

INTERNATIONAL OLYMPIC ACADEMY

8th INTERNATIONAL SESSION
FOR EDUCATORS AND OFFICIALS
OF HIGHER INSTITUTES OF PHYSICAL EDUCATION

10-17 JULY 2008

PROCEEDINGS



ANCIENT OLYMPIA



Commemorative seal of the Session

Published by the International Olympic Academy
and the International Olympic Committee

2009

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

Editor: Assoc. Prof. Konstantinos Georgiadis, IOA Honorary Dean

Production: Livani Publishing Organization

ISBN: 978-960-14-2120-9

INTERNATIONAL OLYMPIC ACADEMY

8th INTERNATIONAL SESSION
FOR EDUCATORS AND OFFICIALS
OF HIGHER INSTITUTES OF PHYSICAL EDUCATION

SPECIAL SUBJECT:
YOUTH OLYMPIC GAMES: CHILDREN AND SPORT

ANCIENT OLYMPIA

**EPHORIA
OF THE INTERNATIONAL OLYMPIC ACADEMY
(2008)**

President

Vice-President

Members

Minos X. KYRIAKOU

Isidoros KOUVELOU

Lambis V. NIKOLAOU (*IOC Vice-President*)

Emmanuel KATSIADAKIS

Antonios NIKOLOPOULOS

Evangelos SOUFLERIS

Panagiotis KONDOS

Leonidas VAROUXIS

Georgios FOTINOPOULOS

Honorary President

Juan Antonio SAMARANCH

Honorary Vice-President

Nikolaos YALOURIS

Honorary Dean

Konstantinos GEORGIADIS

HELLENIC OLYMPIC COMMITTEE (2008)

President	Minos X. KYRIAKOU
1st Vice-President	Isidoros KOUVELOU
2nd Vice-President	Spyros ZANNIAS
Secretary General	Emmanuel KATSIADAKIS
Treasurer	Pavlos KANELLAKIS
Deputy Secretary General	Antonios NIKOLOPOULOS
Deputy Treasurer	Ioannis KARRAS
IOC Member ex-officio	Lambis V. NIKOLAOU
Members	Stelios AGGELOUDIS
	Ioannis ANTONOPOULOS
	Niki BAKOYIANNI
	Athanasios BELIGRATIS
	Christos CHATZIATHANASSIOU
	Dimitris DIATHESSOPOULOS
	Michalis FISSENTZIDIS
	Andreas FOURAS
	Vassilis GAGATIS
	Nikos KAKLAMANAKIS
	Manolis KOLYMBADIS
	Panagiotis KONDOS
	Pavlos LAPPAS
	Thomas MEDESSIDIS
	Ioannis PSARELIS
	Dimitris RAZIS
	Vassilis SEVASTIS
	Freddy SERPIERIS
	Ioannis SGOUROS
	Georgios SMYRNEOS
	Evangelos SOUFLERIS
	Petros SYNADINOS
	Georgios VASSILAKOPOULOS
	Athanasios VASSILIADIS
	Ioannis VASSILIADIS
	Konstantinos WILLS
	Georgios YEROLYMPOS

**INTERNATIONAL OLYMPIC COMMITTEE
COMMISSION FOR CULTURE AND OLYMPIC EDUCATION (2008)**

**Chairman
Members**

Zhenliang HE (CHN)
Haya Bint AL HUSSEIN (UAE)
Beatrice ALLEN (GAM)
Fernando F. Lima BELLO (POR)
Valeriy BORZOV (UKR)
Helen BROWNLEE (AUS)
Philip CRAVEN (GBR)
Iván DIBÓS (PER)
Conrado DURÁNTEZ (ESP)
Hicham EL GUERROUJ (MAR)
Manuel ESTIARTE (ESP)
Timothy TSUN-TING FOK (CHN)
Konstantinos GEORGIADIS (GRE)
Nat INDRAPANA (THA)
Minos X. KYRIAKOU (GRE)
Karl LENNARTZ (GER)
Vladimir LISIN (RUS)
Alicia MASONI de MOREA (ARG)
Samih MOUDALLAL (SYR)
Norbert MÜLLER (GER)
Roque-Napoléon MUÑOZ-PEÑA (DOM)
Mohamed MZALI (TUN)
Lambis V. NIKOLAOU (GRE)
Francis Were NYANGWESO (UGA)
Enrico PRANDI (ITA)
Sam RAMSAMY (RSA)
Thomas P. ROSANDICH (USA)
Mounir SABET (EGY)
Melitón SANCHEZ RIVAS (PAN)
Klaus SCHORMANN (GER)
Antun VRDOLJAK (CRO)
Ching-Kuo WU (TPE)



Commemorative photo of the Participants

CONTENTS

Foreword

by the Honorary Dean of the International Olympic Academy,
Assoc. Prof. Konstantinos GEORGIADIS 17

OPENING CEREMONY OF THE 8th INTERNATIONAL SESSION FOR EDUCATORS AND OFFICIALS OF HIGHER INSTITUTES OF PHYSICAL EDUCATION ANCIENT OLYMPIA, 11th JULY 2008

Address and Opening of the works of the Session

by the President of the International Olympic Academy,
Minos X. KYRIAKOU (GRE) 21

Address on behalf of the International Olympic Committee,

by the IOC Member in South Africa, Sam RAMSAMY (RSA) 23

WORKS OF THE 8th INTERNATIONAL SESSION FOR EDUCATORS AND OFFICIALS OF HIGHER INSTITUTES OF PHYSICAL EDUCATION

Lectures

The Youth Olympic Games

International Olympic Committee 27

The role of the National Olympic Academies in the organization of the Youth Olympic Games
Dr Don ANTHONY (GBR) 42

The “Olympic hero” as a role model in the framework of the educational process of the Youth Olympic Games
Dr Ivans KLEMENTJEVS (LAT) 48

Youth Olympic Games: One world and nationalism
Maître Luc SILANCE (BEL) 54

Panathlon declaration on ethics in youth sport
Prof. Dr Marc MAES and Prof. Dr Em. Yves VANDEN AUWEELE (BEL) 64

Education – Youth and the Youth Olympic Games
Rob KOEHLER (CAN) 73

Youth Olympic Games. Health – Prevention – Well-being
Claude-Louis GALLIEN (FRA) 78

Youth Olympic Games and the participation of young people from the “third world”
Prof. Shamseldin Z. ABDIN (SUD)..... 91

Short Presentations

Youth Olympic Games, Olympism and children’s sport: A partnership approach for a sustainable and preferred future
David BADENOCH (AUS)..... 99

<i>Youth Olympic Games and Brazilian initiatives: The dissemination of Olympic values</i>	
Ana MIRAGAYA (BRA)	104
<i>The Olympic Studies within the educational context of PUCRS</i>	
Luciano CASTRO (BRA)	108
<i>The National Sports Academy and the development of Olympic educational programs through holding of youth and school sports activities</i>	
Nina DELEVA (BUL).....	111
<i>Vision for the first Arabic Olympic project for children from 12 to 16 years</i>	
Prof. Dr Taher Hassan ELSHAHED (EGY)	116
<i>The Finnish Olympic Academy</i>	
Petri HAAPANEN (FIN).....	122
<i>Olympic Education in Primary Schools – Many subjects are involved</i>	
Oliver BENSCH (GER).....	126
<i>The values of Olympism and their importance in today’s world</i>	
Prof. Dr Axel HORN (GER)	129
<i>Olympic Education in Secondary Schools Beijing 2008 – Olympic Games in China</i>	
Carsten OSTHUS (GER)	136
<i>Drawing on the Youth Olympic Games to spread the principles and values of Olympism as a vehicle for world peace</i>	
Ioannis S. GEORGIU (GRE)	139

<i>The views of Olympic Medalists regarding their contribution to the propagation of the Olympic Idea among young people</i> Assoc. Prof. Konstantinos GEORGIADIS and Paraskevi LIOUMPI (GRE)	143
<i>Methodology of technical training with beginner competitors</i> Akos TOTH (HUN)	147
<i>Psychology and rehabilitation of sportsman injury</i> Dr Yadav MAYA (IND)	152
<i>Olympism values contained in playing activities of elementary school students in West Sumatra Indonesia</i> Prof. Dr Gusril Muhammad NASIR (INA)	157
<i>Attitude and tendency toward physical activity and sport in Islamic Republic of Iran</i> Dr Amir Ahmad MOZAFARI (IRI)	159
<i>Can sportsmanship save our humanity? – An approach to creating a sustainable civilization</i> Katsuya OTSU (JPN)	162
<i>Youth Olympic Games</i> Tammi MARTIN and Jackie COWAN (NZL)	166
<i>Sport educating youth? Is Olympism the answer?</i> Jill HARGREAVES (NZL)	172
<i>Stuffy museums or engaging spaces?: Exciting youth about Olympic history</i> Geoffery Z. KOHE (NZL)	179

<i>Olympism in practice</i>	
Mari Synnøve STAKSTON and Atle BJERKE (NOR)	182
<i>Philosophy and Olympic Education</i>	
Maria ZOWISŁO (POL)	187
<i>Interest in the individual and team forms of sport and recreation among young women and men</i>	
Janusz MACIASZEK (POL)	189
<i>Sport in the education system</i>	
Marko LEVOVNIK (SLO)	195
<i>The Youth Olympics and the media: Towards a new relation</i>	
Dr Emilio FERNÁNDEZ-PEÑA (ESP)	200
<i>Idols and role models for young people</i>	
Dr Ann-Christin SOLLERHED (SWE).....	203
<i>Why Sport?</i>	
Wassana MANGKANG (THA).....	206
<i>Youth Olympic Games: Children and Sport</i>	
Assoc. Prof. Emer. Elizabeth A. HANLEY (USA).....	210
<i>A computer game that promotes physical activity?</i>	
Prof. James M. LYNCH, MD (USA)	213
<i>6th International Pierre de Coubertin Youth Forum, Tábor 2007</i>	
Petr NYVLT (CZE).....	217

*How can one teach Olympism at school? – “Coubertin Academy”
as one way to answer the challenge*
Ines NIKOLAUS (GER)..... 219

Conclusions of the Discussion Groups227

**CLOSING CEREMONY
OF THE 8th INTERNATIONAL SESSION
FOR EDUCATORS AND OFFICIALS OF HIGHER INSTITUTES OF PHYSICAL EDUCATION
ANCIENT OLYMPIA, 15th JULY 2008**

*Address on behalf of the Participants of the Session,
by Carsten OSTHUS (GER) and Tine VERTOMMEN (BEL) 251*

*Address on behalf of the Lecturers of the Session,
by Prof. Shamseldin Z. ABDIN (SUD) 253*

*Address and Closing of the works of the Session,
by the Honorary Dean of the International Olympic Academy,
Assoc. Prof. Konstantinos GEORGIADIS 254*

List of Participants 257

FOREWORD

The Session was organized from 10 to 17 July 2008. The main theme was “*Youth Olympic Games: Children and Sport*”. A total of 71 participants (27 women, 44 men) from 44 countries attended the Session. The 8 lecturers who had been invited were the following: Prof. Shamseldin Z. Abdin (SUD), Dr Don Anthony (GBR), Mr Claude-Louis Gallien (FRA), Prof. Dr Konstantinos Georgiadis (GRE), Dr Ivans Klementjevs (LAT), Mr Rob Koehler (CAN), Prof. Dr Marc Maes (BEL), Maître Luc Silance (BEL).

The high scientific level of lecturers, the understanding of texts and the encouragement to creative thinking, as well as the innovative character of the lectures were greeted with positive comments.

The interventions and discussions were considered to be substantial and contributed to the exchange of knowledge, views and ideas and in-depth consideration of the different topics.

The group discussions were found to be most satisfactory by the participants. The way in which the discussion was organized encouraged all participants to take part, while the conclusions and objectives were well understood by all of them who really felt that their knowledge had improved thanks to their participation in the debate.

The topics that were discussed within the discussion groups were the following. The way the Youth Olympic Games achieve their ambitious objectives, the potential risks of the Youth Olympic Games, how the media can be educated about the real values of the Youth Olympic Games, how the Youth Olympic Games can enrich and empower young athletes, the role of marketing at Youth Olympic Games, how Coubertin’s vision reflects and manifests itself in the Youth

Olympic Games with Education, how to avoid the Youth Olympic Games becoming a “Mini Olympic Games”.

The main conclusion of the Session was the fact that the Youth Olympic Games, through the three concepts Sports-Education-Culture could be a universal humanitarian undertaking of democratic education of free citizens and responsible institutes of humanitarian morality, as the Olympic Movement.

Comments regarding the Session’s organization were positive. Participants were on the whole quite satisfied with the organization, the printed material, their stay and the services of the IOA staff.

The overall impression from the Session was positive, meeting the expectations of the majority of participants who were convinced that the knowledge they would acquire would help them to propagate the Olympic ideal in their respective countries.

This Session allows the IOA to expand its efforts to raise the awareness of higher education regarding humanities related issues. It wishes, in particular, to encourage the establishment of centers of Olympic studies that will study and teach the all-human values of the Olympic Idea.

Assoc. Prof. Konstantinos Georgiadis
IOA Honorary Dean

**Opening Ceremony
of the 8th International Session
for Educators and Officials
of Higher Institutes of Physical Education**

ANCIENT OLYMPIA, 11th JULY 2008

ADDRESS AND OPENING
of the works of the Session
by the President of the International Olympic Academy,
Minos X. KYRIAKOU

It is a special honor to address the opening of the 8th International Session for Educators and Officials of Higher Institutes of Physical Education. We are all aware of the need for modern education of the pedagogical values of the Olympic Games. Such educational concerns have always existed. Here, in Ancient Olympia, the place where the idea of Olympism was born, I would like to point out that sport was the basis of youth education in ancient Greece, in all Greek cities; it was the foundation for cultivating and developing youth's physical, intellectual and moral qualities.

Sports activities and games are an ideal instrument for children's integration in school and society. Therefore, we should all contribute to strengthening educational sports and Olympic programs that are developed worldwide. This is very important because we have the duty as educationists to protect children from competition and the effects of top performance sport.

Youth Olympic Games, a new institution, will probably focus young people's interest on stadiums and sports. For this institution to be successful, we need to include young people from all over the world, in particular from "third world" countries, give more emphasis to the propagation of Olympism's pedagogical values, through educational programs, in order to raise the awareness of the world sporting youth and promote the triptych sport – Olympism – culture that will be the Games' safety valve. The young people participating in these Games will then disseminate Olympic values for an open society, governed by conditions of respect and equality for all its citizens.

I am convinced that this Session that you are attending will provide fertile ground for discussion on all these issues, leading to useful conclusions that will guide our future course. I wish you a pleasant stay and much success to the works of the Session.

ADDRESS
on behalf of the International Olympic Committee,
by the IOC Member in South Africa, Sam RAMSAMY (RSA)

The Olympic Games mean so much to us in so many ways, not only because this is the birthplace of the Olympic Games, but also because it is the birthplace of many aspects that we confront in present day society, such as philosophy and humanism in all its manifestations.

Therefore, on behalf of the International Olympic Committee, and especially on behalf of its President, Dr Jacques Rogge, it is a great pleasure, a great privilege and a great honor to be among you today, because to a large extent the group that we have today here are the *evangelists* of the Olympic Movement in all its manifestations. It's also a great honor for me personally to address you here. In addressing you, I think it's very important to remember why we are here. We are here to intensify our particular line of action as far as Olympism is concerned, what we are going to do for now, and we are also here to exchange ideas and to see how these ideas can again be honest in whatever we are doing.

I am a former pedagogue –I shouldn't say "former" because "once a pedagogue, always a pedagogue"– and we learn more over a cup of tea, or over a meal, than many of us will learn in the interchange that takes place here. And I am certain that this will be true for you too. But again, I believe and I am convinced that all of you who are here –I know that you are in charge of institutions of higher learning– you are here because of the passion, the passion that Olympism brings to all of us who are involved in it in so many ways. To some extent, some of us are fortunate that we associate and combine the passion we have and the pleasure we have, with a degree of remuneration. I am certain that this is true for

many of us here. But it's nice to know that something that you like, will also be remunerated, because, as we know, the world today is a world where we all have to make a living and without remuneration we cannot.

What is very interesting for us at the Olympic Movement is that the International Olympic Committee is responsible and goes out of its way to assemble as many people as possible where there is interest in Olympism in the world. As we are sitting here, not only do we have leaders of Institutes in higher learning but also Postgraduate students sitting behind you at the back who are also studying the aspects of Olympism. Last week and the week before we had here the Young Participants who are going to be involved in the future activities of the Olympic Games. Last year, we had Olympians who were medallists at many Olympic Games and to see that the International Olympic Academy brings all these people together into a convergence of ideas is crucial and very important because we need this convergence of ideas coming out of what you are doing.

Sometimes, I get disappointed. I am a member of the IOC and, with an exception of one or two, I am not a familiar face to you and neither are you familiar faces to me. That is disappointing because we have the same aim, the same object, the same passion. So, it's important to find each other and to get to know each other and we have the opportunity to do that here. In the end, you are the ones who will spread the "gospel" of Olympism and it's important to get to know you. That's why I need to congratulate Kostas, especially, for assembling these people because out of here we are to get all types of activities to many parts of the world. And I hope that we will have the opportunity to interact with you, and you will interact with the Postgraduate students, because we all have the same aim, the same passion and jointly we can deliver that.

**Works
of the 8th International Session
for Educators and Officials
of Higher Institutes of Physical Education**

Lectures

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

THE YOUTH OLYMPIC GAMES

International Olympic Committee

* The lecture was presented on behalf of the International Olympic Committee by the IOA Honorary Dean and Member of the Consultative Committee for the Youth Olympic Games, Assoc. Prof. Konstantinos Georgiadis.

