korea since the Seoul Olympic Games and sharing of views on the world’s best practices will clear the way for discussion on the direction of development aligned with Olympic education and culture for the world as well as Korea.

Busan is an international city with an outstanding infrastructure, including state-of-the-art convention facilities. It has successfully hosted international sports competitions such as the 2002 Busan Asian Games and the 2002 World Cup Games and a number of international conferences, including the 2005 APEC Summit.

I would like to ask all of you participating in this forum to engage actively into the discussions; actively exchange information on sports, education, and culture; and suggest effective ways to contribute to world peace. I also hope this forum indeed promotes the cultural heritage of Busan to the world and shares the Olympic educational and cultural heritage of all the countries represented here.

All in all, I sincerely hope the overseas participants have a pleasant and comfortable stay in Korea. I wish for the greatest success of the 6th IOC World Forum on Sport, Education and Culture.

Thank you.
6.1.2. Speech by the Mayor of the Metropolitan City of Busan, Mr Nam-Sik Hur

IOC Vice President Mr Lambis V. Nikolaou, other members of the IOC, leaders from the global sports community, delegation from UNESCO, and Mr In-Chon Yu Minister of Culture, Sports and Tourism!

Welcome to Busan, a dynamic city, full of passion.

Congratulations on the opening of the 6th IOC World Forum on Sport, Education and Culture! It is truly a great privilege for Busan to host such a meaningful event.

Realizing “peace and harmony of mankind” through sports, the International Olympic Committee is an organization and a movement that people all over the world take great pride in.

The World Forum on Sport, Education and Culture helped realize the educational value of sports and to heighten sports to the level of culture and art. These efforts of the IOC have contributed to promote the ideas of love for mankind and peace.

I certainly believe that your discussion during the forum on identifying the “NOW Generation’s” sense of value and the Olympic movement will give more vitality to the role of the Olympic games.

Korea also has a long history and tradition of utilizing sports such as Hwarangdo and Taekwondo as a means of education.

The 1988 Seoul Olympic Games helped us enhance the level of our people's awareness, improve national economy, served as a signal that showed that the Cold War has ended, and served as a driving engine for Korea to become one of the top 10 sports powers of the world.

By successfully hosting many international sports games including the sailing games during the 1988 Seoul Olympic Games, some of the matches of the FIFA World Cup, the 2002 Asian Games, and the Asia-Pacific Paralympic Games, Busan has developed itself into a dynamic city of sports. And now that Busan has in place various sports facilities, the citizens of Busan are confident that we can host all kinds of international sports events.

Together with the 6th World IOC Forum on Sport, Education, and Culture, Busan will also be hosting the 4th Busan TAFISA World Sport for All Games under the patronage of the IOC. This will leave a new milestone in the history of the world sport, and the four million citizens of Busan will again take great pride in the fact that we realized the Olympic philosophy.

IOC members, sport leaders from around the world!
We can never emphasize enough the importance of sport in all sectors including education, culture, history and economy.

By making this Forum a great success, Busan intends to further contribute to realizing the IOC philosophy and heightening the Olympic spirits.

I hope that the Forum will reap great benefits and be successful, and once again, I would like to extend my warmest welcome to all of you.

Thank you.
6.1.3. Welcome Speech by the Director of Division of social sciences, research and policy of UNESCO, Mr Wataru Iwamoto

Your Excellency, Minister of Culture, Sports and Tourism of the Republic of Korea, Mayor of the Metropolitan City of Busan, First vice-President of the International Olympic Committee, Chairman of IOC Commission for Culture and Olympic Education, President of the Korean Olympic Committee, Ladies and Gentlemen,

Friends in Sport,

It is a great honor and pleasure for me, on behalf of Mr Koichiro Matsuura, Director General of UNESCO, to welcome you here today to the 6th World Forum on Sport, Education and Culture. As the responsible agency for physical education, and sport and culture within the UN system, UNESCO firmly commits to the objectives of this Forum.

The theme of this forum, “Educating the Now Generation”, draws us towards the educative role that sport can play in understanding the world of today and shaping the world of tomorrow. UNESCO has long been interested and invested in the role that Sport can play as a vehicle for social change and improving the lives of people all over the world. In 1978 at the 20th session of the General Conference, UNESCO adopted the International Charter of Physical Education and Sport. This provides the backbone for the subsequent work UNESCO has done in Sport. Since then international interest in the role and importance of sport in different communities has continued to grow.

This Forum will focus on the young generation of today. It is vital that young people are educated in the positive values of sport and can recognize how these can contribute to solutions for complex contemporary problems. Indeed, international cooperation in the sphere of sport and physical education has the capacity to strengthen peace, friendship, understanding and mutual respect between people as well as improve the physical health and well-being of the population. Intellectual and cognitive stimulation are also provided through the rapidly expanding fields of Sports Science. Personal development is fostered as sport acts as a medium that promotes the basic principles of fair play, justice and solidarity. For example, the International Convention against doping in sport was adopted by UNESCO’s general Conference at its 33rd session. The reason why UNESCO prepared this Convention is the importance of youth education. The youngster should learn that it is good to win but it is bad to win by cheating. You can easily imagine the shock of the youth when they watch on television the image of their hero athlete who is caught for doping.

Ladies and Gentlemen,

From UNESCO’s point of view, I wish to also take this opportunity to draw your attention to the link that exists between Sport and Culture. Sport teaches us how important are the cultural identities and how precious is the multicultural understanding beyond the religion and races. Perhaps this is more evident through the support that UNESCO continues to provide to the international platform for the preservation and development of Traditional Sports and Games that was established in 2006. Evidently, Traditional Sports and Games play a fundamental part in the intangible culture of different societies. Indeed, the cultural identity and diversity of different communities is shaped, in some part, by the sporting pursuits and pastimes in which its members engage.

Importantly, we must continue to recognize the power that sport has to simultaneously embrace and transcend the diversity in cultural identity. Sporting exercises represent some of the most sustainable parts of the identity of different communities, in many cases remaining essentially unchanged for thousands of years and forming the backbone of those societies. In contrast, sport also offers a common "playing field" where the diversity in cultural identity can be assimilated and merged to encourage dialogue and understanding between people.

This year we celebrate the 60th anniversary of the universal declaration of Human rights. The Declaration stipulates that the right to education and culture, sport and physical education should be promoted for all in view of realization of these rights.

However, achieving, promoting and maintaining these positive social outcomes depend on the provision and delivery of effective education. To my understanding, It is by “Educating the Now Generation” that we will be able to continue to preserve the social benefits that sport has endowed upon our past, understand
its influence on the present and apply this knowledge in favour of future generations. Furthermore, this must be done in the face of the societal changes that are accompanying rapid industrialization and globalization.

Dear participants,
This is particularly relevant to the current proceedings as we observe around us the staging of the 4th Busan TAFISA World Sports for All Games. This is an event which provides a showcase of the role that Traditional Sports and Games play in defining cultural diversity and identity – a concept that UNESCO understands is also closely tied to the ideals of its partnering organizations here in Busan.

This Forum represents a cooperative effort by UNESCO and the International Olympic Committee. As you are aware, UNESCO is also cooperating with the Busan Organizing committee and TAFISA in the organization of an Intergovernmental Committee for Physical Education and Sport (CIGEPS) Working Group Meeting and a Round Table on Traditional Sports and Games at this occasion. I would like to seize this opportunity to thank the IOC, BOC and TAFISA for their cooperation in co-organizing these events.

Importantly, the organization of these parallel events clearly demonstrates the relationship that UNESCO enjoys with each of these organizations. It also provides an excellent example of the success that can flourish from healthy collaboration between different organizations that are driving towards the same common goals – to promote the fundamental values of sports, education and culture.

Clearly, the coordination of all these events in Busan provides an excellent setting for the discussions that will ensue in the following days. I commend those committed to staging the Busan World Forum and I am certain that the outcomes will have a profound effect in the areas of sport, education and culture. I strongly encourage all participants to enjoy the opportunity to partake in these important discussions in an environment that fosters the promotion of our common values. I am of the opinion that without shared value, there is no peaceful world.

Ladies and Gentlemen,
Finally, I would like to thank the Mayor of Busan and the President of the Busan Organizing Committee as well as the Organizing Committee team for their strong commitment to making this event a success. I would also like to express my gratitude to the Government of the Republic of Korea and the President of the International Olympic Committee for their ongoing support.

Thank you.
Distinguished Guests,
Ladies and Gentlemen,
First of all, on behalf of the IOC Commission for Culture and Olympic Education I would like to thank the Korean Olympic Committee and its President, Mr Yun Taek Lee as well the Mayor of the Metropolitan City of Busan, Mr Nam-Sik Hur for inviting us to hold here the 6th World Forum on Sport, Education and Culture.

My deepest thanks also go to our longstanding partner, UNESCO.

Thank you all for the wonderful coordination and support in the preparations for this important Forum that brings together so many different experts and organisations.

Let me take this opportunity to remind you that this Forum is held in parallel to the 4th Busan TAFISA World Sport For All Games, which I invite you to visit and enjoy.

I would like also to express my gratitude to my colleagues from the Commission for their outstanding work all year long and for their commitment to the cause of sport, education and culture.

I have been Chairman of the Commission for 14 years. They have been extraordinary years during which, with my colleagues and the support of all partners of the Olympic Movement we have worked tirelessly to ensure the importance of the combination of “sport, culture and education” be better understood, thus following the path laid by our founder, Baron Pierre de Coubertin.

I am pleased to believe that we have achieved very encouraging results, given the growing popularity of our Forums and many other activities.

I used to say that these Forums were the cornerstone of our advocacy work. They have been the source of our policy on culture and education in sport. They have been the backbone of our network strengthening.

I am also very happy that this Forum is being held for the 2nd time in a row on my continent, Asia.

After the successful Forum held two years ago in Beijing, and the truly exceptional Beijing Games, this is a significant symbol of the increasing sporting position of Asia and its concern 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”.

I am also pleased to see such a good representation in the Forum, with key stakeholders from the worlds of sport, education and culture – members of the Olympic Family, governmental and non-governmental institutions, the United Nations system, universities and media group... and young people, since the conference theme is: “Sport and Education for the Now Generation”.

Educating young people through sport is one of the primary goals of the Olympic Movement. There is no doubt that in our modern societies sport has an ever more important educational role to play, on all levels, from schools to grass root and elite sports.

Sport will always be appreciated by young people because it is less influenced by modern society’s volatile trends. However, we have to make a serious effort to maintain their interest in partaking in sport and physical activity.

To get kids back to exercise, we have to find the right mix between traditional and modern means. The Olympic Games and the Olympic Movement can base their communication on a huge amount of incredible stories that can be tailor-made for well-written and illustrated books, for example school books or comics; radio programmes or new media tools such as the internet, video games or MP3 players.
Television certainly also plays an undeniable key role, particularly the coverage of the Olympic Games and all Games-related cultural activities.

The young generation is the future of the Olympic Movement. This is why the IOC and the Olympic Movement have integrated educational and cultural elements into numerous activities aimed at young people in particular, such as the Olympic Values Education Programme, the Art and Sport Contest, the Sport and Singing Contest… And in particular our new event for young people: the Youth Olympic Games which will have its first edition in Singapore in two years time.

Let me also mention the 2009 Olympic Congress in Copenhagen that has Olympism and Youth as one of the four main themes and I expect our work during this forum to contribute to the Congress.

During this Forum we will hear many speakers representing diverse organisations all involved in culture, education and sport talking about important themes for the Olympic Movement such as cultural identity and diversity, life post competition and the doping scourge.

We will also learn from the very successful education programme implemented by the organising committee of the Beijing Olympic Games and the educational programmes being put in place by the Organising Committees of future Olympic Games: Vancouver, London and Sochi.

There will be a great opportunity to learn from the successful initiatives taking place among NOCs.

And we will also hear from those who are most affected: young people.

Ladies and Gentlemen,
Those who attended our last World Forum in Beijing will also remember that we made a number of recommendations for education and sport at the service of Olympism.

We have taken many of these steps and achieved many positive results but as a Chinese proverb says "someone whose journey is one hundred miles long should take ninety miles as half journey". Ahead of us, there is still a long way to go and this Forum will allow us to analyse what can still be achieved.

The programme ahead is diverse and challenging. Let's make it happen for the now generation.

Thank you for your attention.
6.1.5. Welcome speech by the Minister of Culture, Sports and Tourism of Korea, Mr In-Chon Yu

On behalf of the Korean Government, I would like to express my profound respect for your strenuous efforts.

You have made great contributions to harmony and peace among all people by embodying the sublime ideals of the Olympics.

I hope this Forum will serve as yet another valuable opportunity to share visions and cement ties among all participants.

Once again, I would like to extend a wholehearted welcome and my hand in friendship to all of you.

Thank you very much.
6.1.6. Speech by IOC President Dr Jacques Rogge read by Mr Lambis V. Nikolaou, 1st Vice-President

I wish first of all to express my best wishes for this 6th World Forum on Sport, Education and Culture.

I wish also to thank the Korean Olympic Committee, the Korean authorities, the city of Busan and UNESCO, our partner, for their contribution to the organisation of this Forum.

The IOC has also been actively involved in the preparations for this Forum, and I thank my colleagues for this, in particular Mr Zhenliang He, Chairman of the IOC Commission for Culture and Olympic Education, to whom we shall shortly be paying a special tribute.

We are back again on the Asian continent, on which the eyes of the whole world have been focused this year. Exactly one month ago, the Olympic Games were ending in Beijing. We all still have the images of them in our minds.

These exceptional Games enabled one-fifth of humanity to come into contact with the values of Olympism, and allowed the world to discover a country with a unique history and culture.

These Games left a fantastic legacy – including in education – to China.

For this reason, the theme of this 6th Forum, “sport and education for the now generation”, is highly topical. The mission of our Movement is certainly to develop sports practice, but we also have a duty to educate and promote values such as respect, tolerance and solidarity.

I am pleased here to recall the desire of our founder, Pierre de Coubertin: to unite sport, education and culture.

In today’s world, sports practice has changed, as have people’s mentalities. Hence the need to redouble our efforts to tackle physical inactivity and develop preventive education.

Our commitment must target young people in particular. Our success depends on this new generation, whose tastes and interests are evolving.

And to get this generation back onto the sports field, and to engage with it, we have to communicate differently, using new methods, such as the Youth Olympic Games, the first summer edition of which will be held in 2010 in Singapore; the Olympic Values Education Programme; or the “Best of Us” promotional campaign; the “Heroes” public service announcement; and “Olympic Express”, the first e-journal on the Games aimed at young people all over the world.

I must also mention the educational work done by the IOC Medical Commission, the education programmes for athletes run by the IOC Athletes’ Commission and the inclusion of a theme on Olympism and young people in the 2009 Olympic Congress in Copenhagen.

The Olympic Movement also has an efficient network enabling young people to find out about sport and its values, especially the National Olympic Committees, the International Federations, the International Olympic Academy and the National Olympic Academies, as well as The Olympic Museum in Lausanne and its Olympic Studies Centre.

Nor should we forget Olympic host cities like Beijing, which put in place an educational programme for more than 400 million children. Vancouver, London and Sochi are continuing in this direction, with educational programmes and activities.

All these projects and activities show that the Olympic Movement is well aware that its success and continued existence depend on the generations of today and tomorrow.

This 6th Forum is a means to examine together the immense task we face in order to encourage the world’s young people to practise sport by showing them that doing so can help to bring out the best in them.

I wish here to thank all of you for your contributions, which are certain to enrich the debates and discussions.
I am sure that you will be making some valuable recommendations at the end of your deliberations.

I wish you an enjoyable stay in Busan, and shall conclude by declaring open the 6th World Forum on Sport, Education and Culture.
6.2. Plenary 1 – Olympic and Non-Olympic Sport as a platform for Educating Youth

Mr Walther Tröger, Member of the IOC and Chairman of its Sport for All Commission

How long has it been since sport was described as the most wonderfully irrelevant thing in the world?

In view of the alleged seriousness and the excitement with which the phenomenon of sport, at least international and top-class medial sport, is viewed, that seems to have been in the long-gone, otherwise perceived as "good old days", even if when inspected through a looking glass, they never existed. One thing is for sure, though and that is that sports are associated with a growing number of connotations, of which those named in the title to this presentation – that is health, education and culture – are merely an extract. At the same time, however, the key words mentioned trigger such a plethora of associations that within the framework of time available to me I can merely outline my ideas.

One must also bear in mind that there is no longer something of a sport per se. We still very much assume the much favoured premise that in spite of a manifestation of different at times even opposite types of games and characteristics – the sociological term tends to be differentiation – in the end it is nothing but a coherent phenomenon with superordinate values, goals, and behavioural patterns. However, those among us who bear responsibility within the field of sports, and for sports, and if we wish to live up to such responsibility, need to ask ourselves what the connecting link between mass sports and top-class sports is or – in other words – a sports event held at a school and the Olympic Games, or the Paralympics. I wish to refer in particular to the latter, which very recently came to a successful end.

Especially in view of today’s major sports events – such as, for example the Olympic Games and their equivalent staged for the differently abled, the Paralympics – the frequently voiced doubts seem to be justified as to whether international top-class sports can still credibly embody the ideals which produce an added social value for sport and its global appreciation. Critics and sceptics – at least in my home country – have long endeavoured to increasingly discredit top-class sports, whereby – that much I will admit – not every argument they present should be dismissed as biased exaggeration. It should be said that in this regard the Olympic Games enjoy much greater attention than the Paralympics do.

Naturally, and I do not make a secret of this, even if I am worried about certain trends and excesses, even if most cases they do not refer exclusively to sport, yet in this regard appear to be particularly relevant and threatening.

What comes to mind here is the prohibited manipulation of human performance, otherwise known as doping. This problem, described by some as a “cancerous tumour” in sports, has been on the agenda for years, if not decades – and, let’s be honest, a comprehensive and lasting solution is currently not visible. Yet resignation or fatalism are not called for. On the contrary: The aim is to reinforce the alliance of those committed to rule-respecting, fair and clean sports. And this also applied to exploiting all legal, organisational, financial and ethically tolerable opportunities which effectively oppose all of those outside of this alliance.

And this, ladies and gentlemen, in no way includes athletes only. Our focus must take account of the immediate as well as broader surroundings in which quite frequently excessive expectations are fostered, and in which pressure is exercised. We must hold coaches, physios, doctors and others who fulfil a function or bear a responsibility accountable, and should not leave athletes to their own devices, standing in the rain with their doubts.

Not only monitoring, deterents and penalties are called for, but even and mostly support, clarification and positive reinforcement to the extent that outstanding achievements are possible also without supporting means and methods – even more so, that only achievements which have been reached in a “clean” way can be deemed a success and should be honoured accordingly.

In case of doubt – and this is the reverse of the medal – we would have to be willing to do without the occasional victory presented on the pedestal for everyone to see. Naturally, the media are also called on here. It is their privilege not only to accurately portray the events taking shape in the arena and to deliver them free domicile to what has long become a billion-something consumership. They, too, play a role, even if not the decisive role, in interpreting and rating sportive activities.
In spite of all appreciation for the fascination arising from records and medals, which not even I am or I want to be immune to, this should not be stylised or overrated into a nation's question of fate.

Just to make sure that we are on the same page: athletes should and may strive to exploit the possibilities and opportunities given to them to the limits of what is feasible and permitted, especially if they (may) represent their country at international events as masters in their respective category. But when they do precisely that, they deserve our recognition, even if their efforts did not suffice to secure a spot in the limelight.

In this regard, simply “being part” is not all there is to it, but neither should the victory or the medal constitute the sole and absolute performance benchmark of a sportive achievement and for public recognition. It is for us to communicate this basic attitude to the protagonists in sport, but also to a broad audience, and in this regard the representatives of the media and of sports should be in the same boat.

Education, dear ladies and gentlemen, is surely a big word in this realm. However, we are not entitled to withdraw from such duty. It is not only parents and schools – or the media – who bear the respective responsibility. Since in sports we deal directly and indirectly especially with young people, a positive influence on them and their development should be part of our aspiration.

Our foremost target group is and remains naturally the large group of all those pursuing physical activities at schools or in clubs or even outside of these places, but even those who allow themselves to be inspired and motivated by the very actions of these in that group.

As to that, all athletes in the public eye naturally bear a very special role, i.e. those whose performance and success is translated and respectively interpreted by the media or mainly television, to the public. In a nutshell – they take on the role of a model. It goes without saying that a model does not automatically exercise a positive influence on their recipients and followers. Young people, students or young athletes are by no means immune to appropriating the negative behaviour and attitudes of their idols, in a similar manner that they handle a positive example.

This creates for top athletes who are in the front row, whether they participate in national or international championships or the Olympics or Paralympics, a tremendous responsibility which they are not always aware of and maybe can not always be aware of, and by no means alway want to or wish to adopt for themselves.

The responsibility they bear, as many know, always also equals an obligation which quite frequently is perceived as a burden. This burden, however, is borne and becomes lighter if it does not feel like an obstacle in view of the actual duties and targets, i.e. performance and success in a sportive contest. In this respect our athletes certainly deserve our support – possibly much more than they have experienced in the past.

Certain highly professional sections of top-class sports have long established a specialisation within training, such as in football, but this must include much more strongly than before the aspect discussed here. In addition to fitness and mental training and other special forms aimed at increasing performance, the future should also make way and institutionalise something like personality or character training.

Even athletes should feel obligated to the principle of “lifelong learning” and should experience – as mentioned – the respective instructions and support. That not only the physical development forms a focal point here, goes without saying for those ascribed to the maxims of Pierre de Coubertin’s Olympic idea. This remains, to date and primarily, an educational idea.

We must therefore see athletes mainly as full human entity, and respect them as such. “Respect” or “esteem” appear to be central terms for me in this case, which in spite of all fascination for the sportive performance – and the disappointment in the case of presumed or actual failures – should never be disregarded. Pierre de Coubertin, whom the Olympic movement to-date still and rightly so considers an authority and warrantor, spoke of “respect mutuel” – a term which he raised to the title of a small paper.

Respect for fellow men, their physical and mental as well as emotional integrity – in brief, their dignity – forms part of the canon of Olympic values which we have to account for in sports and all of its forms and types and which we must recommend warmly to society, even to the totality of the global community.
In this regard the Olympic movement sees itself in one boat with those pursuing so-called mass sports or “sport for all” – and naturally also with the protagonists of a diverse and multi-faceted offer of sports for people who are differently abled. In fact, their sportive achievements, deserve our greatest respect and much greater public attention than has been dedicated to them in the past.

However, ladies and gentlemen, also those competing at the Paralympics for fame and honour and naturally, for a medal, should be aware of their duties as outlined above. In this context, undesirable developments and dubiousness should not be avoided or ignored: here, too, ethics – or better: ethos - in sports and in top-class sports should be called for.

An equally all-encompassing, should we say Olympic ethos forms an indispensable element in sports culture – and thus also a bastion of its legitimacy and social recognition. This applies equally to sports for the differently abled and for those fortunate to live without disability.

This is as much a duty as it is an incentive. If we jointly ensure that such aspiration remains the guideline to our deeds even in our modern or post-modern days, we need not be too concerned about the future of sports or of the Olympic Games or Paralympics.
6.3. Plenary 2 – Creating a sporting event with a strong education programme – Youth Olympic Games (YOG)

Mr Essar Gabriel, Head of the Youth Olympic Games, IOC
**Vision**

“The Youth Olympic Games will inspire young people around the world to participate in sport and adopt and live by the Olympic values.”

**Mission**

“Organise an event to educate, engage and influence young athletes inspiring them to play an active role in their communities.”

**Objectives**

1. Bring together and celebrate the world’s best young athletes.
2. Propose a unique and powerful introduction to the Olympic values and social challenges.
3. Innovate in educating and debating Olympic values and social challenges.
4. Share and celebrate the cultures of the world in a festive atmosphere.

**Objectifs**

1. Rassembler et célébrer les meilleurs jeunes athlètes du monde.
2. Proposer une proposition unique et unir l’éducation à l’olympisme.
3. Innover dans l’éducation et discuter des valeurs olympiques et des défis sociaux.
4. Partager et célébrer les cultures du monde dans une atmosphère de fête.

**Définition**

The Youth Olympic Games are:

- A sporting event for the youth balancing sport, education and culture.
- Within the Olympic Movement, a catalyst for sporting, educational and cultural initiatives for young people.

**Définition**

Les Jeux Olympiques de la Jeunesse sont:

- Un événement sportif équilibré sport, éducation et culture.
- Au sein du Mouvement olympique, un catalyseur d’initiatives sportives, éducatives et culturelles pour les jeunes.

**Participation**

- Age: 14-18, 2 yrs max
- Summer: 3,500 Athletes and 875 Team officials
- Winter: 1,000 Athletes and 500 Team officials
- Participants to stay for the whole duration of Games and take part in all programmes.
- Idea is to create community of “ambassadors sportspersons in society”.

- Age: 14-18, 2 ans max
- Été : 3 500 Athlètes et 875 officiels d’équipe
- Hiver : 1 000 Athlètes et 500 officiels d’équipe
- Les participants devront rester toute la durée des jeux et prendre part à tous les programmes.
- L’idée est de créer une communauté d’ambassadeurs sportifs dans la société.”
Principles

4. Creativity and innovation encouraged for sport presentation
5. IF “young officials” involvement encouraged

Qualification System Principles

4. "Universality places"
   - guaranteed for each NOC
   - for Team Sports:
     - 6 teams tournament with at least 1 team from each continent
     - Maximum of 2 teams by NOC in total
   - Individual Sports:
     - Maximum 70 athletes/NOC
     - Limited number of athletes per NOC per sport

Singapore 2010 Qualification Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>04/2008</td>
<td>Qualification Systems Principles submitted to IOC EB</td>
</tr>
<tr>
<td>12/2008</td>
<td>IF/Sport Qualification Systems submitted to IOC EB</td>
</tr>
<tr>
<td>01-02/2008</td>
<td>NOCs to submit preferences by sport/discipline for 4 “Universality Places”</td>
</tr>
<tr>
<td>03/2009-05/2010</td>
<td>IF qualification period (14 Months)</td>
</tr>
<tr>
<td>06/2010</td>
<td>IOC to confirm Universality Places allocation</td>
</tr>
<tr>
<td>07/2010</td>
<td>Individual entries deadline (all sports)</td>
</tr>
<tr>
<td>08/2010</td>
<td>1st Summer Youth Olympic Games</td>
</tr>
</tbody>
</table>
Themes

1. History of Olympic Movement
2. Olympism and Olympic Values
3. Sports context (e.g., media relations, career management)
4. Doping prevention and other risks in sports

Audiences and Challenges

Large audience and diverse community (age, language)

- Athletes
- Non-Athletes participants
- Coaches
- Parents
- Local youth
- Youth communities worldwide
- Educators

- Athlètes
- Participants non-athlète
- Entraîneurs
- Parents
- Jeunesse locale
- Communauté de jeunes dans le monde
- Éducateurs

Phases

Pre-Games

Youth Olympic Games (August 2010)

Post-Games

Pre-games time approach: NOC & Participants

Approche pré-jeux : CNO & Participants

- Inform, engage and federate national sports community (NFS, NOAs, Olympians, athletes, clubs) as well as public authorities around YOG related initiatives
- Reach-out and network participants through online "MyYOG" blogging platform

- Informer, engager et fédérer la communauté sportive nationale (Fédérations Nationales, AMO, Olympiens, athlètes, clubs) et les autorités publiques
- Atteindre et mettre en réseau les participants au travers d'une plate-forme en ligne de blogs "MyYOG"
Games time approach: “4 pillars” of Education

Pendant les Jeux : “4 piliers” de l’Education

Learning to know

- Athlete performance
- Understanding of the Olympic Values
- Responsibilities

Learning to do

- Athlete role models
- Practices

Learning to be

- Olympic culture
- Olympic brand and reputation

Learning to live together

- Sharing experiences
- Sharing knowledge

Principles & Objectives

Principles & Objectifs

1. Conceived around sports programme
2. Combines mandatory and facultative components
3. Comprised of Education sessions, workshops, forums and events

Post-games time approach: Network creation

Approche post-Jeux : création d’un réseau

- Athletes
  - Farewell kit
  - Online network
  - NOCs / IFs
  - Compilation of Best Practices
  - Educational Kit
  - YOGOCs
  - Knowledge transfer

- Athletes
  - Kit d’accueil
  - Réseau en-ligne
  - CNO / FI
  - Compilation des meilleurs pratiques
  - Kit éducatif
  - COJOJ
  - Transfert de connaissance

Reaching out to the Youth of the World

Atteindre les jeunes du monde

- Online Digital Platforms: blogs, forums, web TV & radio
- Broadcasting: TV, radio, mobile phones
- NOCs network activation
  - Before, during and after the Games!
  - Local promotion and sustained initiatives

Youth Olympic Games

Jeux Olympiques de la Jeunesse

English

www.olympic.org
6.4. Parallel A – Benefitting from the Youth Olympic Games (YOG)

6.4.1. Education programmes themed on the Olympic Games

Ms Frances Cordaro, Manager of Olympic Education, NOC of Australia

Education Programmes themed on the Olympic Games

6th World Forum on Sport, Education and Culture
Busan, Korea
25 – 27 September 2008

Discussion
Maximising the engagement of youth during the Olympic Games.