- **Vision and objectives**
- **Description**
- **Sports Competitions programme**
- **Culture and Education programme**

- **Vision and objectives**

Context

- Issues observed regarding youth and sport throughout the world
 - Unequal access to sport
 - Decline in physical activity / Increase of obesity
 - Drop in sport participation at ages 14-16
 - Decline in sports audience

Background

- IOC “Olympism and Youth” projects launched to ensure appeal of Olympism and Olympic Games for young people
 - Event: Youth Olympic Games (YOG)
 - Olympic Games: Introduction of BMX/Ski-cross

- Promotional campaign: “The Best of Us”
- Digital media: Olympic.org next generation
- Education: Olympic Values Education Programme (OVEP)

Kick-off

5 July 2007:

Unanimous approval of Youth Olympic Games project by IOC members at the 119th IOC session in Guatemala

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”

Definition

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

Objectives

- Bring together and celebrate the world’s best young athletes
- Propose a unique and powerful introduction to Olympism
- Innovate in educating and debating Olympic values and societal challenges
- Share and celebrate the cultures of the world in a festive atmosphere
- Reach youth communities throughout the world to promote Olympic values
- Raise sport awareness and participation among the youth

- Act as a platform for initiatives within the Olympic Movement
- Organise an event of the highest sports international standards

● Description

Format

- Every 4 years, first editions in Summer 2010 (Singapore) and Winter 2012
- Summer: approx 12 days, year of the Olympic Winter Games
- Winter: approx 10 days, year of the Olympic Summer Games

Participation

- Age between 14 and 18 years old; Fine tuning according to IF categories, maximum 2 years difference by Sport
- Minimum of 4 “universality places” guaranteed for each NOC (summer edition)
- Non-athlete youth participation also encouraged: officials, reporters, organisers
- Summer: 3,500 Athletes and 875 Team officials
- Winter: 1,000 Athletes and 500 Team officials

Programmes

- Participants to stay for the whole duration of Games and take part in both sports competitions and Culture and Education programmes
- Sports Competitions programme
For 2010 and 2012 YOG, all sports of 2012 and 2014 Olympic Games, but with a limited number of disciplines
- Culture & Education programme
With interactive and innovative workshops and forums, artistic activities and events, celebrations of cultures and Games
- Idea is to create community of “ambassador sportspersons in society”

Infrastructures

- Youth Olympic village
- Hotel accommodation: 3,000 rooms (S), 2,000 rooms (W)
- Sport venues: no new venues should be built
- Transport: single common shuttle service, small car pool

Finance

IOC will fund:

- Travel and accommodation of NOC delegations
- IFs' International Technical Officials
- Production of daily TV highlights (OBS)

● **Sports Competitions programme**

Principles

- Same sports as Olympic Games (26 for Summer, 7 for Winter)
- Disciplines and events can be non-Olympic
- Junior International level competition standards defined by IFs
- No records registered: focus on achievement and excellence
- Mandatory for Athletes to participate in Culture & Education programmes, which will be designed around the sports competitions
- Creativity and innovation encouraged for sport presentation
- IF young officials' involvement encouraged (ITOs, NTOs)

Sports (Summer)

Sports	Disciplines	Events	Number
Basketball	3 on 3 Basketball	20 team tournaments (M&W)	2
Football		6 team tournaments (M&W)	2
Handball		6 team tournaments (M&W)	2
Hockey		6 team tournaments (M&W)	2
Volleyball	Volleyball	6 team tournaments (M&W)	2
Aquatics	Diving	Individual springboard (3m), platform (10m) (M&W)	4
	Swimming	16 events (M&W)	32
		Mixed Relays	2
Archery		Recurve Individual (M&W)	2
		Mixed Team (Gender and NOC)	1
Athletics		15 events	30
Badminton		Singles (M&W)	2
Boxing	Men only	8 weight categories (M)	8
Canoeing	Flatwater	K1 and K2 (M&W), C1 (M), C2 (M)	6
Cycling		Mixed Team Combined BMX – Mountain Bike – Road	2
Equestrian	Jumping	Individual, Team competition (M-W)	2
Fencing		Sabre, Epée, Foil individual (M&W)	6
		Mixed Team	1

(M-W) no difference in terms of gender.

INTERNATIONAL OLYMPIC COMMITTEE

Sports	Disciplines	Events	Number
Gymnastics	Artistic	Individual all-around (M&W)	14
		Individual apparatus finals (M&W)	
	Trampoline (M&W)		
	Rhythmic	Individual all-around, Group Competition (W)	2
Judo		4 weight categories (M&W)	8
		Continental Team (M&W)	2
Modern Pentathlon		Individual (no equestrian) (M&W)	2
		Mixed Relay (no equestrian)	1
Rowing		Single sculls, Pairs (M&W)	4
Sailing		Windsurfing, 1 person dinghy (M&W)	4
Shooting		Air rifle 10m, Air pistol 10m (M&W)	4
Table tennis		Singles (M&W)	2
		Mixed Team	1
Taekwondo		5 weight categories (M&W)	10
Tennis		Singles, Doubles (M&W)	4
Triathlon		Individual sprint distance (M&W)	2
		Super sprint Continental Team relay (M&W)	2
Weightlifting		6 weight categories (M), 5 weight categories (W)	11
Wrestling	Olympic format	Greco-roman, 7 weight categories (M)	7
		Freestyle, 7 weight categories (W)	7
	Beach format	2 weight categories (M&W)	4
			199

Sports (Winter)

Sports	Disciplines	Events	Number
Biathlon		Sprint, Pursuit (M&W)	4
		Mixed NOC Relay (M&W)	2
Curling		Mixed Team and Doubles	2
Ice Hockey		5 team tournaments (M&W)	2
Bobsleigh	Bobsleigh*	Two-man bob race (M&W)	2
	Skeleton*	Individual (M&W)	2
Luge	Artificial track**	Singles (M&W)	2
		Double, Team Relay, Sprint (M-W)	3
Skating	Short Track	Limited number of events based on the Olympic programme (TBD)	TBD
	Speed Skating*		
	Figure Skating		
Skiing	Alpine	Slalom, Giant slalom, Super G, Combined	TBD
	Cross-country	Short distances, Sprint	
	Freestyle	Moguls, Ski Cross	
	Nordic Combined*	Individual competition	
	Ski Jumping*	Individual competition	
	Snowboard	Half pipe, Showboard Cross	

* If infrastructures exist

** If an artificial Luge track does not exist, a natural Luge track may be used as a substitute, (M-W) no difference in terms of gender

Venues (Summer)

Sports	Minimum Capacity
Aquatics	1500 / 2500
Archery	500
Athletics	10000
Badminton	1000
Basketball	3000
Boxing	1000
Canoeing	1000
Cycling	Open / 2000
Equestrian	1500
Fencing	1000
Football	3000 / 10000
Gymnastics	2000
Handball	1500
Hockey	1000
Judo	1000
Modern Pentathlon	Variable
Rowing	1000
Sailing	Open venue
Shooting	500
Table Tennis	1000
Taekwondo	1000
Tennis	2000
Triathlon	Open venue
Volleyball	1500
Weightlifting	1000
Wrestling	1000

Venues (Winter)

Sports	Minimum Capacity
Biathlon	Open venue
Bobsleigh	Open venue
Curling	500
Ice Hockey	3000
Luge	Open venue
Skating	3000
Skiing	Open venue

Qualification System Principles

- *General*
 - IFs manage qualification system and criteria
 - NOCs select and send athletes and Team officials
 - Host NOC participation in all sports (conditional on performance level)
 - Use of IFs' existing events and/or rankings for qualification
- *Universality*
 - 4 “universality places”
 - guaranteed for each NOC
 - Managed by Tripartite Commission
 - 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 per NOC
 - Limited number of athletes per NOC per sport
 - Gender equity ensured

Singapore 2010 Qualification Calendar

September 2008	IF Qualification Systems for all sports released
October to December 2008	NOCs to submit preferences by sport/discipline for universality places
January to February 2009	IOC confirms allocation of universality places to NOCs
March 2009 to May 2010	IF qualification period (14 Months)
15 July 2010	Entries deadline (by name) for all sports
August 2010 (date TBC)	1st Summer Youth Olympic Games

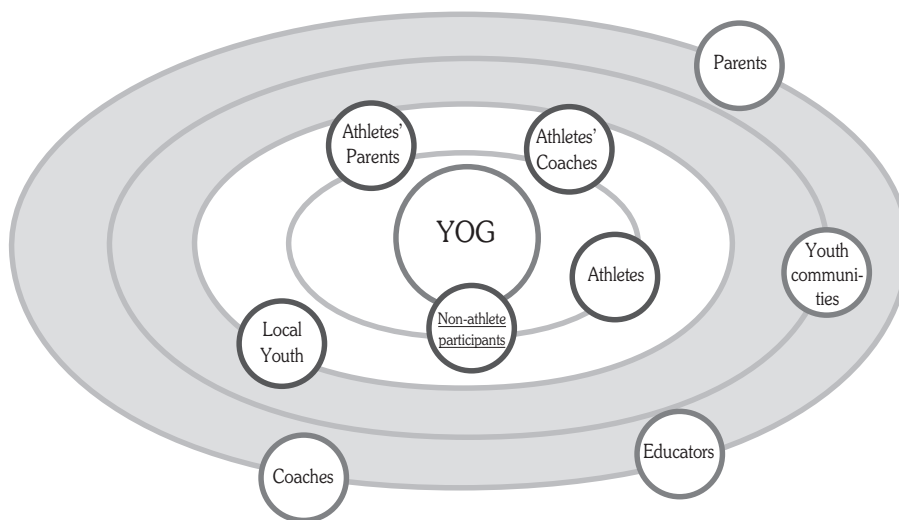
● Culture and Education programme

C & E Programme = Learn & Share Spirit!



Audiences and Challenges

Large audience and heterogeneous community (i.e. language, culture)



- Athletes: establish a quality, flexible and motivating programme. Facilitate interaction with Athlete Role Models with other participants.
- Young non-athlete participants: fulfill their expectations of educational and cultural experience.
- Athletes' parents and coaches: get them to fully support the YOG concept.
- Local youth: give them the chance to be part of a unique experience, even if some tasks are less directly linked to the event.
- Youth communities worldwide: appeal and reach youth communities by using new media.
- Parents, coaches and educators: win their support and make them active relays towards young people.

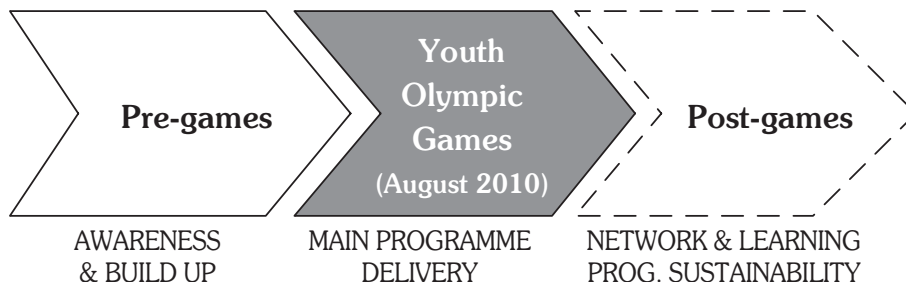
Roles and Implementation

- Education
 - IOC is leading the process to ensure and sustain quality
 - NOCs and IFs are contributing
 - Organizing Committee (YOGOC) is contributing and implementing
- Culture
 - YOGOC is developing an attractive programme celebrating participants and cultures of the world
 - IOC is reviewing and validating

Themes

- History of Olympic Movement
- Olympism and Olympic Values
- Sports context (e.g. media relations, career management)
- Risks in Sports (e.g. doping, betting)
- Well-being and healthy lifestyle
- Involving youth (careers in sport)
- Social responsibility (e.g. Community assistance, Environmental protection, Humanitarian issues)
- Digital Media: initiation and new developments

Phases

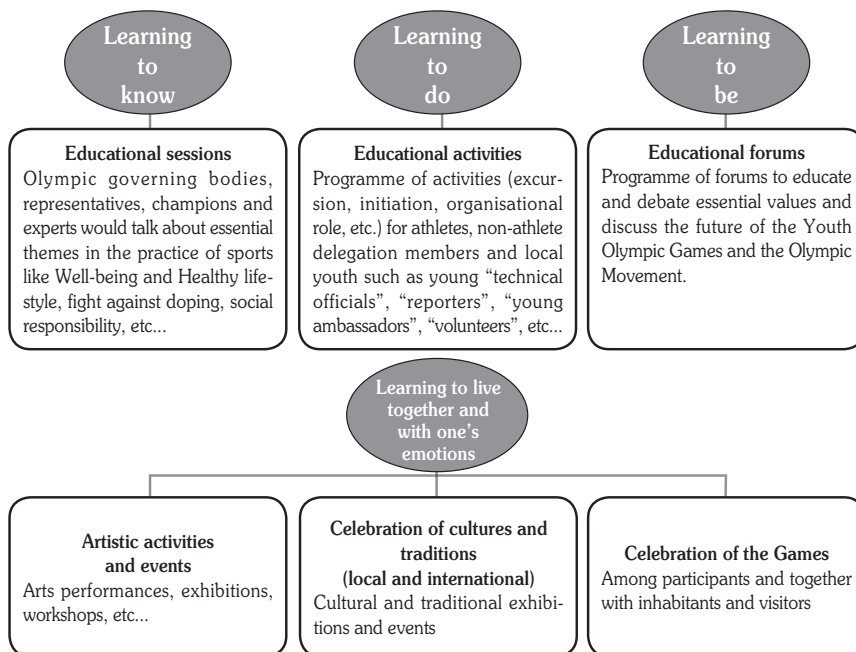


Pre-games time approach: NOC involvement

- Inform, engage and federate national sports community (NFs, Olympians, athletes, clubs) as well as public authorities around YOG vision and concept
- Lead and coordinate YOG related initiatives involving all parties

Games time approach: “4 pillars” of Education*

* Based on report of UNESCO – International Commission on Education for the 21st Century



* Based on report of UNESCO – International Commission on Education for the 21st Century

Principles and objectives

- Principles
 - Conceived around sports programme
 - Combines mandatory and facultative components (“à la carte”)
 - Comprised of Education sessions, workshops, forums and events
 - Participants: athletes and also non-athletes
 - Involves “Athlete Role Models” (former Champions and Olympians)

- Objectives
 - 8 to 12 hours mandatory for all athletes
 - 4 to 6 hours of educational sessions (planned by YOGOC and IOC in advance)
 - 4 to 6 hours of workshops

Post-games time approach: Network creation

- Athletes
 - Farewell kit with Games’ time Educational material
 - Intranet network platform

- NOCs / IFs
 - Compilation of Best Practices (written publication and Internet library online)
 - Kit with Educational material made available

- YOGOCs
 - Knowledge transfer

Reaching out to the youth of the world

- Taking into consideration different communication means throughout the world ensure maximum reach of YOG

- Pre-Games
 - Digital Platform online before in lead-up to event

- Games time
 - Digital Platform
 - Internet (blogs, chat, forums, podcast, etc.)
 - Web TV and Web Radio
 - TV and radio broadcasting
 - Broadcast on mobile phone

- Post-Games
 - Digital Platform with content oriented for educational structure (NOC, National Olympic Academy, schools, etc.)

THE ROLE OF THE NATIONAL OLYMPIC ACADEMIES IN THE ORGANIZATION OF THE YOUTH OLYMPIC GAMES

Dr Don Anthony (GBR)

Trustee, British Olympic Foundation

Dear Colleagues,

I speak to you as a lifelong physical educationist. At the age of 14 years, I began my work in sports administration; I was appointed to the voluntary position of treasurer of the local boys club football team; this was nothing special at the time since the school leaving age in Britain at that time was 14 and most of my friends went into full-time paid work! I was lucky then to go on to higher education within which sports clubs were run by the student body. The Olympic flame was lit in my heart when I saw the 1948 Games in London. I threw the hammer in Melbourne eight years later. About the same time I founded the national governing body for volleyball in Britain as a research project at Manchester University – and I am still the Life Hon. President engaged with our British teams in that sport, preparing for London 2012. As the volleyball spokesperson I was appointed to the British Olympic Association (NOC) in 1965 and some 15 years later I established our British Olympic Academy – with which I am also still engaged. When the IOA was first created in tented accommodation at Olympia, I was an immediate friend and I have been honoured to present lectures there several times since then. You might notice that I try to follow the maxim “You don’t grow old, you become old when you stop growing!”

During these years I also taught at University level, published books, and worked for radio and television. I also acted as an ideas-man and Director for

Olympic Solidarity's Itinerant School in Sports Leadership – running clinics in more than sixty countries and all continents. Many of these could be called “mini-academies”. So, today I want to present a paper which tries to make new shapes out of these old bricks and which will be both playful and irreverent – two major elements of creativity I believe. I am also in favour of the theory that you don't give hungry people fish – you teach them how to fish. In this spirit, please, don't let me forget that the most exciting factor in these new Youth Games will be the chance that modern 14 to 18 year-old youth will have to design and implement “Youth Games” themselves. Our task will be to help them do just this. My task today is to try just to answer the question posed! I start with what exists – and end with what could be created.

What exists?

There are some 133 National Olympic Academies (NOAs) affiliated to the IOA. They act as “transmitters and amplifiers” of the IOA's ideas by “means of national programmes of Olympic Education”. These programmes should result in the active involvement of young people in sporting activities, create the urge to learn foreign languages and provide information on “environmental and peace issues and matters concerning economy, health, and education”. The IOA urges NOAs to approach Olympic Education from a practical, rather than a theoretical perspective, adaptable in both printed and electronic form, and addressed to the whole society. Some of these existing NOAs are full time; others merely coincide with Olympic Day or Week. Since educational systems vary greatly so do the NOAs. Like the IOA itself, we cannot guarantee that ideas and proposals generated – will be taken aboard by NOCs. We can only try. We continue to do what we have done for many years now.

50 years ago no one in the Olympic family was “on the make”. There was no cake and it didn't matter. Drugs were just beginning in some sports but were neither understood nor banned. Traditional Olympic values fitted nicely into a framework of a life in which sport counter-balanced work. In today's Olympic environment we try to “Olympic-educate” in the celebrity-culture and the global market; there is much cake. In this world of “cakeism” everyone –it seems to me– should have a piece of cake! We have had some difficult years and compli-

cated problems to solve. As Jacques Rogge has stated, it is increasingly difficult to implement the rich Olympic values in the modern Olympic Games.

Brilliantly, the IOC President has launched these new International Youth Games. Wonderful possibilities are created. New energies can help us restore “values” to Olympic sport.

With the Beijing Games just a few weeks away, let us utilise the old Chinese saying “No matter how high a tree grows each day, each leaf must return to its roots for nourishment”. Our roots stem from such pioneers as Pierre de Coubertin who said:

“I restored the Olympic Games to strengthen and ennoble sport.”

“Imperfect humanity is always trying to turn the Olympic athlete into a gladiator –the two are incompatible– we must choose.”

“Olympism is the marriage of muscle and mind – the wedding of sport and art.”

Coubertin was an eminent educationist himself. On his first small IOC, half were educationists. It was at his International Congress of Physical Exercises, Paris 1889, that he first received information on the Wenlock Olympian Games. In the next five years he and the founder of the Wenlock Olympian Society, Dr Brookes, shared dreams about both the Olympic Games and physical education.

Let us reflect on our Olympic history just a little. Almost exactly 100 years ago, Coubertin conceived his “Olympic ethos” in London – “the honour is less in winning than taking part”. He never said “Not in winning”. 80 years ago Coubertin retired from active duty in his IOC and devoted the last ten years of his life to his Bureau Internationale Pedagogy Sportive (BIPS). He saw the BIPS as a “weather vane” helping us to determine the future winds of sport. Contemporary research at that time found that children were “forced to submit to sport too early, becoming bewildered and enervated”. A spirit of “trading and professionalism was creeping into sport – largely the fault of the sporting press”. He felt his whole life had been “an unfinished symphony” and that this BIPS might lead to some happier endings to that symphony. So, dear friends, we have been here before. I begin to understand the meaning of the French “Deja Vu”.

Where do we go from here in 2008?

Well, without following rules strictly, all sports would be trouble. Olympic thinkers and organizers, as well as players, also have a book of rules – the IOC’s “Olympic Charter”. It has many references to the matters I am unveiling and we might explore some of them during our discussion which follows this introduction. We cannot, by the way, pick and choose those rules we like and discard the others. It is an all-or-nothing process. The 1st Youth Games in Singapore is a magic, inventive, opportunity –but it is only a beginning– and our thoughts, I suggest, should be two-fold: What can we do realistically in the next two years and what hopes might we create for the following biennials?

I suggest that our main role should be as an intellectual resource at the service of a NOC and a creator, with young people, of practical projects rich with imagination.

What could be created?

The following ten questions might help us formulate programmes:

What real power does the IOA really have? Is it just a sounding-board allowing steam to be blown off – with no actual influence on IOC thinking? How best to improve such matters?

What real significance do any of the NOAs have in their own, different, environments? Which have most success? Do national sports leaders come only to pontificate or to enrich ongoing dialogue?

How can we “outreach” into schools, clubs, work-places, the community?

Is it just too much to argue that multisport clubs are more Olympian than uni-sport football clubs? Barcelona and Juventus more Olympian than Arsenal and Manchester United?

What can be done to recruit the professional sports media as a true ally – recognizing that most communities know most about Olympism only via the media? Alternatively, should we hoist them with their own petard and send only “the best” to report on the Olympic Games?

How can NOAs play a part in the selection of “teams” for Singapore? What procedures for selection will avoid brutal nepotism? How best may the groups be utilised on their return?

Can the IOA, with the help of Olympic Solidarity, develop NOAs in the developing countries?

Could we not use Singapore to launch a voluntary sport-arts project in the village? I have in mind, as a start, team choirs – since the voice is a musical instrument which we all have?

Can we launch new global awards –in peace, for example– master-minded by youth? Also in such forgotten areas as “industrial attainments” – honouring the bricklayers, carpenters, and engineers, as well as the architects and intellectual planners in Olympic developments?

Is it possible to envisage National Olympic Academies as permanent “watch-dogs” for the Olympic family in all countries?

We have two years to work on such projects.

Luckily there are already some useful stepping stones: Next year –2009– the Danes are organizing the Olympic Congress. For the first time such a Congress will have a virtual electronic process prior to the main event. The Congress has a sector devoted to Youth Sport. The Danes also have a NOA and we could ask them to organize appropriate session for visiting NOAs and via the virtual internet Congress starting now?

2009 also sees the 7th Youth Forum of the Pierre de Coubertin International Committee (CIPC). This will be hosted by the Gymnasium at Pyrgos in Greece. The 20 or so schools, worldwide, who collaborate in these Forums are selected on a three-part formula comprising sport-arts community service – a possible indicator for NOA groups in the Youth Games. Pyrgos is a near-neighbour of the IOA. I hope that we can work out some form of collaboration in which the school take charge of research and archiving – in conjunction with the IOA itself. In this way we will come to know better what is happening in the world of the NOAs. A permanent clearing-house through which all NOAs know what others are doing. I also think the World Olympians would like to collaborate in a venture of this kind and, in a way, give a shape to Coubertin’s vision of “the ancient gymnasium” which would accommodate both the theoreticians and the practitioners – and the three generations (children – parents – grandparents).

Singapore can innovate. I would like to see every participant taking part in traditional Tai Chi; this would give a unique marker to the experience and be a pointer for “national character” elements in future Youth Games.

I also propose two easy newcomers to the programme but both of which would bring the key factors of “luck and chance” back into modern Olympism. In athletics and swimming there could be two extra events – relays using two men/two women; and similarly, relays mixing the nationalities. Think about it, please.

Beyond Singapore, I would like to see IOC interest in a concept I have held close to my heart for many years. We all would like to see an Olympic Games in Africa – the continent of greatest need. The main Games has developed in ways which make this dream almost impossible. Our new child –the Youth Games– will possess the energy and inspiration of young people who, I am sure, can be persuaded of a Youth Games for Africa but with unique requirements; participating countries would provide via governmental and non-governmental agencies –plus international aid bodies– investments according to wealth. The USA an airport, Russia a hospital, China a university and so on. Such a Games could leave behind in Africa a true “Olympic region” for posterity. Not, I suggest, an impossibility for our current rich global potential.

I conclude these introductory remarks with comment on Beijing’s surprising initiative in numerology. Most of us are aware that next month –the 8th month of 2008– the Olympic Games will start at 8 pm. The time allotted for London to receive the handover from 2008 to 2012 will be 8 minutes. Number 8 is the number of prosperity in Chinese lore! I like this “fun” approach. London could take a hint; the digits 2 0 1 2 add up to five! 5 is an important number in Olympism – the rings for example. In Seoul, twenty years ago, the Koreans organized their brilliant Games following a five letter management concept – P H A S E (participation harmony athletics security economy). I wonder if our modern Olympian youth could grasp another key five-letter word – literally G R A S P (global respect (for) actions (in) sport (and) peace). If so, I have a master-plan on which they can work!

But now Singapore calls urgently from 2-0-1-0 –added together we get 3– “Citius Altius Fortius” springs immediately to mind. So does “Mind, Body and Soul” – the traditional formula for a complete education: a torch for NOAs.

This mixture of pats on the back and taps on the shoulder ends my paper; so it’s over to you now for discussion, folks!

THE “OLYMPIC HERO” AS A ROLE MODEL IN THE FRAMEWORK OF THE EDUCATIONAL PROCESS OF THE YOUTH OLYMPIC GAMES

Dr Ivans KLEMENTJEVS (LAT)

Member of the Executive Board of the Latvian Olympic Committee

Member of the Latvian Parliament

Olympic champion and double silver medallist

Dear colleagues!

Every sportsman has a Great Olympic dream. Each one of you knows what self-devotion means when you sell yourself into sport bondage, but it is the severe bondage in the name of a splendid dream. A dream to become a winner, a champion! And finally, when your dream comes true it seems that you were praised to the skies, taken to the Olympus, from now, from this moment on, you are the Olympic Champion!

But you must remember that it is also the great burden of responsibility, because now you have become not only the ambassador of the whole world but also the elected representative of the universe. Now you are the model for millions of people, for millions of little boys who want to be like you and who will come to the sports club the next day to start their long journey to the Olympus.

Prior to sportsman's victory on the Olympic Games, he must not only be physically prepared and master the techniques of a certain sport, but he must also become a thoroughly developed individual brought up correctly from his very childhood.

So, who in fact are “the Olympic contenders”?

They are the pride of a nation. These are people who are always on the fore-

front, who will do their patriotic duty in any weather conditions and in any spot on the globe. They are pressure-prone on the part of mass-media that monitors them. And, honestly, they have the right to be aware of how effectively the certain sportsman discharges his duty and what is the budget money spent for.

We have defined our goal and now we are approaching it step by step. Everyday we stand up to the crossfire of the cameras, and it is a burden which is within the powers of a person of fortitude only.

Considering the above, we are already responsible before the society that delegated us to the Olympic Games.

Undoubtedly, we should be the great card of society, we should be kind, friendly and approachable. The people entrusted us with the honor to be the ambassadors of sports. This is why every Olympic competitor must sign the document where he agrees to give interviews, to be photographed and to follow the principle of fair play.

You may say that these are big words, but they are true. And today I would like you to be imbued with this pleasant feeling – the feeling of pride for your country, and for your people, for we need their support. The fact that you are here, at the International Olympic Academy, means that you are the chosen ones, and that you present your nations before the rest of the world. From now on you have assumed the responsibility to honor the Olympic ideals and to play fair.

The rules of "Fair play" were settled in Ancient Greece:

- Not to strive for victory at any cost;
- To keep honor and dignity on the sports ground;
- The main thing is not to defeat one's opponent, but to improve one's personality.

Who is "the perfect Olympic contender"?

Pierre Coubertin –the founder of the modern Olympic movement– gives the following definition: "The true Olympic contender is the one whose physical perfection combines with high spiritual culture. He should have perfect physique, health, beauty, poetry, motion, fortitude, intelligence; he must be physically fit and have the standards of speech and intercourse. The true Olympic contender must also be honest, generous, loyal to his homeland, and patriotic."

Up to nowadays this definition stays the same, for the objective of Olympic movement is to make the whole planet build a peaceful world.

“My professional interest rises only when the bar is raised a little higher than the record height, and I can do nothing about it”, Sergey Bubka, Olympic champion of 1988.

Sport is perpetual motion. In sports you can see a persistent motion of thoughts and an intense activity of brains.

What is the winner thinking of while walking up the podium and turning one’s tired eyes toward the audience – a winner who hasn’t cooled down yet after the severe fight? Is it that he’s done his best? Is it that all these years were worth it? Or is it that he has written his name in history?

In every country hundreds of boys play football, hockey, do athletics; try to come up with a pirouette on slippery ice.

- Who guides them?
- What are they doing it for?
- What is their objective?

All these youngsters came to their coaches to be like somebody they saw on the blue screen. Only few of them were lucky and heard the wishes from the champions themselves.

- They want to have faith in themselves; they want to believe that they can do it.
- They want to improve their skills and to know that they can do better.

Sport needs its leaders and heroes, like any lifework. Yes, the sport should be considered a lifework – a lifework that most fully demonstrates ability, resources and potential of a human personality. And personalities always aim at perfection.

Personality is chosen by nature and circumstances. That is the social price of a sports victory. Victory belongs to everybody and anyone can benefit from it. For example, a youngster who saw a TV program dedicated to the heroes of sports may say: “Mom, take me to the gym, I want to be like him”. But he does not understand yet how much he will have to overcome.

- These are:
- Tremendous physical exercise
- Sleepless nights due to stress

- Test of one's stamina and fortitude
- The temptation to stop halfway

And still it is worth-trying to overcome, at least, oneself. Thereby, we bring up a physically and morally strong generation that will not give in before the very first obstacle.

And let us not forget that a journey to the great victory starts with small inconspicuous victories.

Coming back from the Olympic Games in Seoul in 1988, someone asked me: "How did you achieve such result?" and I answered that I spent 13 years of everyday practice. And I am proud of what I've done.

I am telling you, a person who dreams is able to make his dream come true.

There is enough space at the podium for every one of us. Next generation will do it better, and all the records will be beaten, since human potential is infinite and we develop day by day.

In every country, in every city there should be a sports museum that will tell the story of the sports heroes, both world-known and native, so that everyone could believe in themselves.

Nowadays, considering the development of information technology, in several countries a recession in youth activity occurs. Although the young do not wish to do sports, they still feel the need to compete.

On the whole, it predetermines national economical state and the financing of the sport. Trainings become more expensive. But there is still one factor that also determines a lot. It is the enthusiasm which can be called patriotism. One devoted individual is enough to create a whole sports group of so-called patriots in this kind of sport. And if the government provides help with sports equipment, there's no doubt that there will never be a dull moment for our teenagers.

I would like to remind you that there are no cheap victories, all the victories are gained through much suffering – with our soul and sweat.

Each sportsman is unique; we cannot put one on a production line and start a mass-production of champions. But several coaches made it real – they managed to prepare two or even three champions.

Sport teaches us of self-discipline, firmness of purpose, the ability to make decisions in the extreme case. The true sportsmen are not only strong, but also proud, ergo happy people.

Here are the components of success:

“A skill to think, an ability to endure and a will to win”. Let us fix on that a little further.

Any human thinks before making a step. If he wants to do something well and right, he thinks about how to do it rationally and economically, using modern methods of sports development, laws of biomechanics and personal observations. And when the plan is ready, the sportsman must observe it rigorously. Everything starts with a discipline: “There’s no greater victory than a victory over yourself.”

It is not possible to master the ability to endure in a few months, as the higher you climb, the harder your way is. New obstacles –illnesses, injuries, bad luck, psychological collapse, a wish to quit– appear right before you. It is the generated quality, though some people have this process running faster, and others have it going slower. It is impossible to jump over a few steps; you have to follow your way step by step, from the simple to the complex. It is something that all champions went through. Increasing the load each month, each year, we are constructing our foundation. The more solid it is, the steadier we will stand on it, and the more stable our results will be.

Desire to win. As long as we started a self-cultivation and won, we have a strong wish to defeat the others. It is the most important reason why we train and why we spare our priceless time. For the victory. And we agree to sacrifice everything, to endure all the inconceivable loads in the name of victory.

But you shouldn’t set too complicated goals. You have to dream but think real, each time raising your standard for just a bit.

Each victory has to be earned. You have to win several small medals, prepare yourself physically and morally, and only then give a dare to a great victory.

That is why many countries hold Olympic Games for both youngsters and adults. Then there will be European winter games, European summer games, and in 2010 the first Youth Olympic Games will be held in Singapore. It contributes to each sportsman’s hope and faith in their potential.

References

- IOC 2004 Olympic chapter, Lausanne, Switzerland.
- Chaikovski A. 1989, People and games, Moskwa, USSR.
- Rudenko A. 1982, The poeme of sport, Physical education and sport, Moskwa.
- Rodichenko V. 1996, Youth Olympic textbook, Physical education and Sport, Moskwa.
- Herzog M. 1994, The athletes development, place and role in society, Centennial Olympic Congress Report, IOCP.
- Vizitei N.N. 2005, Sociologia of sport, Olympic literature.

YOUTH OLYMPIC GAMES: ONE WORLD AND NATIONALISM

Maitre Luc SILANCE (BEL)
Lawyer, Brussels Bar Association
Honorary Professor, Brussels University

Youth is the hope of the world... Youth is the hope of the nation...

Two phrases, two aphorisms. Which of the two reflects reality? Which do you prefer? Are they both true?

ERASMUS wrote: "I do not wish to belong to any nation. I wish to be a citizen of the world".

1. Can the *world* in which we live be envisaged from a *global* viewpoint or can we place the emphasis on the nation: globalization or nationalism?

As a doctrine, *nationalism* advocates the nation's supremacy over the interests of the groups, classes and individuals that compose it. It emphasizes the concept of nation.

Nation is the name of the human community, which in most cases, is established on a territory and is characterized by more or less strong historic, linguistic, cultural and economic unity.

A second definition: nation is a political community distinct from the individuals that compose it, endowed with sovereign power¹.

Nationalism is a *political* movement of individuals who want to impose, in

1. Definitions from Larousse Dictionary.

all fields, the predominance of the nation to which they belong. Its theories have mostly been developed in the fields of history and politics. In the economic field, it has brought forward themes based on political, scientific or legal premises. Nations have been organized, during the 19th century in particular, under the influence of romantic ideas that have sometimes sparked off revolutions and resulted in the formation of new states. In 1919, after World War I, the League of Nations was created by the Treaty of Versailles with the aim of promoting cooperation among nations and guaranteeing peace and security. Its headquarters were located in Geneva. It failed to prevent the outbreak of World War II in 1939, which lasted until 1945.

After World War II, on 26 June 1945, the UN Charter was signed in San Francisco. A large number of states agreed to abide by the obligations laid down in the Charter and founded the United Nations Organization (UN) with the task of maintaining international peace and security and establishing economic, social and cultural cooperation among nations; its headquarters are located in New York since 24 October 1945.

2. *Globalism*, as a theory, bases the organization of the world on a broad conception of interdependence at world level. It is not an ideology; this concept can be found in a vast range of ideologies stretching from neo-liberalism to extreme right internationalism. The conception of the world's unity is advocated in economics, in politics and even in law.

Globalization should not be confused with globalism, which is a sign of weakening of the principles of state sovereignty and territoriality and transcendence of national *laws*. Globalization is an ideology which emphasizes the unavoidability of a globalized world and its incompatibility with the Nation-State's structure. In theory, it would be essential for attaining lasting peace, through the establishment of a world government based on humanism, and includes different historic, political, economic and legal aspects. For a lawyer, the codification of Roman law during the reign of Justinian in 534 A.D. was the first manifestation of this phenomenon, in an attempt to apply the same legal principles to a large territory.

In the classical sense of the term, globalization began in the 16th century, after the great sea expeditions and major inventions and discoveries – the compass, printing and the earth’s roundness. During the Enlightenment, with the propagation of the press and a growing awareness of heliocentrism, industrialization and colonization brought about other major changes.

The term *globalization*, which first appeared in the French language in 1964, in economic and geopolitical papers, means an increase in the movement of goods, services, labour force, technology and capital on an international scale².

It started as a movement for the expansion of industrial product markets at the level of Cold War geopolitical blocks that was restricted to the academic sphere but quickly spread, during the '90s, under the influence of the theses on the emergence of a “global village”, developed by philosopher Marshall McLuhan, which were fought by anti-globalization protesters.