Stakeholders

IOC

NOC

BOCOG

Sponsors

IOC

Welcome to
The Best of Us

Promotes key Olympic Values to global youth audience
Simple, powerful idea transcending cultures and borders
Multi-dimensional campaign

Online, interactive, learning platform
Olympic legends discuss the Olympic values
Over 200,000 visits

BOCOG – Heart to Heart

- Linking schools in host country with schools around the world
- Encourages international exchange and learning
- Communication includes letters, emails, online video conferencing and country visits

Sponsor – Australia Post

- Letter Link facilitates opportunity for youth to write to athletes during the Games
- 3,000 schools
- 100,000 letters
- Develops literacy
- Prizes including cash and Olympian visits
Sponsor - Telstra

- Chat to a Champ
- Youth chat in real time, live and online to Olympians during the Games
- Webcams, microphones and online solution called ‘webcam’ facilitate activity

6th World Forum on Sport, Education and Culture
International Cooperation and Development Dept.

NOC – Youth Website

- Fun, interactive, educational activities themed around the Olympic Games and BK, the Boxing Kangaroo
- Features user generated content and self directed learning
- Poster downloads, screensavers and the never-ending quiz

NOC - Village Art

- Youth invited to decorate Olympic Village
- Over 2,000 pieces of artwork from 100 schools
- Athletes write postcards to thank students. Olympic Value posters
- Selected pictures displayed online in AOC website for kids – BK Zone

NOC - Competition

- A national podcast competition
- Invites students to encourage, support and inspire the Australian Team to do their very best at the Games.
- Winning schools receive Olympic memorabilia and have their podcast shown to athletes at Olympic Games

NOC - Olympic Day

- International and national event
- Promotes the Olympic Values and encourages students to participate in sport and physical exercise.
- 1,500 Australian schools joining millions of students around world
- Complimentary teacher lessons
- Olympians attend selected schools in on Olympic Day

NOC – Lesson Plans

- Over 60 cross-curriculum lesson plans for primary teachers themed on the 2008 Olympic Games.
- Major focus on China and the Australian Olympic team. Links back to IOC, BOCAO and AOC websites
- Available to download for free at olympics.com.au by registering with a.p.i.e. school network
- More than 14,000 teachers used the lesson plans
NOC – Post Games

- School visits
- Parades
- Presentations
- Chat to a Champ
- Australian Youth Olympic Festival
- Live Clean Play Clean

Contact Details

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Manager, Olympic Education
Australian Olympic Committee
frances.cordaro@olympics.com.au
6.4.2. Linking the Games to national programmes

Ms Anna Sorokina, Head of the International Relations Department, NOC of Ukraine

1. The NOC of Ukraine

- The National Olympic Committee of Ukraine is a non-profit and independent governmental organisation, which acts in accordance with the Constitution of Ukraine, the Olympic Charter, the Law of Ukraine “On Civil Unions”, current legislation of Ukraine, and its Statutes.

- The NOC of Ukraine works in close cooperation with Government Establishments.

2. The NOC of Ukraine Activity Regulations

- The National Olympic Committee of Ukraine is a non-profit and independent governmental organisation, which acts in accordance with the Constitution of Ukraine, the Olympic Charter, the Law of Ukraine “On Civil Unions”, current legislation of Ukraine, and its Statutes.

3. Cooperation with State and Government Establishments

Ukrainian Parliament Committee for Family, Youth Affairs, Sport and Tourism

It is one of the Parliamentary committees which:
- ensures the observance and implementation of the Law of Ukraine for Physical Culture and Sport;
- creates new proposals to the Ukrainian legislation for Physical Culture and Sport affairs;
- conceptualises active and oriented social programmes, including the Programmes "Olympic Movement – Pride of the Nation" and "create, propositions to the State Budget needed for the implementation of the accepted State programs in sport and youth sphere."
Cabinet Council Organizing Committee

- Was founded in the March 1998 with the aim of collaboration on:
  - the state and local executive authorities
  - public organizations and mass media
  - the Organizing Committee on Olympic, Paralympic and Disability Games
- The main objectives of the Committee:
  - Organization of the Organizing Committee
  - Communication, Press and Information areas
  - Implementation of the Games
- The main members of the Committee:
  - Coach, Paralympian and Olympian Games
  - Athletes, Parents and Volunteers
  - Youth Olympic Games
- The Organizing Committee was presented by the NAC of Ukraine, President
  - Organizing Committee of the Olympic Games in June 2003, after the Committee was
  - President of the Committee is Chairman.
- Representatives of local authorities and administrations are also the Committee.

Main tasks of the Organizing Committee

- Development of the main events, adoption of the annual preparation plan
  - and budgeting on hosting above mentioned activities and participation in the Games.
- Participation of corresponding state and local executive authorities in the implementation of selected plans and programs
- Search for funding and financial resources for the implementation of selected plans and programs
- Creation and consideration of statutory acts ensuring further development of sport and supporting the activities on preparation and participation in the Games.

National Council for Physical Culture and Sport

- In February 2006 the National Council for physical culture and sport was founded to increase the efficiency of the state policy in this sphere.
- The National Council is formed from Chairs of some of the Government Establishments, public organizations, famous athletes and coaches of Ukraine.
- The President of Ukraine heads it.

Main tasks of the National Council for Physical Culture and Sport

- Monitoring of the physical culture and sport sphere development
- Training and education of the international experience
- Contribution to the legislation and state development programs for the physical culture and sport in Ukraine
- Coordination arrangements for the development of sport of high performance
- Coordination arrangements for the sporty population to play sports and physical culture doing
- Popularization of the healthy lifestyle and creation of public conscience about it.

MINISTRY OF EDUCATION AND SCIENCE

In the Ministry of Education the Committee for Physical Culture and Sports is responsible

- for the creation and implementation of all school programs
- for the sports supporting and development on all levels of the educational system
- NSC of Ukraine held in cooperation with it
- Olympic lessons, Olympic Week, Children’s Olympic Games
- Winter and Summer Olympic Youth Olympic Games
- We plan that all educational programs and sport projects in the Youth Olympic Games (UOC) will be implemented using our State Educational Order and good luck
- The Ministry of Education and Science of Ukraine

Sports Projects of the Ministry of Education and Science

The role of the Ministry consists of creating conditions for mass sports and physical culture activities to take an active part in leading generations. The physical culture and sport is a tool of moral, social and physical education of people. The Ministry of Education and Science of Ukraine is implementing the "2010 Olympic Games" project to create the conditions for the development of physical culture and sport in Ukraine.

During the 2008-2009 academic year, 1.5 million students of all educational institutions participated in various sports activities. The main goal was to promote healthy lifestyle and to keep young generation physically active.

In September 2010 the first Olympic Games for children were held in the NSC "Olimpiyskiy" in Kyiv.

The Ministry of Education and Science of Ukraine supports the development of mass sports and physical culture activities to take an active part in leading generations. The physical culture and sport is a tool of moral, social and physical education of people. The Ministry of Education and Science of Ukraine is implementing the "2010 Olympic Games" project to create the conditions for the development of physical culture and sport in Ukraine.

During the 2008-2009 academic year, 1.5 million students of all educational institutions participated in various sports activities. The main goal was to promote healthy lifestyle and to keep young generation physically active.
MINISTRY FOR FAMILY, YOUTH AND SPORT

State Executive body which provides:

- preparation, creation to the Ukrainian legislation in the sphere of sport, youth and families affairs
- organization, implementation, development of the infrastructure of sport and physical activity in all levels of sports activity, including Olympic, sportive and mass sport activities, and support of the non-Olympic sports as well
- maintenance of the NOC, of Ukraine sport and educational activities

The NOC of Ukraine conducts its activity on the grounds of:

- Olympic Movement Development long term Program for the period 2005-2010
- Plan of Activities committee for the implementation of this Program
- NOC of Ukraine Activities Plan for 2008
- NOC of Ukraine Activities State budget Plan for 2008
- Integrated Plan on sports and health improving events for 2008

Olympic Day Run

Olympic Day Run is held on the 32nd of June in Kiev and at 27 regions of Ukraine under the definition of NOC and 179 Divisions Olympic Day Run is held.

It takes place on the main streets and streets of cities and villages, on students and other sport facilities, recreation areas and children, youth and sports Olympic

Olympic Day run

Participants and co-organizers:

- Olympic champions and medalists, sports teams and popular people in Ukraine
- Olympic Movement veteran
- Leaders of the NOC Regional Divisions
- Regional governments and local authorities
- Heads of regional sport and physical culture state authorities departments
- NCD Dnipr and Rodionov Bank

Implementation and motivation:

- No need for the portals between the Divisions on best coming of Olympic Day Run in Ukraine
- Cultivates:
  - use of different forms
  - large-scale participation
  - culture of preventive sport activities
- Produced in this event
- Covering
- Motivation
- Active Campaign was supported by the NOC and purchase new sports equipment on covering donation (Olympic Games have open air gym apparatus and so on)
Olympic Lesson

The All-Ukrainian Olympic Lesson 2008 – Become an Olympian! was already held for the fourth time.

It was divided in four parts of realization:
- sport festivals on the streets of all main cities of all 22 NCOs' branches;
- open lessons on Olympic topics held directly by famous athletes in secondary and special schools in boarding schools for children and special schools for children;
- methodological seminars in different regions of development;
- main idea to be told more about:
  - a world and Olympic Classes
  - achievements, possibilities and historical trends of success;
  - sport history and Olympic movement today.

To show by personal example that life is a competition and it should be healthy and joyful.

To be patient but sport is a duty.

Lighting and this qualities will help you in your future work and life.

in the secondary schools

- As meetings with famous athletes and coaches;
- interview and conferences;
- radio broadcasts;
- matches and success;

and as events:

- Workshops for young volunteers from open schools and groups;
- Public relations from regular athletes and experienced coaches;
- OLYMPIC lectures.

Olympic Week

The public events and festivals held on the day of All-Ukrainian Olympic Lesson and the Olympic Week in the framework of September were held because on international level and within the third one:

different speeches for the best volunteers;

- sport classes and tests;

- to be meeting with the famous athletes;

- every activity creates a friendly and challenging atmosphere.

All participants receive presents with Olympic symbols:
- T-shirts and caps;
- school workbooks and book “Your First Olympic Guide”;
- calendars, pens, olympia and others.

Photo exhibition

- Once a year the IOC of Ukraine by:
  - Executive Administration of the IOC of Ukraine;
  - Olympic Education and Culture Commission – National and Olympic Movement Promotion Commission;

- Exhibition’s goal to be attract children and young people and acquaint them with the most interesting and thrilling moments of sport, Olympic Movement, to show its beauty and bring health in sports among.
Heroes of the Sport’s Year 2007 were held on 25 of March 2008

- All-Ukrainian celebration ceremony of the Sport’s Years - is a yearly challenge to choose the best athletes, coaches and experts in sports.
- This ceremony was established by the NOC of Ukraine, it is gathered together leaders, sports teachers and young generation, parents and sport veterans, famous and popular persons in culture, science, representatives of State Bodies, public unions, sport clubs and other sports and supporting it organizations.

The best one are chosen in nominations:

- Best Athlete of the year
- Best woman Athlete of the year
- Best Coach of the year
- Best Team of the year
- Best Organizer of the year
- Strong with a Spirit
- Together with Olympic
- Best Supporters of the year
- People choice
- Fair Play

Aleksey Butovsky Anniversary

- In 2004 11th Anniversary of Aleksey Butovsky - one of the founders of the International Olympic Committee and the first President of the modern Olympic movement, was celebrated.
- Due to his huge merits
- All-Ukrainian scientific conference
- All-Ukrainian scientific conference of the modern Olympic movement in honor of the 11th anniversary of Aleksey Butovsky.
- General conference of the NOC
- Honouring of the sporty youth in Minsk, General conference of the NOC
- Honouring of the sporty youth in Minsk.
- COCOV (the Committee for Culture and Olympic Education).

6. Collaboration of the NOC with Olympic Academy of Ukraine

NOC OF UKRAINE

Olympic Academy of Ukraine

Supervisors of the Olympic Academy of Ukraine (Supervisors for teachers)

Supervisors of the Olympic Academy of Ukraine (Supervisors for teachers)

NOC Commission for Culture and Olympic Education

Publications

Experimental classes

NOC Activities and Events
Olympic Academy of Ukraine

Was founded in 1992 by the initiative of the General Director of the International Office for Physical Culture and Sport

Now serves as a meeting place for physical culture and sports high education institutions from Europe, the USA, and Australia.

Participates in the active life of many local and international Olympic organizations.

In cooperation with NOC of Ukraine Commission on Culture and International Education:

- Seminars and conferences
- Lectures and workshops
- Publications and courses
- Participation in the International Olympic Book

Experimental classes of the OAU

The OAU devised programs for secondary schools, methodological recommendations and initiatives to introduce Olympic Education in the physical culture learning process.

In June 2001, the 4th Ukrainian scientific and practical seminar "Olympic Education in schools: objectives and prospects" was held.

More than 60 Directors of schools and specialists from 16 regions took part.

New more than 70 classes participated in the development of materials and implementation of the Olympic Education System.

It was planned to hold the special Courses on implementation of Olympic Education in the secondary schools for Methodists and Heads of the direction Courses for teachers.

The goal is to explore the ideas of universal compulsory Olympic education.

8. NOC of Ukraine and mass media cooperation

- In cooperation with UKSPORT TV, channel "SPORTS sollten im Erfolg".
- Media cooperation with Sponsoring companies.
- Media support for success in the Olympic Games.
- Media coverage of the NOC of Ukraine.
- "SPORTS sollten im Erfolg" is a prominent information partner.
- "Sports newspaper" supported by the NOC of Ukraine and the German Olympic Committee.
- Page 63/224

Report
The NOC of Ukraine will keep doing his best for the development of Olympic Movement in Ukraine.
6.4.3. Olympism today and the promotion of Olympism's principles

Mr Kostas Georgiadis, Dean of the International Olympic Academy (IOA)

The subject of “Olympism today” is always topical as it refers to the relationship between Olympism's notional goals and reality (given the fact that the objectives laid down in the Olympic Charter cannot be achieved merely through the organization of the Olympic Games).

Our perception of the concept of Olympism depends on time, space and our culture. Olympism is a humanist philosophy that emphasizes the role of sport for youth's education, its social impact and its moral and peaceful mission.

Olympism as a concept did not exist in antiquity. Its closest definition was given by the orator Isocrates in his Panegyricus when he speaks of the principles that underpin the Olympic Games and the Olympic Idea.

Olympism is a modern concept, which emerged with the revival of the Olympic Games. Coubertin did not give a precise definition of it. As time went on, he deepened the interpretation of Olympism more and more as a result of his personal spiritually uplifting theoretical and direct experience of the staging of the Olympic Games.

Historically the concept's complexity is reflected in the fact that Coubertin was influenced by classical Hellenism, English muscular Christianity, French social reformism or classical liberalism of the 19th century. In order to arrive, however, at a specific definition of Olympism, we have to rely on Coubertin's spiritual foundations, the fundamental principles of the Olympic Charter while taking into account the new trends arising today.

The concept of Olympism is generally simple and clear. This contributes positively to its understanding, but raises problems regarding its deeper interpretation and precise definition.

According to the Olympic Charter, Olympism is a “philosophy of life”. This formulation means that it is a life experience. It is not a theory of a notional situation, but the practice of the theory itself with man at the center of this theory enactment:

a. man as a being, as an individual and his pursuit of “kalokagathia”,
b. man as a member of society,
c. man as a member of the world community.

a. To achieve “kalokagathia” and mental, spiritual and physical uplift, man “needs” to cultivate and live his virtues. Persistent athletic and spiritual development of one's virtues is the pursuit of personal fulfillment.

The word “skill” that is mentioned in the Olympic Charter should be replaced by the word “virtue” that expresses the soul's energy leading to felicity. Individual betterment through sport is a dimension of Olympism that also reflects its role in man's education.

b. Man's personal fulfillment through the development of his intellectual and physical virtues would be meaningless if it was not associated with the development of society itself. The athlete who exceeds his limits achieves inner harmony and balance and is ready to contribute to the community that has catered for his education.

c. Man, as a member of society who has achieved inner peace, is happy and ready to redefine his relations with his other fellow men for the creation of a more peaceful society.

The Olympic Games and the Olympic Movement are a school of peace. People's coexistence, equal participation, respect for other cultures, respect for the environment and democracy are a few of the universal principles that represent the common denominator for a more peaceful world community.

For many years, the study of Olympism within the Olympic Movement has focused mostly on philosophical and historic considerations and concerns.

The purpose of this survey is to study and document the extent to which the Olympic Movement's organizations contribute to the propagation of Olympic principles.
Within the framework of the International Olympic Academy’s work, a survey was therefore designed and conducted in the form of a questionnaire aimed at Directors of National Olympic Academies and officials of National Olympic Committees, Olympic Medalists, post-graduate students and young people 20-35 years old. The survey was conducted in Ancient Olympia during the proceedings of the 2007 International Sessions.

Our basic assumption was that the Olympic Movement is a major institution that contributes to the propagation of sport and Olympism worldwide; we hoped to collect important information that would allow us to draw useful conclusions for those involved in disseminating the principles of Olympism, as well as identify weaknesses.

Method and procedure

Sample

313 people from approximately 80 countries participated in this survey, of whom 184 were men (59%) and 128 women (41%).

Of those, 98 were directors of National Olympic Academies and officials of National Olympic Committees (31.3%), 39 were post-graduate students (12.4%), 153 young participants (48.9%) and 23 Olympic medalists (7.3%). This selection was made in order to collect the views of individuals who were either directly or indirectly involved in or had no connection with the Olympic Movement and who came from different geographical and cultural backgrounds.

The majority of individuals who took part in the survey were Europeans (44.1%) followed by Asians (22.0%), Americans (19.2%), Africans (12.2%), with the smallest percentage of 2.4% from Oceania.

We could also observe a high educational level as 45.7% of participants had a post-graduate degree or doctorate and 33.4% a university diploma.

Procedure

The data were collected by means of questionnaires that were anonymous; the procedure was totally confidential and included twelve “closed” questions divided in three sets.

The first set of questions attempted to obtain people’s views regarding the Olympic Movement’s acceptance and prestige.

The second set attempted to determine whether or not respondents felt that the Olympic Movement promotes the principles of Olympism.

The third set recorded people’s view on whether or not the Olympic Movement’s organizations (IOC, IOA, NOCs, NOAs, Olympic Solidarity, International Federations) significantly contribute to the propagation of Olympism.

Set A: The Olympic Movement’s institution and achievements

<table>
<thead>
<tr>
<th></th>
<th>I fully agree</th>
<th>I agree</th>
<th>I neither agree nor disagree</th>
<th>I disagree</th>
<th>I totally disagree</th>
<th>A.V</th>
<th>S.D</th>
<th>P.V</th>
</tr>
</thead>
<tbody>
<tr>
<td>The world today trusts the Olympic Movement</td>
<td>12.8%</td>
<td>42.9%</td>
<td>27.2%</td>
<td>15.1%</td>
<td>1.9%</td>
<td>2.50</td>
<td>0.962</td>
<td>2</td>
</tr>
<tr>
<td>Thanks to the measures and actions adopted until now the Olympic</td>
<td>34.4%</td>
<td>46.0%</td>
<td>13.8%</td>
<td>5.1%</td>
<td>0.6%</td>
<td>1.92</td>
<td>0.861</td>
<td>2</td>
</tr>
<tr>
<td>Movement’s future will be positive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Olympic Movement has convinced the world that it is genuinely</td>
<td>15.2%</td>
<td>53.2%</td>
<td>21.3%</td>
<td>9.4%</td>
<td>1.0%</td>
<td>2.28</td>
<td>0.867</td>
<td>2</td>
</tr>
<tr>
<td>interested in solving the problems of the Olympic Games</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The answers to the first question that we examined showed that people today trust the Olympic Movement, since the largest percentage – 55.7% – for all groups fully or partly agreed with the statement. There were, however, quite a number of respondents (27.2%) who neither agreed nor disagreed, while those who disagreed represented a smaller percentage in all groups with young participants showing the highest percentage among them (17.6%).

The majority of respondents fully or partly agreed (80.4%) that the Olympic Movement’s future will be positive given the measures and actions taken until now. In general, those who disagreed were few and belonged to the group of post-graduate students and Olympic medalists (approx. 10%).

Most respondents (68.4%) fully or partly agreed that the Olympic Movement is genuinely interested in solving the problems of the Olympic Games. There were many though, who neither agreed, nor disagreed (21.3%), with only 9.4% disagreeing with the above statement.

### Set B: The promotion of the principles of Olympism by the Olympic Movement

<table>
<thead>
<tr>
<th></th>
<th>I fully agree</th>
<th>I agree</th>
<th>I neither agree nor disagree</th>
<th>I disagree</th>
<th>I totally disagree</th>
<th>A.V</th>
<th>S.D</th>
<th>P.V</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Olympic Movement promotes to a satisfactory degree the principles of Olympism during the Olympic Games</td>
<td>21.5%</td>
<td>49.5%</td>
<td>16.7%</td>
<td>10.3%</td>
<td>1.9%</td>
<td>2.22</td>
<td>0.961</td>
<td>2</td>
</tr>
<tr>
<td>The Olympic Movement shows the same interest both for the Olympic Games as an institution and the promotion of the social, educational and cultural principles of Olympism</td>
<td>25.9%</td>
<td>41.1%</td>
<td>18.1%</td>
<td>12.6%</td>
<td>2.3%</td>
<td>2.24</td>
<td>1.046</td>
<td>2</td>
</tr>
<tr>
<td>The Olympic Movement has promoted through its educational programs, to a satisfactory level, the principles of Olympism as a “way of life” also among the general public</td>
<td>20.8%</td>
<td>39.1%</td>
<td>18.3%</td>
<td>17.0%</td>
<td>4.8%</td>
<td>2.46</td>
<td>1.139</td>
<td>2</td>
</tr>
<tr>
<td>The Olympic Movement can overcome its problems through Olympic education</td>
<td>38.0%</td>
<td>52.1%</td>
<td>7.0%</td>
<td>2.6%</td>
<td>3.0%</td>
<td>1.75</td>
<td>0.722</td>
<td>2</td>
</tr>
</tbody>
</table>

The majority of respondents reacted positively, mostly agreeing or fully agreeing (71%) that the Olympic Movement promotes to a satisfactory degree the principles of Olympism during the Olympic Games. The percentage of those who disagreed was very low in all groups, with the exception of Olympic Medalists who showed a very high disagreement rate of 30.4%.

Moreover, 67% of respondents partly or fully agreed that the Olympic Movement shows the same interest both for the Olympic Games as an institution and the promotion of the social, educational and cultural principles of Olympism. The percentage of those who partly disagreed in all groups varied between 9% and 15%.

To the question whether the Olympic Movement has promoted through its educational programs, to a satisfactory level, the principles of Olympism as a “way of life” also among the general public, 59.9% agreed fully or partly, while a high percentage of 18.3% neither agreed, nor disagreed. Here too, a high percentage in all groups disagreed, the highest being those of Olympic Medalists and Directors of National Olympic Academies reaching 31.8% and 20.4% respectively.

Finally, to the question whether the Olympic Movement can overcome its problems through Olympic education, the overwhelming majority (90.1%) of participants agreed fully or partly, while those who disagreed were only 8 Session participants of the total sample.
These results highlight the essential role of Olympic education programs, as well as the significant contribution of the Commission for Culture and Olympic Education to the Olympic Movement. This contribution should continue, however, and receive stronger support from the Olympic Movement.

Set C: The role and achievement of the Olympic Movement’s organizations

<table>
<thead>
<tr>
<th></th>
<th>I fully agree</th>
<th>I agree</th>
<th>I neither agree nor disagree</th>
<th>I disagree</th>
<th>I totally disagree</th>
<th>A.V</th>
<th>S.D</th>
<th>P.V</th>
</tr>
</thead>
<tbody>
<tr>
<td>The IOC as the supreme authority of the Olympic Movement supports in the best way the propagation of Olympic Ideals</td>
<td>32.2%</td>
<td>42.1%</td>
<td>17.4%</td>
<td>6.4%</td>
<td>1.9%</td>
<td>2.04</td>
<td>0.963</td>
<td>2</td>
</tr>
<tr>
<td>The International Olympic Academy, as a world center for Olympic studies, contributes to the promotion of Olympism worldwide</td>
<td>65.4%</td>
<td>27.2%</td>
<td>5.8%</td>
<td>1.3%</td>
<td>0.3%</td>
<td>1.44</td>
<td>0.692</td>
<td>1</td>
</tr>
<tr>
<td>NOCs and NOAs should receive, in future, more support from the Olympic Movement and the IOC, in order to promote global awareness of the principles of Olympism</td>
<td>74.9%</td>
<td>19.9%</td>
<td>4.5%</td>
<td>0.6%</td>
<td>0.0%</td>
<td>1.31</td>
<td>0.586</td>
<td>1</td>
</tr>
<tr>
<td>Olympic Solidarity could contribute in the future to the promotion of the principles of Olympism in developing countries</td>
<td>57.0%</td>
<td>32.4%</td>
<td>8%</td>
<td>1.6%</td>
<td>0.3%</td>
<td>1.56</td>
<td>0.748</td>
<td>1</td>
</tr>
<tr>
<td>International Federations, in addition to the promotion of top performance sport, also promote “sport for all”</td>
<td>19.3%</td>
<td>37.0%</td>
<td>24.4%</td>
<td>14.8%</td>
<td>4.5%</td>
<td>2.48</td>
<td>1.098</td>
<td>2</td>
</tr>
</tbody>
</table>

74.3% of respondents fully agreed or agreed that the International Olympic Committee as the Olympic Movement’s supreme authority supports in the best way the propagation of Olympic Ideals. The answers to this statement highlight the IOC’s positive role; there is, however, an important percentage of people who remain neutral (17.36%) or disagree (8.3%). To quote IOC President Dr Jacques Rogge, “The Olympic Movement is an educational movement whose activities are orientated towards the youth of the whole world … You who are present here today are the potential leaders of tomorrow, and it will also be your duty to encourage Olympic values and ensure they are respected in the framework of your activities10”.