In the English-speaking world, the popularization of the term *globalization* as a handy term has intensified the academic debate. It pertains to *interdependence at worldwide level*. Starting from a general definition, every academic trend places the emphasis on the dimension it sees as more relevant. Some academics, like *Manuel Castells*³, focus on the connection between the economic and social dimension. Others, like *John Urry*⁴, place the emphasis on the growing *complexity of human relations (economic, cultural and political)*. The term and its popularity are connected to development problems, as shown by *Jan Nederveen Pieterse*⁵. Controversy within the Anglo-Saxon academic community has brought to light a global debate. Urry is British, Castells is a Spaniard and Pieterse is Dutch.

According to the *conception of unity*, globalization refers to the notion of a *united world*, without frontiers, which forms a *global village, governed by a*

2. Industrialization, its true potential and its ideology stimulate the globalization of certain markets and the struggle between Western “markets” and Soviet “markets”. Perroux, *Econ. 20th c.*, 164, p. 286, quoted by the computerized Thesaurus of the French language.

3. Alain Rey (ed.) *Dictionnaire historique de la langue française*, Dictionnaire Le Robert, 1998, p. 2273; http://en.wikipedia.org/wiki/Manuel_Castells

4. http://en.wikipedia.org/wiki/John_Urry

5. <http://en.wikipedia.org/wiki/Hybridity>

single global or worldwide law, with a *geographical, ideological or economic approach*. This conception is supported by international organizations or agencies (the *IMF* and the *WTO* in particular). It is shared by certain analysts⁶. The world's unification means interpenetration of *cultures, technologies, economies and laws*. The unity approach to globalization benefits from all the advantages of the 20th century; technological revolution and progress strengthen physical integration, internationalization and the expansion of *financial movements*. Capitalism emerges as the only economic system, in the heart of world economy. It is, however, subject to criticism regarding *market economy*. Opposed to the conception of unity, *the globalized controversial and pluralistic conception* considers globalization in its present form as the *source of our problems*. A cooperation approach, rather than globalization in its present form, with competition as its basic principle, is sometimes recommended. The advocates of this conception are the *anti-globalization movements* supported by a few independent analysts. Traditional tools of *national and public politics, taxation and regulation* lose their effectiveness in a globalized *environment*. Cooperation among several *states* is required for their implementation. Globalization produces *economic operators, information media and movements of capital* whose scope extends beyond the *control of nation-states*. Most governments deplore their *inability* to cope with these phenomena as long as international relations are not governed by rules other than sole state interest.

Globalization in its present form within the economy rests on two essential factors:

- low transport costs compared to differences (in the economic sense) in material goods production costs,
- the drop in communication costs worldwide and transmission of *information* in digital form.

We define as *global* what is pertaining to the world, in its totality, as a whole, in an all-inclusive way.

6. Mondialisation : deux expressions contradictoires (http://acontrecourant.be/762;HTML,var°_recherche=mondialisation%3A+deux+expressions+contradictoires).

3. *In law, globalization* means “a weakening of the principles of state sovereignty and territoriality transcending national *legal systems*”⁷. After the terrorist attacks of September 11, 2001 in New York, the need for some kind of legal universalism began to be felt by states and legal practitioners, but almost exclusively in criminal law. The attacks that followed in Madrid and London have intensified and extended the trend towards a multinational, if not worldwide, law that would no longer be linked to a single nation. Attempts have been made to establish control while leaving some margin of appreciation to states. Challenges are global and universal; the answers provided by the law remain isolated attempts. National legal systems are still necessary: they are relays between public actors, private economic operators and civil society. Law’s spontaneous globalization cannot be easily controlled by national *judges* who are overburdened with their own legislation. European integration builds an *economic* future around a *market* without internal borders, *among* European countries. It is, however, limited to the Community that is now the European Union. Ethics is based on the collective guarantee of respect for human rights within the Council of Europe, an organization that does not belong to the European Union. It arises from a broader and different conception with regard to its principles as it is based not on the economy, but on the behaviour of individuals and states. In national normative settings with variable geography and geometry, legal and judicial practices are so different and also so complex that commentators find it very difficult to analyze them using the words of ordinary legal language, with the additional problem of national linguistic diversity. The expression “*European legal order*” does not have a univocal meaning. It is described, on the basis of a meticulous classification, into nine genres, 22 species, 44 subspecies or 59 under-species, depending on nuances, for the different meanings given to this concept alone. The author of this classification himself denies it any existence⁸. The major difficulty resides in the fact that the legal order which we wish (or do not wish) to have cannot be analyzed as a *single* and truly supranational system

7. Mireille Delmas-Marty, *Les forces imaginantes du droit, Le relatif universel*, Paris Seuil 2004, p. 36 . La grande complexité juridique du monde, in *Etudes en l'honneur de Gérard Timsit, Bruylant* 2004.

8. Didier Boden, *L'ordre public : limites et conditions de la tolérance, recherches sur le pluralisme juridique*, thèse dactylographiée, Université Paris I, 2002, n° 354, Liste récapitulative, note 954, no 429.

that would have to replace the old state or national systems with its own regional or global coherence (?). Such a dynamic process does not lead as yet, at supranational level, to the development of a complete legal order in the institutional sense given to this expression by Santi Romano⁹. *Juridical* universalism or law globalism shows a real weakness, mainly because of the incomplete nature of the very ideas that should constitute its foundation¹⁰. If we need to set a *global world* against nations we should also set globalization against nationalism.

4. Does confrontation between world and nation also apply to *sport*?

The Olympic Movement, under the supreme authority of the International Olympic Committee, brings together, around the world, all organizations, athletes and other persons who accept to be guided by the Olympic Charter. It includes International Federations, National Olympic Committees and the Organizing Committees of the Olympic Games. It is supported by national associations, clubs and their membership. The Olympic Movement is a *global* movement that consists, however, of *national* committees and *national* associations. It is a *universal phenomenon*. Sport developed first as a *local* and then as a *national* movement¹¹ which then spread to the whole world. It has both a national and global character. It is organized outside the framework and in a different way than the *political* organization of nations or the world. Sport that was established and then developed in each country was practised *first by individuals*, gathered together in clubs, which later formed “federations” or “leagues”. At the end of the 19th century, Pierre de Coubertin wanted to revive the Olympic Games. The International Olympic Committee was created in 1894, right after the congress convened in Paris to study the problem of amateurism. Sports federations were established in their individual discipline and each sport is governed at national level by one or more national sports federations. The rules of International Federa-

9. Santi Romano, *Ordinamento giuridico*, Annali delle Università Toscane 1917, 1918 and Pisa 1919, 2nd edition, Rome, November 1945, French translation by Lucien François and Pierre Gothot, *L'ordre juridique*, Dalloz, 1975.

10. Hans Kelsen, *Reine Rechtslehre*, 2nd edition, 1932; *General theory of law and state*, 1949, p. 110.

11. Luc Silance, *Les sports et le droit*, De Boeck University, Larcier, Brussels, 1998.

tions composed of national federations govern sport in the world and provide that only one federation in each country can join the relevant international federation. As a result, the different national federations came together in order to create, *in each country*, sometimes a confederation and, in any case, a National Olympic Committee. They meet within an international organization, the international federation that sets out rules and organizes world and continental championships. The International Olympic Committee authorizes each nation to form a National Olympic Committee. The IOC recognizes only one National Olympic Committee in each country. There have been disputes in this respect from the very beginning, illustrating the problems that *politics* bring into sport and not the other way round. The conflict does not result from *economic* considerations and does not set nationalism against globalism but, more often than not, on political considerations. It also is not the result of the organization of sport as such. Problems are caused by national policies or conflicts among nations.

Sports federations organize world championships and in some continents continental or regional championships (Europe, Africa, Asia, Caribbean). National federations organize championships and national cups in most sports.

Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Its goal is to place sport everywhere, at the service of the harmonious development of man, with a view to encouraging the establishment of a peaceful society concerned with the preservation of human dignity. 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. In addition to the Olympic Games that are celebrated in the first year of each Olympiad since 1896, Winter Olympic Games are held during the second calendar year following that during which an Olympiad begins¹². An international Youth Camp may be organized with the authorization of the IOC Executive Board by the Organizing Committee of the Olympic Games. The IOC also organizes Youth Games. Athens, who was a candidate for organizing these games, was not selected.

12. Olympic Charter, Lausanne, IOC.

We observe a duality in the organization of sport due to its *global* aspect and to its *national* character. The organization of Youth Games gives rise to the same question as for the Olympics: should we place the emphasis on their international character or on national participation? The Olympic Games, since their revival, have been associated with political problems as we have recently seen in China with the difficulties arising from the Tibet issue. We simply need to recall the dates of the Games to see that every time political problems emerge.

5. *Globalism and nationalism* have a direct impact on *law* and depending on whether we support the one or the other theory, the effects on our conception of law will vary. In *sport*, the situation is different. Sport is organized, on a worldwide scale, into separate international sports federations that establish rules concerning the practice of their sport in the whole world and ensure their application by *national* sports federations. In every country, national federations must comply with the legal and organizational rules laid down by the relevant international federation. It is not the national parliament that draws up, passes and enforces the rules governing sports competitions, a part of which are of a legal nature. Federations administer their sport, establish, enforce these rules and ensure their application. What applies to international federations and the application of their rules to national sports federations, applies all the more to the organization of the Olympic Games. The Games are organized in conformity with the IOC's rules, including the choice of the host city that will stage the Games, with the help of the National Olympic Committee, by setting up an organizing committee of the Games. The Olympic Charter's rules govern the organization of the Games and apply to the organizing country. This is one of the conditions for awarding the Games: candidate cities must undertake that these rules shall apply before the Games for the arrival of participants and delegations, during the Games and after the Games, until the departure of delegations and their return to their respective countries. There are still persisting legal difficulties in sport, because of case law that sometimes conflicts with sports rules (cf. BOSMAN decision in football). Like clubs, national federations and National Olympic Committees have to comply with their country's legislation and are subject to a double commitment of:

- respecting the rules of the relevant international federation, as well as those of the International Olympic Committee and the Olympic Charter,
- complying with national law for their legal organization and their constitution.

The organization of our world wavers between *globalism and nationalism*; sport is organized on different bases, both global and national. The difficulties that sport faces vary from country to country; more often than not they are not of a sporting nature but the outcome of political conflicts. It is not sportspersons but politicians, or those who want to profit from political difficulties, that create local, national or international problems.

6. This brings us to the crucial issue of *human rights protection*. In *globalism* as in *nationalism*, in international or national sport, what is important is man as such. It is the *individual* that counts: he is the one who participates and acts. Man lives, the athlete trains, improves his performance, prepares and wants to take part in competitions to the highest level. Guaranteeing human rights is not a novel issue. In *Antiquity* there were free men, as well as slaves. In Greece, those who were not Greeks were considered to be *barbarians*. Slavery, in most countries, was only abolished in the 19th century.

The United States *Declaration of Independence* is a political text by which the 13 British colonies of North America separated themselves from the British Crown, on 4 July 1776. This declaration has influenced the *Declaration on the Rights of Man and Citizen*, enacted on 26 August 1789, by the French National Assembly.

Article 1 sets forth that men are born and remain free and equal before the law. The Declaration lists the fundamental rights and liberties.

After World War II, the United Nations have formed an organization which, meeting in General Assembly, adopted a *Universal Declaration of Human Rights* in Resolution 217 A (III).

The European Convention of Human Rights is also a fundamental text established by governments of signatory Member States of the Council of Europe in Rome, on 4 November 1950.

In any nation, law governs citizens' life. Whatever the state's national organization, by virtue of a universal principle, human rights may not be violated. This is a requirement that all individuals may enjoy. In the nation and in the world, it is the individual that counts and his/her rights have to be respected. The debate regarding the Games of the 29th Olympiad in Beijing does not focus, in fact, on their organization but on the recognition of and respect for the rights of citizens, of human beings that are in the world.

PANATHLON DECLARATION ON ETHICS IN YOUTH SPORT
Process of development, Actions to implement,
Position of Panathlon International in the Ethics in Youth Sport Issue

Prof. Dr Marc MAES (BEL)

University of Ghent

*Former Director of the Belgian Olympic Committee
and the Belgian Olympic Academy*

Member, IOC Commission for Culture and Olympic Education

Katholieke Universiteit Leuren

Prof. Dr Em. Yves VANDEN AUWEELE (BEL)

Katholieke Universiteit Leuren

Development of the declaration

The “Panathlon Declaration on Ethics in Youth Sport” represents the commitment of Panathlon International to stimulate in the whole sport sector (including athletes, coaches, parents, sport officials, physicians, lawyers, sport scientists, sponsors, media etc.) the establishment of a policy of integrity in the pursuit of positive values and of clear rules of conduct in the prevention of negative tendencies and aberrations. This declaration did not appear out of thin air, but is the end of a process of analyses and discussions since 1995 within Panathlon International (PI), having as one of its core business the stimulation, reflection and discussion of ethics in sports, tackled the issue for the first time in Avignon, France (1995). At that congress, a Charter of the Right of the Child in Sport, which was elaborated by Swiss members of Panathlon and presented by Bizzini, has been adopted.

Several PI congresses (e.g. Vienna 1997, Palermo 2000) have been organised since and many monographs on various ethical aspects have been published to disseminate the issue (e.g. Bertieri 2000). In 2004 a Consensus Conference on Ethics in Youth Sports in Ghent, Belgium, was organised to be another important step to promote the positive values of youth sport, and to agree upon viable solutions to prevent negative tendencies getting through. It was an attempt to widen the discussion and to include not only Panathlon members but the leading protagonists and stakeholders in World Youth Sport. Therefore the so-called consensus conference has been organised as a satellite conference of the European Congress of Sport Management (EASM).

The specific purposes were:

A. to put into context the detrimental movement from positive values to an over-emphasis on egocentric values in sport;

B. to describe the specific problem of the negative consequences of this value devaluation in sport for the young;

C. to consider remedies to encourage discussion of the problem and move towards a solution;

D. to raise the resulting proposals with national (regions, communities, sports world) and International bodies (IOC, International Sports Organisations) and also with sport related stakeholders (media, sponsors etc.) in order to convert them into a policy of integrity and the development of rules of conduct in their field of interest.

In a first step the major results of the Panathlon efforts until 2003 have been listed, specifically:

1. Article 3, paragraph 2, point E of the statutes of Panathlon International;

2. The conclusions of the International Congresses in Avignon (1995), Vienna (1997) and in Palermo (2000) and the Panathlon Charter on the Rights of the Child in Sport (Bertieri 1996, 2000).

In a second step distinguished experts were asked to bring into play their analyses of the underlying mechanisms (from the psychological, educational, sociological, medical, ethical and management angle) and to propose five recommendations that should have priority in order to concretize the rights of

the child in sport and to make the positive values in youth sport prevail again (Vanden Auweele, 2004, p. 31-33). These recommendations could be directed at policy-makers, the media, sports federations, sports clubs and schools, as well as the young athletes and their parents. A provisory position statement on ethics in youth sport based on the first step has been sent to them to specify the objectives of the conference and to give them a provocative starting point to compare or to contrast their own findings and interpretations on the topic (Vanden Auweele, 2004, p.19-29).

In a third step the experts were asked to comment on each others' recommendations (Vanden Auweele, 2004, p. 33-58) and in a fourth step some major questions and related tentative answers, formulated in a resolution format, were presented at a conference in Zolder/Belgium in March 2004. (Vanden Auweele, 2004, p. 59-64). The purpose was to bring together, face to face, academics, experts and practitioners from a range of sports disciplines, as well as from official sports bodies, to confront the experts' recommendations with the reality of the sport practice. The positive outcomes of the meeting were that never before had such important stakeholders in sport practice discussed and debated ethics in youth sport and secondly, that Panathlon, as an independent organisation of high moral standing, was asked to take further initiatives. However, because some participants were reluctant to discuss the negative effects in youth sport and considered the tone of the Panathlon position statement too negative, the meeting could not come to a consensus on prior recommendations. Anyway, the result was an inspiring set of ideas and suggestions which certainly has enriched future discussion on the topic.

The fifth step included the publication of the presentations of experts at the satellite conference in the EASM International Congress on Sport Management in Ghent/Belgium, 24th September 2004, (Vanden Auweele, 2004, p. 65-193). The papers of the experts were presented in two sessions: Session 1: children's rights and the promotion of positive values in sport; Session 2: child abuse in sports and child protection, welfare policies and risk management strategies. These papers provide an up-to-date review of evidence available and current expert opinion on the key issues which the organisers wanted to underline in the conference,

i.e. the active promotion of positive values in youth sport and the integration into mainstream awareness that sport also can produce negative effects (Vanden Auweele, 2004, p. 65-193).

The sixth step comprised the discussion and amending of the conclusions (Vanden Auweele, 2004, p. 195-199), based on all former steps, by the experts and 15 international sport organisations present at that Ghent conference. The result was a one-page text made up and accepted by all participants after mature consideration of each word. There was consensus to give that text the title “The Panathlon Declaration on Ethics in Youth Sports”. The English version was considered the formally accepted version.

Actions to implement

The first action was, and is still, 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 organisations that endorsed the declaration.

1. Information and endorsement

Vic De Donder, Vice President of Panathlon International, coordinated these actions. He reported regularly a round-up of the organisations that whether formally endorsed, or accepted the declaration, or passed their written appreciation.

His last (26th) round-up mentioned a lot of international, national and regional organisations (see Table 1) next to: The International Olympic Committee: J. Rogge and Mr Sithole; The General Association for International Sports Federations (GIA) H. Verbruggen; UN (special Adviser on Sport for Development and Peace of the United Nations, Adolf Ogi); The European Olympic Committee (EOC) UNICEF, Belgium (Willemot).

**Table 1. Number of organisations that already endorsed
or consider endorsing the Panathlon declaration**

(the nominative list of the organisations can be requested at PI secretary's office)

	ALREADY ENDORSED	CONSIDER ENDORISING
International sport organisations	22	14
European sport organisations	3	5
Sport organisations in countries		
– Oceania	1	
– North America	2	
– South America	1	
– Europe	32	
National Olympic Committees	3	3
Sport clubs	1	
Civil Authorities		
– National	3	1
– Regional	4	
– Cities	7	5
Universities	6	

It was stimulating and rewarding for the initiators that Panathlon International has already received two prizes for the development and dissemination of the declaration:

The Prize Janusz Korczak 2005

The Prize of Sports Merits 2005 of the Flemish community of Belgium

2. Other actions (finished-off or in-planning) to implement the declaration

Although the mere listing of these organisations shows that the declaration is received extremely well into the sport sector, there is still a long way to go before the principles are put in practice in the organisations and on the grass-roots. Undoubtedly, the successful endorsement of the declaration creates for Panathlon

International, on all levels, (International, districts, clubs and individual members) the moral obligation both to stimulate and to monitor implementation activities.