The overwhelming majority (92.6%) of respondents fully or partly agreed that the International Olympic Academy is a world center for Olympic studies and contributes in the best way to the worldwide promotion of Olympism.

It was also established that the Olympic Movement and the IOC should support in future the NOCs and NOAs more effectively since the overwhelming majority of all groups (94.8%) fully or partly agreed with this statement.

Olympic Solidarity’s role also proved to be significant since most respondents (89.4%) fully or partly agreed that it could contribute in the future to the promotion of the principles of Olympism in developing countries.

Finally, regarding International Federations, to the question whether in addition to top performance sport they also promote “sports for all”, the survey’s results showed that 56.7% of respondents fully or partly
agreed. There was, however, a percentage of 24.4% who were neutral and a significant number (19.3%) who disagreed or totally disagreed.

Conclusions

The survey's results confirmed our original assumption that the Olympic Movement stands out as an important institution that contributes to worldwide propagation of sport and Olympism.

Recapitulating the main conclusions of the above survey, we note that:

1. The institution, the prestige and achievements of the Olympic Movement
   - The world today trusts the Olympic Movement
   - The Olympic Movement’s future will be positive. Greater efforts and better planning are needed, however, to further increase people’s trust and convince them that it is genuinely interested in solving the problems of the Olympic Games.

2. The promotion of the principles of Olympism by the Olympic Movement
   - The Olympic Movement promotes to a satisfactory degree the principles of Olympism. This action should be intensified, however, with more emphasis given to the promotion of the principles of Olympism, in particular during the period of the Olympic Games.
   - The Olympic Movement should also show more interest in propagating Olympism’s social, educational and cultural principles, so that, through educational programs, the principles of Olympism as a “way of life” can also be promoted among the general public.
   - The Olympic Movement can overcome major problems through the development and promotion of Olympic education programs.

3. The role and achievements of the Olympic Movement’s institutions
   - The IOC, as the Olympic Movement’s supreme authority, supports the diffusion of Olympic Ideals; it was felt, however, that this action should be further strengthened in the future.
   - The International Olympic Academy is considered to be a world center for Olympic studies, which significantly contributes to worldwide promotion of Olympism.
   - NOCs and NOAs play a significant role in their countries but they should receive more support from the Olympic Movement and the IOC in future, in order to promote global awareness of the principles of Olympism.
   - Olympic Solidarity is an important institution of the Olympic Movement and contributes to promoting the principles of Olympism; in the future, however, it should give more support to countries with greater needs, developing countries in particular.
   - International Federations, in addition to the promotion of top performance sport, should also promote sport for all in a more effective way.

Bibliography


The data were analyzed by means of the SPSS statistical program and descriptive measures (such as average value, variance, standard deviation and predominant value), frequency distribution charts (for the analytical presentation of the answers’ distribution for each question), as well as pie charts and bar charts (for the graphic display of answers to the questions) were used for extracting results. Pearson's test was used to check the statistical difference between the groups and respondents’ final answers. We first checked whether there was a statistically significant difference in the answers of each group, taking as null hypothesis for Pearson's test that the group did not influence the answer. We then interpreted each correlation and descriptive measures table in order to identify differences in each group's answers when these were statistically significant.

The following symbols will be used for future reference: average data value, standard deviation, predominant data value.

Rogge, J., 2002, p. 49
6.4.4. Sport as a platform for culture and youth education

Ms Yvonne Kong, GC Foster College of Physical Education and Sport, Jamaica

Sport as a platform for culture and youth education

Yvonne Kong
Principal, GC Foster College of PE & Sport
Spanish Town, Jamaica

Definitions

• Sport
  – competitive physical activity, an individual or group
  – competitive activity involving physical exertion or skill,
  – governed by rules, or sometimes professionally

• Culture
  – a group of people whose shared beliefs and practices
    identify the particular place, class, or time to which they
    belong

• Youth
  – the period of human life between childhood and
    maturity

AREAS OF FOCUS

• Education
• Integration
• Best practices
• Monitoring and Reporting
• Sustainability

Education

• Physical Education and Sport must be part of
  schools’ curricula as directed by POLICY
• Pilot programmes can be done through “Active
  Schools” which can serve as examples of how
  the process works
• Change in behaviour will occur as a result
• Education must be supported by TRAINING
• The services must be effectively communicated
  to the stakeholders who are most likely to benefit

Integration

• Schools curricula should also focus on the
  benefits combining culture with sport
• Activities must be organised to show
  results (combination of both areas)
• Use the integration to promote recreation
  and competitive sport
• Coordinate geographical regional
  competitions to show comparisons on
  progress of the respective programmes

Best Practices

• Look at the countries where programmes
  of a similar nature have worked
• Engage in bilateral arrangements
• Participate in exchange programmes –
  academically and for communities
• Engage team of experts to observe your
  current situation
Monitoring and Reporting

- Create an action plan from the Master Plan which would have been created by the Policy
- Commission an intermittent study on the programme
- Get valuable stakeholders’ input as part of the monitoring
- Host community activities where stakeholders can air their positions

Sustainability

- Create a Master Plan
- Have a Mission, Vision and develop key strategies for the plan
- Put in place the necessary funding and human resources to implement the plan
- Use the plan as a guide and adjust if necessary, based on external forces

Conclusion/Way Forward

- Monitor policies in the developing countries, countries of choice
6.5. Parallel B – Educating sports persons for life post competition

6.5.1. Introduction – IOC Focus on post-athletic life

Mr Robert Ctvrtlik, IOC member

---

Athletes’ position

- Athletes at the heart of the Sports Movement
- They invest most their time in sport
- NOCs and Federations encourage such focus

*The Olympic Movement has a responsibility*

---

Athletes’ profile

- More than 130'000 elite athletes in the world
  (participation in official senior international competitions)
- Increasing average age at Olympic Games: 26 y-o

---

Athletes’ challenges

- Education: often neglected by elite Athletes
  (lack of time, schedules and exams not flexible enough)
- Life skills: too many elite athletes unable to cope with return to “normal life” and to find their place in society
- Career: difficulties to enter the job market
  (lack of education, gap between studies and entry on market, difficulties to leverage elite athletes experience)

---

Fields of action

How can the Sports Movement better support athletes?
### Education

**Main challenges**
- Combine sport and studies

**Possible support**
- Athletes: provide advices on how to better manage sport and studies
- NOCs and Federations: promote best practices on existing initiatives through IOC website
- Develop partnership with institutions to develop tailored made programmes for athletes

### Life skills

**Main challenges**
- Competing athletes to be able to cope with demands from elite sports world (sponsors, money)
- Retired athletes to find their place in society

**Possible support**
- Develop tool kits for NOCs /Federations
- Set up seminars for NOCs
- Share best practices

### Career

**Main challenges**
- Manage sports career and preparation for a professional career

**Possible support**
- Further develop and implement programmes with Adecco at national level
- Get sponsors to propose their services (e.g. propose internships, jobs to athletes)
- Set up training seminars for NOCs, given them info and tools to set up support programmes

### Actions

... What can the Sports Movement do? ...
6.5.2. My story

Prof. Michael Boit, Olympian and Head of Exercise and Sports at Kenyatta University

Taking a glimpse at the recent World Athletics Championships in Japan and the Beijing Olympics we can truly say the middle and long distance running in Kenya is a success story. However, the story of the Kenyan Olympians who laid a firm foundation for this success is sad.

Professor Michael Boit, an Olympic medalist at the 1972 Munich Olympics provides a comprehensive analysis of the painful transition. For the purpose of analysis, the Kenyan Olympians are grouped into three categories; the 1960s to the early 1970s group of Kipchoge Keino and Naftali Temu; the 1980s and early 1990s group of Mr Julius Korir, Mr Peter Koech, Mr Henry Rono and others and the millennium generation of Olympians and prospective Olympians some of whom have opted to change citizenship. In the first group it is only Kipchoge Keino that has been able to translate his Olympic success to a prosperous living and with extraordinary philanthropic contributions in providing for the orphans. This has been mainly achieved as a result of a strong link to the Olympic Movement. In the second category, those who were able to achieve a measure of success are those who earned university education to prepare for professional careers and it is only a handful. The good example is Professor Michael Boit. However, the majority did not have similar opportunities as for instance James Maina (Boy) who died in abject poverty about ten years ago.

The late 1990s and the millennium group have made significant improvement. However, it is only a few athletes that have managed to translate their Olympic success to successful life after competition. The examples in this group include athletes like Moses Kiptanui, Paul Tergat and Patrick Sang. The transitional frustrations of the Kenyan Olympians commonly manifest in alcoholism and solitude. There is urgent need for sustainable intervention through the provision of tertiary education first and foremost to rescue the children of the frustrated Olympians through a set up of a foundation. In a much wider context, scholarship opportunities can be established in the names of the legendary Olympians at private and national universities in Kenya as a model for other countries to emulate.
6.5.3. My story

Ms Manuela Di Centa, Olympian and IOC member

I am particularly happy to be here today with you, to subscribe to those values, believes and wishes which characterized my personal path, started when I was a 4-year-old girl and I put on a pair of red skis for the first time. These values are still present and important in my life. It always starts with a dream, and when I was a child I had a dream: to do something good in sport.

The great desire I had to ski, to jump in the snow and to play with it, to understand the beauty of the heat produced by movement, to be proud of that effort, which made my nose red: all this represented, as I discovered later, the freedom I felt to be myself, to express myself, to be able never to be ashamed of what I was, to accept difficulties and to be happy about my achievements.

Everything I am, everything I believe in, was taught to me, day after day, by a wonderful family, whose members were always ready to listen to me, to understand and support me: I had a dad-trainer who always considered me as an athlete, without making any difference since I was a girl, teaching me in this way the value of equality. He always was there for me: whenever I needed a smile, a pat on my shoulder, an outstretched hand. We did not need words: a glance was enough, and everything was clear.

My mother was thoughtful, caring but also discreet; she saw her daughter growing up, in search of something different and important, and she sympathized in silence with my worries, my fears, my hopes, the joy and the sadness which always fill the life of all those people who are searching their way. I also had two marvellous brothers, to imitate and to love, and who never made me feel alone.

And then, outdoors, there were my friends, the friends of my sport club, with whom I suffered and exulted, always together, because sport gives you such big emotions that you can't keep them all to yourself: sadness and joy must be necessarily shared.

Today, when someone asks me which of the Olympic medals I won is the most important for me, I can only reply: “it is not a single medal, but the path I took to get it”. Because the best medal you can win, the only one which really makes you feel proud when you look inside of you, is when you are able to overcome difficulties, even if you often feel like crying, but always believing in what you feel inside and in your objectives.

The strength given to me by the pride to represent my nation, my country and my roots always helped me to go on.

Today, sport represents in my life, as it was at that time, the line on which I always keep on “skiing”, with the same commitment and the same passion, as a representative of sport values inside the IOC and the Italian Olympic Committee, in the Italian Parliament and in all those small and big worlds and areas, which are connected to sport, with particular reference to those worlds which have never known it, yet.

I really feel lucky, because all these functions give me the possibility to spread the sport culture and all the values connected to it: freedom, honesty, equality of the sexes, of races and religions, sharing, respect for the others, respect for nature. Values that I found and I touched with my own hands.

To be a member of the IOC’s Athletes Commission means to work according to some universal subscribed and tested principles, which have the purpose to improve and protect our society, and which consider the philosophy of sport one of their highest expressions.

To be a member of the Italian Olympic Committee offers me the possibility to be more influential, giving me a constant support; this role allows me to reach the national sport organisations of each level, even the smallest ones, the federations, the associations, the clubs.

Also thanks to my international experience, I try to give my contribution and to do everything possible so that the sport values can reach everybody.

To be a member of the Italian Parliament gives me the possibility to do realistically something in order to obtain the recognition of sport as fundamental principle in our Constitution, for the educational and formative role it has, essential for the development of people and society.

This recognition should allow sport to find a more important position in the schools, where the education of each person begins and develops. Young people should have the possibility to understand that the
career of a high-level athlete is made of believes, sacrifices, hardships, self-denial, joy, sharing, respect for nature and for the others, and love towards his country.

Sport is a great and fantastic means of education, and it must be used for this purpose. Sport must be of and for everybody.

This is the intention of my recent bill for a constitutional law, which is exactly in line with the commitment lavished by the whole Olympic Movement and in particular by the IOC President, Dr Rogge, on the recognition of the specific nature of sport in the Treaty of Lisbon.

My activity as a member of the Italian Parliament pays particular attention to the rights of all human beings, and uses all means possible in order to get them respected and defended.

This is the sense of direction of the bills I have introduced, which have the purpose to support women athletes in their particular condition of future mothers, and to do everything possible so that sport can be practised under conditions of total safety for the athletes and with all respect to the dignity of the human being.

All these objectives are difficult and ambitious, but achievable. I believe in them.

In 2003, I reached the top of the Mount Everest, where everything exists and doesn't exist, in the sense that you don't see the skyline anymore, and you have the feeling to be next to the extreme level, and you feel nature as a mother and a friend as well.

When I was there, a great emotion, and a great desire to scream for joy filled me, like never before, and I understood that I was taking the right course, and that I would have the strength to look forward and to go on believing in myself: the dream goes on!
6.5.4. Educating sports persons around the world: challenges and issues

Mr Patrick Blatter, The International Centre for Sports Studies (CIES)

2. THE FIFA MASTER

- Post-grade education in
  - management
  - law
  - humanities

- First edition in 2000
- Three partner universities
  - De Montfort University in Leicester, GB
  - SDA Bocconi School of Management in Milano, I
  - Université de Neuchâtel, CH
- One associate University
  - Università della Svizzera Italiana, Lugano, CH
2. THE FIFA MASTER
   - 9th edition starting in September 2008
   - Since 2000:
     - More than 241 students
     - 79 nationalities

3. MASTER IN SPORT LAW
   - Started in 2005
   - Only master in sport law in Switzerland
   - To complete and further traditional teaching in legal matters related to sport
   - To train specialist jurists to deal with sporting problems

4. INTERNATIONAL UNIVERSITY NETWORK
   - Main issue
     - European examples do not fit other local realities
     - Difficult to exploit European best practices
     - Necessity to adapt the programme to local realities

4. INTERNATIONAL UNIVERSITY NETWORK
   - New philosophy
     - Partnership with national universities
     - CIES to provide course content
     - Universities to adapt CIES content to local realities

6th World Forum on Sport, Education and Culture
International Cooperation and Development Dept.
4. INTERNATIONAL UNIVERSITY NETWORK

- Universidad Católica Argentina, 2004

- Université Cheikh Anta Diop, Senegal, 2006

- Universidad Santo Tomás, Chile, 2006

- Nelson Mandela Metropolitan University, PE, 2007

- University of South Africa, Pretoria 2007
4. INTERNATIONAL UNIVERSITY NETWORK

- University of Cairo, 2007

- Bahcesehir University, Turkey, 2008

- NUPE SU, Ukraine, 2008

- Universidad de Costa Rica, San José, 2008

4. INTERNATIONAL UNIVERSITY NETWORK

- Other projects in:
  - Singapore
  - Barbados
  - India
  - China
  - Fiji
  - Tahiti
  - Venezuela
  - Colombia
  - Greece

4. FIFACIES PROGRAMME IN SPORT MANAGEMENT

- Six modules:
  - Finance
  - Law
  - Management
  - Marketing
  - Communication
  - Event Management
4. FIFACIES PROGRAMME IN SPORT MANAGEMENT

- Additional modules in:
  - Archives
  - Sponsoring
  - Corporate Governance

4. FIFACIES PROGRAMME IN SPORT MANAGEMENT

- Format of the programme
  - Over one academic year
  - Evening courses (once or twice a week)
  - Intensive week blocks

  → Decision of the University

4. FIFACIES PROGRAMME IN SPORT MANAGEMENT

- Website
  - To foster relations among students and professors of the same university
  - To foster relations among partner universities
  - To share and communicate information
  - To stimulate exchange and ideas for new projects
  - To stimulate a feeling of belonging
  - To create a strong network

www.cies-uni.org
6.6. Parallel C – We are the Now

6.6.1. My story

Ms Minjee Park, student at the Busan international high school, Korea

I am very grateful and truly honored to stand here as a representative for student athletes who rarely get the opportunity to have their voices heard. “Sports for all,” was one of the ideal goals set by Pierre de Coubertin, the founder of the Modern Olympic Games. Idealistic though this may be, intangible it is not. However, it has been my experience that many institutions have fallen short in achieving this goal.

I was born in the bustling city of Seoul, but was quickly moved to Gimhae where my father earned a professorship. As a toddler, I was diagnosed with chronic asthma, which forced my family and I to visit the hospital constantly. One day my doctor suggested that I take up swimming. My parents were afraid that I would have an asthma attack in the middle of the pool and drown, but they signed me up for lessons anyway. I mean, I loved it! I instantly fell in love with the sport of swimming. After about just a year my health had improved tremendously. Swimming, quite possibly, saved my life.

I continued swimming throughout my elementary school years with a team from Gimhae City. Due to my coach’s high expectations, the repetitive practices, and fierce competition, I started to draw away from the sporting aspect of an activity I truly loved. My father saw this and used every possible opportunity to persuade me to leave the team. It was not because he didn’t care about what I liked to do, it was because he knew I would not be able to simultaneously excel in both school and the pool. The Korean education system simply does NOT allow sports and course work to coexist peacefully.

In Korea, as many of you know, pressure is on students to succeed in the classroom, so we may grow up, go to Harvard, and become doctors. As a result, society puts unbalanced emphasis on our class work over everything else in our lives. In order to be involved in sports, one must make a decision as early as 5th or 6th grade.

Indeed, Korean athletes begin their careers in elementary school. their days are comprised of seven hours in the classroom followed by another four hours of practice. While their classmates are busy studying in academies and building up their knowledge, the young athletes are busy devoting their young lives to sport and competition. The athletes’ school work is often missing or late but it’s excused. They often fall behind or fail their classes but pass through the system with low, but acceptable, grades.

Middle school continues in much the same way. However, around 5th grade students are expected to solidify their choice for the future. In the beginning of my 5th grade year, I made it to the Korean Youth Championship for the 100m backstroke. This also came with an invitation to a training camp during the middle of my school year. Although these were fantastic opportunities, they forced me to think seriously about which direction my life would take. The pressure was on me to choose between being a student or an athlete when what I really wanted was to be both; a path that does not exist in Korea.

When athletes make it to high school they have two choices: They may attend an ordinary high school for just enough classes to graduate, as they would spend most of their time training for the sport. Or athletes may choose to attend a “physical education high school” where their day may fully be focused on practicing with their teams.

Because of the poor education system the athletes receive, Korean society tends to denigrate athletes unless they are remarkably successful. The window of becoming a professional athlete is very narrow. We hear successful stories like the swimmer Tae Hwan Park, but we must also consider the hundreds more who failed to make it into the pros. Fortunately, I did end up getting what I wanted, the road in the middle. I was blessed with a move to the United States of America where I was able to pursue both athletics and scholastic excellence. I had swim practices everyday, and swim meets often filled my weekends. Yet none of that had ever been an excuse for failure in the classroom. Not only was it simply not allowed, the system prevented it from happening. They put their emphasis on having “student athletes.” It means you are a student first, then an athlete. They use this term especially for the school teams. Schools even have rules that your GPA must be above a certain level in order to be on the team. Systems like these help and encourage individuals to grow and become better-rounded person.

Swimming once again became a focus in my life but not the only one. I also came to see the pool itself as a microcosm of the real world. In the pool, I learned persevering through difficulty will eventually
be rewarded. Swimming lap after tiring lap garnered a number of medals. I learned to be determined but to play fair and to have fun. Also, the sport swimming helped my friends and I to overcome cultural differences by setting a common ground. I also improved my English language skills rather quickly as well as social skills by having constant interaction with my teammates.

Above all of the great deeds sports have done in my life, my favorite would be coming to fully understand and adhere to this anonymous quote. “Competition stimulates you to your best effort. Seek to compete with the best, in practice and in meets. Use your competitor to motivate yourself, and encourage them to use you. You will become like those with whom you compete.” I have learned to truly embrace competition. This is a lesson that can not easily be taught or learned through anything other than the sports. The knowledge of this concept is needed today as the world is getting more and more competitive in every respect.

When I moved back to Korea just about a year ago, I hoped I would be able to continue swimming. I knew it would be difficult, but I was not aware that it would be impossible. Most high schools in Korea finish at 9 or 10pm, while I go to a boarding school and therefore must study until 11:30pm, I had to face the reality that swimming would have to be put on hold. The greatest disappointment, however, was that during my five year absence, the Korean system had not changed. I heard some say the concept of “Sports for all” was too idealistic. But I feel that this criticism is absurd! There are many simple ways to draw closer to this goal. Schools could increase the amount of physical education classes we have from one per week to two or even three. This would not only increase students’ awareness of sports but also boost their self confidence, improve health problems like asthma, and teach many lessons that could be extended to our lives. We could also learn and adapt successful methods from talking to our friends here from Australia, Jordan, Lebanon and the United Kingdom.

It is no surprise that Korean students have been placed on the top for standardized test taking, but have shown a profound lack of creativity. Balance is needed. Balance between sports and education is the key.

In some parts of the world, they can not access sports because they are too poor. But in country like this, the system is what prevents the young from getting involved. I don’t know which case is more lamentable. Perhaps the one that has what it needs yet is not able to live up to its full potential. Why is it that at such a young age – as young as 5th or 6th grade – we must choose the direction of our lives? Why is it that we must choose between sport and education when both are essential in living a healthy life? Why is it that in some societies like in Korea, and China for another, are the concepts of “Student” and “Athlete” mutually exclusive? But most importantly, why is it that these problems are overlooked? Pierre de Coubertin has stated, “The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well.” Though the goal “sports for all” may seem far out in the left field, it is the struggle, perseverance, and fighting well that matter. Many efforts of promoting sports and educations are much appreciated, such as the Youth Olympic Games. Though, there is more work to be done in order to bring education and sports in harmony.
6.6.2. My story

Ms Clementine Pickwick, student at the Narrabundah College, Canberra, Australia
**Learnings**

**SPORT -**
- assists me to:
  - focus
  - achieve academic excellence
  - increase my confidence
- has taught me about:
  - commitment
  - who I am
  - who I want to be
  - importance of setting goals

**Skills**
- Leadership
- Working in a team
- Listening to instructions
- Understanding others
- Logical thinking
- Commitment
- Determination

**Healthy Body = Healthy Mind**

Playing Sport is Smart
- It's important for everyone!!
- Reduces risk of Heart Disease and Diabetes which are prominent in Aboriginal Communities.
- Gives people a sense of pride.
- Important to teach people about the educational component of sport - why we do it.

**Sport and the Future**
- Role models help me aim HIGH!!
- Finishing Year 12
- Hope to travel overseas with sport and study

LONG TERM GOAL:
- A scholarship playing volleyball overseas
- A degree in journalism

**THE END**
6.6.3. My story

Ms Suzane Karamallah Daher, student at the Lebanese University, Beirut, Lebanon

Generations For Peace
- Inspired by HRH Prince Faisal Al Hussein
- Global initiative based in Jordan
- Programmes: sport as peace vehicle
- Leaders of youth from divided communities
- How to use sport as a peace-building tool
- Empowers the leaders of youth to train others

Generations For Peace (GFP) programmes in Lebanon
- UNDP runs GFP in South Lebanon
- Over 1,500 children and 250 peace pioneers
- Using sport to unite youth
- Different political and religious backgrounds
- Using GFP and UNDP materials
- Cascade learning to other communities

Programmes that I have attended....
- Generations For Peace training programme (Summer 08):
  - Peace education
  - Leadership skills
  - Managing conflict
  - How to work with children who lived in conflict

Programmes that I have attended...
- UNDP programmes
  - Dealing with children
  - Human / children rights
  - Management of summer camps
  - Conflict resolution
  - Leadership skills
  - Non-violence education
  - Teenage issues
  - Member of the Lebanese Red Cross Youth Dept.

Personal benefits...
- Build self-confidence
- Develop social relations
- Understand and respect each others differences and conflicts
- Focus on our common goals and objectives
- Empowered to support children back home
GFP can offer ...

- Build team spirit & team work
- Encourage more dialogue
- Encourage cooperation
- Achieve shared / similar goals
- Raise individual responsibility

“Understand, tolerate and respect each other’s different social and cultural backgrounds”

My future plans......

- Become certified GFP trainer
- See other GFP projects in action worldwide
- Run GFP programmes across Lebanon
- Train more GFP trainers
- Organize sporting activities & tournaments
- Organize camps for 200 Children (16-21)

Our next steps...

- Organize more workshops and seminars
- Reach out to more children & youth
- Run more GFP and UNDP programmes
- Allow youth to address their concerns
- Aimed at key organisations / individuals:
  - in the world of sport, culture and education

Therefore together we can...

- Influence future generations
- Inspire and motivate youth
- Empower our youth to become great leaders
- Narrow the gap between different cultures

Trust us...

Empower us...

...and we will be your messengers

Thank you
6.7. Parallel D – Addressing the doping scourge

6.7.1. The doping menace: is there a way out?

Mr Rob Koehler, Director of Education, WADA

The Doping Menace: Is there a way out?
Rob Koehler
Director, Education & Program Development

Is there a way out?
• Some would say:
  • No
  • Yes
  • Possibly
• We are never going to eliminate the problem but we can minimize it

What do you think?

Cooperation (WADA)

How do we work our way out?

Prevent Detect & Deter Other strategies

EDUCATION TESTING INVESTIGATIONS

Strategies

Detect & Deter

- Testing
- Sanctions
- Outreach
- Education
- Trends & risks

TESTING
- Research
- In- & Out-of-competition testing
- Longitudinal analysis
It’s in the statistics

- 2007 – 223,893 samples collected
  - 1.97% were adverse findings
  - So we are catching some cheats.

Is this the way out?

Strategies

Detect & Deter

INVESTIGATIONS
- Coordination between sport & law enforcement
- Target source & supply
- Enhances “smart” testing

Catching more cheats

Are we getting closer to working our way out?

Strategies

Prevent

EDUCATION
- To instil values & decision-making skills for healthy choices
- Sport: target athletes & the athlete entourage
- Public health: curricula
- Social science research

How much are we spending?

- Estimated $111 billion spent on sport globally?
- Estimated $250-300 million spent on anti-doping?
  THIS IS LESS THAN .002% 
- How much of this is spent on value-based education?
  Arguably not much!!

Introductory Concepts

It takes a village to raise a child.  
(Nigerian Proverb)

- Everyone has a role to play in an individual’s upbringing and development
- Each individual evolves and develops within definite circles of influence
Athlete: Immediate Influences

Athlete: Societal Influences

"Information" and "Education"

The aim of education is the knowledge not of fact, but of value. (Dean William R. Inge)

Information
- Working with facts to increase knowledge (here and now)

Education
- Working with values to change behaviour (effects over long term)

Preventive action is consistently shown to yield positive benefits

Prevention....the cost?