We mention below some initiatives that have already been organised and end up with some suggestions and plans in the near future. We don't claim to be exhaustive here.

1. By decision of the Presidential Committee, Panathlon International has installed a group of international experts to promote and implement the Declaration. The Flemish Minister for Sport has granted 2,000 euros for the first meeting of this group on February 25, 2006 in Louvain (Belgium).

2. With the help of the National Lottery, the Belgian Panathlon Clubs organised in 2006 a Panathlon Stipendium (50,000 euros) for the first four years of the middle schools; the mission will be in connection with the Declaration.

3. The Flemish Minister for Sport has granted Panathlon Flanders 40,000 euros for promoting and implementing the Declaration in Flanders; he started a project called "Sport on youngster's level".

With the Panathlon clubs of Flanders and the FSF (Flemish Sports Federation) he organised, on 7th June 2006, a symposium in Brussels with delegates from the civil authorities, the sports federations, the schools, the media and the sponsors. As a result, the principles of the Declaration will be implemented in the sports legislation in Flanders.

4. In close cooperation with GAISF and under the patronage of the IOC, Panathlon International is setting up a program to promote the Declaration; it plans two conferences for studying the implementation of the Declaration by international federations and by governments. The Flemish government considers granting financial aid for the first conference in 2008. On the congress of Panathlon International in Antwerp, November 2007, the Panathlon delegates will be informed and invited to help these conferences organise.

Self-perception and position of Panathlon International in the ethics in youth sports issue: appraisal of the situation and rationale implicitly or explicitly kept up in PI's initiatives

The continuous and long standing focus of Panathlon International on ethics in

youth sport, with the concretisation both in the “Charter of the Rights of the Child in Sport” (1995) and in the “Panathlon Declaration on Ethics in Youth Sport” (2004), has undoubtedly contributed to generate officials’, experts’ and practitioners’ attention on a decreased well-being among young athletes. There is enough alarming evidence to indicate that negative developments seem to affect children and youth sport more and more, and remaining silent on this issue would only condone complicity with this trend. Arguments that the incidents and related negative effects had probably been magnified were not strong enough to relegate the issue to the status of a false or a minor problem. The rationale of the Panathlon initiatives was that no other profession would tolerate, ignore or deny even the conjecture of such harmful growths. The Panathlon appraisal of the situation was that, even merely, the perception of a negative tendency would undermine the public’s belief that, in general, positive values prevail in sport, and would reinforce cynical attitudes: “Each competitor, trainer and manager could be assumed to have a hidden agenda, to be fundamentally dishonest and to routinely endorse unhealthy practices.”

Although there is no need to overreact in excessive self-criticism, denying facts or rejection of the issue by stating that the negative picture is a gross exaggeration is not enough. The negative trends have to be considered as attacks on the good reputation of youth sport. A committed sports world should stress the good practices and the happy and satisfied children and do justice to the majority of those who do a wonderful job. A committed sports world should also see in the negative trends reason for better documentation on cause, effect and mechanisms and question itself profoundly: “Which values are both explicitly and implicitly propagated in and by current competitive sport in children and youth? What kind of human behaviour and type of sport is promoted? Which views are given a chance and which are not?”

Although the sports world has in the past not been renowned for its self-criticism, nor for accepting criticism rightly directed at it, we dare hope that it is now open to a broad debate, towards which our Charter and Declaration are a first step.

Some people may consider the attempt to go against the predominant pressure of egocentric values, to focus again on positive values and to implement these recommendations, to be a battle lost before it is started. Considering the

complexity and interests involved, this does indeed seem to be the case, and it is not obvious how one might easily and quickly reverse this negative trend.

However, Panathlon International resists this defeatism and urges all the people and bodies, who in recent years have been confronted with the excesses of sport, to identify the underlying mechanisms behind them and to think and work together on viable solutions.

Panathlon International is well aware that the problem is so broad and fundamental that local action alone will no longer have any effect. The International level must be addressed to guarantee the effectiveness of any changes.

Finally, Panathlon International intends to be active in the implementation of these recommendations. The first step will be to stimulate an active debate on the content of this Charter and Declaration. Then, on the basis that the supervisors should take the lead in this, it wishes to give priority to the establishment of an integrity policy in each International Sport Organisation.

Selected Publications

- Bertieri, C. (ed.) (1996) *Les droits de l'enfant et le sport (children's rights and sports)*, 10e Congrès International du Panathlon, Avignon, Mai 1995 (Les Cahiers du Panathlon nr. 6), Rapallo: Panathlon International.
- Bertieri, C. (ed.) (2000) *Sport, Ethique, Jeunes, la ligne d'ombre du dopage (Sports, Ethics, Children, drug abuse casts a cloud over sports)*, 12e Congrès International du Panathlon (Les Cahiers du Panathlon nr. 8), Palermo: Panathlon International.
- De Donder, V. (2006) Children harmed by sport. In: Yves Vanden Auweele (ed.). *Sport and Development*, pp. 43-55, Leuven: LannooCampus.
- Odaglia, G. & L. Bizzini (Eds.) (2004) *Sport, Ethics, Cultures. Young People, Schools, Medicine, Vol 2*, Rapallo (Italy): Panathlon International.
- Gandolfi, G. (Ed.) (2004) *Sport, Ethics, Cultures. Fairplay, Sponsors, Doping, Vol 3, Rapallo (Italy): Panathlon International.*
- Vanden Auweele, Y. (ed.) (1994) *Ethics in Youth Sport. Analyses and Recommendations*. Leuven: LannooCampus.



PANATHLON DECLARATION ON ETHICS IN YOUTH SPORT

This declaration represents our commitment to go beyond discussion and to establish clear rules of conduct in the pursuit of the positive values in youth sport.

We declare that:

1. We will promote the positive values in youth sport more actively with sustained effort and good planning.

- *In training and competition we will aim for four major objectives in a balanced way: the development of motor (technical, tactical) competence, a healthy and safe competitive style, a positive self-concept, and good social skills. In this we will be guided by the needs of children.*
- *We believe that striving to excel and to win and to experience both success and pleasure, and failure and frustration, are all part and parcel of competitive sport. We will give children the opportunity to cultivate and to integrate (within the structure, the rules and the limits of the game) this in their performance and will help them to manage their emotions.*
- *We will give special attention to the guidance and education of children according to those models which value ethical and humanistic principles in general and fair play in sport in particular.*
- *We will ensure that children are included in the decision making about their sport.*

2. We will continue our effort to eliminate all forms of discrimination in youth sport.

This coheres with the fundamental ethical principle of equality, which requires social justice, and equal distribution of resources. Late developers, the disabled and less talented children will be offered similar chances to practise sport and be given the same professional attention available to early developers, able-bodied and more talented children without discrimination by gender, race or culture.

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

- *We will maximise the children's psychological and physical health through our efforts to prevent cheating, doping, abuse and exploitation, and to help children to overcome the possible negative effects of these.*
- *We accept that the importance of children's social environment and of the motivational climate is still underestimated. We will therefore develop, adopt and implement a code of conduct with clearly defined responsibilities for all stakeholders in the network around youth sport: sport governing bodies, sport leaders, parents, educators, trainers, sport managers, administrators, medical doctors, physical therapists, dieticians, psychologists, top athletes, children themselves, etc.*
- *We strongly recommend that the establishment of bodies on appropriate levels to govern this code should be seriously considered.*
- *We encourage registration and accreditation systems for trainers and coaches.*

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

- *We welcome sponsorship from organisations and companies only when this does not conflict with the pedagogical process, the ethical basis of sport and the major objectives of youth sport.*
- *We believe that the function of the media is not only to be re-active, i.e. holding the mirror up to the problems of our society, but also to be pro-active, i.e. stimulating, educational and innovative.*

5. We therefore formally endorse "The Panathlon Charter of the Rights of the Child in Sport".

All children have the right

- to practise sports
- to enjoy themselves and to play
- to live in a healthy environment
- to be treated with dignity
- to be trained and coached by competent people
- to take part in training that is adapted to their age, individual rhythm and competence
- to match themselves against children of the same level in a suitable competition
- to practise sport in safe conditions
- to rest
- to have the opportunity to become a champion, or not to be a champion

All this can only be achieved when governments, sports federations, sports agencies, sports goods industries, media, business, sport scientists, sport managers, trainers, parents and children endorse this declaration.

GHENT, 24 September 2004

EDUCATION YOUTH AND THE YOUTH OLYMPIC GAMES

Rob KOEHLER (CAN)

Director, Education and Program Development, WADA

Some would say that doping in sport can be attributed to an athlete adopting an attitude which is contrary to the spirit of sport. The spirit of sport can be loosely described as competing for the love of sport and the pursuit of excellence and obtaining rewards through hard work and determination without the use of prohibited substances and methods. Doping may also be attributed to an athlete's belief that his/her rivals are doing it and that in order to be competitive, he/she must do the same. The attitude of athlete peers and support personnel, as well as sponsors, the media and the general public, can also be crucial in affecting an athlete's decision whether to use performance enhancing substances or methods.

When faced with the issues of doping, athletes must weigh the advantages of cheating in order to achieve popularity and financial success versus the ethics of competing clean and still succeeding. Preventative effects of anti-doping education may stem from a desire to compete fairly and ethically, or from an understanding of the health risks of using performance enhancing substances or methods. It may also be the result of the realization by the athlete that the risk of using prohibited substances not only affects their health, but that it can also result in an exclusion from the environment in which he/she thrives, and may involve rejection by the public, friends and family and the loss of self-respect.

At WADA, we see three major integrated and overlapping components to education:

1. Communication – which is about making information available about anti-doping rules, such as the Prohibited List, and informing athletes of their rights and responsibilities.
2. Deterrence – which is about teaching the penalties and consequences of doping (whether these penalties are in the form of suspensions or bans, health risks, loss of revenue, loss of face or other sanctions) and the conduct of a testing program with its allied imposition of penalties.
3. Prevention – which is about teaching and instilling the values of fairness and of being true to one's sport, one's team, one's competitors, or fellow participants, even spectators and onlookers, as well as to oneself.

Problems related to the issue of doping in sport date back from early in its history and arguably has always been an issue that needed to be managed. However, the issue never really came to the forefront until a reliable doping test was made available to actually prove performance enhancing substances were being used. As more countries and organizations started to test athletes, the more prevalent the issue became; which leads us to today. The issue of doping in sport has never been more evident than it is today. Athletes are testing positive, athletes are denying use and some are being caught using non-conventional means through evidence gathered from investigations carried out by enforcement agencies.

As we move forward, we are seeing more stakeholders take the issue of doping in sport seriously. As a result they have increased their testing capacity. Is this the answer? Is this enough? Should we be doing more? Or should we be doing something different? It may be fair to say that the majority of tests conducted and anti-doping information provided, is targeted toward high level National and International athletes. While it probably makes sense to target-test elite athletes for detection and deterrence effects, does it have a preventative effect? Some would say that athletes competing at a top level have already made their choices and formed their values long before they get to the top of their sport. Maybe it is time to focus on a different group when it comes to shaping the way sport is moving. Maybe this is one of the reasons the International Olympic Committee

and other major Games organizers are now introducing Youth Games. To reach this age group and to start instilling the Olympic Values to embrace change and promote fair and ethical sport.

The youth (14-18 years) is a very important group in society, in fact the youth of today are in some ways much different than those in past years. The youth of today are more informed about issues through the accessibility of information, and have greater ability to influence change. The youth are messengers, trend setters, economic drivers and decision makers.

Recognizing that youth are so important to the future of sport, WADA is in the process of developing a program targeted for youth. We believe it is an opportunity time to captivate the leaders of tomorrow, instil values and have them share and believe in a culture of sport that promotes well-being, awareness and ethical values.

With the upcoming Youth Commonwealth Games and Youth Olympic Games, we are now in the process of developing a values-based anti-doping education program for youth. The intention of the program is to provide fun learning experiences for youth that will captivate their interests and have an impact on their decision to compete without doping. A program that would potentially include:

- 1. Athlete information:** An interactive Athlete Anti-Doping Quiz will be available for athletes to further increase their knowledge about anti-doping.
- 2. Interactive Athlete Awareness:** We are looking at having an interactive scenario-based terminal where a live computer-animated person would ask questions to the athlete/coach/physician. Once the scenario question is asked, the athlete would have 30 seconds to record their answer on a video. The athlete could then replay back their recorded message and download it onto their iPod or phone. The athlete would be asked if they agree to have their video posted on a Web site. Maybe this will start a trend or a cult of positive messages than will influence athletes' decisions.
- 3. Interactive Game:** An interactive game might be developed with partners to promote the values of sport and to include anti-doping related themes. We would envision that partners would be heavily involved with such

development to ensure that we capture all the necessary elements of promoting sport and culture.

- 4. Electronic Survey on Values:** Athletes, Athletes' entourage, parents and others would have the opportunity of completing a survey on their overall understanding of the issues surrounding doping in sport and basic sport values questions. The surveys could then be used to further develop effective programs.

While WADA's new program is in its early developmental stage, we believe that children and youth have come to a point where traditional means of communication have changed vastly. We need to listen to these target groups and spend time exploring what are the best ways of instilling ethical values, promoting fair play and sport without doping through new ways of communication. Sport is important to society and we need athletes to embrace the values of sport and believe it is "cool to be clean".

As we move forward in our development of the youth program, would it be fair to say that:

1. Traditional means of communication through written publications are no longer effective?
2. Lectures on the risks (health, getting caught) of doping have limited "stick" value? Is it true when we are young we feel invincible?
3. The "win-at-all-cost" mentality is ingrained into sporting messages?
4. Winning is the most important thing to athletes?
5. The youth of today have the savvy to do what's right?
6. The most effective way to rid sport of doping is for athletes to speak out and embrace, both culturally and morally, the spirit of sport?
7. We need athletes to start promoting and believing that to be clean is cool?
8. We need to be more creative in how we get our messages to the youth?
 - a. SMS?
 - b. Facebook?
 - c. Electronic Games?

- d. Music?
- e. Other ideas?

We are entering a very exciting time for education as we move forward. More and more stakeholders now understand the importance of disseminating basic education materials but, more importantly, realize if we are going to get to the root of the problem of doping in sport, we need to reach the children and youth with basic values messages that will have a long-term effect on their behaviour and decision making should they be faced with the choice of doping. As leaders, it is our responsibility to bring these messages forward in a fun and interactive way that will facilitate such learning.

YOUTH OLYMPIC GAMES HEALTH – PREVENTION – WELL-BEING

Claude-Louis GALLIEN (FRA)

Vice-President of CNOSF (French Olympic Committee)

Member of the IOC's Medical and Scientific Group

Whether we are speaking of “sport for all” or “top performance sport”, physical activities and sport should be practised under optimum health conditions in the context of an organization that is staging them in a responsible way, under the double control of the relevant sports technicians and health technicians. In this way, sports practice could become an outstanding instrument for preventing injuries or diseases, improving and strengthening the body’s abilities and performance significantly, promoting the individual’s physical and mental development and well-being and furthering social inclusion. The Youth Olympic Games could represent an appropriate framework for implementing and promoting projects associating sport, education and health.

What we call “modern sport” was built at the end of the 19th century around the concept of competition encapsulated in Father Didon’s motto: *citius – altius – fortius* (faster, higher, stronger) (Hoffmane, 1985). The new Olympism of Pierre Fredy, Baron de Coubertin that was established in 1894 (de Coubertin, 1932) was immediately integrated in the framework:

- of an *educational project*, whose purpose was to bring youth together in a recreational, relaxed environment, with a reference to emancipation and socialization at the same time (Boulongne, 1994);

- of a *societal project*, which has its source in the humanism of the Enlightenment. Indeed, that period marked the apogee of a philosophy of Progress that had

been proclaimed, at the beginning of the 17th century, by Francis Bacon and René Descartes and would culminate in 1900 in the second Olympic Games of the modern era. These Games, which had been associated with the Universal Exhibition of Paris, would symbolize at the physical level the victory of Man as a creator and master of himself over Man as a creature (Boulongne, 1944; Gallien, 2001; Questel, 2004);

– of an *ethical life project*, developing around the shared values of game and risk, good example and freely accepted compliance with the rule (Gallien, 2001; Questel, 2004);

– of a *life hygiene and public health project*, whose aim is to enhance the individual's well-being and the nation's strength (Boulongne, 1994).

Olympism's success is due to the fact that it was immediately perceived as an allegory of modernity aiming over and above man's fulfilment at mankind's transcendence (Finkielkraut, 2006). Despite many slips and abuses, we can say that sports culture was able to preserve, until the beginning of the '70s, the essence of Coubertin's legacy. It also underwent an updating and deepening process that allowed it to remain a relatively clear and one-dimensional universal reference.

At the end of the 20th century, however, the Olympic message became blurred. Being at the same time the key player and target of a post-modern process of moral relativization and globalization, the sports movement felt the full pressure of new technical, media, economic, procedural and ideological demands. Sport's place within society, attitudes toward sport, sport's policies, sport's governance and organization, in fact everything people call "sporting spirit", were strongly affected by this phenomenon. From now on, Coubertin's classical model had to compete, on the one hand, with a "prolympic" sport, that gives priority to the show, to performance and profit and, on the other, with alternative sports practices that were practically non-institutionalized.

In this context, where contradictions between the founding values of sport and the challenges which its practice generates become more and more prevalent, it is the International Olympic Committee's task to seek a new equilibrium between the respect for sports ethics and the challenges of a well-established globalization. This will be the theme of the next Olympic Congress of 2009: "*The Olympic Movement within society*".

The Youth Olympic Games – Whereas, education of youth is, undoubtedly, the main challenge of the 21st century in a materialistic and technology-based society, the IOC has chosen to go back to fundamentals and enhance Olympism’s role as a vehicle for education by placing a set of ruling principles at the service of progress and humanism.

It was for that purpose that the Youth Olympic Games (YOG) were created during the IOC’s 119th Session, on 5 July 2007, to allow young athletes from the whole world (14 to 18 years old) to have access to a top level sports event. Young competitors who will be selected for the YOGs will be in direct contact with the Olympic symbols and values during a process that will show them the way that leads from the theory of Olympism to the reality of stadium competitions. This should make them true “Olympians”, capable of promoting the sporting spirit and the timeless values of fraternity, universality and peace and to open up new prospects for sustainable development, whether in the field of environmental protection or respect for physical and mental health.

Education, sport and health – This leads us to look at the relationship between education, sport and health.

In the public’s imagination, sustained by the idealized representation of sports champions bodies, it was widely accepted, for quite some time, that “sport means health”; the concept of *sport* being rather vague and basically opposed to the concept of *sedentariness*, covering different types of activity, without any distinction. However, the tendency to excessively increase training sessions and the number of competitions, the importance given to “records”, the stress associated with media attention and economic considerations, the dramatic rise in hypermedicalization and doping, or cases of violence which accompany “prolympic” sports events in the last 25 years, have had for many athletes unwanted, harmful and sometimes dramatic effects, which have led us to question whether there is in fact a positive relationship between sport and health. What is the situation exactly?

Semantics – We do have objective and scientifically established data on the subject, but in order to fully grasp their impact, we should avoid any approximate interpretations. When we deal with an issue as complex as education and attempt to

link it to sport and health, which themselves cover very diverse concepts, it is essential to clarify the meaning of words and base discussion on a system of definitions as precise as possible. What we mean by “education”, “sport”, “health”, “fitness” or “competition”, “physical activity”, “physical exercise”, “physical education and “sedentariness”, should be semantically defined given the fact that these concepts cover a rather large variety of attitudes and practices.

Education: the word is derived from the Latin *Educare* meaning “to carry through successfully”. Education is therefore a means for self-improvement that is not limited only to the process of knowledge transmission, but also draws upon the concepts of discovery and creation, implying the pursuit of excellence.

Sport: The word is derived from the Greek root *poros*, which means “passage” and from the Latin root *portare*, which means “allow to pass” and by extension, “to bring to fruition”, “to accomplish”. Etymologically, therefore, education and sport are two closely related concepts. Sport could be defined as a series of motor activities, of a recreational educational and cultural nature, which are developed and codified within an institutional context for the purpose of achieving an individual or collective performance, based on the idea of competition with one’s self and/or partners (Hébert, 1925; Jeu *et al.* 1985; Jeu, 1994; Parlebas, 2003).

Health: Health does not only mean absence of disease, of pathological problems or disabilities. Since 1948, it has been defined by the World Health Organization (WHO) as a “State of complete physical, mental and social well-being” (WHO, 1948).

Fitness: Fitness means the ability to accomplish daily tasks with energy and vitality, without feeling particularly tired and still have enough resources to face the stress that might result from emergency situations (Clarke, 1979). We can make a distinction between “fitness” when applied to health criteria (Bouchard *et al.*, 2007; Beunen, 2007), and “fitness” when related to sports performance (Bouchard & Shephard, 1994; Beunen, 2007).

Competition: Competition is linked both to sport and education. The Latin root *pet* reflects the impetus, the lead, movement in a specific direction. From it comes the verb *petere*, which first meant “to dart towards something”, before taking the meaning of “look for” and then “request”. The addition of the prefix *com* (together), forms the verb *competere*, which means: “to be in harmony”, “to complement one another” and the noun *competio*, “the action of moving together towards the same goal” (which may imply cooperation, emulation and rivalry). Competition is, therefore, a confrontation with one’s self and the others that makes it possible to move towards a goal and takes place in the context of a prior agreement and is fundamentally based on a social alliance (Legros, 1995).

Physical activity: Physical activity is a behaviour that typically involves the body’s movement that is generated by muscle contractions and leads to a significant increase in the body’s energy consumption (Caspersen *et al.*, 1985).

Physical exercise: Physical exercise is a component of sport and of education. The term is used to describe everything that is related to perception and *the reasoned, structured and repetitive* use of the biological machine which is the human body and allows it to preserve or improve its capabilities (Caspersen *et al.*, 1985). Physical exercise most often corresponds to a movement that may be progressive or brutal, generalized (involving the whole body) or specialized (involving only parts of the body); it may also involve taking and maintaining static positions.

Physical education: Physical education is an activity that is practised as part of a compulsory or optional school or university program. It may be conceived as the methodical progressive and continuous use of motor practices, from childhood to adult age, with the view to achieving physical development, increasing the body’s resistance and enhancing all the psychomotor capacities of the individual. The aim of physical education is to integrate the discovery of individual physical resources within the context of interpersonal relations; from this perspective, it uses the moderate and regular practice of sport, which is considered both

as a factor of personal improvement (*kalos kagathos*) and as a revealing factor of social integration. We can, therefore, reasonably speak of a physical *and sports* education whose action is prolonged and strengthened by participation in organized activities.

Sedentariness: Sedentariness is a behaviour, which consists in spending at least 90% of one's leisure time engaged in occupations that involve using very little energy, close to what one spends when resting (Dietz, 1996). The time spent in a sitting position during leisure (more than 6 hours per week) and at work, is also taken into consideration for determining a sedentary behaviour.

Health, sedentariness and physical activity – Sedentary behaviour is associated with the absence of fitness leading to functional and organic disorders (overweight or obesity), which may increase morbidity and mortality risks linked to hypokinetic diseases or chronic pathological conditions. Sedentariness is also, directly or indirectly, the cause of mental disequilibrium with harmful effects for the individual's health and society's harmony. The fact that a sedentary way of life may have a negative impact on health has been confirmed by a number of epidemiological studies (Dietz, 1996). The "Sedentary Death Syndrome" (SeDS) is recognized in the USA as the cause of 400,000 deaths each year (Mokdad *et al.*, 2004; Mokdad *et al.*, 2005)

Since Morris' (1953) original work, a large number of publications have emphasized the positive and lasting effects of physical activity on health (Bouchard *et al.*, 2007). Research for the most part is based on epidemiological studies (questionnaires and surveys) of different cohorts (young children of school age, adolescents, adults, elderly people, men and women, with or without pathological conditions or disabilities) which raise, however, the problem of objective and comparative measurement of the intensity, frequency, duration and type of physical activity. More recently, the use of relevant measurement tools (pedometers, accelerometers, calorimeters) has made it possible to quantify different parameters, under normal practice conditions, in the laboratory or in the context of randomized clinical tests. These are often cross-sectional studies

covering a relatively short period, which correlate only two elements: physical activity and health condition. The possible involvement of other factors linked to the subjects' environment or lifestyle is not necessarily taken into consideration, which may lead to certain contradictions or interpretation difficulties during the comparative analysis of the results.

On the whole, however, and even though we have to underline the need of completing presently available work with surveys and long-term longitudinal studies, we can take it for granted that physical activity is an effective instrument at the service of a public health policy based on prevention, in a society that tends to become more sedentary. Regular physical activity will enable us to avoid or delay the evolution of disorders associated with poor life hygiene or aging and also has a good therapeutic effect for the treatment of chronic diseases (Bouchard *et al.*, 2007), while improving the well-being, the autonomy and the quality of life of healthy or pathological subjects.

Collected scientific data were used for the drafting of recommendations aimed at maximizing physical abilities and maintaining and enhancing health (*Health-Enhancing Physical Activity* or *HEPA*) in the different populations concerned. The most recent of these recommendations advocate for adults (Bouchard *et al.*, 2007; Blair *et al.*, 2004; Haskell *et al.*, 2007) at least 60 minutes of moderate or intensive physical activity per day, 5 times a week. For children and adolescents (6 to 18 years) the tendency is to recommend longer periods of activity compared to adults (Strong *et al.*, 2005) but at least 60 minutes of moderate to intensive physical activity each day. The activity "doses" are defined in relation to the intensity, frequency and duration per session of a given activity (Haskell *et al.*, 2007), thus resulting in a total quantity of physical activity that can be expressed in "metabolic equivalent tasks" (or METs): weak (<3 METs), moderate (3-6 METs) or intensive (>6METs). MET is the metabolic equivalent that corresponds to oxygen consumption at rest.

Measuring the impact of these recommendations on the general population is relatively difficult for it is a function of age, socio-cultural background, life setting, local situations and varies significantly from country to country (moreover, the countries included in the studies are basically developed industrialized countries).

It appears, however, that the real impact of information campaigns is limited (Blair *et al.*, 1993; Dishman, 1994) and that the practice of physical activities among young people is not increasing much and might even be dropping (Statistiques Canada, 1998; Australian Sports Commission, 2001, 2006.; Sport England Communications, 2006).

A few recent strategies for enhancing health through physical exercise refer to structured training programs, including balanced and coordinated series of physical exercises (Strong *et al.*, 2005), which progress with time. We can, therefore, consider that in this case the trend is to move from simple physical activity to physical education and sport.

Physical exercise, physical education and sport – Physical education in the school environment should not be confused with the practice of a physical activity. This “practice”, which in many countries does not exceed two 30-minute periods of real activity per week, during 36 weeks, i.e. 36 hours per year (Cardinal, 2007), cannot contribute significantly to the strategies for combating sedentariness, especially when these same school children spend, on average, 3 to 6 hours a day in front of their television or computer screen. (Trudeau & Shephard, 2005; Jordan *et al.*, 2006).

To repeat that sport is part of education is not enough. We have to insist on the fact that young people (6 to 13 years old) need to learn in primary school, junior and senior high school what sport represents and the meaning of sports ethics (play, excellence, rules and risk management). Only then will the practice of sport for the age group targeted by the Youth Olympic Games (14 to 18 years) acquire its true educational dimension, in an organized setting and under the watchful responsibility of sports institutions and fully play its role in promoting health, well-being and quality of life.

Sport practised in this spirit, can prevent the physical and mental risks associated with inactivity and illness in young people (overweight, obesity, loss of interest in school) and become a tool for developing their cognitive, strategic, social and personal skills (Steptoe & Butler, 1996 ; Danish *et al.*, 2005 ; Tofler & Butterbaugh, 2005 ; INSERM, 2008). We thus observe that young people who have been educated in the “sporting spirit” represent a population that adopts,

in statistically significant proportions, a healthy lifestyle and rejects smoking, alcoholism, the use of addictive substances, violence and, in a general way, any abuse that is harmful to their health (Pastor *et al.*, 2003; Choquet & Arvers, 2003).

High level “prolympic” sport – It is obvious that in the last twenty five years there has been a rift between the principles of Olympism and a deviant sports practice that is described as “prolympic”.

Respect for human values, of which the sports movement should be the trustee, is not always observed, which leads to health accidents and dysfunctions at the highest level of competition in adults and younger athletes who are subjected in certain disciplines (gymnastics – tennis – figure skating) to intensive training and extreme specialization very early (American Academy of Pediatrics, 2000). “Peer pressure” and media exploitation of sport that is considered as a major attraction are destabilizing factors, which may have negative effects (addiction, dangerous behaviour, violence) on the athletes’ health and, indirectly, on public health in general (Choquet, 2003).

In the spirit of the Olympic project, sporting success at the highest level is a “social product” (Fleuriel, 2004), the outcome of education, study, work and the interaction between the athlete and the technical and medical teams that prepare him.

At technical level, this community of action with the educators’ and coaches’ team develops a synergy between the athlete’s mind and body that allows him to move beyond animal efficiency and reach progressively the fullness of human accomplishment.

At medical level, the team includes doctors, as well as physiotherapists, osteopaths, psychologists, sophrologists, physical trainers. They all offer to the athlete the assistance of medicine, not “through sport” but “for sport” in this case, whether we are talking about preventive, nursing or comforting medicine. The objective is to allow the athletes to *sublimate* their own biological limits to achieve personal fulfilment with progressive and reasonable medical support.

In the prolympic context, on the other hand, technicians become “record wizards”, specialized in obtaining immediate results and, above all, in getting the best profits from the investment made by the people that employ them. They are

only interested in exploiting to the full the biological machines – this is how they see the athletes – which they’ve been asked to train. Their objective is immediate performance, even at the cost of biological balance. They are not at all concerned about the physical or mental “damage” they may cause; only the result matters and those who do not deliver are quickly replaced. “Performance medicine” that has developed in the context of “prolympic” sport attempts to compensate for (or anticipate) physiological disorders resulting from excessive sports practice. In fact, it is nothing more than medical assistance to doping, a brutal tampering with the human body in order to improve immediate performance. This “medicine” that aims to destroy biological limits, ignores or covers up the alarm signals produced by the body. It disregards the most fundamental ethical principles, the respect owed to athletes and a basic aspect of biology: in the field of health the body never forgets anything; everything is recorded and will have to be paid for, sooner or later.

A challenge for Olympism – The major challenge for the Olympic Movement is to enhance, without altering them, the traditional values codified in the Olympic Charter. Olympism in the third millennium must refuse to become identified with the negative aspects of prolympism and its derivatives and show that it can achieve a reasonable balance in “managing paradox” between different issues:

- educational and humanist values of sport that underpin the legitimacy of its action;
- health values that are closely linked to the image of sport and contribute to the social credibility of its action;
- sport’s economic and media values that provide the means for its action.

Youth Olympic Games could provide an effective setting for promoting a project that combines sport, education and health. These Games should open up new prospects for young people, show them the way for a new start and propose to them to build their future instead of enduring it.

Bibliography

- American Academy of Pediatrics, Committee on Sports Medicine and Fitness (2000) – “Intensive training and sports specialisation in young athletes”. *Pediatrics* 106 : 154-157.
- Beunen G. (2007) – “Health risk factors and healthy lifestyle promotion: physical inactivity as a health problem”. *FISU conference Bangkok, 24th Universiade proceedings*, 110-119.
- Blair S.N. and McCloy C.H. (1993) – “Research lecture: physical activity, physical fitness and health”. *Res Q Exerc Sport* 64: 365-376.
- Blair S.N., Lamonte M.J., Nichaman M.Z. (2004) – “The evolution of physical activity recommendations: how much is enough?” *Am J Clin Nutr*, 79 (suppl) : S913-S920.
- Bouchard C. and Shephard R.J. (1994) – “Physical activity, fitness and health: the model and key concepts”, in: Bouchard C., Shephard R.J., Stephens T eds. *Physical activity, fitness and health: international proceedings and consensus statement*; Champaign, IL: Human Kinetics, 77-88.
- Bouchard C., Blair S.N., Haskell W.L. eds (2007) – “Physical activity and health”. Champaign, IL: Human Kinetics.
- Boulongne Y.P. (1994) – “L’humanisme du néo-olympisme coubertinien”, in: *Pour un humanisme du sport*, CNOSF et Revue EPS éd., Paris.
- Cardinal B.J. (2007) – “Healthy lifestyles in today’s world”. *FISU conference Bangkok, 24th Universiade proceedings*, 100-109 Bangkok.
- Caspersen C.J., Powell K.E. and Christenson G.M. (1985) – “Physical activity, exercise and physical fitness: definitions and distinctions for health-related researches”, *Public Health Reports* 100: 126-130.
- Choquet M. et Arvers P. (2003) – “Sports practices and violent behaviours in 14-16 year- olds: analysis based on the ESPAD 99 survey data”. *Ann Med Interne Paris* 154 : S15-S22
- Clarke H.H. (1979) – “Academy approves physical fitness definition”. *Physical Fitness Newsletter* 25 (9): 1.
- Coubertin (de) P. (1932) – “Mémoires Olympiques in: Archives et mémoire de l’éducation physique et du sport”, *Revue EPS éd.*, Paris, 1996.
- Danish S.J., Forneris T., Wallace I. (2005) – “Sport based life skills programming in the schools”. *Journal of applied school psychology*, 21 :41-62.

- Dietz W.H. (1996) – “The role of lifestyle in health: the epidemiology and consequences of inactivity”. *Proc Nutr Soc*, 55: 829-840.
- Dishman R.K. (1994) – Overview *in*: Dishman RK (ed) *Advances in exercise adherence*. Champaign, IL: Human Kinetics 1-27.
- Finkielkraut A. (2006) – “Nous autres modernes”, Ellipses éd., Paris.
- Fleuriet S. (2004) – “Le sport de haut niveau en France. Sociologie d’une catégorie de pensée”, Presses Universitaires de Grenoble éd., Grenoble.
- Gallien C.L. (2001) – “Sport de haut niveau, de l’éthique à la santé, La santé du sportif de haut niveau”, *Les cahiers de l’INSEP*, 31, INSEP éd., Paris.
- Gallien C.L. (2001) – “Évolutions de l’éthique dans le sport” *in*: *Esprit sportif et formations, enjeu pour la vie associative*, AFSVP éd., Paris.
- Haskell W.L., Lee I.M., Pate R.R., Powell K.E., Blair S.N., Franklin B.A., Macera C.A., Heath G.W., Thompson P.D., Bauman A. (2007) – “Physical activity and public health: updated recommendation for adults from the American College of Sports Medicine and the American Heart Association”. *Circulation* 2007 Aug 28, 116 (9): 1081-1093.
- Hébert G. (1925) – “Le sport contre l’éducation physique” *in*: *Archives et mémoire de l’éducation physique et du sport*, Revue EPS éd., Paris, 1993.
- Hoffman S. (1985) – “La carrière du père Didon, Dominicain. 1840-1900”, Thèse de doctorat d’État ès lettres, p. 926, Université de Paris 4-Sorbonne, Paris.
- Institut National de la Santé et de la Recherche Médicale, *Activité physique. Contexte et effets sur la santé. Expertise collective* (2008) INSERM éd. Paris.
- Jeu B. (1985) – “De la vraie nature du sport. Essai de déduction générale des catégories sportives”, Vigot éd., Paris.
- Jeu B. (1994) “La définition du sport et les enjeux de cette définition”, *in*: *Pour un humanisme du sport*, CNOSF et Revue EPS éd.
- Jordan A.B., Hersey J.C., Mc Divitt J.A. et Heitzler C.D. (2006) “Reducing children’s television viewing time: A qualitative study of parents and their children” *Pediatrics*, 118 (5), e-1303-1310.
- Legros R. (1999) – “L’avènement de la démocratie”, Grasset.
- Mokdad A.H., Marks J.S., Stroup D.F. et Gerberding J.L. (2004) – “Actual causes of death in the United States”, 2000. *Journal of the American Medical Association*, 291, 1238-1245.
- Mokdad A.H., Marks J.S., Stroup D.F. and Gerberding J.L. (2005) – “Correction: Actual

- causes of death in the United States, 2000". *Journal of the American Medical Association*, 293, 513-523.
- Parlebas P. (2003) – Saint-Denis planète sport, p. 34, PSD éd., Saint-Denis.
- Pastor Y., Balaguer I., Pons D., Garcia Merita M. (2003) – “Testing direct and indirect effects of sports participation on perceived health in Spanish adolescents between 15 and 18 years of age”. *J Adolesc*, 26 : 717-730
- Questel I. (2004) – “S’accomplir ou se dépasser. Essai sur le sport contemporain”, Gallimard éd., Paris.
- Sport England Communications (2006) – Active people survey, *Sport England*.
- Statistiques Canada (1998) – La pratique des sports au Canada en 1998. *La culture en perspective* 12: 6-7.
- Steptoe A. and Butler N. (1996) – Sports participation and emotional well-being in adolescents. *Lancet*, 347 : 1789-1792.
- Strong W.B., Malina R.M., Blimkie C.J., Daniels S.R., Dishman R.K., Gutin B., Hergenroeder A.C., Must A., Nixon P.A., Pivarnik J.M., Rowland T., Trost S. and Trudeau F. (2005) – Evidence-based physical activity for school-age youth. *J Pediatr*, 146 (6): 732-737.
- Tofler I.R. and Butterbaugh G.J. (2005) – Developmental overview of child and youth sports for the twenty-first century. *Clinics in Sports Medicine*, 24: 783-804.
- Trudeau F. et Shephard R.J. (2005) – Contribution of school programmes to physical activity levels and attitudes in children and adults. *Sports medicine*, 35, 89-105.
- World Health Organisation (WHO), Constitution of the World Health Organization. Basic documents. Geneva, 1948.