Detection
- $300,000,000 on anti-doping
- 1.97 % AAFs
- $5,910,000 per AAF

Prevention
- Prevention campaigns: $1,000,000 = 1.5% reduction
- If we were to invest $30,000,000 = 45%???

The Approach

Why focus on youth?

Youth are:
- Messengers
- Trend setters
- Economic drivers
- Well-informed
- Decision makers
**Why develop a program for youth?**

**An opportune time to:**
- Captivate leaders of tomorrow
- Instill values
- Bring back something more than just "fied results"
- Share a culture of:
  - Sport
  - Well-being
  - Awareness
  - Ethical values

---

**WADA’s Plan**

1. Develop a program for Youth Games
   - Youth Commonwealth – Oct 2008
   - Youth Olympic Games – 2010
   - A flagship program for WADA and others
   - An important mechanism to empower youth and reinforce values of sport
   - Empower others to implement

---

**How do we achieve this?**

1. Listen to the youth
   a. Focus groups
2. Fun and Interactive
3. Integrated messages
4. Working with partners

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**What else?**

1. Plan to work with a publisher to create a Choose Your Own Adventure book
   1. Empowers the reader to make decisions
   2. Enables the reader to experience outcomes of their decisions
2. Plan to start working with Ministries of Education
3. Evaluate existing prevention campaigns

---

**What is the Goal?**

**A GENERATION:**
- that embraces the values of doping free sport
- that will show the world that sport is one of the most fair and powerful tools we can have to embrace peace, fair play and respect
Partnership

1. If we are going to be successful everyone has to play their part through:
   a. Coordination of activities
   b. Sharing ideas
   c. Investing resources and time
   d. Partnerships

We can’t let youth run away from the issues.....
   Sport is too important
   Values
   Lifestyle
   We need them to be leaders and the voices of athletes

We need them to reject the notion of doping
6.7.2. Traditional medicines and unintentional doping

Dr Robin E. Mitchell, Member of the IOC and of its Medical Commission

- Traditional Medicine
  - Traditional Medicine refers to health practices, approaches, knowledge and beliefs incorporating plant, animal and mineral-based medicines, spiritual therapies, manual techniques and exercises, applied singularly or in combination to treat, diagnose and prevent illnesses or maintain well being.

- Presentation will cover:
  - Traditional Medicine
  - Complementary/Accompanying Medicines
    - Herbal medicines
  - Supplements
  - Inadvertent Doping in Sports

- Traditional Medicine
  - Countries in Africa, Asia, and Latin America use traditional medicines (TM) to help meet some of their primary healthcare needs.
    - In Africa, up to 80% of the population uses traditional medicine for primary healthcare.
    - In industrialized countries, adaptations of traditional medicine are termed “Complementary” or “Alternative” (CAM).

- Traditional Medicine
  - TM has maintained its popularity in all regions of the developing world and its use is rapidly spreading in industrialized countries
  - Global market for herbal medicines - over US $60 billion annually and growing.

- Traditional Medicine
  - Scientific evidence from randomized clinical trials is only strong for many uses of acupuncture, some herbal medicines and for some of the manual therapies.
  - Unregulated or inappropriate use of traditional medicines and practices can have negative or dangerous effects.
ADVERSE EFFECTS:

- Intrinsic effects - those of the herb itself and characterised as with pharmaceuticals as Type A (predictable and dose dependent) or Type B (inexplicable, idiosyncratic).
- Extrinsic effects are not related to the herb itself, but to a problem in commercial manufacture or extraneous compounding. Potential factors to adhere to a code of good manufacturing practice, while not specific to herbal medicine, can occur particularly in developing countries where such a code is not in place.

ADVERSE EFFECTS:

- Misidentification
- Lack of standardisation
- Contamination

Herbs and exercise performance

- Asian Ginseng (Panax ginseng)
- Enhance endurance and strength
- Chinese Ephedra (ma huang) Ephedra sina
- CNS stimulant, enhance endurance, strength and body fat loss
- Mexican Yohimbe (Pausinystalia yohimb) Testosterone like effect (unavailable)
- Yohimbe (Pausinystalia yohimb)
- Adrenergic; against, potentiate caffeine and ephedrine effects, increase male performance

CCES Position on supplement use

- Canadian athletes are strongly advised to be extremely cautious when considering the use of any supplement product.
- At present, it is impossible for any organization to guarantee that supplements, including vitamins and minerals, ergogenic aids, and herbal remedies, are free from prohibited substances.
- In Canada, supplements are regulated by different authorities depending on the supplement's function, ingredients, and whether a claim is made.

Position on supplement use

- As a result, certain products are not licensed and therefore not subject to the same strict manufacturing and labeling requirements as licensed medicines.
- In addition to the risks of inadvertent doping, the CCES is concerned about the lack of evidence-based research and clinical studies to demonstrate that supplements are safe and effective for athletes.
- There is also little or no evidence that supports a real need for athletes to take supplements.
Position on supplement use

- As a result of these issues, including the risk of inadvertent doping, the CCES discourages athletes from using supplements.
- Athletes use supplements at their own risk of providing a sample which leads to an Adverse Analytical Finding and committing an anti-doping rule violation.

Inadvertent doping

- Can occur if:
  - If an athlete uses medications to treat an illness or injury, than may contain a banned substance
  - Traditional herbal medications that may be contaminated with a banned substance
  - Supplements which contains a banned substance

Inadvertent Doping in Sport

- A Romanian gymnast loses her Olympic gold medal after taking two Nurofen Cold and Flu tablets because she had a cold. The tablet was given to her by her team doctor. The gymnast did not intend to enhance her performance and the drugs would not have helped her win gold.

Inadvertent Doping in Sport

- A British alpine skier loses his Olympic bronze medal after using a Vicks Vapor Inhaler for his nasal congestion. He used the same product in the UK but did not realize that the US product contained a prohibited substance. The skier did not intend to enhance his performance and the drug would not have helped him win bronze.

Inadvertent Doping in Sport

A Canadian rower loses her Pan American gold medal after taking Benadryl to treat a cold. The athlete had consulted two doctors about using Benadryl but inadvertently purchased Benadryl Decongestant instead of plain Benadryl. The purchased medication contained a prohibited substance, pseudoephedrine, but Benadryl contained only permitted substances. The rower did not enhance her performance and the substance would not have helped her win gold.

World Antidoping Code

- Article 2: Antidoping Rule Violations
- Article 2.1: Presence of a Prohibited substance or its metabolites or Markers in an Athlete's sample.
World Antidoping Code

Article 2.11

It is each athlete’s personal duty to ensure that no prohibited substance enters his or her body. Athletes are responsible for any prohibited substance or its metabolite or markers found to be present in their samples. Accordingly it is not necessary that intent, fault, negligence or knowledge on the Athlete’s part be demonstrated in order to establish an antidoping violation under Article 2.11.

WADA Code provisions dealing with inadvertent doping

- Exceptional circumstances
- Specified substance provision
- Changes to the prohibited list

Informed decision making

- FAIR PLAY: Is taking the substance considered ethical behaviour? Does this behaviour go against the rules of sport?
- LEGAL: Is this substance legal?
- PERFORMANCE: Will this substance enhance or harm your performance?

Informed decision making

- HEALTH BENEFITS: Does this substance promote health and/or prevent disease?
- MEDICAL SIDE EFFECTS: Will you experience medical side effects at the doses ingested?

Informed decision making

- SAFETY: Can taking this substance impact on personal safety or the safety of others
- FINANCIAL: How will this substance affect your personal or corporate financial situation
- ATHLETES bear the ultimate responsibility for the products they take

EDUCATION

- Athlete
- Coaches and Officials
- Support staff - Team Doctors
- Sport’s Organisations
6.8. Parallel E – The role of specialised organisations in delivering youth education

6.8.1. Panathlon Declaration on ethics in youth sport

Mr Enrico Prandi, President of Panathlon International

“Panathlon Declaration on Ethics in Youth Sport”.

- The name “Panathlon” is of Greek origin
- “PAN” means ALL and “ATHLON” means SPORT
- Indeed, Panathlon is dealing with all sports
- Panathlon’s device is “Ludis lungit”
- This is Latin for “The game unifies people”

- Panathlon is also recognised by the International Olympic Committee (IOC)

- It is member of the General Association of International Sports Federations (GAISF) and of the International Committee for Fair Play (CIFP)

- Europe: Italy, Switzerland, France, Austria, Luxemburg, Belgium, Germany, Spain, Portugal, Hungary, Russia

- America: Brazil, Mexico, Uruguay, Argentina, Peru, Chile, Paraguay

- The “Panathlon Declaration on Ethics in Youth Sport” is based on
  - the 1989 Convention on the Rights of Children of the United Nations
  - the 1995 resolution of the Panathlon Congress of Avignon (1995)

- During a Consensus - Conference on 24th of September 2004 in Ghent (Belgium), Panathlon presented this Declaration to the international sports world

- Were present: the IOC, Unicef, the Flemish minister of Sport and many international sport federations
First, we will promote the positive values in youth sport more actively with sustained effort and good planning.

Second, we will continue our effort to eliminate all forms of discrimination in youth sport.

Third, we recognise and adopt the fact that sports also can produce negative effects and that preventive and curative measures are needed to protect children.

Fourth, we welcome the support of sponsors and media but believe that this support should be in accordance with the major objectives of youth sport.

Fifth, we therefore formally endorse "The Panathlon Charter on the Rights of the Child in Sport".

International Olympic Committee

- During a meeting in March 2005 in Lausanne, President Jacques Rogge passed the Declaration on to the Medical Committee that considered it as the basis of a project of a "Charter of Ethics for Child, Adolescent and Sport".
General Assembly of International Sports Federations

- President Hein Verbruggen has accepted the Declaration
- He will co-operate with Panathlon International to disseminate the Declaration

UNICEF

- On demand of Unicef-Belgium, Unicef in New York has officially accepted the Declaration

UN

- The United Nations expressed their appreciation for the results of the consensus conference

Until now, the Declarations has these official endorsements

FIFA  Soccer
FIBA  Basket-ball
FIG  Gymnastics
IAAF  Athletics

CISM  Military sport
ISFF  Inter-university soccer
FISAF  Aerobics & Fitness
FIE  Fencing
UCI  Cycling

International Sports Associations

- CMAS (Confédération Mondiale des Activités Subaquatiques)
- IASI (International Association for Sport Information)
- IAYS (International Assembly for Youth Sport)
- ICG (International Children’s Games)
- IFIUS (International Federation Interuniversity Sport)
- ISF (International School Sport Federation)
Continental Olympic Committees

E.O.C. (European Olympic Committees)

Continental Sports Federations and Associations

EAA (European Athletic Association)
ENGSO (European Non-governmental Sport Organisation)
EPC (European Paralympic Committee)
EUPEA (European Organisation for Physical Education)
EWF (European Weightlifting Federation)

San Marino Republic

The Government of the Republic of San Marino has signed the Declaration on September 21, 2006, followed by
- the Minister of Education, Culture, University and Social Affairs
- the Minister of Tourism, Sport, Telecommunications and Economic Co-operation

Uruguay

“Ministerio Turismo e Deporte”

Olympic Committees, Sports Federations, Sports Associations and Institutions

- Australian Sports Commission (ASC)
- Belgium:
  - Mr. Minis in charge of the "Action sociale, de la Famille et du Sport à la Commission Communautaire Française"
  - "Commission pour les droits de l'enfant"
  - 13 National Federations
- Italy:
  - 9 National Federations
- Mexico:
  - CONADE (Confederación Deportiva Mexicana)
  - CONADEI (Comisión Nacional del Deporte)

New Zealand: SESNZ (Sport and Exercise Science)
Netherlands: NISSB (Institute for Sport and Movement)
Peru: COP (Peruvian Olympic Committee)
United Kingdom:
- NSPCC (National Society for the Prevention of Cruelty to Children)
- Youth Active
Republic of San Marino:
- CONS (National Olympic Committee)
- Paralympic Committee
- 35 Sports Federations
United States:
- NAYS (National Assembly for Youth Sport)
- USAA (United States Sports Academy)
Uruguay: FUK (Uruguayan Federation for Taekwondo)

Argentina: Defensoría del Pueblo Provincia de Santa Fe

Italy:
- 13 provincial Committees (CONI)
- 9 Prefectures
- Argentina: Rosario
- Austria: Innsbruck
- Belgium:
  - Brussels
  - 3 Sports Council of Provinces and Cities
- Brazil: Secretário do Esporte,azer e Recreação do Município de São Paulo
- Canada: Kitchener
- Italy: about 50 Cities
- Russia: Penza

Belgium – Flanders:
- The Flemish Minister for Sports was represented at the conference. He backs the declaration explicitly. He will present the document to the Ministers of Sport of the European Council
- 17 Flemish Federations

Italy:
- Paralympic Committee of Piemonte
- 4 Regional Committees

Argentina: Defensoría del Pueblo Provincia de Santa Fe

Italy:
- Emilia Romagna Region
- Marche Region

Russia: Penza Region Legislative Assembly

Belgium – Flanders:
- The Flemish Minister for Sports was represented at the conference. He backs the declaration explicitly. He will present the document to the Ministers of Sport of the European Council
- 17 Flemish Federations

Italy:
- Paralympic Committee of Piemonte
- 4 Regional Committees
Belgium – Flanders:
- University of Antwerp
- Catholic University of Louven
- Free University of Brussels
- University of Gand

Great Britain; Brunel University (London)

Italy: Polytechnic University of Marohe

South Africa: University of Western Cape (Cape Town)

Italy: 11 Schools
Republic of San Marino: 12 Schools

Italy: 7 Sports Associations
Pren: “Club de Regatas” of Lima

Final Resolutions of the Panathlon International Congress
Antwerp 22. 23 November 2007

Foreseen actions

The first action is to inform both the Panathlon Members and all stakeholders in the sport sector, and to ask them to endorse the declaration.

The second action is to stimulate, facilitate and monitor, with sustained effort and good planning, the implementation of the various elements within the organizations that endorsed the declaration.
Because the managers should take the lead in this, Panathlon International wishes to give priority to the establishment of an active “integrity” policy in each International and National Sport Organization.

The third action is to create a Panathlon Youth Sport Activities Observatory aiming to spread and implement our recommendations, to notify all initiatives aiming to support concretely the Rights of Children in sport, to inform all educative approaches aimed at preventing the excesses of youth’s sport, such as intensive training, doping, violence, abuse, etc., and to collect and promote publications, articles, conferences in all schools of any level, Universities, websites of associations, sport centres, working in favour of our recommendations.

The fourth action is to involve the mass media in giving priority to the cultural, ethical and fair play values of sport. All initiatives taken by Panathlon International and those of other similar organizations in this sector should be spread and discussed.
6.8.2. International Pierre de Coubertin Committee – educational role and activities

Dr Karl Lennartz on behalf of Professor Norbert Müller, President of the International Pierre de Coubertin Committee

The International Pierre de Coubertin Committee and his educational activities through Coubertin Youth Forums

Professor Dr. Norbert Müller
Justus-Liebig-Universität Gießen (GER)
Head of the Olympic Research Center at the University of Mainz
Member of the IOC Commission for Culture and Olympic Education
President of the International Pierre de Coubertin Committee (ICPC)
Vice president of the International Committee for Fair Play (CIFP)

II World Forum: “Sport and Education for the New Generation”
Busan, Korea –September 25 to 27, 2003

read by
Professor Dr. Karl Lennartz
President International Society of Olympic Historians

- Austria, Australia, Brazil, Canada,
  People Republic of China, Czech
  Republic, Germany, Estonia, France,
  Greece, Great Britain, India, Italy, Kenya,
  Norwegian, Russia, Slovakia, Tunisia
  and Uruguay

- 1. The head, staff and students should understand
   and acknowledge the importance of Pierre de
   Coubertin and his contribution. ……

   - 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;

   - organising special events that demonstrate the
     importance of Coubertin to the school.

- 2. 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.

- 3. 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.
The 5 performances are:

- Knowledge about Coubertin, the Olympic Movement and the Olympic Values.
- Sport practice performances
  - Cross country race
  - Long jump
  - Discus of javelin throwing
  - Swimming
- Arts performances as individual or group presentation.
- 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.
- Dialogues about relevant aspects of Olympics:
  - Ethical values (e.g. fair play, Internationalism, solidarity, all sport games, politics-eulogy-territory)
  - Dangers (e.g. dopings, instrumentalizing athletes, north-south conflict, inequality of technical conditions)
  - General questions about Olympic Games

1997 Le Havre (FRA)

- 100 participants gathered for one week, 10 students and 2 teachers from each school. At the same time the CIPC Congress "Coubertin - The Future of Olympism" took place and united Coubertin experts from 50 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 Minville, 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 Bower. 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 6 Australian students participated in this Youth Forum. They were the ones who won the national Coubertin-School-Award in one of the 9 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 guest after the Youth Forum for another week (2001 Erfurt, 2003 Berlin, 2005 Takor, 2007 Pietary).

2003 Atenzio (Italy)

- Africans participated in that Youth Forum for the first time. Atenzio concentrated on the topic of "Environment and Sport". The unique "Environmental Education Center" in Atenzio 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. Mr. T. A. (Banda Sittivo, Director of the IOC International Cooperation and Development Department) 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 was “Olympism in school reality – think globally, act locally”. Sports and cultural activities were the most important parts. The cultural heritage of Bohemia was given a wonderful background.

2009 Olympia (Greece)
- We are coming back to the origins of the ancient and modern Olympic Games. The International Olympic Academy and the Coubertin High Schools of Athens, Patras, Pyrgos and the Junior High School of Ancient Olympia will be important partners.

2011 Beijing (China)
- The new Coubertin High School (High School no. 4) invited the CIPC to hold the Olympic Forum 2011 in Beijing.

• Coubertin: “Olympic Memoirs”:
  • “I put all my hopes in the youth”. 
6.8.3. Mentor International: prevention, opportunity and protection –
collaborating to add value

Mr Jeffrey Lee, Executive Director of The Mentor Foundation

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Mentor: key points

- Identifying
- Supporting
- Connecting
- Disseminating
  Effective and Promising Practices (EPP)
Global presence

The Mentor Foundation is the only NGO working on a global basis to prevent drug misuse and promote health and well-being among children and young people.

Mentor target groups

Children and young people
- The community
- Teachers and youth workers
- The Parents

The drug prevention, health promotion and health protection of communities globally.

Three key words

Prevention
- Of drug misuse and the harm that drugs can cause
- Through promotion of healthy lifestyles and values
- To identify and disseminate best practice

Opportunities
- 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 lead to drug misuse and other risk behaviours
- To build the protective factors that will help to make drug misuse and other risk factors less likely
- From the pressures, stresses and circumstances that lead to drug misuse and other risk behaviours

The role of Mentor International

Five key areas of activity:
1. Development and promotion of the Mentor global website (www.mentorfoundation.org) with National and Regional networks.
2. Development of specific projects and programmes - the mentoring.
3. Development of an emphasis on youth and the global picture positioning Mentor in projects and programmes.
4. Development and promotion of projects and programmes in developing countries.
5. Improvement in the quality of Mentor activity and impact.

The Mentor Foundation

The Mentor Foundation is an International non-profit organization, UK registered charity in:
- United Kingdom
- Europe
- Australia
- USA
- Japan
- China

Mentor Arable (22 countries)

Over 450 projects in support of development in 70 countries.
- 250,000 children & parents, teachers, community workers
- Over 3,200,000 children & young people

Remember... KISS A VIP

Knowledge
- Information
- Social Skills
- Self Esteem

Alternatives and opportunities
- Values and Attitudes
- Influences (media, peers, brain development etc.)
- Personal and social confidence and competence
6.8.4. Teaming up to give young people a sporting chance: How UNICEF and partners are using sport to increase access to quality education for children and young persons

Ms Beth Nicholls, International Sport Project Manager, UNICEF UK
International Inspiration

To transform the lives of 12 million children and young people of all abilities, in schools and communities across the world, particularly in developing countries, through the power of high-quality and inclusive physical education, sport and play.

Working with governments, NGOs and other partners

- Capacity building through sport & play
- Grass-roots interventions
- Policy

What role for the Olympic family?
6.9. Parallel F – Value of National institutions and initiatives

6.9.1. The Tunisian experience of disseminating Olympic education in schools

Mr Amor Ghouila, Secretary General of the Tunisian NOC

The initiative came from the Tunisian Head of State, President Zine El Abidine Ben Ali, who, in his speech to mark the Tunisian National Day of Sport and the Olympic Spirit, gave instructions to include in school programmes a section on Olympic education, in order to inculcate the educational and cultural content of Olympism into young people.

Following this appeal, the President of the Tunisian NOC, Dr. Abdelhamed Sema, contacted the Tunisian Ministries of National Education and Youth and Sport, with a view to acting upon the instructions of the Tunisian Head of State.

The NOC President obtained a very favourable response from the two Ministers, and it was agreed that a seminar would be held, bringing together the officials of the two Ministries, educators and Olympic Movement specialists in order to exchange points of view on the stages to be followed in implementing this programme.

A large seminar, which brought together more than 300 teachers, educators and pedagogues was held at Seouss (a town in the centre of Tunisia), in the presence of the Ministers of Education and Youth and Sport, as well as NOC members.

This seminar, the main theme of which was “spreading the Olympic values in Tunisian lower schools”, led to recommendations in support of the initiative and the creation of a working group composed of educators, pedagogues and Olympic Movement specialists, whose mission was to determine the key points of this programme.
The first results of the group’s work, which was personally supervised by the NOC President, was to produce a 64-page manual in three languages (Arabic, French and English) entitled “The Olympian.”

This document, aimed at schoolchildren, was produced with the appropriate teaching aids to make the principles of Olympia, the ancient and modern history of the Olympic Games and their main symbols accessible to children.

The work also looks at the relations and correlations between the Olympic Movement, culture, the environment and health. It also explains the context succinctly, using a teaching method and draws the reader’s attentions to numerous issues connected with Olympism, the history of the Olympic Games, etc.

I am an Olympian and I have five principles in life:
1. Equality
2. Dialogue
3. Tolerance
4. Mutual support
5. Solidarity

The iconographic aspect adds a pleasing and harmonious touch to the educational quality of the book, which seeks to illustrate the noble principles of Olympism within the young generation. In the last part of the document, the pupil becomes an actual player through an animal story in pictures which is appealing to the child’s imagination. A cartoon invites the young readers to write the story of a sports event...

I am an Olympic athlete who:
* seeks always to stay to win;
* adopts a spirit of sportsmanship;
* respects the rules of the game;
* respects his opponents and the referee;
* accepts defeat with honour;
* and rejects cheating, violence and discrimination.
To consolidate and support this initiative, the Ministries of National Education and Youth and Sport sent circulars to the regional directors of education and the heads of schools, encouraging them to take the appropriate interest in this initiative and recommending the creation of Olympic culture clubs within school sports associations in the different regions of the country.

This operation enabled more than 250 clubs of this kind to be created. To encourage the pupils who joined these clubs, the NOC organised a number of competitions for them.

These competitions culminated in an annual event during which prizes were awarded to the most outstanding clubs and pupils.

In this context, last year the NOC, in collaboration with seven Tunisian Arab- and French-language daily newspapers, organised a contest for young people aged 12 to 16 on the Olympic Movement in Tunisia and around the world. A record number of pupils took part in this contest, which gave the NOC the opportunity to invite the 50 best pupils and their parents to the gala organised to mark the 50th anniversary of the NOC.
On this occasion, the young prize-winners received gifts presented to them by the Ministers and personalities attending the gala, which was broadcast on Tunisian television and radio.

The Minister for the Family presenting a prize to a member of an Olympic culture club.

In addition, on the occasion of the Olympic Games in Beijing, the NOC, in collaboration with national radio, organised a competition on the Olympic Movement as part of a weekly programme on the Olympic Games and Olympism.
The winners of this competition – most of whom were young people – received prizes from the NOC.

These initiatives, the aim of which was to make the Olympic Movement better known, allowed more young people to be made aware of the Olympic ideals.

The programme consists of lessons totalling 2.5 hours a week. These lessons on the Olympic Movement are given by physical education and other teachers.

The objective of the NOC and Ministry of National Education is to extend these lessons to secondary school pupils and students in higher education. There are plans to create 3,000 clubs in the different regions of the country by 2012.

The NOC also envisages working with the Ministry of National Education to consolidate this project by using new communication technology with digital media (interactive CDs for children and educators) in addition to the printed material used at present.

Looking to develop this initiative, the NOC is intending to organise a national seminar, the third of its kind, after the new school term begins, in collaboration with the National Education and Youth and Sport Ministries and youth organisations, with a view to consolidating the programme, which has been praised and appreciated not only by the young people themselves, but also by their parents and the Tunisian media.
A report on the Tunisian experience in this field has been published in a book in three languages (Arabic, French and English). The document was produced by Abou Haroun, who is none other than the NOC President, Dr Abdelhamid Samra.

Thank you for your attention.
6.9.2. Olympic Academies: official school of Olympic Education

Mr Conrado Durántez Corral, President of the Pan-Iberian Association of Olympic Academies

The modern Olympic Movement is structured as a global social education movement based on the practice of sport as a basic means of transmitting the rich ethical and humanist content of the Olympic code. This is why Pierre de Coubertin, the illustrious French humanist, was first and foremost an educator by vocation, not a competition athlete¹.

He worked fervently to ensure that the Olympic Games, as a peaceful world festival of youth, would be enriched by musical and art events, so that this four-yearly gathering would become a balanced event of the intellect and of sport².

The lack of understanding with which his Olympic model was met led to the founding of the International Olympic Academy (IOA)³ as the global centre for spreading the Olympic principles, and its mission was historically defined at the Session held at Olympia on 16 June 1961. As one of its pioneers, Austrian professor Josef Recla, observed at the time, the IOA functions as a summer university of the Olympic Movement⁴, and its remarkable activity encouraged the emergence, in line with its work and objectives, of similar bodies at national level to disseminate the philosophical principles of Olympism, thereby marking the start of the historic work of the National Olympic Academies (NOAs)⁵.

The work of the various academies led the IOA to devise a regulatory framework, through the Olympic Charter and the reform it introduced, after the 96th IOC Session in Tokyo, on 16 June 1990, altering Rule 33 of the Charter which defined the missions of the National Olympic Committees (NOC), stipulating categorically that the NOCs would be above all responsible for the creation and work of the NOAs. As a result of this legal innovation, the IOA was recognised as an official teaching body on Olympism, both internationally (the IOC’s support for the IOA in Rule 2-14) and nationally (with the NOCs’ support for the NOAs, pursuant to Rule 31-2-1). The work done by the NOAs in the framework of this mission gave rise to the expression Olympic education, as used by our dear colleague and IOC member in Algeria, Mohamed Zerghini, in the 1980s.

However, if we regard the NOAs as constituting the official school of Olympic education, we find ourselves in the disproportionate situation of having 205 officially recognised NOCs, but only 137 NOAs, with a large percentage of these being purely nominal and not engaged in any regular or ongoing activity, contrary to what should be the case.

In the Olympic age in which we live at the start of this century, there is more than ever in modern Olympic history a clear disparity between the level achieved by top-flight competition sport, exalted by the mirages of generous sponsorship, and the dissemination of the philosophical and ethical principles of the Olympic code. In other words, there is too much sport and too little cultural promotion in present-day Olympism: an imbalance which Pierre de Coubertin was already lamenting almost a century ago⁶.

As a result, we consider that the task of Olympic education lies fundamentally and almost exclusively with the NOCs, a task which is determined by its very title, as if an NOC did not take responsibility for this, it would automatically become a body for promoting high-level competition sport, or a national body responsible for entering athletes in the Games but not, considering this lack, an Olympic Committee.

We cannot but admit that the NOCs, excessively centred on preparing their athletes for participation in the Olympic Games, have delegated their Olympic dissemination and education functions to the NOAs, hence the importance of the NOAs’ work, as the proper functioning of an NOA, with the necessary support of its NOC, implies that it can, as the specific educational driving force, promote and encourage all or part of the rich cultural areas of Olympism.

In line with the framework of this presentation, which requires a study of the national Olympic education events and initiatives, I shall now give a summary of the programme implemented to this end in Spain.

The Spanish Olympic Academy (SOA) is actively involved in the work of the IOA, sending representatives since its creation in 1961, and lecturers for the various courses. On 25 November 1968, at a ceremony presided over by SOA President Juan Antonio Samaranch, the Spanish Olympic Academy was founded in Madrid. The SOA was the first NOA created as a subsidiary and partner of the IOA. Over the last 40 years, the SOA has officially held an annual Olympic education course, after which the most qualified
participants are chosen to attend the annual course at the IOA. Each course is officially announced by means of a poster, and the presentations are published in a set of proceedings. The 20th and 30th anniversaries were celebrated with official ceremonies, in the presence of the IOC President and the national authorities, under the chairmanship of SOA Honorary President Prince Felipe. On each occasion, the choir of the Physical Education Faculty in Madrid sang the Olympic Anthem, for the first time in Spanish, while the Olympic Ode by Pierre de Coubertin was also recited for the first time in Spanish.

The SOA has also published more than 20 works on Olympic topics.

The need to disseminate Olympism using a common language and culture led the SOA to promote the creation of the Latin American Association of Olympic Academies (AIAO), which met for the first time in Madrid on 26 June 1988. Two years later, on 14 June 1990, the Statutes of the Association were drafted and the Management Committee elected. The Association has so far held two-yearly congresses to discuss action plans and agreements linked to the dissemination of Olympism, but also to present and submit to the appraisal of the members present the work done by each member NOA during the previous two years. The results achieved have been extremely positive, given that the number of NOAs has grown from five initially to 26 today (Andorra, Angola, Argentina, Bolivia, Brazil, Colombia, Costa Rica, Cuba, Chile, Ecuador, El Salvador, Spain, Guatemala, Equatorial Guinea, Honduras, Mexico, Mozambique, Nicaragua, Panama, Peru, Portugal, Puerto Rico, Dominican Republic, Sao Tomé, Uruguay and Venezuela).

The IOC officially recognised the AIAO in 1996, and in 2002, at the 9th Congress held in León, the Association had to change its name to the current title, Asociación Panibérica de Academias Olímpicas (APAO), after the African NOAs of Angola, Mozambique, Sao Tomé and Equatorial Guinea became members.

The Association publishes proceedings of its congresses, and has already produced five works on Olympism. The latest is currently being published, and is entitled Origins of Olympism in Latin America, in which each member describes how the Olympic idea was introduced into their respective countries with the foundation of the NOC, and which has a foreword by IOC President Dr Jacques Rogge.

Like the APAO, other similar associations are currently being created in Asia and Africa, a project on which my friend and colleague Mario Francisco, President of the NOC and NOA of Benin, is working enthusiastically.

Again at the initiative of the SOA, the Spanish Olympic Philately Union (UEFO) was founded in Madrid on 1 September 1996, with a view to encouraging this cultural and artistic branch of the Olympic phenomenon. The UEFO holds annual assemblies and each year publishes two editions of Olympic Philately, which won a silver diploma at the last competition in Beijing. In 2007, the Spanish NOC acquired for the SOA the Sebastián Sabaté Olympic philately collection, the most prestigious thematic collection in the country, and an inaugural exhibition was opened on 18 December 2007 in the presence of IOC members the Infanta Pilar de Borbón and Mohamed Mzali.

Again under the aegis of the SOA, 6 November 1998 saw the creation in Madrid of the Spanish Pierre de Coubertin Committee, responsible for raising awareness of the life, work and image of the restorer of the Olympic Movement. Through a travelling iconographic exhibition on the famous French humanist, the Committee has raised awareness nationally and internationally of his image and rich ideal, and has produced five publications on his life and work. There are also 20 streets named after him, and two busts of Coubertin have been produced, one in 2000 by the Galician artist, Alvaro de la Vega, and the other on 23 March 2007 by Madrid sculptor Federico Lozoya, which was unveiled by King Juan Carlos, accompanied by IOC President Dr Jacques Rogge, who, after expressing his admiration for the work, was given a second copy for the Museum in Lausanne, on 31 January 2006. The version in question reproduces very faithfully the photograph of Pierre de Coubertin taken in Nyon (Switzerland) in 1926, which is possibly the most accurate and expressive of all those remaining of the famous humanist.

Lastly, the phase which began in 1990 and continues today consists in the creation of Olympic Studies Centres (OSC) at various universities. Each OSC is created under the terms of an agreement between the OSC Chairman, the rector of the respective university and the SOA President. The NOC/SOA assigns the OSC a bibliographical collection on Olympic subjects, and the two signatories undertake to organise cycles of Olympic-themed lectures, seminars or courses, paying a proportional share of the costs incurred. To date, 22 OSCs have been created at the following universities: Autónoma de Barcelona, La Coruña, Grenada, Cáceres, León, Almería, Basque Country, Murcia, Santiago de Compostela, Seville, Cordoba, Alicante, Rey Juan Carlos de Madrid, Valladolid in Segovia, Autónoma de Madrid, Valencia,
Europea Miguel de Cervantes de Valladolid, Cadiz, Alfonso X El Sabio, La Rioja, Jaén and Vigo, with plans to establish an agreement nationally to create an OSC in every university in the country. On 22 and 23 March 2007, the 1st OSC Congress was held at the University of Grenada, with a view to collecting ideas and defining a common strategy. These congresses will in future be held every year, as the NOC President recently obtained sponsorship to support the running of the OSCs.

As regards Olympic education in the school context, the SOA has published *Olympism and Sport. Values and Symbols*, which, after being accepted at the ANOC General Assembly in Beijing from 4 to 12 April this year, will be distributed to all the NOCs.

Lastly, it is worth noting that on 4 and 5 October this year, Madrid will be hosting the 1st Congress for Olympic Diploma-holders, in other words the people with diplomas from the SOA and IOA, which is aimed at creating an association of such diploma-holders and proposing a strategic plan to disseminate sport and the Olympic principles nationally.

This is a brief summary of our experience with the national initiatives launched and based on the functioning of the SOA as an institution, which, as I stated previously, I regard as the cornerstone of the dissemination of the Olympic principles, and for which I once again call on the leaders of the IOC to offer their strongest support.


6.9.3. The introduction of an Olympic education programme in Korean schools

Mr Dongwhan Kim, Vice-President, Korean Olympic Academy

1. General role of Olympic education in Korean society

Interest in Olympic education has been rising in Korean society since 1988 Seoul Olympic Games. In fact, the Olympic education plays at least three roles in Korean society. First, Olympic education helps people break away from so-called “victory ideology.” The sense of competition and value related to victory may cause serious problems. Victory ideology makes people change their attitude that they consider result more seriously than process. If the society emphasizes on this ideology, participation or process is less valued, and only winning gets the credit. The contrary concept for this winning-only mindset is “Sportsmanship”. Sportsmanship, which is emphasized in Olympics refers to a consent for results in many situations. There have been unfair decisions and game results are made due to an excessive competition in mind. It is important that Olympism plays a great role in embodying sportsmanship into society and expelling unfair attitude.

Second, Olympic education makes it possible to construct “oneness” among people in Korean society. In Olympic Games, symbolism for international friendship and improvement of right is demonstrated well. The five circles made by blue, red, black, green and yellow colors indicate five continents that are participating in the Olympic Games as well as symbolizing the Olympic Games itself. The circles are bound up with each other harmoniously so that they simultaneously display “oneness” through sport competition. This symbol which embodies “oneness” is a very important value that Olympism shares. In specific, the image stands for the trial for destroying “nationalism” in international politics, and expelling regionalism that obstruct unity among people. For instance in Korea, the conflict between the left side of peninsula (Honam) and the right side of peninsula (Youngnam) has existed for decades. This must be solved through the practice of Olympism.

Third, Olympic education teaches Koreans that they can contribute to the world peace. It is necessary that internationalism is needed more than nationalism for the world peace. Olympism should be practiced to form society that can build up international friendship improvement. NGO’s activities such as support for Pakistan earthquake, or African conquest of starvation by Korea can be seen as a practice of Olympic education for the world peace.

2. Role of Korean Olympic Academy

The leading organization for Olympic movement in Korea is the Korean Olympic Academy. From September 20, 1989 to September 22, 1989, the first “formal education process” of Korean Olympic Academy had begun, and Korean Olympic academy tried to lead Olympic movement. Achievements of Olympic education by Olympic Academy for the last 20 years are as follows.

1. Development of Olympic educational programs for school.
3. Practice for Fair play movement with Korean Fair Play Committee.
4. Interchange activity with foreign Olympic academy.
5. Holding of Korea Olympic congress.
6. Unfolding of public relations for Olympic Games.

3. Application of Olympic education into curriculum

The fact that Olympic education plays an important role in social development was suggested by many Korean scholars since Seoul Olympic Games. Under this influence, Olympic education was brought to be introduced inside of curriculum.

The purpose of application of Olympic education in school curriculum is suggested in three aspects.

1. It is to spread Olympism. Cultivating senses of values and of morality to the Korean youth is important education purpose that Korean modern education seeks. Korean society has lacked process of cultivating sense of morality while rapid industrialization took place. That is why Olympic education had begun to apply into school curriculum.
2. It is to educate the youth with fair play mind. There was no adequate curriculum to introduce fair play mind before 1988 Seoul Olympic Games. Fair play was established as cardinal virtues in Korean society after Seoul Olympic Games and ever since it was emphasized to the youth as increasing their emotional sense.

3. It is to plan a balanced development between mind and body. A balanced development between body and mind through movement education should be gained by all youth. Korean youth accomplishes intelligent development well, but is not accomplishing enough physical development due to the excessive pressure on the college entrance examination which is similar to SAT in the United States.

Examples of curriculum of Olympic education enforced since Seoul Olympic are as follows.

1) Elementary school: elementary schools compose curriculum for raising interest and awareness about Olympic Games. Olympic education is performed in courses such as physical education, history, world history, social issues and so on.

The contents are same as following:
1. What is Olympic movement?
2. Why does each country attend Olympic Games?
3. How many sport disciplines are present in the Olympics?
4. What is the meaning of 1988 Seoul Olympic Games?

The following displays the contents of Olympic education divided by the period. A Teacher may carry on Olympic education by allocating some contents to elementary students. For example, explanation about Olympic history may be applied (4 weeks). Each feature and episode of participating country will be introduced (4 weeks). Video tapes in which are contained participating events and prospect athletes will be given to students (4 weeks). Then a teacher explains facts about Seoul Olympic Games. Next, a teacher goes directly to the Olympic park (Songpa-gu, Seoul) taking along with students and gives an opportunity to students in order to make a formal awareness about the Olympic space. It is possible for students to participate in a picture-drawing contest (Baikiljang) on the theme of Olympic Games (4 weeks).

2) Middle school and high school: it is important that students get chances to think and discuss about the Olympic Games. Important contents of curriculum are as follows:
1. discussing about important issues (boycott, the political event, commercialism, doping problem etc.) of Olympic Games;
2. presentation of historic meaning of Seoul Olympic Games;
3. investigating and announcing the records of Korean team in the Games;
4. studying about design of the environment for Olympic Games such as ground, gym, and field;
5. realizing meaning of Olympic Games;
6. announcing about the relation between Olympic Games and art;
7. examining about sports science that mobilizes Olympic Games;
8. discussing about economics of Olympic Games;
9. studying about hosting purpose of the Games;
10. discussing about specific plan that Olympism is worth coming true in Korean society;
11. visiting Korean Olympic Committee and observing Olympic affairs directly.

3) University level: it is important that college students must be educated on Olympic Games concentrically in course of physical education. A professor prepares an adequate time about Olympism that can discussed freely among students. It is possible that college can provide subjects such as “Olympics and Korean Sport for all” (in the case of Yonsei University, Seoul Korea). If student is interested in Olympic education, he/she may take the formal process of Korean Olympic Academy every year. Also, 1 or 2 college students may go to IOA every year for training of the Olympic Games. There is a great idea that student who is having good ability for learning the Olympic education can get internship in Korean Olympic Committee for 1 or 2 months.
### Table 1. School Program by Olympic Education

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<th>Topic</th>
<th>Contents</th>
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<td>3. Number of Events</td>
<td>- Individual or Team Competition</td>
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<td></td>
<td>4. Number of Medals</td>
<td>- Individual, Team</td>
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<td></td>
<td>5. Seoul Olympic Games</td>
<td>- K.O.C., SLOOC, N.O.C</td>
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<td><strong>Junior high School &amp; High School</strong></td>
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<td>2. Issue</td>
<td>- Olympic Games and Politics - Olympic Games and Woman - Professional and Amateur - Winning and Fair-Play</td>
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<td>4. 1988 Seoul Olympic Games</td>
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<td>- Ancient Olympic Art - Religious Celebration and Cultural Event</td>
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<td>8. Science Convention</td>
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<td>- Exercise and Present Science - Good Housing and Meal - Stadium in Good and Clean Condition</td>
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<td>10. Living Safely</td>
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<td></td>
<td>a) Home Economics</td>
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<td>b) Industry and Art</td>
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<td></td>
<td>c) Writing</td>
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<td>d) Mathematics</td>
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<td>e) Physical Education</td>
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<td>f) Science</td>
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<td></td>
<td>g) Sociology</td>
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### 4. Future Prospect

It is strongly believed that Olympic movement has a keen connection to the foundation of Korea’s education. Especially, sportsmanship, fair play, reciprocity respect, peace, and understanding all of which are emphasized in the Olympic education should be manifested in current Korean society, under the premise that Korea want to pursue a “welfare state”.

The world will not be easily changed by Olympism in a short time. It requires longer time and process to make changes happen. Therefore, it is reasonable to say there are more time and effort needed in the process and the process should be carried on until the goal is finally attained.

In addition to what is said above,

1) In Korea society, Olympic education will be an important curriculum.
2) Specific curriculum will be invented continuously and come.
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6.9.4. Olympic Studies – on the way to a multicultural and multidisciplinary network

Ms Nuria Puig Brandes, Project Officer in charge of University Relations, IOC

Aims of the presentation
- Present the work carried out by the IOC Olympic Studies Centre (OSC) to promote academic contributions to the Olympic Movement (OM).
- Highlight the importance of multicultural and multidisciplinary analysis.
- Invite all active participants in the field of Olympic Studies (OS) to inform and to join us.

Why encourage academic contributions?
- The academic world has always played a part in the life of the OM since the IOC was created at the Sorbonne University in Paris in 1894.
- Scholars remind us the origins of Olympism and of the Olympic Games, and enrich the analysis of the key issues affecting the OM.

Why encourage multicultural and multidisciplinary contributions?
- Because they are of great help to strengthen the universality of the OM.
- Because the complexity of the Olympic phenomenon requires a large diversity of interpretations.
**Structure of the presentation**
- Brief historical review and description of the OSC
- Activities in collaboration with academic community
- Olympic Studies observatory and network

**OSC - Historical review (1)**
- 1992: Creation of the OSC / Starting regular contacts with academics
- 1994: The OSC moves to the Olympic Museum premises / Welcomes visitors and researchers
- 1997: Creation of the Research Council / Strengthens collaboration with academics
- 1999: 1st edition of the Postgraduate Research Grant Programme / Promoting Olympic-related research

**OSC - Historical review (2)**
- 2003: The OSC becomes part of the new Information Management department / Answering the IOC’s information and knowledge management needs
- 2005: First steps of the Olympic Studies network
- 2007/08: Changes introduced in the research grant programme in order to better combine research promotion with IOC research needs

**OSC - Description**
Main objectives:
- To preserve and disseminate the IOC’s written and audiovisual patrimony.
- To encourage research, teaching and publications connected with Olympism.

**OSC services and collections**
- **Historical archives**: safeguard and provide access to more than 1 km of written documents from the IOC’s foundation to 1987.
- **Library**: free access, on-line catalogue and international loan - more than 23,000 monographs and a selection of 420 journals and electronic resources.
- **Image archives**: safeguard and provide access to more than 655,000 photographs and 40,000 hours of film from 1896 until present.

**OSC services and collections**
- **Information centre**: provides factual information on the history of the Olympic Movement and the IOC, and acts as point of entry for all research requests or for academics visits to the OSC.
- **University relations**: act as the link between the academic community and the IOC. Also responsible for the Postgraduate Research Grant Programme and the Olympic Studies observatory and network.
OSC annual statistics

- Responds to more than 1,000 requests for in-depth research.
- Responds to around 8,000 requests concerning the loan of monographs or sending articles.
- Welcomes over 300 researchers wanting to consult its collections.
- Distributes more than 27,000 photos and 450 hours of films.

Activities in collaboration with the academic community (1)

- Postgraduate Research Grant Programme
- Research Council / Selection Committee
- Applied research projects
- Support to academic activities: courses, research, publications, congresses
- Researchers' visits to the OSC

Activities in collaboration with the academic community (2)

- All these activities enable us to maintain regular communication with university representatives around the world.
- Communication reinforced by:
  - OSC newsletter
  - Research corner within the Olympic review

Olympic Studies observatory and network

This communication enables us to keep an observatory on Olympic studies, mainly on:
- Olympic-related research
- Postgraduate Olympic-related courses
- Conferences and symposiums
- Publications

Olympic Studies observatory and network

- Provides an excellent opportunity to develop a multicultural and multidisciplinary network on Olympic Studies where:
  All universities and scholars interested in Olympic studies are invited to take part.
- An analysis of the situation today shows us, however, that there is still a long way to go.

OSCs per continent

<table>
<thead>
<tr>
<th>Continent</th>
<th>Number of OSCs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europe</td>
<td>30</td>
</tr>
<tr>
<td>Americas</td>
<td>10</td>
</tr>
<tr>
<td>Asia</td>
<td>7</td>
</tr>
<tr>
<td>Africa</td>
<td>6</td>
</tr>
<tr>
<td>Australia</td>
<td>1</td>
</tr>
</tbody>
</table>

Total of 33 OSCs
The Postgraduate Research Grant Programme

Breakdown of disciplines of grant topics (1999-2008)

- History (9.8%)
- Urban Archaeology (9.8%)
- Sociology (9.8%)
- Economics (7.1%)
- Arts (6.7%)
- Communication (5.7%)
- Earth management (4.7%)
- Natural Sciences (4.7%)
- Law (4.4%)
- Biology (2.7%)
- Political Science (2.3%)
- Marketing Studies (2.3%)

Total of 754 University Contacts

University contacts per continent

- OC - TOTAL (112/340)
- AM - TOTAL (112/340)
- EU - TOTAL (112/340)
- AS - TOTAL (112/340)

University Contacts in Europe

Total of 493 University Contacts in Europe

University Contacts in America

Total of 154 University Contacts in America

University Contacts in Africa

Total of 26 University Contacts in Africa

University Contacts in Asia

Total of 86 University Contacts in Asia
Conclusions – Still a long way to go (1)

Multicultural representation
- Europe: well represented
- North America: well represented
- Oceania: well represented in Australia and New Zealand
- Asia: well represented in East Asia but very few contacts in the rest
- Central and South America: predominance of Brazil followed by Argentina. Symbolic contacts in the rest
- Africa: very few contacts

Conclusions – Still a long way to go (2)

Multidisciplinary representation
- History, pedagogy and sociology predominance
- Other disciplines still to grow (i.e., anthropology, economics, environmental studies, ethics, law, political sciences, urbanism & architecture)

Conclusions – Olympic Studies Reader (1)

- Initiative by Beijing Sport University and the Universidade Gama Filho (Brazil) with IOC support
- Series of academic articles reflecting the multicultural and multidisciplinary diversity of interpretations of the Olympic phenomenon
- Aims to offer:
  - Information on the main Olympic-related research topics
  - Orientations and suggestions to develop future Olympic research projects

Conclusions – Olympic Studies Reader (2)

- Electronic version can be downloaded on http://www.bsus.edu.cn/new/web/
- CD copies available at the Forum desk

We look forward to keeping on developing the OJS network thanks to your contribution.

Further information on the OJS is available on http://www.olympic.org/studies.

For any questions or suggestions please contact us via nulis.pwh@olympic.org.

Thank you very much for your attention!

Photos ©IOC
6.10. Parallel G – Olympic Culture and Education in Korea

6.10.1. Contribution of Busan city's Sports for All and sport and culture policy to the social, economic and cultural development of Busan

Mr Keunmo Lee, Busan National University

I. Introduction

Sport Events?

- Provide a place for gathering human races on the earth
- Sports events of all kinds have political-diplomatic, economic, social-cultural effects.

- Induce various productions
- Improve external their name value and image
- Create economic profits

Sport Events in Busan

- Athens Games 2004
- FIFA World Cup 2002
- Asian Games 2002
- Busan can host various international sports events

Busan as the gateway of Korean peninsula was on the cutting edge as the role of the marine capital city and also the city of opening and generosity.

- Busan is equipped with infrastructure and human capital necessary to host sports events better than any other cities in KOREA.
- Busan has many tourist spots like beaches, hot spring, and places of historic interest with four distinct seasons and oceanic climate connecting the sea and the brand.
- Especially, as the mecca of marine city Busan has a good prospect to invite marine sports events as well as other sports events.
2. Change of Sport Culture as International City

- Construction of Sports Infrastructure
- Promotion of Sports Leagues
- Expansion of Marine Leisure Sports

Busan has the infrastructure to host international events at any time.

- After the successful hosting of the Asian Games, Busan has been recognized as the central city of sports interchange in Asia with economic effects.
- World Women's Yacht Race, The Cruise Yacht Match, Busan E-Sports Competition and Busan International Motor Show.
- If Busan city is in keeping with the tourism utilizing the sea and mega sports events, it would help activate its economy and raise its international image.

II. Developmental Direction of Mega Sports Events and Cultural Industry of Marine City Busan

- Hosting mega sports events can have many positive effects:
  - physically
  - politically
  - psychologically
  - socio-culturally
  - tourism and business

Griffiths (1995)

- The Strategies of City Culture
  1. Integration Model
  2. Cultural Industries Model
  3. Promotion Model

Creative City

1. Integration model for the improvement of the quality of life

- The integration model is to establish identity and pride in local people through place marketing and pursue their emotional stability.

- To solve problems of city societies
- To give energy to the local access groups with sports events
- To contribute on the improvement of the recognition of local communities
- Sports for all
- School sports
2. Cultural Industries model for creating local culture

Cultural Industries Model is to industrialize the culture through the place marketing of culture and history

1. To raise local images through a cultural merchandising

2. To make the place for the International Exchange of marine sports culture for the youth

3. Promotion model activate economy

The strategy to activate local economy by the promotion model is to use the place marketing as a tool to facilitate a city

- To strengthen its position as marine leisure city
- To help Busan to become an international port city

IV. Conclusion

To wipe out the image of economic crisis

To improve the company images of participating business

2002 FIFA World Cup Korea Japan

To change the image of cheap tourism

The Result from the feasibility study of hosting the Olympic Games in 2008

- 12 billion dollars of production
- 2 billion dollars of income
- 115 thousand of jobs
- 5 billion dollars of added value

THANK YOU
6.10.2. The value of Korean traditional sport in Korean youth education

Mr Chungwon Choue, President of the World Taekwondo Federation (WTF)

Introduction

A sound body and mind are inseparably related. One cannot be mentally sound without being physically healthy nor be completely healthy without being mentally sound. The Korean martial art taekwondo has its essence in training one’s body while cultivating one’s spirit. Taekwondo is a philosophy of action that is based on several virtues such as self-reflection, self-discipline, confidence, respect for elders, patience, and the balances of body and mind. Practicing taekwondo means making one’s mind peaceful by synchronizing mind with movement, and extending this harmony to one’s life and society. In short, it is a way of life with lasting inner peace, different from physical fighting skills.

Taekwondo, therefore, is a useful tool for the education of youth with its proven positive effects on self-control and character building. Taekwondo also provides attractive possibilities for youth to engage and become involved in society with awareness of prevalent social and health problems. This paper outlines such outstanding educational qualities of taekwondo, and discusses the mechanism of sharing such values with youth in the world.

The Educational Values of Taekwondo

Taekwondo is not merely a sport, but encompasses excellent values and spirits that cannot be learned from the textbooks. Taekwondo is a defensive martial art aiming at purifying fundamentally offensive orientation and fostering ability to socialize and positive interaction based on discipline, courtesy, respect, and patience. It teaches the youth about justice, morality, cooperation, love for one another, and to accept the universal sport rules of fair play. Through such learning and disciplining, taekwondo helps sound personal development and self-enhancement. Taekwondo training is virtually education for the whole man.

There are numerous studies conducted, which found positive effects of taekwondo training on children and youth in the stage of personality forming and emotional vulnerability. According to the studies, mental and physical training of taekwondo significantly improves the level of concentration, sociability, confidence-building, self-possession, leadership, learning attitude, and EQ (Emotional Quotient). It also helps youth to relieve stress and secure emotional strength. This, in effect, could help youth attain ability to judge what is right or wrong, therefore, prevent them from getting involved in youth delinquency, crimes, drugs, alcohol, and violence.

In Korea, there has been increasing demand on taekwondo training for elementary school students. It is reported that over 90% of taekwondo practitioners registered at private Dojangs are children. Taekwondo Dojang has now become an important setting for education, in which children learn life virtues and experience personal growth. The educational value of taekwondo has been recognized by many countries outside of Korea. Last year, the Sichuan and Hunan Province in China adopted taekwondo as a required course in their elementary schools. Indonesia also introduced taekwondo as a mandatory curriculum in primary schools and Canada’s Chatham College International initiated a residential secondary-school taekwondo program. Considering that taekwondo education at school can bring about multiple educational effects of both physical and mental discipline of youth, inclusion of taekwondo in the formal physical education curriculum of primary and secondary schools in Korea is strongly advisable.

Taekwondo Peace Corps

Sharing the excellent qualities of taekwondo with those who are deprived of the opportunity to learn and practice despite their wish to do so is a noble act. Youth in less developed and underprivileged countries, for instance, have difficulties practicing taekwondo due to a lack of necessary equipment, facilities, instructors, or program. Some countries are desperate and eager to receive any kind of training equipment and uniforms, either new or used. As part of its effort to provide them with such necessities, the World Taekwondo Federation, the sole International Federation governing the sport of taekwondo recognized by the IOC, has expanded its assistance in the form of in-kind contributions to countries in need among its 188 member nations around the world. The WTF has also launched initiatives with other
relevant organizations to send taekwondo equipment to the disadvantaged countries and to provide taekwondo training program for coaches and athletes from less developed nations.

One ambitious project by the WTF is sending taekwondo instructors to countries in need of assistance to offer programmed physical and mental training to the local people, especially to the disadvantaged youth. In July this year, the WTF, together with GCS International launched the “Taekwondo Peace Corps” project. Originally, the idea came from the “Peace Corps” of the United States proposed by John F. Kennedy, which has been dispatching American volunteers to less developed countries to help on development, education, Information Technology and environmental preservation since 1961.