YOUTH OLYMPIC GAMES AND THE PARTICIPATION OF YOUNG PEOPLE FROM THE “THIRD WORLD”

Prof. Shamseldin Z. ABDIN (SUD)

International University of Africa, Khartoum, Sudan

Introduction

From Baron P. Coubertin’s time until today, modern Olympism has gone through several stages of development, following the ever-faster progress of technology and numerous social changes and upheavals around the world.

Olympism, as a major and powerful phenomenon of our modern era, embraces world society without any discrimination, cultivates the spirit of mutual recognition, and sets a specific and tangible example to the people who compete with one another in other fields of social activity, as well as in sports.

In this way, Olympism promotes international standards, teaches the correct concepts of freedom to the young and creates the conditions for social coexistence. (www.olympic.org)

Youth Olympic Games (YOG)

For the young people to reach understanding, they must first learn to know one another and hence become sensitive to one another’s concerns and aspirations.

On July 6th, 2007, in Guatemala City, IOC President J. Rogge announced that the 2010 Youth Olympic Games will take place in Singapore.

“The Youth Olympic Games are the flagship of the IOC’s determination to reach out to young people.” He added that it is hoped that YOG will be the platform through which youngsters learn about Olympic values and the benefits of sport, and share their experiences with other communities around the globe. (www.olympic.org/uk/YOG).

The YOG aims to bring together talented athletes (aged 14-18) from around the world to participate in high level competitions and, alongside the sports element of the event, educational programs on the Olympic values, social values of sports and awareness of a healthy lifestyle.

The IOC promised to continue through sports and funding programs to assist those who need it (athletes from the third world), so that they can have the same opportunities extended to their peers in other parts of the world, to practice sports and be educated on the values of Olympism.

Young people of the third world

Coined by the French demographer Alfred Sauvy in the 1950s, “Third World” refers to economically underdeveloped countries. Sauvy was making an analogy between pre-industrial nations with the poor of pre-revolutionary France.

The concept of the “third world” still rings true, as there are many nations with high infant mortality, high rates of poverty and dependence on industrialized nations. (infoplease.com)

Recent Economic and Social Summits recultivated a disquieting image of countless countries mired in poverty, hunger, debt and still dependent on the good will of others for survival. ([int.com.articles](http://int.com/articles))

In 2001, Third World debt amounted to \$2,100 billion, of which 75% is public debt.

On the other hand, World Bank Report (Sept. 2007) estimated that 1.3 billion young people (aged 12-24) live in developing (third world) countries. The largest group in history.

“Such large numbers of young people living in developing (third world) coun-

tries present great opportunities, but also risks". F. Bourguignon, World Bank Chief Economist said. (worldbank.report 2007)

Rising inequality in developing countries may fan social tensions with real cost to development. Benefits arising from deeper global integration in all fields of life, including sports, may be viewed as coming at the expense of local practices and culture.

Between the years 2005-2030 the world will welcome, according to WBR, 1.8 billion more people (totaling 6.5-8.3 billion), 97% of them in developing countries. Sub-Saharan Africa, the poorest of all countries, will be adding 540 million people. Young people make up nearly half of the ranks of the world's unemployed and, for example, the Middle East and North Africa region alone must create 100 million jobs by 2020 in order to stabilize their employment situation. (worldbank.report 2007)

Failing in vital areas such as education and the development of key skills and general development are crucial issues for youngsters. In Sudan, for example, while 52% of children are completing primary education, numbers in secondary education are considerably smaller. In many parts of Africa initial enrolment rates for schools are lower and for girls access to education is more of a problem.

Third World Youth and YOG

Young people from the "third world" have to participate effectively in YOG. Why?

A UN Coordinator in Kenya (F. Ogada) has emphasized that extreme nationalism was one of the causes of the clashes experienced in Kenya, in early 2008, caused by uneducated youths. Leaders took advantage of unemployed youths to cause violence, after the disputed presidential elections last December 2007. (allafrica.com)

Participation in YOG could lead to quell the violence and reconcile Kenyans and others since they make up a large percentage of the total population.

Participation in YOG would keep youth interested in sports in general, and Olympic Games in particular, and ignite their interest in sports instead of uneducational computer games, T.V. and other less worthwhile activities.

By bringing youths together, YOG would educate young athletes from the third world on the importance of sports for health, social integration, and be informed about dangers linked to sports, such as doping, or lack of exercise leading to obesity.

Youths in these games would communicate through modern channels to understand Olympic values, the spirit and message of YOG worldwide.

In our troubled and restless world, as is Africa, the spirit of the Olympic Games must remain unchanged. Olympic education through YOG has to be further strengthened and developed at a time when Olympic movement and games are threatened by so many dangers created either by their tremendous expansion or by political and economic interests.

But Olympic education should not concentrate on preventing or correcting abuses only. This would have been only a defensive function. Its work must be more of a constructive one, influencing through Olympic principles and ideals, large masses of young people around the world.

There might be need for renovation of some principles of the Olympic Games in modern times, especially when addressing needs and aspirations of younger generations, reflecting the spirit and social order of this period.

The International Olympic Academy and YOG

The International Olympic Academy's mission was envisioned by Coubertin's words: "I have not been able to carry out to the end what I wanted to perfect. I believe that a centre of Olympic studies would aid the preservation and progress of my work more than anything else, and would keep it from the false paths which I fear." (IOA.htm)

The International Olympic Academy, which deals mostly with young people, has to work hard and with an open mind on subjects like needs and aspirations of young people for the sake of the Olympic Movement as a whole. IOA should become aware of the immediate need to be seriously concerned with these problems which are raised in the course of discussions during sessions with young people.

Thanks to the Hellenic Olympic Committee (HOC) for adopting the realization of a centre for Olympic studies, the IOA, which constitutes the intellectual expression of the Olympic Movement, representing one of the finest aspects of universal intellectual traditions of our time. IOA was officially inaugurated on 14th June, 1961. (IOA.htm)

Limitations

1. It is argued that YOG goals are rather confusing. YOG is intended for 14-18 year-olds. But most gymnasts in the Olympics are within this age range. Does this mean that they are now going to be part of the YOG? No; the YOG is for "youth-driven disciplines that are not part of the Olympic Games." (lablenetworks.com)

2. How familiar young athletes from the third world are with "youth-driven disciplines" of the developed countries, such as skateboarding, surfing, BMX, snowboarding, which all makes YOG appear completely out of touch for participants from the third world.

3. Although the goal of Olympic Games is to bring together the athletes of the world in peaceful competition, the games often have been affected by political tensions. (1936, Berlin; 1956, Melbourne; 1964, Tokyo; 1976, Montreal; 1980, Moscow; 1984, Los Angeles) How different YOG would be if it were affected by political tensions? The Olympic Truce calls upon the cessation of all hostilities and warfare during the period of the Olympic Games, as was the case in the Ancient Olympic Games. That still needs to be effected. Yet with the nation state the primary unit of international sports, nationalism provided the most conspicuous form of political interferences.

4. Poor performance and poor results of the third world sports teams participating regionally or internationally may at times provoke protests and discontent as was the case of Sudan soccer team in Africa Cup of Nations 2008. Such attitudes and feelings may well be associated with YOG.

5. Despite setting up ministries for the youth and sports in most of third world countries, much more has to be done in order to uplift welfare of young people in these countries.

Conclusions

IOA strived to give the new generation a wider educational background, vaster horizons, better prospects for learning and life, knowledge and moral values consistent with practical applications.

Greece has the advantage of a geographical and cultural location between East and West, Africa and Europe. And because of its Olympic history, and neutrality, Greece can well serve as a meeting place for young Olympians from all over the world.

“Efkaristo”.

Bibliography

www.olympic.org
www.olympic.org/uk/YOG
www.int.com.articles
www.worldbank/report2007
www.allafrica.com
www.IOA.htm
www.labelnetworks.com

Short Presentations

YOUTH OLYMPIC GAMES, OLYMPISM AND CHILDREN'S SPORT: A PARTNERSHIP APPROACH FOR A SUSTAINABLE AND PREFERRED FUTURE

David BADENOCH (AUS)

*Senior Lecturer and Coordinator of Physical Education, Sport & Play Studies
University of South Australia*

Youth Olympics Games: Vision, Objectives & Aims

The vision, objectives, aims and intended experiences of the Youth Olympic Games present an ideal, ambitious and innovative plan to educate, engage and influence young athletes to become active citizens in their respective communities.

The International Olympic Committee's vision for the Youth Olympic Games is to inspire young people around the world to participate in sport and adopt and live by the Olympic values. (<http://www.olympic.org/uk/index-uk.asp>). This vision is guided by more specific statements of intent; these being the aim and objectives for the Games.

Specifically, the Games aim to bring together talented athletes, aged 14 to 18 years, from around the world to participate in high-level competitions and educational programs on the Olympic values, the benefits of sport for a healthy lifestyle, the social values sport can deliver, and the dangers of doping and training to excess and/or inactivity (<http://www.olympic.org/uk/index-uk.asp>).

The objectives of the Youth Olympic Games are to:

1. Bring together the world's best young athletes and celebrate them.
2. Offer a unique and powerful introduction to Olympism.

3. Innovate in educating and debating Olympic values and challenges of society.
4. Share and celebrate the cultures of the world in a festive atmosphere.
5. Reach youth communities throughout the world to promote Olympic values.
6. Raise sports awareness and participation among young people.
7. Act as a platform for initiatives within the Olympic Movement.
8. Be an event of the highest international sporting standard. (<http://www.olympic.org/uk/index-uk.asp>).

Some critics may regard these statements of intent are too ambitious or unrealistic in light of increased global health illnesses related to youth inactivity (Bouchard, et. al., 2007), concern about youth sport participation rates (Smith, 2005), and the range and seriousness of social issues facing youth (Eckersley, 1995). Indeed, considered in isolation, and without building partnerships with other agents similarly concerned with children's health and well-being, such a reaction may be a reasonable response to the statements simply because of the size and complexity of the issues related to a child's health and welfare. However, that is precisely why the Youth Olympic Games is a worthwhile project to embrace and support. Such global issues require global, as well as national and local, solutions which work in partnership to find solutions. We live in an increasingly global and connected world. Part of finding solutions to global issues requires at least some global focus and response, if only to raise awareness of the issues by providing a world forum. In this case, we need a world forum for our youth to experience Olympism in practice, and to discuss its role in their lives and also discuss its relevance to their communities.

Given the scope of existing global youth issues, and the Youth Olympic Games intentions to address them, difficulties will inevitably arise in implementing and achieving intended outcomes. However, difficulties encountered in applying and achieving the intent of the Youth Olympic Games are never a sufficient reason to discard them as unworthy principles. It may be that we lack sufficient knowledge, skill, resources, support or will to implement the principles. Whether or not a vision or objective should be discarded must involve reference to their worth, as well as to their practical interpretation and implementation. Challenges are

expected. Finding solutions will require the same qualities demanded for Olympic athletic competition such as effort, dedication, practice, discipline, courage and perseverance. It will require an Olympic effort by those who accept the challenge for the benefit of our children.

Children's Sport: Increasing children's participation in sport & physical activity

One of the Youth Olympic Games objectives is *to raise sports awareness and participation among young people*. Achieving a global increase in children's participation in sport will, however, require much more than the proposed traditional cycle of four years between each Summer Games and each Winter Games. The Youth Olympic Games do have an important global role to play in achieving this objective. But alone and in isolation they are unlikely to achieve a sustained increase in children's participation in sport and physical activity. The Games themselves may influence a limited and spasmodic increase in participation in some sports as a consequence of the high profile and global media exposure it is likely to receive. This may influence some children to try new sports, continue existing participation or increase the frequency and level of participation in their existing sport. However, it is likely that more shared effort and responsibility is required to achieve this objective on a sustained basis in order to deliver sustained benefits for children.

Sharing the responsibility & forming relevant partnerships to increase children's participation in sport

Many factors and agencies impact upon a child's participation in sport and other physical activities. This is why a partnership approach may be a more effective solution to achieving increased children's participation in sport at a sustained level. Ideally, this partnership would involve participating nations, governments, schools, local communities, parents and the Olympic Movement (and its constituent components); each accepting that they have an important and

complementary role and responsibility for providing for a child's participation in regular physical activity and sport.

Factors and agencies likely to influence and encourage increased participation in children's sport for all include, but are not limited to, the following:

Global policy & events & government policy & practice

1. Nations adopting the 1993 UNESCO *International Charter of Physical Education & Sport* as government policy to the extent that each nation's capacity allows and implemented with a priority on:

Article 2. Physical education and sport form an essential element of lifelong education in the overall education system.

Article 3. Physical education and sport programs must meet individual and social needs.

Article 4. Teaching, coaching and administration of physical education and sport should be performed by qualified personnel.

Article 5. Adequate facilities and equipment are essential to physical education and sport.

2. Government support for the education/training of qualified specialist physical education teachers for all pre-school and junior primary and primary schools (Badenoch, 1992).

3. Government support for employment of full-time qualified specialist physical education teachers in all schools for children aged 5 and beyond, with enrolments of 200 or more students (Badenoch, 1992).

4. Government support for relevant sport infrastructure, programs and events including the *Youth Olympic Games*.

Developmentally appropriate physical education and sport teaching programs

1. Opportunities to learn and practice sport skills in pre-school settings and at school (Gallahue, 2007).

2. Teaching fundamental movement skills in pre-school and school settings from early years (i.e. from 4 and a half years of age) (Gallahue, 2007).

3. Exposure to a wide variety of games and sports so that fundamental movement and sport skills can be applied in game and sport situations (Gallahue, 2007).
4. Equitable resources to support the participation of both girls and boys in sports.

Community support

1. Parental encouragement and support for the child to engage in regular sport and physical activity.
2. Access to relevant local sport facilities and sports clubs, outside of school settings, for all children irrespective of geographical, economic or social barriers.
3. Use of modified rules, games and competitions in junior sports programs as standard practice (Smith, 2005).

Implementing such a multi-level, inter-agency partnership approach, (involving the above mentioned influential agencies and factors sharing responsibility and working together to increase children's participation in sport), is likely to be more effective in realising and sustaining the vision, aims and objectives of the Youth Olympic Games.

References

- Badenoch, D. 1992 *Submission to the Senate Standing Committee on the Inquiry into Physical and Sport Education*, Adelaide, University of South Australia.
- Bouchard, C., Blair, S. N. & Haskell, W. L. (eds.) 2007 *Physical Activity and Health*, Champaign, Human Kinetics.
- Eckersley, R. 1995 "Values and Visions – Youth and the Failure of Modern Western Culture", *Youth Studies Australia*, Autumn Edition, 13-21.
- Gallahue, D. 2007 *Developmental Physical Education for All Children*, Champaign, Human Kinetics.
- <http://www.olympic.org/uk/index-uk.asp> (accessed 10/4/2008).
- Smith, A. 2005 "Junior Sport Participation Programs in Australia", *Youth Studies Australia*, 24 (1) 54-59.
- UNESCO 1993 *International Charter of Physical Education & Sport*.

YOUTH OLYMPIC GAMES AND BRAZILIAN INITIATIVES: THE DISSEMINATION OF OLYMPIC VALUES

Ana MIRAGAYA (BRA)

The idea of promoting sports for children and youth is not a recent one. Baron Pierre de Coubertin (1863-1937), the “renovateur” of the Olympic Games and an educator *par excellence*, had in mind the dissemination of values through sports (DaCosta, 2006). He had learned from modern sport in England and, in particular, from public school education at Rugby, that the moral strength of young people can be critically developed through the individual experience of sporting activities and then extended to their adult life. Coubertin wanted to make modern sport part of the school routine and through it introduce sports education which would comprise body and mind. Coubertin spoke of what he considered to be “sporting education”, which was the title of the book he published in 1922, *Pédagogie Sportive* (Müller, 2008).

Coubertin wanted to reform the French system of education using modern sport to reach his final goal. To him, the success of the first Olympic Games marked the internationalization of his educational visions (Müller, 2008).

Following Coubertinian tradition spread around the world through the Olympic Games, it is possible to observe that there is a tendency to associate the development of Olympic values and principles in children and adolescents to the school context they attend through sporting activities. Today’s “Olympic Education” promoted by the IOC, the NOCs and the NOAs in many countries is a one-hundred-year legacy originated in Coubertin times.

In Brazil, since the foundation of the Brazilian Olympic Academy in 1989, there has been some research concerning children’s participation in sport and their

development of values, particularly related to the school environment. The results of the studies are presented during the Olympic Forums (NOA of Brazil), where there is appropriate space for the discussion of Olympic values, especially fair play.