The Taekwondo Peace Corps embraces a similar mission and function. It is comprised of volunteers from the taekwondo community who wish to share fundamental values and hope through taekwondo. This year, 27 Korean taekwondo instructors were selected as the first Taekwondo Peace Corps members through a strict procedure of recruitment and selection. They went through a two-week training course based on the educational program specifically designed for the Taekwondo Peace Corps activities. This includes how to give different levels of training both in Poomsae (form) and Gyorugi (sparring) and how to teach cultural and spiritual aspects of taekwondo. Following a comprehensive preparatory period, 7 teams were dispatched to five applicant nations, including Russia (Moscow), India (Bombay and Goa), Pakistan (Islamabad), Paraguay (Asuncion), and China (Qingdao and Urumqi) for one month. Each team was comprised of competent taekwondo university students who are qualified for taekwondo education and those who have proficient language skills. The educational packages including training booklet, CDs, uniforms, and other equipment were sent along to each region. The WTF member nation associations in respective country offered supplementary assistance including accommodation and transportation.

The Taekwondo Peace Corps teams were warmly welcomed by the host countries. The impressive turn-out at the training and enthusiasm of the trainees not only reflected the ever-growing popularity of taekwondo in all parts of the world, but also their yearning for an opportunity to learn and practice taekwondo. In particular, the Taekwondo Peace Corps activities were received favorably by the children of less developed countries who had been deprived of opportunity and resources to enjoy and play. Sport is not only for competent athletes, but for everyone to enjoy.

The Taekwondo Peace Corps members spent the most valuable one month of sharing the spirit of taekwondo, priceless friendship, and special bond with those who love taekwondo in distant parts of the world. Hopefully, the Taekwondo Peace Corps presented the youth in host countries with an opportunity to grow spiritually and cultivate one’s body and mind while sharing a vision of never-ending hope, optimism, and confidence to those who suffer from material deprivation. The first dispatch period was rather short to implant the taekwondo culture and spirit in those countries to the full extent. Based on the experience of this pilot study, the Taekwondo Peace Corps program will continue with a twice a year short-term dispatch for 2 months and a long-term dispatch of instructors for 6 months to two years, targeting on more recipients and a larger number of countries.

The Taekwondo Peace Corps is just the beginning. Taekwondo is Korea’s gift to the world. The gift package not only has taekwondo’s oriental spirit and philosophy, but also its service to the humanity as an instrument for peace and harmony in different geographical, cultural, and social contexts. The Olympic ideal behind developing sports is “to contribute to building a better and more peaceful world by educating youth through sport practiced without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.” As demonstrated by the Taekwondo Peace Corps project, taekwondo will lead, rather than merely follow the movement of fulfilling the goals of Olympism and of contributing to the mankind.

Sport Peace Corps

Inspired by our experience and concept of “Taekwondo Peace Corps”, I propose developing the “Sport Peace Corps” program to expand the initiative globally and to involve other sport-related organizations. The “Sport Peace Corps” entails provision of comprehensive sport-related assistance to the underdeveloped countries or the UN assigned areas. The assistance includes coaching and training service to the local young athletes, supply of equipment and facilities, and finding the means and opportunities for the competent young people to partake in international sport events. In addition, depending on the type of assistance requested by target countries, it would coordinate collaboration among the stakeholders to gather necessary human and material resources.
This “Sport Peace Corps” project requires a group of volunteers consisted of coaches, athletes, and teachers in any sport to be dispatched to serve the assigned community. It also requires participation of the international organizations such as the IOC, UN institutions as well as their network of relations with the sport-related institutions and sponsors. The “Sport Peace Corps” project aims at:

1. utilize sport as a part of education, training and youth program;
2. provide equipment, skills for education and training, and coaches for any Olympic sport in countries in need of assistance;
3. give hope and dreams to young people who are deprived of the opportunity to learn and practice sport, and
4. contribute to the promotion of friendship and understanding through sport and people-to-people interaction.

Enhanced partnership and coordination of action of international organizations and International Sport Federation can indeed create synergy to strengthen the role of sport in solving international economic, social, cultural and humanitarian problems and promoting peace and development in the world. In this regard, positive consideration of the Sport Peace Corps and close collaboration of the IOC and the UN are strongly called for.

Conclusion

Healthy body and sound mind of youth is a fundamental basis for the bright future of the mankind. Sport is a powerful tool to teach young generations the value of justice, morality, cooperation, understanding and universal sport rules of fair play while endowing healthy life. Offering various learning experiences and opportunities for friendship, cultural exchange and education to youth through sport is what our generation can and should do for them. Accentuating the importance of creating various educational opportunities through sports, the International Olympic Committee plans to organize the 1st Youth Olympic Games in 2010 in Singapore. The WTF truly welcomes the IOC initiative of the Youth Olympic Games, which will mark a major turning point in the Olympic history. If put into practice, the Sport Peace Corps project will surely complement and facilitate the Youth Olympic Games by offering a chance to youth from wider range of countries to partake in international sporting events, where they can showcase their athletic talent while enjoying the priceless educational experience.
6.10.3. 1988 Seoul Olympics, Coubertin, Confucius and 2008 Beijing Olympics

Mr Shin-pyo Kang, Honorary Professor, Inje University

1. Introduction

“Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles.” (Olympic Charter, Fundamental Principles, paragraph 1.)

Once I had read my poem at the International Symposium, 2002, Lausanne.

“Legacy, Myth and Prophecy”

Olympic myth is now legend.
To meet, the people of the 20th century.
Legacy of the Olympic Games goes
To where, to what and by who?
Can a new legacy blossom
One after another from this meeting?
Meeting of east/west and of north/south
Encountering of the four corners of the world.
Let’s celebrate the International Olympic Committee
With its new President, His Excellency Jacque Rogge
Along with the new millennium hope and vision
Together we represent cultural diversity.

As we did celebrate our new President of IOC, 6 years ago, His Excellency initiated a new legacy to be blossom, the First Youth Olympic Games, 2010, Singapore. Youth of the world is our hope in the multicultural global community. Educational values of Olympism are already recognized as important teachings for youth to understand each other who have diverse cultural backgrounds.

In fact, just 20 years ago hosting the 1988 Seoul Olympic Games gave Koreans historical moments to recognize what Korean could contribute to the Olympic Movement in the 20th Century. Now 20 years later the 2008 Beijing Olympic Games reminded once again what the Olympic Movement is meaning to the global communities. Last week we, Korean, celebrated the 20 years of Anniversary of the Seoul Olympic Games. Legacy, myth and prophecy of the Seoul Olympic spirit have been repeated during the Beijing Olympic Games.

“Beyond all Barriers, Harmony and Progress” was the central theme of the Seoul Olympics; in addition we had another mottoes, “Saegye nun Seoul ro, Seoul un Saegye ro” (the World toward Seoul, Seoul toward the World). “One World, One Dream” (同一個 世界, 同一個夢想) was the theme of the Beijing Olympic Games. We can notice a continuation of the two themes. In order to realize “One World, One Dream,” we must recognize the fact that there are diverse Worlds and Dreams among different people in reality. Only the Olympic Spirit could provide for us to overcome all the Barriers between different ethnic, religious, political, cultural backgrounds. And eventually we could reach to realize “One World, One Dream.”

2. Experience of the 1988 Seoul Olympic Games

Despite the positive connotations, there is one major fact that needs to be addressed. The idea of hosting Seoul Olympics was the means to establish the “legitimacy of the military regime” by the Korean government at that time. With the hosting of the 1986 Asian Games and the 1988 Olympics, the government was able to advertise and inform the citizens that by hosting these two mega international events, Korea was entering the world arena as one of the developed countries and used it as an opportunity to test their political, economic, social and cultural resources on the world stage. However, this paradoxically led to the collapse of the military regime.
Politically, there are two things that need to be mentioned. Domestically, the people’s movement for the democratization of the country was successful, paradoxically because of hosting the Olympics. And internationally, Korea was able to open its doors to countries without previous diplomatic relationships such as the communist countries. It goes along with the statement made by former Soviet President Mikhail Gorbachev’s “perestroika” (restructuring) and “glasnost” (opening) which marked an important moment in international relations. In fact, the Seoul Olympics served as a great opportunity for Korea to establish diplomatic relations with its longtime neighbor China. As appropriately expressed by former IOC President Juan Samaranch, “the Seoul Olympics contributed to the end of the Cold War Era.”

Economically, Korea was at its development peak, with an abundance of economic surplus available to host the event, while the automobile, shipbuilding and IT industries were acting as the driving force behind the economic success of Korea. Although the hosting of the Olympic Games had many benefits, it also served as the turning point for the rapidly growing economy and the growth began to retard after the Games. The national motto at this time was “Korea was behind in industrialization, but shall lead in information technology,” and the policy to make Korea an “internet power house” linking the entire country with fiber optic cables came into fruition. This project was later developed to elevate the national image under the slogan “Dynamic Korea!” Numerous Olympic-related sites were opened on the internet, paving the way for the people to experience a new “culture” which eventually brought about Korea’s position as the “most wired” place in the world.

Socially, people took pride in the fact that a “global event” was being held in their country, and “the volunteer movement” spread throughout the country. The 1986 Asian Games served as the rehearsal for the 1988 Olympic Games. The torch relay for the Asian Games stopped in large cities and country sides, and various cultural festivities were organized in these cities where the torch passed through. Many proud Koreans living overseas also participated through financial contributions and volunteering. The financial support from the Koreans living in Japan played an important part in the Games operation budget, while the Koreans living in the United States volunteered as interpreters. Volunteers were able to accumulate experiences and acquire expertise for participating in the organizing of an international event and such volunteer activities contributed positively and importantly to the profit and loss statement of the Seoul Olympics.

Large Korean corporations used the event as an opportunity to promote and advertise their businesses and supplied complimentary products to the volunteers to show support. Korean corporations learned and experienced the effects of “sports/event marketing” and event sponsorship as they witnessed first hand the power of branding, benefits of association with international events and their influences on the consumers, old and new. Today, Korean conglomerates such as Samsung, Hyundai, LG, SK etc. are spending millions of dollars to become official sponsors of international events. In addition to sponsoring many sports and cultural events, Samsung Electronics has been the Official Partner of the Olympic Games since 1997 and Hyundai Motors has been the Official Sponsor of the FIFA World Cups since 1999, while companies like LG and SK have been actively sponsoring a variety of sports and cultural events around the world since 2000. In this context, we are beginning to see Chinese corporations following suit and Lenovo is the Official Partner of the Olympic Games since 2005.

Another social aspect that calls for attention is the changed perception of Korea by the outside world as the result of hosting the Olympic Games, while providing the Korean public the opportunity to experience the so called, “globalization,” first hand. When the torch was passing through cities for the torch relay, cultural performances from various foreign countries accompanied the torch, bringing with them media and journalists from around the world. As overseas traveling was not easy for the general public before 1987, it was the first time for most of the Korean public to see so many foreign nationals after the Korean War in 1950, and a great opportunity to experience first hand the various ethnic groups, cultures and traditions that were non-Korean. They also came to realize that sport was a great communication medium for the different races and cultures to come together as oneness.

Korea ranked 4th overall at the Seoul Olympic Games, which provided pride and social unity among the people, and internationally, Korea went from being the “war-ridden country” to “host of the Seoul Olympics.” The world was able to witness the economic miracle of South Korea, the capitalist half of the divided nation, and redefined it with a new image they were seeing through various media. The Korean people also experienced first hand the different attitudes of the foreigners they encountered before and after the Olympics. The Seoul Olympics served as the driving force for Korea to open its doors and meet the world after being reclusive during the Cold War Era, and become an active player in the world economy.

As host of the 1986 Asian Games and 1988 Olympics, Seoul and the rest of Korea have experienced an almost total social and cultural mobilization. This is occurring at a critical moment in Korean history. Its economic miracle has placed Korea on the threshold of joining the advanced industrial nations.

At the same time the processes of political democratization and domestication of Western technology and values within a 5,000-year-old civilization of great richness are working themselves out. The resurgence of Asia in world affairs and the struggles to develop a “fourth path” to become an advanced industrial society are events of world historical significance. They permeate the Seoul Asiad, 1986 and Olympics, 1988 and, in turn, are brought to global attention by these huge cultural events.

Multicultural performances, of which the Olympic Games serve as global exemplar, appear to offer particularly significant subjects of research and interpretation. In the midst of its national mobilization to stage these mammoth international events, and thereby, to attempt to communicate itself to the world, Korean mobilized all their efforts to define what are their cultural traditions and how to redefine them in terms of universal languages.

A century ago Koreans lived in a traditional East Asian cultural milieu. Their society was autonomous and agrarian. Outside observers referred to Korea as the “Hermit Kingdom.” As Korea opened its society to outside influences, often on the losing end of an unequal relationship, Korean were obliged to accept and adjust to a new world order. The process of understanding is still ongoing today. It is not easy for Koreans to understand this new social order based on West-centrism.

The variation between the East and West is so great that the management of differences is quite difficult for Korea, but she must undertake the hard task of transforming itself. The more Koreans understand the Western order, the more Koreans come to understand the unique aspects of their own traditions. In retrospect, it seems to have taken 100 years to understand the new social order based on Western traditions.

The Asian Games and the Olympics offer Korea an opportunity to reflect and recognize its position in the world system. In a sense, the Seoul Olympics enable Koreans to experience face to face what the world communities really are. It was a great step stone to be an active member of the modern world system. The Seoul Olympics gave an important opportunity for Korean to review of their cultural traditions and revitalize them in new forms.

The 2008 Beijing Olympics also show us what are their cultural heritages and contributions to modern world historically. The spectacles of opening and closing ceremonies demonstrated their cultural richness and technological advancements in their performances. Only Olympic could provide us such intensified core-contents of cultural traditions of host city and nation. So were the 2004 Athens Olympic Ceremonies. Finally “Greece comes to China through sport.” Two different cultural traditions come together: core of Western civilization meet another core of Eastern civilization by the Olympic Movement. China finally rank 1st overall at the Beijing Olympic Games and Korea 7th beyond most Korean expectations. What all these mean at the beginning of the 21st century?

4. Citius, Altius, Fortius. Reconsidered

Here I would like to remind what Nelson Pailou, a French Olympic historian, suggested as an alternative motto of Coubertin’s original, “voir loin, parler franc, agir ferme” (“see afar, speak frankly, act firmly”) to Citius, Altius, Fortius, at the IOC Centennial Paris Congress, 1994.

Citius, Altius, Fortius. This is the ideal strived for in the modern Olympic Movement, and the highest goal of any sports event. However, this is just the world we see, the ideal the western scientific and technological civilization has been pursuing for the past two centuries. At the same time, it appears to be a similar attitude to the scrambling of imperialistic colonization using military powers: exercising violence, enforcing obedience, and legalizing control by attacking defenseless others with “faster, higher, and stronger” weapons development. It appears that the capitalistic market economy order is speeding up this ideology together with the information technology that has been spreading around the world. However, on the other hand, there are many warnings against the fundamental danger of such world-view, resulting the drainage of resources, danger of global warming, and various environmental catastrophes. Furthermore, movements such as “Slow food, Slow life” go against the ideals of the Olympic Movement.
Now we need an alternative motto for the Youth Olympic Games. *See Afar, Speak Frankly, Act Firmly.* They are forgotten motto of Coubertin’s original goals of Youth Education. It appears that this idealistic expression is based on the love and accurate understanding of the traditions of Hellenism, which seems more appropriate for the educational ideals of the youth of today. Here, the “visible world” of sports is not the only thing being pursued; “See Afar” denotes having a “dream” for the future. This coincides with the motto of the 2008 Beijing Olympics, “One World, One Dream”. The important thing for the young people is their dream of the future, and that dream should not only aim for the realm of “visible world”.

The Olympic Games of the polytheistic sanctuaries of Greece were stopped by the monotheistic Christianity, but Pierre de Coubertin’s rediscovery of the Olympic ideals of Greece at the end of the 19th century and reactivating it as an opportunity for the various races and cultures to come together under one umbrella of world peace and friendship is truly a miracle.

Looking back at the history of the world, western imperialism has two faces. One is aggressive and destructive power and the other is the role of spreading western democratic ideals. The invasion strategy was bid farewell with the closing of the 20th century, but the democratic and pluralistic tradition has now started to bear fruit globally.

However, we all know that even this democratic tradition has its origin in Hellenism. The Olympic Movement is also spreading to all corners of the world together with the democratic tradition. Sports place everyone on an equal level at the start of any competition, and victory and defeat are determined based on the rules and regulations with fair play. Then four years later, everyone starts from the same level and winners and losers are decided once again. There are no eternal winners or eternal losers, and this is the great strength of democracy.

The second point Pierre de Coubertin emphasized is “Speak Frankly”, speaking one's mind clearly has something to do with the spirit of capitalism. In the East Asian culture where an individual only identifies oneself as a member of a group one belongs to, “speaking frankly” as an individual is not familiar attitude. Therefore, Pierre de Coubertin’s claim contains an important message for the East Asian Youth as part of the Olympic Movement. In terms of cultural exchange, the Olympic Movement carries a variety of meanings. Doing the best of one's capability deserves applause from everyone as he/she challenges the human limit, but on the other hand, each individual fulfills his/her satisfaction as he/she does his/her best. The fact that the main player in sports is the human body, the common language of mankind, may be the reason for the enthusiasm of the global village.

The final point emphasized by Pierre de Coubertin is “Act Firmly.” And this is something that needs to be taught to today's young people. There is no difference between the East and West in this area, but there may be some difference with respect to which actions are focused on or what is considered “firm”. The East Asian traditional Judo and Taekwondo are among the official Olympic sports, and Wushu has been included as an exhibition sport for the Beijing Games. It was pointed out earlier that China’s Wushu, Japan’s Judo and Korea’s Taekwondo share similarities. In other words, the fact that a traditional sport unique to China based on the East Asian culture is appearing in the Olympic Games can be regarded as the first step in the emergence of “multicultural traditional sports” in the Olympic Games, which were first organized with “European sports.” Most important is the fact that these sports need to observe the international rules that are accepted by the Olympic Games. It is unavoidable that the world order of West-centrism is already the established as basic global order for politics, economy, culture and sports, but it cannot be denied that this world-order has continued to modify and supplement to accommodate the changes of the times. If the multicultural pluralistic society is a characteristic of modern society, such change needs to be seriously considered and adopted into the Olympic Movement as well.

5. Confucius Teachings

When I was invited to the International Conference on "Olympic Educational and the All-round Development of People," held by the Humanistic Olympic Studies Center, Renmin University, Beijing, 2007, I did realize that the time has come finally. The time is an opportunity to reconsider teachings of traditional Chinese thoughts such as Confucius, Lao-tzu and Buddhism in connection with the ideals of Pierre de Coubertin on the eve of Beijing Olympic Games. As far as I know, Beijing Olympics have an important orientation toward “Humanistic Olympics” based upon their cultural traditions of more than five thousands years of age. The traditional Chinese thoughts are not only confined to territory of China but spread out to Korea, Japan and Vietnam. It is comparable with the influences of the ancient Hellenic cultural traditions of intellectual, literary, arts and scientific achievements to modern Europe as well as all over the World.
Confucius teaching is nothing but about “All-round Development of Youth,” especially of young people who will take role of leadership among his community members later days. He is the one who emphasized the Six Arts for youth education almost 2500 years ago at Qufu, China.

When I visited the Qufu Normal University, 2007, I found stone-carved words from Zhongyong, 中庸 compiled by Confucius. The words go with the Coubertin’s, “See Afar, Speak Frankly, Act Firmly”. In the Zhongyong 中庸, the very famous 5 words, “博學, 審問, 思, 明辨, 篤行” (Learn extensively, Quest intensively, Think deeply, Speak frankly, Act firmly) go with some more comprehensive directions for youth educations. The five words are key foundation of Confucian education among traditional East Asians. Emphasis on education of such direction is still going on along these societies. Korean economic miracle was outcome of immeasurable educational input by Korean parents after total devastation of the Korean War. And also modern Chinese economic achievements are partly related with their traditional culture of “respect for education,” (崇文).

The Beijing Olympic Games demonstrated great role in rediscovery and revitalization of traditional Chinese culture. It is apparent that a great volume of cultural imagery and information was transmitted between the East and West on this occasion, but the problem of estimating in a scholarly way, the degree and value of this intercultural communication is a complex and ongoing challenge.

6. Revival of the Coubertin’s Motto for Olympic Youth Games, 2010

It is the time to revitalize the forgotten motto of Coubertin’s original goal of Olympic Education for the coming Olympic Youth Games, 2010, Singapore, “See Afar, Speak Frankly, Act Firmly,” as Nelson Palou suggested 14 years ago. This message has special meaning to the East Asian youth to be active member of the world community, since they were very shy due to their ritual traditions, self-restriction of not “Speak frankly.”

At the same time, the East Asians should raise the question, “how the cultural traditions of Eastern Asia contribute to the modern Olympic Movement in the 21st century?” The age-old Chinese wisdoms and arts such as ancient “six arts” (六藝), poetry, reading and writing, ritual, music, charioting and archery) could be revitalized in connection with the Olympic Movement in this part of world.

In 1987, when John MacAloon and I organized “The 1st International Conference on Olympic and Cultural Exchanges,” Seoul, Korea, Vojciech Liponski, sport humanities specialist from Poland, suggested that Asian philosophical traditions should be included into Olympic movement in future since current Olympic spirit is mainly based on Eurocentrism. After 21 years later his arguments is still to be deserved to listen as follows:

“From the Eurocentric point of view, the Olympic Movement should be fully accepted by non-European societies because of its undisputed all-embracing values. But, as I said before, the pluralistic outlook if applied to Olympism, produces a different conclusion: it is impossible that non-European, or rather non-Western would wish to acquire this European ideal in its entirety as their own. The only solution seems to be to introduce to Olympism the cultural and philosophical experience of societies other than Western. Real cultural and philosophical compromise is necessary here not only to preserve Olympism as such. Such a compromise is necessary to save the idea of bringing people closer despite their cultural differences. Until now, however, the Olympic Movement reluctantly employs non-Western cultures only in a limited, technical way, i.e. by introducing certain sports /Asian for instance/ which have been adopted to the principles of the Euro-American system of competition.

Of course, in case of some Asian sports /Judo and Taekwondo, for example/ philosophical and cultural elements follow to some degree the sport itself. But until now they exist only among individual followers of these Asian sports, rather than as part of Olympic principle itself. From intellectual point of view, too, this is unfavorable situation. Modern Olympism in fact was begun as intellectual consent. The main tendency in its development, in my opinion, should be based on a conscious shaping the Olympic reality. Meanwhile this reality, which is of course chaotic and far from being systematic in philosophical areas, is shaped by events rather than [Couberin’s] willful intention.”

Since 1996 Osaka Olympic Conference, I proposed on various occasions, Peking University, Beijing Sport University and Renmin University, the project of the East-Asian campus of International Olympic Academy at Qufu, Shantung, China, following Liponski’s suggestions. They were too busy to prepare the Beijing Olympics. A month ago we have seen that the 2008 Beijing Olympic ceremonies demonstrated incredible spectacle of the East Asian Mediterranean cultural traditions contrasted to that of the Barcelona, Torino and Athens Olympics.
7. Conclusion: Proposal of IOA, Qufu Campus, toward Multicultural Olympism

On this occasion of the 6th World Forum on Sport, Education and Culture, I would like once again to propose to establish “International Olympic Academy, East-Asia Campus” at Qufu (曲阜), Shantung, China, where is the Confucius sanctuary complex located and also nearby Mt. Tai (泰山), one of the most sacred mountains among the East Asians, as counter part of International Olympic Academy at Ancient Olympia, Greece, nearby Mt. Kronos, which is run by both IOC and Greece Olympic Committee, in commemoration of the 2008 Beijing Olympic Games, to the Beijing Olympic Organizing Committees and IOC. If this project realized, multicultural Olympic education based on the Confucianism, Taoism, Buddhism and Islam should infuse the Olympism with enhanced cooperations among “Now Generations” in close collaboration with the International Olympic Academy. Eventually we may extend to establish additional IOA campus at Islamic and African world toward multicultural Olympism.

Finally I would like to inform you that Professor Li-Hong (Leo) Hsu, Director of International Olympic and Multicultural Studies Centre, Da-Yeh University, Changhua, Taiwan, and I are going to organize an “International Olympic Youth Forum: Coubertin, Confucius and Beijing Olympic Games”, to be held, 3-5, September, 2009, with Prof. Jim Parry (Leeds University, U.K.) as the keynote speaker and small numbers of mainly former coordinators at IOA. It is partly a beginning of the project of IOA East-Asian Campus, we hope. Next may be at Singapore, we expect, until Qufu is ready to initiate the project.

Thank you.

Appendix

In addition, I would like to introduce an important comment on the influence of Confucius on Coubertin. It means that there was multiculturalism at the beginning of Olympic Movement. The letter from Susan Brownell (07.12.28) for further research, as follows:

“When you drew my attention to Coubertin’s saying, “See afar, speak frankly, act firmly,” I got interested in the possible influence of Confucian thought on him. He was educated in a Jesuit school, and as you probably know, they were the first Westerners to translate Confucius into Latin and then French. Jesuit missionary accounts from China were used in the curricula in their schools. Coubertin was certainly aware of Confucius by at least 1902, when he mentioned in an article that he had consulted Confucius in constructing his ideas about “sportive pedagogy.” In 1925-6 he published “L’Histoire Universelle,” which included a section on Asia with several mentions of Confucius, implying that he was familiar with Confucian doctrine. There he said that “the person is sympathetic, but his doctrine is poor.”

The motto that you like was his ex libris plate in his books, which contained the motto, “voir loin, parler franc, agir ferme.” In my opinion it could have been inspired by a section in the Way of the Mean (Zhong Yong #20), “study broadly, ask carefully, think prudently, distinguish clearly, act sincerely.” I have included the Chinese characters in an attachment since I can’t put them in e-mails.

Now my challenge is to try to find the Latin or French translation of this phrase in a source (probably a Jesuit translation) that Coubertin might have seen. Then I could see how close that translation is to the motto “voir loin, parler franc, agir ferme.” I have been asking some friends for help.

However, I have not been able to find where Coubertin might have written this motto, other than in the ex libris plate. Where did you find it? It would be helpful to know the date when he started using the motto. If it exists only in his ex libris plate, then maybe he did not create it, but someone else did. Did you realize how similar this motto is to the Confucian saying? I think that is the reason that you liked it so much, even if it was unconscious.”

2 Theme of the International Olympic Conference organized by Ren Hai and Susan Brownell, 2007, Beijing Sport University.
4 About the translation of the Five words, Susan Brownell (attached letter of 07. 12. 28) provide me the followings:
“Book of Rites, Way of the Mean, chapter 19 (or 20). 博之之 慎思之 明辨之行之, Chinese could be translated: “study (learn) broadly, ask carefully, think prudently, distinguish (argue) clearly, act sincerely (earnestly, seriously). And Coubertin’s “voir loin, parler franc, agir ferme” could be translated into English “see afar, speak frankly, act firmly”. This saying is also part of Zhu Xi’s “Teaching Rules” at his White Deer Academy in Jiangxi Province, and is carved onto a stone tablet there. ” [Refer Appendix at the end of this paper in addition.]

We must understand that Chinese ideographic Character is a metaphoric language. We easily disregard all the translation to be involved by “cultural interpretation” inevitably for foreign our “Others”. Thus my translation is rather to try some “connectedness metaphorically” between two teachers. In other words, my translation is a “cultural interpretation” of the Confucius teachings.


7 Liponski, V., 1987, ibid, p.517.

8 On this project, I received a letter from Prof. Liponski as follows:
“Dear Kang; This is Wojciech Liponski from Poland. Thank you for your message [IOA, Qufu, China]. I observed with satisfaction, that my idea of including Asian philosophies into Olympism was accepted by you. You probably remember that it is me, who expressed this idea first in the world in Seoul in 1987 during your Conference on East/West, North/South Olympic Relations. In your “Hanyang Monograph” [Olympics and East/West, South/North Cultural Exchange] you can find it well expressed in my paper. Perhaps you remember that I received big applause and hand clapping during reading this passage of my paper which was concerned with the necessity of Asian intellectual contribution to Olympism. It was exactly 20 years ago…..”
(From the letter of September 11, 2007, Prof. Wojciech Liponski, specialist on Sports Humanities, University of Adam Mickiewicz, Poland)
6.11. Parallel H – Teaching Values through Olympic Education

6.11.1. Introduction – Mr Ian Culpan, President of the New Zealand Olympic Academy

Introduction

It is argued by many that the universality of Olympism and its Values transcends cultural boundaries. In claiming this however, Culpan, Bruce and Galvan (in press) claim there are expressions of difference that require acknowledgement, acceptance and celebration.

Scholars claim (Bale and Christensen, 2004; DaCosta, 2006; Parry, 2006; Tomlinson and Whannel, 1984) that there is no immutable code of Olympism, however, as Parry, (2006) argues, Olympism can be viewed as a universal concept but the interpretation of such is culturally relative as ideas contained within generate their own meanings, language and practice. DaCosta (2006) supports this by arguing that Olympism is essentially a process philosophy that can remain universal but is manifested through contextual expressions – see Fig 1. Central to this argument is that learning through movement is crucial to establishing and promoting the linkages between Olympism and sport. Indeed DaCosta (2006) reports that scholars are generally in agreement that sport has a “carrier role” and as Arnold (1979) argued way back then that: “The dimension of education through movement is best conceived of as being that part of the educational process which aims to enhance and harmonise the physical, intellectual, social and emotional aspects of a growing individual chiefly through professionally selected and directed physical activities (p.176).”

Figure 1: Contextualising Olympism and its Values – adapted from Culpan, Bruce and Galvan

Developing this notion that Olympism and its Values can be a legitimate form of education through sport, Olympic Values Education Programme (OVEP) was a concept developed by the International Olympic Committee’s Culture and Olympic Education Commission. The specific development work was done through Dr Deanna Binder from Canada who is a well recognised Olympic Educator. The OVEP toolkit was launched in Tanzania in 2008 where Deanna Binder took a group of 12 educators predominantly from the African Continent through a training programme.

This following presentations set out to explore some of the findings that a select group of people had after experiencing a 4 day comprehensive training programme relating to the Olympic Values in Education Toolkit.

The presenters are in this workshop are:
Dr Deanna Binder: OVEP developer from Canada
Clement Chileshe: OVEP, Zambia
Henry Tandau: OVEP, Tanzania,
Mamadou Mansour Sambe: OVEP, Senegal
Jong-moon Byrun: OVEP, Korea
Each of these presenters will tell their stories of the learning that occurred as a result of their involvement and training and what they have found in implementing the programme with the youth of their country.

References
6.11.2. Ms Deanna Binder, IOC education specialist

Teaching Values: An Olympic Education Toolkit

VI IOC World Forum on Sport, Culture and Education
Busan, Korea 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

Making it possible

- Dr Jacques Rogge, President, IOC
- Mr T.A. Gamba Silhoile, Director of the IOC International Cooperation and Development Department
- Mr Raymond Goldsmith, CEO, International Sports Multimedia Limited

Description of the OVEP Toolkit

- Designed for use by educators, coaches and youth group leaders
- Includes information and activities for learners from 8 to 18 years
- Based on current athlete development and educational theory
- Focuses on HOW to teach the educational values of Olympism

The Toolkit includes

- Background information on the Olympic Movement
- Learning activities for individuals, small groups and classroom discussion

Step by Step: The Curriculum Development Process

- IOC Interdepartmental Meeting, 2005
  - Agreement on the five values to be highlighted
  - Agreement on the purpose (teaching manual) and focus (HOW to teach the values)
- Writing Process – April – August, 2006
  - Challenge 1: April 9 – 12 (elementary and secondary school level components, writing styles, activities)
  - Challenge 2: U21 and youth level and sport organizations
- Review and Revisions, August – December, 2006
  - Presentation to the 5th World Forum, October 2006
- Pilot Testing – 21st World Scout Jamboree, England, July 2007 – 120 scouts came through 9 workshops over a period of 8 days
- Pilot workshop and Africa Launch – Tanzania, April 2008
**Theoretical Framework**

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.

The Olympic Charter

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**Olympism**

Is a philosophy of life, balancing the qualities of body, will 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 values of good example, and respect for universal fundamental ethical principles.

Olympic Charter

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**The Educational Values of Olympism**

- Joy of effort
- Fair play
- Respect for others
- Pursuit of Excellence
- Balance between body, will and mind

---

**Joy of Effort**

Young people develop and practise physical, behavioural and intellectual skills by challenging themselves and each other in physical activities, movement, games and sport.

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**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.

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**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.

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**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 contribute to the development of both moral and intellectual learning.

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**Educational Questions**

- HOW are the educational values of Olympic principles learnt? How can they be taught? What are the best methods?
- HOW can the teaching of Olympic principles be supported by Olympic organizations, the IOC, the National Olympic Committees and sport and educational organizations?

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**The Toolkit Methodologies**

are based on the following Principles of Learning:

- Learning is an active, not a passive activity
- People learn in different ways
- Learning is both an individual and a cooperative activity

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**These Methodologies include**

1. Stimulating the imagination; include stories, narratives and creative activities – combine sport with cultural activities
2. Using role models, role playing & simulations
3. Talking about emotions and feelings because emotions and feelings affect behaviours – in sport and in life
4. Focusing on relationships; developing caring and compassionate behaviours

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**Note**

These are also the methodologies of the “educate the educator” workshops.
Tanzania Pilot Workshop

Using the Olympics as Context

“...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 MACALOON)

Table of Contents (1)

1. Section 1 - Introduction to Olympic Values Education
2. Section 2 - Celebrating the Values Through Symbol and Ceremony
3. Section 3 - Achieving the Values Through Sport and the Olympic Movement
5. Section 5 - Implementation Tools

Olympic Values Are Communicated Through Ceremonies at Olympic Games

When nations join the Olympic Movement and send athletes to compete in Olympic Games, they agree to a "framework of values" (see box Olympic Charter).

These principles incorporate a set of values that the International Olympic Committee (IOC) has defined as "the educational values of Sportism" (see p. 102) and agree that the values agree to promote these values in their communities (see, for example, Olympic Education Outside the Olympic Games).

Olympic Values Are Communicated Through Symbols

and in schools

One World One Dream

6th World Forum on Sport, Education and Culture International Cooperation and Development Dept.
Olympic Values Are Communicated and Shared When a City Organizes the Olympic Games

Olympic Values Are Shared Through Olympic Sport

and the activities of the Olympic Family

Olympic Day Runs

Children’s Art Projects

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 stronger, the faster, and the higher, 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 Imaginative" children’s Olympics exhibition. It was on display during the Sydney 2000 Olympic Games.
**Effort is inspired by stories of determination:**

John Akwari, Tanzania

**Fair play is practised when children respect the rules and each other**

**Respect for others is inspired by stories of the peacemakers**

Martin Luther King

“I have a dream…”

**And when people work together**

Mr. Saini, India and two friends from Tanzania

**Excellence is inspired by stories of achievement:**

Cathy Freeman, Australia

**Joy, effort, respect, excellence, friendship are inspired through participation in sports and games**

carried out in accordance with the values that we all share.
Olympic Values Education Program (OVEP) Workshops

Should also inspire friendship, respect, solidarity, excellence – and a commitment to the welfare of young people – using the methodologies of the Toolkit.
6.11.3. Mr Clement Chileshe, Olympic Values Education Programme (OVEP), Zambia

Olympic Values Education program - Zambia

Clement Chileshe
National Program Coordinator

OVEP Goal – Zambia
To influence healthy and positive lifestyles among young people through Olympic values education in and through sport and physical activity

Target group
Primary target
Children 8 to 18 in and out of school
Secondary target
Teachers, coaches, families, sport administrators

Our road map
- Happy children
- Better families
- Supportive and harmonious communities
- Best interest of the child
- Child leadership and Participation

Methods
- Movement and indigenous games
- Role plays
- Debates
- Group discussions
- Story telling
- Song and dance
- Skills challenges

So far......
- NOCZ sensitized
- 45 peer leaders trained
- 9 program leaders trained
- 35 stakeholders sensitized
- 1 Olympic Values skills challenge held
- 3500 children in and out of school participated
We can hear them say........

- I enjoy playing alongside the boys, they have stopped beating me up and they are more friendly to me. (Mary Banda, 13 years)

- I used to try and segregate myself from others but sport has made me find my true self, ever cheered with laughter and friends. (Chiko, 16 years)

"He is now visibly and unbelievably changed person and has been educating all his sisters and friends." (Mrs Mumba)

"We have to help Joy with gardening before training so he comes to play with us." (Mubanga, 14 yrs)

We are on the move

- At least 100,000 children participating per week
- At least 1000 adults participating per month
- At least 500 children leading activities
- OVEP adopted by Ministry of Education as school program
- Olympic Values are manifest through life styles at household, school and sport club levels

We are looking out for....

- Conflict with some culture values
- Sustaining the interested and returning them
- Transferring ownership to children
- Getting committed volunteers
- Translating resource book to local language

Thank you
Nathotela
6.11.4. Mr Henry Tandau, Olympic Values Education Programme (OVEP), Tanzania

OVEP IN TANZANIA

Presentation by:
Henry B. Tandau
Executive Committee Member – Tanzania Olympic Committee
Director – Tanzania Olympic Academy
28 September 2008
Busan – Republic of Korea

Tanzania the country

- Population: 36,000,000+
- Currency: Tanzania Shilling
- 1USD = Approx. 1,200 Shillings
- Borders: Kenya, Mozambique, Uganda, Zambia, Rwanda, Burundi, Malawi and DRC
- Main National Language: Kiswahili
- English is second official language

Tanzania the country –con’t

26 Regions:
Main Attractions:
Islands of Zanzibar and Pemba
Mount Kilimanjaro
Ngorongoro Crater
Serengeti National Park
Mikumi National Park
Ngorongoro Crater
Gombe Stream
Udundles Mountains
Lake Tanganyika
Lake Victoria
Lake Nyasa

Pre-OVEP Launch – Olympic Torch Relay

Giving is Winning – Sports equipment for Burundian Refugees

OVEP Toolkit Launch – 14 April 2008
OVEP Toolkit Launch

- 14th April 2008
- By The Minister of Information, Culture and Sports
  Hon. George H Motleka
- Attended by among others 3 IOC members – Gen. (Rtd) Lassana Batho, Mr. Patrick Chamunda and Dr. Kipchoge Keno
- IOC Director of International Cooperation and Development Department – Mr T.A. Ganda Sithole
- Unveiling of the toolkit

OVEP Leaders' Workshop

- Immediately following the Toolkit Launch
- Attended by participants from – Kenya, Zambia, Zimbabwe, India, South Korea, Jordan, New Zealand, Senegal and Tanzania
- Main Workshop Facilitator: Deanna Binder - Canada

Workshop Methodology

- Presentation by Facilitator
- Individual learning
- Group Learning – Team work
- Practical activities – Performing
- Teaching
- Evaluating

OVEP Leaders' workshop
Implementation

- Situation Analysis (SWOT)
- Developed a proposed plan based on SWOT
- Tanzania Institute of Education – to include Olympic Values Education in the school curricula
- Train Physical Education teachers
- Youth Camps
- Develop – Ambassadors / Advocates
- Outreach during school competitions
- Special training for the media
- TV, Radio and Press programs
- Reach-out to Politicians – Exhibition at Parliament Grounds

Post Workshop Opportunities

- AFRICAN WORKSHOP ON HIV PREVENTION THROUGH SPORT - Dar-es-Salam (Tanzania), Peacock Hotel – 7-8 July 2008 / Organised by the International Olympic Committee, in cooperation with the Tanzanian Olympic Committee & UNAIDS
- Participants from – UNICEF, Burundi, Rwanda, Zambia, South Africa, Kenya, Uganda and Tanzania
- The launch of the first Kiswahili publication by IOC = A toolkit for the Sports Community.

Sport for peace workshop

- 10 – 11 July 2008
- Attended by participants from – Kenya, Uganda, Ethiopia, Burundi, Rwanda, Djibouti, The Comoro Islands, Eritrea, Sudan, Somalia and Tanzania.
Pilot Youth Camp

- Objective of the camp:
- To find out the participants understanding of Olympism, Olympic Movement and Olympic Values.
- To introduce participants to Olympism, Olympic movement and Olympic Values.
- To educate participants on the importance of practicing Olympic values.
- To create a pool of OVEP supporters.

Participants

- Attended by 32 youths
- 16 Girls
- 16 Boys
- 1 National Record holder and AAG – Medalist as well as 1st Afro-Asian games gold medalist
- Three Facilitators

Topics Covered

- THE OLYMPIC MOVEMENT – ancient and modern
- Introduction to Olympism
- Olympic Values
- Olympic Values in everyday life
- Olympic Values in the prevention of HIV and AIDS
- Sports and the environment
- Sports and the media
- Sports for peace
- Youth Olympic Games
- The internet as a communication and educational medium
Testimony

From Yusuph Masanja

SPECIAL THANKS

Tuesday, September 9, 2008 9:51 PM

From: "Nelson J. <j.nelson@yahoocom>

To: "KisakaUwiyahom"

Subject: Thank you for your hard work, dedication and passion.

Hello there! I am doing fine here. I am Yusuph Masanja, one among the students who attended the 6th World Forum on Sport, Education and Culture. However, there are different traditions and culture, and I would like to take this chance to express how exceptionally well after my return from the camp.

As a consequence, I have been inspired, and I appreciate the International Cooperation and Development Dept. for the opportunity to participate in the forum. I am grateful to the staff who have been behind the scenes in making sure that the event was successful, as well as the organizers who have worked tirelessly to make sure that the event was a success. I would like to thank all the people who have contributed to the success of the event.

The lessons learned from the event are several. First, I have learned that cooperation and coordination are essential for successful events. Second, I have learned that the International Cooperation and Development Dept. is committed to fostering cooperation and development in the sports sector.

Therefore, I would like to express my gratitude to the staff and the organizers for their hard work and dedication. I am grateful for the opportunity to participate in the forum and to meet people from different backgrounds and cultures. I hope to attend more events like this in the future.

Thank you for your hard work, dedication, and passion. I wish you all the best.

Wishing you all the best.

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Challenges

- Availability of more toolkits
- Translation of the toolkit to a Kiswahili one
- Standing banners
- Leaflets
- Gazebos – for outreach programs
- T-shirts, pins and other promotional materials
- Financial and Human Resources

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Thank you for listening

Asante Sana kwa kunisikiliza

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6th World Forum on Sport, Education and Culture
International Cooperation and Development Dept.
6.11.5. Mr Mamadou Mansour Sambe, Olympic Values Education Programme (OVEP) OlympAfrica

The workshop will be led by a panel composed of the following 15 people:

- The Executive Director of OlympAfrica;
- Mr. Mamadou Mansour Sambe, IOC, responsible for OVEP;
- The Head of the OlympAfrica Technical Section, Workshop Coordinator;
- An expert from the Malian Ministry of Education;
- Mr. Kaba Ousmane, Education Inspector;
- Mr. Boureima, Deputy Executive Director, NOC of The Gambia;
- Mr. Ouattara, Director, School Headteacher in Kantah, Togo, representing the Centre in Togo;
- Mr. Amogbe, High School Teacher, representing the Centre in Equatorial Guinea;
- Mr. Andree, Teacher, Director of the OlympAfrica Centre in Côte d’Ivoire;
- Mr. Aderogba, Technical Director of the OlympAfrica Centre in Nigeria;
- Mr. Barry, Teacher, representing the Centre in Guinea;
- Ms. Faye, Representative of the Mauritanian Collective of the Centre in Dakar, Senegal;
- A woman’s representative from the Centre in Marcoussis, France;
- Mr. Béorcisse, Teacher, representing the Somalian Olympic Centre (Somaliland);
- A teacher representing the primary schools network in Banjul, Gambia;
- A teacher representing the secondary schools network in Banjul, Gambia;
- The Director of the Gambia OlympAfrica Centre, Local Workshop Coordinator.

### Presenters

The teaching content of the workshop comprises five modules, which will be introduced sequentially by:

- The Executive Director of OlympAfrica on “Integrating OVEP into the activities of the OlympAfrica Network”;
- Mr. Edouard Niesten, IOC, on “General presentation of OVEP: history, objectives, structure, target, management, administration, etc.”;
- The Head of the OlympAfrica Technical Section, OVEP Regional Leader, on “Feedback from the Dakar Sabbath workshop on the main points of OVEP: use of the Toolkit by the participants”;
- Mr. Ousmane, Director, on “The various tools for effective implementation of the programme in the OlympAfrica structure.”

The Expert from the Malian Ministry of Education on “Simulation of a model to integrate the programme into the school system based on a case study in Mali.”

### Overall objectives

- Make the OlympAfrica leaders and all potential partners aware of OVEP;
- Encourage them to make use of the Toolkit.
- Define specific programme context for use in the schools targeted by the specific OlympAfrica centre.
- Define a training programme for the teaching teams in those schools for the instructors at each centre.
- Negotiate with the young users of the centre on a range of activities taken from the basic model of the programme.
- Develop a module specific to the women’s clubs and groups which exist in certain centres.

### Specific objectives

- Clearly certain activities in the centres likely to support this programme;
- Discuss with education professionals the strategies to integrate these activities into the school curriculum and programmes used in the countries of the centres concerned;
- Plan activities taking into account the OlympAfrica network calendar;
- Establish statistics by country of all the parties concerned by the programme (see example of personalisation per country attached stating: number of pupils, teachers, young athletes and women in the basic activities for the basic data and follow-up);
- Develop systems for periodical assessments of the activities conducted;
- Envisage strategies to transfer the experience gained from the workshop to the other sub-regional workshops planned in Cameroon and Mozambique.
Methodological approach

- The work will take the form of:
  - PowerPoint presentations;
  - Small working groups;
  - Plenary sessions;
  - Individual work;
  - Demonstrations in schools;
  - Practical activities with young people and women;
  - Presentation on OVEP;
  - Film projections.

BUDGET/FUNDING

- In line with the undertakings given by Mr Sitole at the 2010 Salam workshop, the IOC will provide all the funding for the programme.

FOLLOW-UP/EVALUATION

- In line with the methods applied for the current programmes in the Olympatex structures:
  - designation of those in charge of the activity;
  - implementation of an operating plan;
  - submission of regular reports;
  - production of visual media for the activities undertaken;
  - feedback in order to reorientate actions;
  - extend the experimental phase over two years.

TRANSFER OF EXPERIENCE

- Three workshops to be held like the one in Bamako, with a grouping of countries in the same geographical area who share some of the Olympatex network activities, i.e.:...
CENTRAL AFRICA WORKSHOP:
Location: Yaoundé (Cameroon)
Eight countries concerned (8 Centres): 5 French-speaking, 1 English-
speaking, 1 Portuguese-speaking and 1 Spanish-speaking, i.e.:
- Benin (work nearing completion);
- Cameroon;
- Congo;
- Equatorial Guinea;
- Nigeria (work in progress);
- CAR;
- São Tomé e Príncipe;
- Chad (project files being finalised).

SOUTHERN AFRICA WORKSHOP:
Location: Bujumbura (Burundi)
Nine countries concerned: 4 French-speaking, 5 English-speaking, i.e.:
- Burundi;
- Comores;
- Sudan;
- Uganda;
- Tanzania (project files being finalised);
- Madagascar (project files already finalised);
- Seychelles (start-up phase);
- Rwanda (work restarting);
- Ethiopia (files finalised).

MERIDIONAL AFRICA WORKSHOP:
Location: Maputo (Mozambique)
Seven countries concerned (but eight centres): 5 English-speaking, 2
Portuguese-speaking, i.e.:
- Angola;
- Lesotho;
- Mozambique (Boane);
- Mozambique (Crimoça);
- Namibia (project files being finalised);
- Swaziland;
- Zambia.

WESTERN AFRICA WORKSHOP:
Location: Bamako (Mali)
Six countries concerned (6 Centres): 4 French-speaking, 2 English-
speaking and 1 Portuguese-speaking, i.e.:
- Burkina Faso;
- Côte d'Ivoire;
- The Gambia (Brikoria);
- The Gambia (Kaur);
- The Gambia (Seckunda East);
- Guinea;
- Guinea-Bissau;
- Liberia;
- Mali (Banamabogo); Mopti (Macouba);
- Niare;
- Senegal (Gandé); Senegal (Gorgui); Senegal (Somone).

CONCRETE ACTION SINCE DAR ES SALAAM
- Dissemination of information throughout the Olympia network;
- Identification of centres targeted to begin the test phase;
- Visits to the centres in Mali, Cameroon, São Tomé and The Gambia;
- DAIMLER CUP regional tournament in The Gambia..........

6th World Forum on Sport, Education and Culture
International Cooperation and Development Dept.
6.2. Plenary 3 – Olympic Education in Olympic Games Organising Committee (OCOG) Programmes

6.12.1. Engaging and inspiring young people through the Olympic and Paralympic Games – London 2012 and education

Mr Nick Fuller, Head of Education, The London Organising Committee of the Olympic and Paralympic Games (LOCOG) and Ms Kathryn McColl Education Manager, LOCOG

London 2012 Vision
- Use the Power of the Games to Inspire Change
- Deliver memorable Games that provide experiences of a lifetime
- Capture the imagination of young people all over the world
- Create physical, social and sporting legacies that meet the long term needs of people and their communities

The role of education
We want to use education and learning to maximise children's and young people's engagement with the London 2012 Games, inspiring them and helping them to fulfil their potential

Nick Fuller
Head of Education

Kathryn McColl
Education Manager

London Organising Committee of the Olympic Games and Paralympic Games
Olympic Values

- **Respect** - or how to use fair play, win or lose others, respecting one’s own limits, taking care of one’s health and the environment.

- **Excellence** - or how to give the best of oneself, on the field of play or in life, taking part and progressing according to one’s own objectives.

- **Friendship** - or how, through sport, to understand each other despite differences.

Paralympic Values

- **Determination**
- **Courage**
- **Inspiration**
- **Equality**

Strand one – Handover
Summer/Autumn 2008

- Welcoming the World
- Who do we think we are?
- Paralympic Handover activity
Paralympic Handover

Wednesday 17 September

• 5000 schools and colleges across the UK involved

• 13 press events in every nation and region, attended by Paralympians, Ministers, press and other VIPs

• Local, regional and national press coverage

Get Set

Our ambitions

To create a network of schools and colleges and other educational institutions across the UK demonstrating and living their commitment to the Olympic and Paralympic values

To use the London 2012 Games to enhance learning opportunities for young people within existing educational priorities
Get Set
- Provide young people in every school and college across the UK with the opportunity to get involved in the London 2012 Games.
- Enhance young people’s learning right across the curriculum.
- Offer a coherent structure through which schools, colleges and local authorities can engage with the 2012 Games.
- Build excitement right across the UK and harness enthusiasm.
Engaging children and young people internationally

The vision we took to Singapore:

“To reach young people all around the world, to connect them with the inspirational power of the Games.”

International sport development

- Five pilots running
- Inspiring children and young people to participate in sport

Global citizenship

- Launch in 2019
- Engaging young people around the world in a conversation about the Olympic and Paralympic Values

International Olympic Youth Camp

First-choice host institution identified

Azerbaijan

Brazil

India

Palau
Zambia

Thank you

education@london2012.com

London 2012 would like to thank our partners for their support.

Worldwide partners

OMEGA

Official partners

bp

BRITISH AIRWAYS

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NORTEL
6.12.2. Sochi Olympic education programme

Mr Andrey Vulf, Director of Cultural and Educational Programmes, Sochi Organising Committee for the 2014 Olympic and Paralympic Winter Games and Mr Andrey Avanesov, Head of Education, Sochi 2014

““The Olympic movement is above all an educational movement”
International Olympic Committee President, Dr Jacques Rogge

“Unity, mutual understanding and collaboration are the fundamental values of The Olympic Movement”
Prime Minister of Russia, Vladimir Putin
**ROU Main Facts**

- ROU was founded on 08 Aug 2008 in Beijing.
- By the initiative of the SOCC 2014 Organizing Committee and in the presence of Russian Prime Minister Vladimir Putin, a three-way memorandum was signed between the International Olympic Committee, the SOCC 2014 Organizing Committee and the Olympic Committee of Russia. The parties agreed to found the Olympic University in Sochi and defined the next steps on the way to the implementation of the ROU project. The signatures are as follows:
  
  Dr. Jacques Rogge, International Olympic Committee President
  
  Mr. Jean-Claude Killy, Chairman of the Coordination Commission for the 2014 Olympic Winter Games
  
  Mr. Dmitry Chernyshenko, Organizing Committee of Sochi 2014 Olympic’s Winter Games President and Chief Executive Officer
  
  Mr. Leonid Tyaguchov, Russian Olympic Committee President

**ROU Unique Concept**

Unique Nature and Climate Conditions of Sochi Provide:

- An excellent opportunity to exercise winter and summer sports all year round
- Ideal conditions for training, studies and recreation

Integration of the Olympic Park Venues into the University Project:

- Efficient usage of the University venues and facilities before and during the Games
- The usage of the Olympic Park venues as a training base for the University’s training programs for winter and summer sports
- Summer internship programs for the University students at sports venues and international sporting events in Sochi

**ROU Educational Format**

- Majors
  - International Sports and Culture Relations
  - International Sports and Culture Communications
  - International Sports and Culture Management
  - 2-Year Masters
  - 2-Year MSA
- Concentration Focus
- Short-Term Programs
- Olympic Champions Training Clinics

**ROU Structure (vs. Olympic Functions)**

**Departments**

- Finance and Budget Management
- General Administration
- International Cooperation
- Theoretical Education
- Theoretical Practice
- Park Planning and Management
- Sport Economy
- Sports Marketing
- Sports Medicine and Science
- Sports Training
- Tourism

**ROU Structure**

- Divisions
  - International Sports and Culture Relations
  - International Sports and Culture Communications
  - International Sports and Culture Management
  - Laboratories
    - Laboratory of Human and Sports Performance
    - Laboratory of Sports and Culture Communications
    - Psychology Laboratory
    - Sports Medicine Laboratory
    - Physical Education Laboratory
- Schools and Centers
**RIOU Customers**

- NOCs
  - RIQU is supposed to give grants to 20 NOCs contest winners in close connection with the World Olympic Solidarity Programs.
- International Federations
  - Joint programs are supposed to be delivered in collaboration with it’s to develop certain sports in certain regions.
- The IOC
- National Sports Federations
- Sports Industries

**RIOU Benefits for the Olympic Movement**

- Spirit and Ideology Consolidation
- Strategic Programs Implementation
- Marketing Campaigns Delivery
- Sponsorship Supporting (Intensification)
- Human Resources Development
- International Events Hosting

The RIQU crew thanks you for your attention!

Contact us: EDU@SOCI2014.com

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6.12.3. /EDU: Canada’s school portal to Vancouver 2010

Mr Burke Taylor, Vice-President, Culture & Celebrations, The Vancouver Organizing Committee for the 2010 Olympic and Paralympic Winter Games (VANOC) and Mr Don Black, Director of Education Programs, VANOC

/EDU: Canadian school portal for the Vancouver 2010 Games

Don Black
Director, Education Programs

Vancouver 2010 Education Programs

Programs:
- /EDU: Canadian School Portal
- University Programs
- Games-time programs

Goals:
- Promote Olympism
- Promote sport, culture and sustainability
- Leave lasting legacies

Vancouver 2010 Education Programs

Program design:
- Use the Internet
- Use existing education programs and resources
- Engage, inspire and activate children and youth

Vancouver2010.com/EDU

- Provides single point access to a database of education programs
  - Olympic movement, Paralympic movement, Sport, Culture, and Sustainability
  - Featuring more than 10 programs over the next 10 months
  - Programs can be added at any time – up to and during the Games
- Includes teacher forum
  - Teachers share ideas and resources
  - Online workshops for teachers
- Provides teachers and students with a unique opportunity to showcase their school projects

Vancouver2010.com/EDU

- Canadian school portal
- For teachers
- English and French
**Olympic Education Programs on /EDU**

1. Canadian Olympic Committee School Program
2. International Olympic Committee Education Programs
3. Olympic Truce Program

**Canadian Olympic School Program**

- Pre-existing Olympic education program
  - Legacy of the 1988 Calgary Winter Games
- VANOC working with COC to promote and strengthen the program
- As a result of Vancouver 2010
  - Significant increase in sponsor investment
  - New online, interactive projects
  - Substantial increase in teacher enrolment

**IOC Programs**

- /EDU links to Olympic education programs on the IOC website
- /EDU's teacher forum will provide regular updates for Canadian teachers on what's new on the IOC site and how to use IOC Olympic education programs and resources
- /EDU plans to feature the IOC Olympic Values Education Program as a core program
  - July 2009 – March 2010
**Olympic Truce Program**

- New program in development with the British Columbia (BC) Ministry of Education
  - Launching October 2009
- Connect Olympic Truce to the day-to-day lives of students
  - Students share personal stories and messages of peace with others around the world
  - Canadian students are connected through their families to every part of the world (and every conflict)
- Online anthology will continue to be used by schools after 2010

**Sport Programs on /EDU**

- Online program developed as part of the Vancouver 2010 Olympic Bid
- Interactive program encourages children and youth to discover sports that match their physical abilities and individual interests
- Includes student-hosted videos and information on all Olympic sports
- Used by teachers to promote sport and to develop physical activity programs for their students

**Culture Programs on /EDU**

- Cultural Olympiad School Programs
  - New programs that connect schools to the Cultural Olympiad, including the Cultural Olympiad’s digital programs
  - Plan to build on existing artist-in-the-classroom programs
  - Launching February 2009

**Sustainability Programs on /EDU**

- Best for the World
  - New program developed with BC Ministry of Education and non-profit/NGOs from across Canada
  - Students develop and deliver environmental projects in their communities
  - Students showcase their projects on /EDU and in their communities as part of the Torch Relay celebrations
  - Launching November 2009

**Sharing the Dream on /EDU**

- New program developed by the BC Ministry of Education in collaboration with VANOC
- Students develop and conduct interviews with Olympians and other role models
- Interviews are webcast and podcast across Canada
- Includes online, multilingual, student-led discussion forums promoting global citizenship and celebrating Olympic values – hosted by TakingitGlobal (non-profit youth organization)
- Launching Fall 2008
Project Showcase on /EDU

- Unique opportunity for teachers and students to showcase their projects as part of Vancouver 2010 Games
- Includes multimedia toolkit that teachers/students use to document and upload their projects to /EDU
  - Text, pictures, PowerPoint, audio, video
- Searchable database of student projects
  - Theme, subject, grade, region, language

Project: Inukshuk

- Grade two children in Calgary wanted to know why the Inukshuk is the official emblem of the Vancouver 2010 Olympic Games
- As part of their school project, they built a real Inukshuk pointing to Vancouver (1,057 kilometers away)
- Shared their project on /EDU
/EDU: Welcomes the World

- Opening the /EDU teacher forum to teachers from around the world
- Looking to feature other NOC and NOA Olympic education programs on /EDU
- Looking to showcase Olympic school projects from around the world

www.vancouver2010.com/EDU
6.12.4. Long-term benefits and how BOCOG designed the biggest Olympic education programme in history

Mr Yang Zhicheng, Division Chief of Olympic Education, The Beijing Organizing Committee for the Games of the XXIX Olympiad (BOCOG)
34 days ago, the Olympic torch of Beijing 2008 Olympic Games extinguished.

The Olympic Flame still burns in everybody's heart.

Ambition Olympic Education Programme.

Olympic Education Achievements during the Games Time.

Nearly 1 million students enjoy the Competition, in venues with the lower price tickets.
Olympic Education Achievements during the Games Time

More than 200 school students join in the Team Welcome Ceremony in the Olympic and Paralympic Village and sing the song of Heart to Heart for every delegation.

Olympic Education Achievements on Games Time

Some Presidents and athletes visiting Heart to Heart Partner school.

Contents

1. Long-term benefits
2. How BOCOG designed the Olympic education programme

Long-term benefits

- Olympic Educational Legacy of Beijing 2008
  - To bring up a new generation understanding the Olympic spirit and knowledge, with a global vision and health life behavior;
  - To establish Olympic Education Model Schools;
  - To form an educational mechanism and method to advocate Olympic spirit;
  - To set up research institutes for Olympic education;
  - Aid to collect large numbers of Olympic art works created by students and teachers.

Long-term benefits

The Legacy is a Olympic education system

- Model Schools
  - Mechanism and methods
  - Students (New generation)
  - Olympic research institutes
  - Works (achievements)

Long-term benefits

The Legacy is a Win-win system

- Olympic Movement
  - Influence: To enhance and demonstrate
  - Chinese new generation
- Harmonious development on personal body, will and mind
- Harmonious development on peace and better world
- Harmonious development on human and nature

Demonstrate the values of Excellence, Friendship and Respect.
How BOCOG designs and implements

Characteristics
- Cover nationwide students
- Cooperate with government
- Create innovative activities
- Combine with School curriculum system
- Cooperate with media
- Encourage school-based Olympic Education model

Mission
- To integrate Olympic knowledge and spirit through regular education system;
- To promote students getting involved in the Olympic Movement to participate in the Beijing 2008 Olympic Games preparation work;
- And to develop the quality of their will, body and mind.

Objectives
- To spread the Olympic knowledge and promote the Olympic Spirit;
- To encourage students for an international vision and mind;
- To enhance the development of sports activities at schools, promoting competition knowledge through P.E. Class;
- And to a lasting education legacy.

Tasks
- Aims at 400 million children and more than 400,000 elementary and secondary schools throughout China
- To integrate Olympic education into regular school curriculum;
- To develop Olympic theme educational activities;
- To set up Beijing 2008 Olympic Education Model Schools;
- To carry out the “Heart-to-heart” Partnership program;
- To develop curriculum resources;
- And to improve Olympic education research and the teacher training program.

Cooperate with government
- BOCOG—Ministry of Education & Chinese NOC
- Related Department & Sponsors
- Expert Support Teams
- Edu. Departments of Provinces
- Local Edu. Authorities
- Schools
How BOCOG designs and implements

Combine with School curriculum system
Encourage school-based Olympic Education model

- Olympic education courses twice a month
- Free Olympic Knowledge Readers provided
- The teaching materials, regular lessons, and teachers
- Integrated into school education system

Figure: School Curriculum Structure

Actions

Integration into P.E.

Thematic Activities

Various subjects
Actions

Mini-Campus Olympic Games

Actions

School Olympic Cultural Development

Actions

Developing Chinese Traditional Sport Games

Actions

Curriculum resources

BOCOG provides the Olympic Knowledge Lectures for students

Actions

Olympic knowledge wall charts

Actions

Creating a Training Coordinating Team

More than 10000 trained teachers in Beijing
How BOCOG designs and implements

- Cooperate with media

- Create innovative activities:
  - 554 Olympic Education Model Schools named

- 356 Olympic Education Model Schools out of Beijing and 200 in Beijing
  - Function:
    - Raising the model
    - Raising the examples of Olympic Education
    - Training a major team for the Games time
    - Developing the legacy

Create innovative activities,

- Heart-to-Heart partnership programme
  - One School linking with One NOC or NPC
  - Link with the School through the Partner NOC or NPC Recommendation
  - Welcome the Partner Introduction
  - Developing students world view

Opening Ceremony

Student designs the logo of the Heart-to-Heart Partnership Programme
Actions

Heart-to-Heart students joined in the Team Welcome Ceremony

Invited athletes and officials to visit Heart-to-Heart partner schools

How BOCOG designs and implements

A series of activities—a stage for students

Summary

- Cover nationwide students
- Cooperate with government
- Create innovative activities
- Combine with School curriculum system
- Cooperate with media
- Create school-based Olympic Education model

Thank You
6.13. Plenary 4

6.13.1. Meaning and challenges of cultural identity and diversity related to Olympic values

Mr Samuel Lee, Secretary-General of the Korean National Commission to UNESCO

The UNESCO Declaration on Cultural Diversity (2002) defines Culture “as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, that encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs.”

All communities in the world have their own cultural identity that is “determined by ethnicity, history, language, religion and art”. These features take “diverse forms across time and space” which are “passed on within and among groups and societies”. This provides a base for significant cultural diversity which is “embodied in the uniqueness of the identities of the groups and societies making up humankind”.

The diversity in cultural identity “may be understood as, but not limited to, diversity in:
1. practices (rituals, production systems and knowledge transmission systems);
2. ways of living together (social systems including institutions, legal systems, leadership and tenure systems);
3. value systems (religion, ethics, spirituality, beliefs and worldviews);
4. knowledge (know-how and skills);
5. languages; and
6. artistic expressions (art, architecture, literature and music)”.

It is the “practice” of unique Traditional Games by different populations that links sport with cultural heritage. Indeed, UNESCO has outlined a “Convention for the Safeguarding of the Intangible Cultural Heritage (2003)” which encompasses the role of sport as part of a society’s cultural identity. Intangible Cultural Heritage refers to “the practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artifacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage”. It is recognized that these are “transmitted from generation to generation” and are “constantly recreated by communities and groups in response to their environment, their interaction with nature and their history” which “provides them with a sense of identity and continuity”.

A brief reflection on the historical significance of different Traditional Sports and Games provides an insight into the role they have played in identifying and diversifying different cultures. Evidently, even since the origin of humankind, various forms of sport have formed part of cultural life.

Indeed, when humans lived in hunting and gathering societies, sporting activity comprised of activities that taught and refined the skills necessary for daily living. The games played often mirrored the living conditions that were specific to the local environment. They often took place during community festivals and were meant to be fun and competitive, but also had an educational aspect to them which provided people with essential life skills.

Traditional Sports and Games often provided regular spectacles available for public viewing. Throughout history human societies have developed specific arenas designed to host sporting events. Hence, Traditional Sports and Games represented regular cultural events that provided leisure time entertainment for the public in a forum that enabled significant social gathering and interaction.

Additionally, participation in Traditional Sports and Games has formed an important leisure time activity for people in different cultures throughout history. Typically, these sporting activities were governed by rules that were based on local custom rather than widespread regulatory bodies as is seen today. Hence, this enabled scope for significant diversity in Traditional Sports and Games which stemmed from a similar conceptual base (eg traditional wrestling and combative disciplines). It is the unique characteristics of different Traditional Sports and Games, as well as the physical and social outcomes associated with these practices, that fostered cultural diversity and consequently provided many identifying features for the distinctive cultures of different societies.

Historically, Traditional Sports and Games have been incredibly durable parts of cultural identity and diversity. Often they have lasted in a similar form for thousands of years. However, it is recognized that the retention of Traditional Sports and Games within different societies has rapidly declined recently.
Evidently, these changes have been expedited in societies as they have undergone industrialization. Additionally, the current acceleration in globalization presents a further threat to the preservation of Traditional Sports and Games in the modern world.

Specifically, the rapid changes in communication and societal development that have accompanied industrialization and globalization have brought about centralized regulatory bodies. Sport has since become more organized and the importance of success and dissemination have taken on new economic and political dimensions. Consequently, the subtle regional and societal differences previously observed in many Traditional Sports and Games have been lost through the development of standardized regulations and rules that govern many sports today. Furthermore, the financial rewards and public exposure of the global market have been harnessed by popular sports and are contributing to the decline of many minority Traditional Games.

However, even until the turn of the 20th century, Traditional Sports and Games were surviving in rural communities as the only physical activity practiced for leisure and competitive purposes. Unfortunately, more recently, even in these societies these games have begun to lose their importance and to decline in popularity.

Indeed, most of the Traditional Sports and Games have already disappeared and those that are surviving face the threat of imminent extinction. These unique expressions of different cultures that have survived for thousands of years are now disappearing under the combined effect of globalization and the harmonization of the rich diversity of world sport heritage. This represents a clear threat to the preservation of cultural identity and diversity that is resulting from social evolutionary processes inherent to the modern world.

Consequently, in recognition of the impending threat that exists for many remaining Traditional Sports and Games and the role that they play as part of intangible cultural heritage, UNESCO works to promote and develop these practices to ensure their preservation in different cultures around the world. The relative scarcity of the enduring Traditional Sports and Games in the modern world adds value to the preservation of what does remain in this area.

UNESCO’s actions have included organizing the 3rd International Conference of Ministers and Senior Officials responsible for Physical Education and Sport (MINEPS III) in Punta del Este, Uruguay, in 1999. At this conference it was noted that “the World Festival of Traditional Sports, to be celebrated in June 2000 under the auspices of “Trim and Fitness International Sport for All Associations” (TAFISA) and with the patronage of UNESCO, in connection with the Hanover world exhibition “Expo 2000”, will help to create a worldwide awareness of traditional sports and indigenous games and physical activities, thus making an important contribution to their preservation”. As a follow-up to these recommendations, UNESCO published “The World Sport Encyclopedia” in 2008.

The endeavors of promoting Traditional Sports and Games were further emphasized at MINEPS IV which was held in Athens, Greece, in 2004. Consequently, Resolution 21 at the UNESCO 33rd General Conference invited “Member States to find appropriate mechanisms for sharing information about traditional games and sports and about their efforts to preserve and protect them”. As a result, an international platform for the promotion and development of Traditional Sports and Games was launched in November 2006. UNESCO has since also proposed the development of a Network on Traditional Sports and Games (UNTSG) that will incorporate the:

- Creation of national networks.
- Provision for supporting research-policy linkages for promotion and protection.
- Capacity to improve the sharing and dissemination of information through seminars, conferences and publications.

UNESCO will endeavor to continue to strengthen its relationship in the field of sport, in particular, Traditional Sports and Games. As the UN agency responsible for education, science, culture and communication, UNESCO continues to promote its program on sport and physical education as a vehicle for the development of both the individual and the society. The preservation of Traditional Sports and Games forms an integral part of this as it provides a valuable insight into previous civilizations that benefits present and future generations by encouraging dialogue and understanding between diverse cultures.
6.13.2. Olympic cultural policy and contemporary youth

Professor John MacAloon, Dean of the University of Chicago

Mr Chairman,
Ladies and Gentlemen,

I wish to thank the IOC Commission for Culture and Olympic Education and in particular its Chairman Mr Zhenliang He for the privilege of addressing this important Forum. May I also say how pleased I am to return to Busan for my fifth visit to this city. Arriving here by ship in 1988, bringing the Olympic Flame from Jeju-do was one of the highlights of my life. Just as Chairman Mr He’s leadership has been indispensable to maintaining IOC attention to culture and education through the commission he leads, so too no recent Olympiad has been more thoroughly infused with these commitments than was Seoul'88.

We who witnessed it will forget neither the fantastic devotion of Korean culture, Korean authorities, and Korean families to education at all levels nor the historic role of Korean scholars, artists, religious practitioners, and medical teachers in preserving deeper East Asian cultural structures when they were being neglected or suppressed elsewhere on the continent. We recall with admiration how Seoul'88 combined the most advanced modernization projects with a complete revitalization of these indigenous Asian and Korean cultural traditions. We remain grateful to leaders like SLOOC President Mr Seh-jik Park and Professor Shin-Pyo Kang who devoted enormous energy and resources to insuring that intellectuals and scholars from around the world were able to be present to learn and to share in the rich debates about the human future that took place here.

Therefore, meeting in South Korea in the afterglow of the hugely successful Beijing Olympic and Paralympic Games reminds us of our duties as Olympic cultural conservators and educators to preserve and celebrate the cumulative Olympic heritage that makes contemporary and future successes possible at all. We must not fall prey ourselves to the logic of the entertainment spectacle and the false understanding of “legacy” as “onward to the next biggest thing.” Let us remember that we are in the midst of a long and difficult process that began with Coubertin’s insistence that Olympism was sport in the service of intercultural education and thereby of peace.

It has been nearly nine years since the IOC Reform Commission recommended and the IOC Session unanimously accepted a set of important propositions on culture and education. I was privileged to be joined by Mr Zhenliang He, Dr Robin Mitchell, Mr Thomas Bach, and Professor Norbert Müller in drafting those resolutions, and our language was subsequently elaborated in the Forum on IOC Cultural Policy in Lausanne in March 2000. Since then, under Mr He’s leadership of the new Culture and Education Commission, forums like this one have tried to reinforce the spirit of the reform process. What are some of its core features?

1. The commitment of the Olympic Family to a contemporary anthropological understanding of “culture” as “all the symbolic forms that make life meaningful for human societies” instead of the old elitist equation of the term with the beaux arts of European civilization.
2. The recognition that only through its serious commitment to intercultural education can the Olympic Movement remain a social movement at all. Otherwise, it will inevitably decline into a mere branch of the international sports industry.
3. The understanding that “Olympic education” is only universal when it is truly open to contextualization and reinterpretation of Olympic values, narratives, and performances in all of the world’s cultures, languages, and meaning systems. To try to impose one official understanding of Olympic experience everywhere in the world is not education, it is imperialism in service of power.
4. Recognizing that the best way to deparochialize Olympic intercultural education was to regionalize its modes of delivery. (We note that in 1999, Pere Miro served as our sub-commission’s rapporteur and today Olympic Solidarity is the leader in carrying this point forward.)

As we have learned throughout this Forum, we have come a long way and have found new partners like UNESCO to help in the effort. However, while a great deal is being accomplished, we still have a long way to go, and several new challenges have arisen that must be squarely faced if we are to develop our agenda, particularly with young adults today.

There are really two models of Olympic education. In the first, authoritative senior figures in the Olympic Movement endeavor to communicate their understandings of Olympic history and values to young people. In the second model, young people are encouraged to bring forward their own experiences
of the Olympics, however raw and conflicted these might be, and then, with the help of culturally sensitive and trained teachers, to make sense of them in ways that can increase intercultural understanding and detente.

Most of the presentations at this Forum have been concerned with the first model, and it has been exciting to detect a growing sensitivity to cultural context and to learn of new and promising initiatives by established organizations like Olympic Academies and OCOGs. But we should also be particularly grateful to speakers who have not hesitated to point out the growing difficulties with this first model. There is a regrettable, if understandable tendency today to turn Olympic education gatherings into sports industry meetings, to replace Olympic Movement educators, topics, and audiences with professional sports officials, managers, and technocrats treating student audiences as pre-professionals who can be motivated only by talk of marketing, media, management, or coaching. These are perfectly wonderful things to discuss and careers to pursue, but they are NOT Olympic education. Indeed, because of the prevailing fantasy of universal “world’s best practices” among such elites, this development can radically conflict with the new IOC cultural policy of increased recognition and respect for cultural diversity.

And let us be honest with ourselves, even where Olympic education efforts have remained true to the appropriate curriculum, young adults often find the presentations so abstract and pious and the curriculum so distant from their own concerns that the formal program is simply boring to them.

I strongly believe that much of the solution lies in the second model of Olympic education, of starting with young people's actual concerns and turning them to Olympic educational opportunities. Let me give you just one example from the context of Beijing. As you know, middle-class young people in many countries today actively express themselves on internet blogs, and if you’d spent even a little time on them you might have discovered, as I did, Chinese young adults who had read Western newspapers on-line and were shocked to discover Olympic medal count tables that ranked countries by total medals won and not by gold medals. These bloggers angrily saw this as a dirty trick to deny China's historic athletic achievement. By the same token, it was not difficult to find young Europeans and Americans who asserted that China was counting by gold medals just as a made-up device to serve its own national pride.

Do we just tell these young people that the IOC doesn’t endorse medal tables of any kind and leave it at that? If so, we miss a great opportunity for Olympic education! Obviously, more than mere power and national “gamesmanship” is involved here, since the Chinese always rank by gold medals whether they win or lose and so do the Koreans, Japanese and other East Asian and South Asian countries. On the other side, all the Anglo-Saxon countries and most Europeans always rank by total medals regardless of whether it’s flattering in any instance or not. So deep cultural structures are clearly involved here. What a chance to get young people thinking about the differences between what we anthropologists call “wholistic” and “egalitarian” cultures by asking them to reflect on why it would seem odd, even unnatural to a Chinese or Korean or a Canadian or an Australian person to rank in the other civilization's way.

This is real intercultural education, reducing misunderstanding, and leading to the possibility of mutual respect for real cultural differences that have strong influences elsewhere in Olympic affairs as in other areas of life.

These are exactly the same cultural differences that led those in power quite recently to change the sequence of medal presentations in the Olympic victory ceremony from gold-silver-bronze to bronze-silver-gold because it “looked more normal” that is, to Western egalitarian eyes, without realizing that this action made the ceremony suddenly look abnormal to much of the rest of the world that had been perfectly comfortable with the gold presented first! This shows, as our sub-commission pointed out in 1999, that Olympic Family leaders are often in as much need of Olympic education and intercultural counsel as our young people.

As in other departments of international life, the new respect for the concept of culture has come with new dangers as well. One is the use of “culture” as an alibi for ignorance or vested interests.

We can all agree that the decline in youth participation in sports is a documented problem in many parts of the world, particularly in our urban areas. We have heard a great deal about the IOC’s new project of the Youth Olympic Games that is meant to address this problem. Certainly we all wish the Singapore project success. But we should be seriously suspicious of the rationale that attributes the decline in sport participation to today’s “youth culture.” Often this claim is made by well-meaning persons armed with nothing but anecdotes about youth fascination with video games and other sedentary electronic enjoyments--a rather class-biased assertion--or else it comes from sports marketers with something
to sell. Speaking as a professional social scientist, I have seen no serious research to demonstrate that there is anything "cultural", in the strict sense of the term, here at all.

What we can be certain of based upon real research is that in urban areas around the world opportunities for sports participation have seriously declined. Obviously, the mix of factors differs in countries with school and park-based, club-based, and statebased sport systems, but these are socio-economic and political factors, not cultural ones, and the net effect is everywhere the same. To say that urban young people no longer "like" sport, when they are being provided with fewer and fewer opportunities to engage in it is to misread our challenge entirely. Instead of using "culture" as an alibi concept and blaming the victims, we need to focus our attention on demonstration projects that actually return sport opportunities to urban youth in a sustainable way, producing new models that can be adjusted to the requirements and current conditions in the different regional and national types of sport system. This is the real prize for an Olympic Movement seriously concerned about youth, sport and education, and we should not turn away from it because it is harder work than blaming the "culture" of video games or manufacturing a few more "X-style" sport events for another small group of participants and big advertisers.

In closing, let me return to the established world of Olympic education delivery. I believe it is the time for a bold action based upon the IOC’s new cultural policy, the transitional period the IOA and CCE are entering, and the world-wide reminder that Beijing’08 has given us, especially in the Opening Ceremonies, of the vast cultural resources of Eastern Asia that have yet to be released into creating a truly pluralistic and intercultural Olympism. How can we dramatically move forward in the project of deparochializing and thereby truly universalizing Olympism?

The answer lies in the foundation of an East Asian branch of the International Olympic Academy at Qufu, the newly restored birthplace of Confucius in China. This proposal has been developed for some years by the distinguished Olympic and Korean cultural scholar Professor Shin-Pyo Kang and has been enthusiastically discussed at the Japanese National Olympic Academy, at universities here in South Korea, the PRC, and in Chinese-Taipei, and has received strong support from many international Olympic scholars and officials. At the IOA-East Asia, presentations and discussions would take place in Mandarin, Korean, and Japanese, with simultaneous translation, just as they do in Greek, French, and English at the IOA in Olympia. Foreign scholars and student participants with appropriate language skills would take part, as they now do at Olympia. Eastern Asia would finally have its full chance to develop Olympism in its own languages and against that shared underlying civilizational architecture to which some give the shorthand label "Confucian." Having the Eurocentric and the Asia-centric IOAs consider the same topics in certain years and then to compare the results would offer a fantastic opportunity for real inter-civilizational dialogue under the Olympic aegis. Strong IOC, Solidarity, and Olympic Family support would go a long way to assuring the youth of Eastern Asia that the Olympic Movement is truly committed to becoming more universal. I can think of no project that would so quickly galvanize the Olympic intercultural movement, especially if it embodied both models of Olympic education that I mentioned earlier.

Moreover, it would serve as a fitting memorial to the tremendous success of the Beijing Olympic Games and if need be, to the extraordinary contributions of Mr Zhenliang He. We can hold out hope that he will never retire as chairman of the IOC Culture and Education Commission (though the esteemed Ms Liang Lijuan may have a different hope!). But if he does, what better monument could there be to Mr He’s achievements and lifelong commitments.

Thank you for your kind attention.
6.13.3. 2009 Olympic Congress

Mr Walther Tröger, Member of the IOC and of its 2009 Congress Commission

6.14.1. Closing presentation by the Mayor of Busan, Mr Nam-Sik Hur

IOC Vice President, the Honorable Lambis Nikolaou, IOC members, sports leaders from around the world and members of the UNESCO delegation!

I would like to extend my warmest congratulations to the 6th IOC World Forum on Sport, Education and Culture, which is now coming to an end after producing fruitful results for the further advancement of world sports.

As the Mayor of the host city, I am very pleased with the success of this Forum.

Over the last three days, Busan has enjoyed this honor of serving as the venue for discussions related to the noble Olympic ideals.

Participants had very productive discussions under the theme of «Sport and Education for the NOW Generation» to seek better ways of promoting world peace and unity for mankind through sports.

In addition, we have shared views on how to make the Olympic Games a key platform for youth education and have moved the debate forward regarding the Youth Olympic Games. It is also very meaningful that, for the first time in the history of the IOC Forum, a parallel session for the host city entitled «Olympic Culture & Education in Korea» was held.

Just a moment ago, we conveyed this valuable message to the world by means of the «Busan Declaration».

Distinguished guests!

Now, it’s time to bring the World IOC Forum on Sport, Education and Culture to a close with high expectations for the future.

The 6th Forum is drawing to an end, but its distinctive footprint will remain as an important part of the process of realizing some of the central goals of the Olympic movement.

I would like to once again express my deepest respect for the passion that you have displayed and your endeavors to realize world peace and unity through sports. With that, I announce the 6th IOC World Forum on Sport, Education and Culture closed.

Thank you.
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