Recent examples of research that can be pointed out include a study done by Gomes (1999), who investigated honesty and solidarity from the fair play point of view among high school students. The results showed that the sporting practice and values of sport can have different meanings to the different social groups children belong to. Through observation of handball games, application of questionnaires and interviews, Turini (2002) drew a comparison related to fair play between two groups of elementary school students: the first group followed the practice of “their own” fair play and the second one followed the rules of the Charter of Fair Play from Oeiras, Portugal. The results showed that the instructions from the Charter were unfruitful while the establishment of their own rules of fair play among the young players proved to be much more effective, following the “sports education” propagated by Coubertin, which included sport in people’s search for the “*expérience personnelle*” (Müller, 2008).

Brazil also has examples of sport events for the youth. Secondary students had their national games in the 1960s as the last stage of local school competitions (state and municipal). The Jogos Estudantis Brasileiros (Brazilian Students Games – JEBs) were created in 1969 and, in the following years, took on proportions of very large events with yearly games in many Brazilian cities, bringing together an average of 5,000 participating athletes. The JEBs lasted until 1975, when names and organization were modified bringing them today to their 25th edition. It has been estimated that the 2003 event had around 1 million students of secondary level participating in municipal and state competitions for the selection of the 2,400 athletes that represented the 27 Brazilian states in the final competitions. Recent evaluations have revealed that the success of the JEBs in the past and their present legacy were due to the sense of continuous improvement of coaches, directors and athletes, added to regional self-esteem. This sense of actualization influenced Brazilian sport so positively as a whole at that time, that today it is asking for the retrieval of its memory (Thompson, 2005).

Furthermore, in 2003, the Secretaria de Educação do RS (RS Secretary of

Education) promoted the School Games of Rio Grande do Sul – JERGS, aiming at students from 10 to 17 years of age registered in the public and the private school systems. This event had the participation of 497 municipalities, 10,300 schools and approximately 1,700,000 people involved as assistants or in activities that would provide support to the Games. Actually, according to DaCosta (1996), school games in Brazil appeared first in the 1930s, becoming important sports events during the 1950s. Today, these games are located in five States of the Brazilian Federation with status of mega-events despite being disconnected from Olympic Education.

Recently, the Social Service of the Industry in Brazil, SESI, has also begun a very special sports project for the Brazilian youth: the Project Athlete of the Future (PAF). This program is being conducted in some States and will very soon be spread nationwide. PAF is a social-educational program done through a variety of sport disciplines and cultural activities, which are attractive to children and adolescents from 7 to 17 years of age, in particular those participants whose parents and/or relatives are connected to the Brazilian industry. The participation of the youth is systematically done on a permanent basis stimulating the development of values through sport (Olympic values) and helping the young participants develop optimal culture related to sports, as the final aim of PAF is to privilege sport, education and culture, with reflections within the communities in which they live (SESI, 2008).

PAF currently caters for 74,000 young participants but it wants to reach as many children as possible. Every two years some SESI regional units stage a Festival for the Youth, in which the young people who are already engaged in PAF from several small cities and towns are brought together in healthy competitions, celebrating their young talents in sport as well as the values and other lessons learned. In addition, every July, annual competitions called “Young People in Action” add to the enthusiasm of the participants, preparing them for the larger festivals.

Since Coubertin started preaching his principles of “Pédagogie Sportive”, linking children, adolescents and their educational environment to sport, it has not been very easy to separate the youth who do sports through schools from the youth who do not attend school, as education is mandatory for all. It is therefore

important to keep in mind that despite the fact that some investigations can be conducted in clubs and sports associations, the researcher has to always consider the influence of sporting education upon the sport competitive school environment. This rationale is one of the key points to be considered when we all are facing the challenges of Youth Olympic Games, starting in Singapore, 2010, which implies in promoting Olympic values –not mentioning Olympic Education– in top level sports competition for young athletes.

References

- Dacosta, L.P. (2006). A Never-Ending Story: the Philosophical Controversy over Olympism, *Journal of the Philosophy of Sport*, no. 33, pp. 157-173.
- Dacosta, L.P. (1996). Youth Sport in Brazil. In *Worldwide Trends in Youth Sport*, De Knop, P., Engstrom, L., Skirstad, B. and Weiss, M. R.(eds), Champaign, Illinois: Human Kinectics.
- Godoy, L. (2002). Educação Olímpica no Ensino Fundamental. In Turini, M. & DaCosta, L. (Orgs.). *Coletânea de Textos em Estudos Olímpicos*. Rio de Janeiro. Editora Gama Filho. CD ROM Biblioteca Básica em Estudos Olímpicos.
- Gomes, M. (1999). Solidariedade e Honestidade: os fundamentos do fair play entre adolescentes escolares. In Tavares, O. & Dacosta, L. (Orgs.) *Estudos Olímpicos*. Rio de Janeiro: Editora Gama Filho.
- Müller, N. (2008). Olympic Education. In Hai Ren & Dacosta, L. (org.); Miragaya, A. & Niu Jing (Eds.) (2008). *Olympic Studies Reader*. Beijing: Beijing Sport University (in print).
- Sesi (2008). Projeto Atleta do Futuro, accessed on March 1, 2008 at www.sesi.org.br
- Thompson, I. (2005). School Games in Brazil (JEBs). In DaCosta (Org.) (2005). *Atlas of Sports in Brazil*. Rio de Janeiro: Shape.
- Turini, M. (2001). Avaliação do Fair Play na IV Olimpíada do Senac, em Irajá , RJ. In DaCosta & Hatzidakis (Eds). *Estudos Olímpicos*. São Paulo: Uniban. CD-ROM Biblioteca Básica em Estudos Olímpicos.
- Turini, M. (2002). Comportamento Normatizado versus Comportamento Efetivo na Prática do Fair Play entre Jovens Escolares, de Quintino, Rio de Janeiro. *Dissertação de mestrado*. Rio de Janeiro: PPGEF/UGF.

THE OLYMPIC STUDIES WITHIN THE EDUCATIONAL CONTEXT OF PUCRS

Luciano CASTRO (BRA)

1. Getting to know PUCRS

PUCRS – The Pontifical Catholic University of Rio Grande do Sul reached the status of a university in 1948, and was granted the title of Pontifical University in 1950. It is one of the largest and most distinguished institutions of higher education in Brazil. It offers 71 undergraduate programs. It also offers 24 Master's degree programs and 17 PhD programs.

In order to meet the current needs of our competitive world, the university also emphasizes entrepreneurship, that is, the capacity to identify opportunities, evaluate them, and take risks. That requires initiative, efficiency, persistency, search for quality, and commitment.

In professor Joaquim Clotet's words, PUCRS's President: "In order to face forthcoming challenges, PUCRS is committed to developing science, enhancing knowledge, and preparing academic students to their future challenging lives as citizens".

2. Getting to know FEFID

FEFID – The Faculty of Physical Education and Sports Sciences was established in 2000. The Faculty endorses the philosophy that the key to health is the quality

of one's lifestyle, which encompasses physical, mental, emotional, social, and spiritual aspects. Therefore, the aim of the courses' programs is to promote health and wellness through the acquisition of skills and knowledge that can be integrated into a holistic lifestyle.

3. Highlights in Olympic Studies

- Olympic Studies Research Group (since 2002).
- Inter-institutional Olympic Studies Group with the Federal University of Rio Grande do Sul (since 2002).
- Both groups are registered in the Brazilian Council for Science and Technology and have the objective to develop studies on Olympic Sports and Olympism in an inter-disciplinary perspective (since 2002).
- College multi-disciplinary studies comprising the Architecture, Pedagogy, Physical Education and Psychology schools.
- Honor Diploma for the services rendered to the Olympic Movement in Brazil by the Olympic Studies Centre and the Olympic Museum, Lausanne (2002).
- Two Regional Olympic Forums (2003 and 2004) and other several events.
- Olympic Studies course in both undergraduate programs (since 2006).
- 3 Brazilian Olympic Academy members (2 post-graduated in Olympic Studies by IOA).
- 1 Grant-holder for the Olympic Studies Centre Postgraduate Research Programme (IOC, 2007).
- Headquarters of the Brazilian Pierre de Coubertin Committee (since 2008).

4. The Marist educational concept and the Olympic Studies

The subject matter of Olympic Studies is highly regarded at PUC. It is specially justified by the participation of FEFID's professors in the academic national and international scenarios of Olympic Studies.

By cultivating the values engraved in its Milestone, the Pontifical Catholic University of Rio Grande do Sul aims at promoting culture and thoroughly educating people. It is important to point out that Olympic Studies also contain, in its cultural, historical and pedagogical aspects, a significant relationship with the Human Being Education. Like the Marist Education, Olympic Studies pursue the goal of an ideal human development.

However, in face of the human and material potential which our institution enjoys, we want to make available new concrete proposals for Olympic Studies which may occupy its space along with various social-educational initiatives by the Marist Community, thus pre-supposing a pioneering initiative in our country.

5. New projects

The Brazilian Pierre de Coubertin Committee, founded in 2006 and a member of the International Pierre de Coubertin Committee, has elected PUCRS as its headquarters as of May, 2008.

Another major initiative is that of the specialization program proposal as a result of the assumptions mentioned above, as well as of the contemporaneity of the subject matter, which may represent the consolidation of FEFID/PUCRS in both the national and the international scenarios of Olympic Studies. This program has been approved by the University and shall begin in 2009.

THE NATIONAL SPORTS ACADEMY AND THE DEVELOPMENT OF OLYMPIC EDUCATIONAL PROGRAMS THROUGH HOLDING OF YOUTH AND SCHOOL SPORTS ACTIVITIES

Nina DELEVA (BUL)

The National Sports Academy (NSA) is the sole pure sports university in Bulgaria which carries out multiple activities and brings a strong bearing on the development of the Olympic movement in the country. In its 65-year course of existence our Academy has a formative contribution to the development of Bulgarian sports movement and its manifestation at the Olympic Games. Furthermore, the NSA plays a substantial role in distributing and endorsing the Olympic principles as pedagogical ideals in the youths' physical education.

The special place and importance of the Olympic idea, within the NSA's policy, is determined by the following crucial factors:

- First, it should be pointed out that the NSA was established by a constellation of capable Bulgarian followers of the prominent Olympic figure Professor Carl Diem, the man who played a crucial role in staging the Berlin Olympics in 1936; created the Olympic torch relay ceremonial starting from Ancient Olympia to the respective city host; and materialized the idea for setting up the International Olympic Academy.

Two of these highly recognized academics deserve to be mentioned here. The first Rector of the NSA, Professor Georgi Karaivanov, a member of the Bulgarian Olympic Committee, and an organizer of the Olympic torch relay through Bulgaria in 1936. The second prominent figure is Professor Borislav Yordanov, the founder of Bulgarian theoretical school in Olympism, as

well as an Olympic ski competitor at the 1936 Winter Olympics in Garmish Partenkirchen, and a publisher of the BOC imprint – Olympic News.

- Second, the NSA has a rich and universal educational program which is accompanied by relatively high standards and requirements to its graduates in the domains of methodology and education. This has led to the establishment of a peculiar Bulgarian methodological school in the field of sport which is entirely bounded to the Olympic movement.
- Third, the traditionally close relations between the BOC and the NSA, which work with jointly devised educational programs and projects, should be pointed out.
- Finally, the high resource capacity of the NSA is to be mentioned. The educational institution is capable of developing its own sporting programs and initiatives with national and local importance.

The NSA's Olympic policy will continue developing in the following key directions:

Educational purpose

One of the particularities of the educational programs in National Sports Academy is the problems of Olympism which holds important place in the educational programs of the students.

1. The educational program of Philosophy, History, Sociology, Management, Journalism, Pedagogy, Theory of the Physical Education contend special modules and seminars of different problems of Olympism and the Olympic movement.
2. The second direction of the education of the students is directed to the preparation of Olympic leaders and specialists in management and media. In connection with this, the NSA organizes a specialized course on Olympism and the Olympic movement in the second year of education and part of it is a Master's degree on Olympism.
3. The third direction in the education of our students is related to the prac-

tices, the programs and projects for organization of competitions, holding of media campaigns and lectures among students and young sportsmen.

Development of scientific investigations in the sphere of the Olympic movement

The National Sports Academy implements an efficient policy in the enrichment of the theoretical, scientific-practical and the empirical investigations in the sphere of the Olympic Movement. The scientific potential in this direction includes works from the Antiquity to contemporary aspects of the problems of Olympism. Parallel to this, in NSA numerous scientific forums on Olympism take place during the international congresses “Stress, Sport, Adaptation”. With a view to approval of the Olympic Philosophy among the young people, NSA traditionally organizes a “Scientific conference for students in Master’s and Doctor’s Degree”. In that forum the questions related to the state and development of the Olympic movement are detached in a special thematic direction. On the initiative of the Olympic club of NSA, scientific conferences on the problems of Olympism are organized every year.

In collaboration with the German Sports University an agreement is signed to create an Olympic center for research and information in NSA for Bulgaria, for the realization of international programs under the aegis of the International Olympic Committee (IOC).

NSA – host of sports events for children and youth

Supporting its mission of propagating and disseminating the Olympic values, the NSA combine the holding of events for children and youth. NSA is host of a number of competitions with underlined Olympic spirit and educational features. The sports events which take place in NSA are of various ranks and characteristics:

- International sports events – sports competitions of European project “Look at me” for blind children, the European grass-hockey Cup of Nations, International track-and-field athletic tournament “New Stars”, etc.

- National sports competitions – the Olympic Games of track-and-field athletics “Global Start”; National competitions for children in different sports – women’s football, grass-hockey, track-and-field athletics, students’ games, etc.
- Events of public importance – competitions for orphan children; for people with disabilities; for people with mental and/or intellectual disorders; practical classes in aerobics, swimming and skiing, survival training in extreme alpine conditions, the project “Sports for our Life” for people with hearing disorders, etc.

Initiatives with the active collaboration of NSA

One of the biggest merits of NSA, in reference to the development of the Olympism from the beginning of the '80s in Bulgaria, has been related to the initiative in creating institution and development for Olympic education. As a result of the good collaboration and the close relations between Bulgarian Olympic Committee (BOC) and the NSA, a National Olympic Academy (NOA) was established. According to its purpose, NOA is engaged to prepare the young specialists of the complicated problems of the Olympic movement. The active participation of students has the purpose to make them part of the activity and policy of Bulgarian Olympic Committee, for the development of sports and dissemination of Olympic values.

Another important factor in confirming the Olympic Philosophy was the “Olympic Club” at the NSA, which was founded in 1985. It was established as a cultural and educative organization. Various pedagogical and sports events and tournaments take place, as part of the club’s initiatives, dedicated to Swiss teachers, sports vacations for orphan children, Olympic torch relay, students’ scientific forums for the problems of Olympism, fair play, etc. The main accent of all these events is on the thorough humanitarian preparation of the participants in the spirit of Olympism and Humanity.

Media presentation

NSA has organized a forum of distinguished Olympic figures, like Sergey Bubka, Patrick Hiki, Samaranch, Sep Blater, and others, to present in scientific light their visions, concerning the future and development of Olympism. Applying its educational mission, the introduced form of free optional training “Olympism and Olympic Movement”, actively distributes the Olympic values among students. A series of meeting with distinguished sportsmen –Olympic and World Champions– was organized.

Ever since its establishment in 1942 until now, NSA was, and still is, an authoritative educational Institution, which has proved its vocation and mission in the Olympic movement among our society. The strategy and the policy of NSA is a result of the social, cultural and moral traditions, imposed and preserved over the years of its existence.

VISION FOR THE FIRST ARABIC OLYMPIC PROJECT FOR CHILDREN FROM 12 TO 16 YEARS

Prof. Dr Taher Hassan ELSHAHED (EGY)

Introduction

The modern Olympic idea is to encourage the practice of various sports activities as a means of education of specific and comprehensive modern concept, which involves preparation, upbringing, education, citizenship and belonging. And the world now realizes that the most important thing in the Olympic Games is not winning but participating; as the most viable thing in life is not winning and “victory” but seeking, insistence and “struggling” for it.

Therefore “the most important thing is not winning but the honest struggling for achievement”.

Children and Sport

We find that sport is one of those areas where magnificent developments which have been heard about and observed in all sport events, whether regional, international, or Olympic ones, have occurred. It is also obvious from a series of indices recording high levels of performance, especially in the competition field of Olympic games and world championships, that the generation of athletes gets a high degree of attention and care for all the significant aspects of their building up and preparation since the inception of early childhood and adolescence from all state institutions, as well as

the private sectors of clubs and youth centers, and non-governmental organizations that contribute to an active and important role in child care, especially since the very first years of childhood. Since the beginning of the millennium, the second decade of expansion of national activity for the Egyptian children's rights and best interest, of all their issues, and sponsored comprehensive care has been taking place.

For that the 10th Article of the Constitution of the Arab Republic of Egypt is in force; it was issued on September 11, 1971, and serves to ensure the state of protection and care for maternity and childhood, in addition to providing them with suitable conditions for the development of their abilities.

Sport, in general and competitive sport in particular, is a microcosm of what is expected to occur in the future society, and thus there is no doubt that sport can not be dissociated from the competitive sport in the social life of the young, since it is considered an important and vital foundation on which to base their lives. Therefore, if it is not properly administered, it would negatively affect the benefits for the entire community.

In addition to the physical and psychological benefits of sports for children, sport at the same time develops their values through their continuous contact with the practiced sport along with its controlled rules, laws and regulations. It enhances their contact with society values which gives them the chance to prepare for the future. Their development in the context of sport provides them with the opportunity to get to the highest standards since it's important and vital for their growth in society.

And statistics indicate that in the United States alone, more than 20 million people of both sexes participate in organized programs of different types of sports in the years between 6-18 outside school. In Australia, it's estimated that the percentage of participants in sport activities for girls is 67% of the total population, and for boys it is 75% of the total population in the years between 6-16.

Therefore, the number of sport participants in the beginners' stage is in a constant increase on the overall world level. Especially the number of those that manage the activities of sports organization reflects the extent of the broad importance of this sector of participants, and this increases from the important role of sport as an integral part of building childhood and adolescence within the community.

Considering Beginners in the last few years

There is a growing concern for beginners in the last few years, normally in all sports institutions and organizations, due to the belief of those responsible for such institutions, that beginners are the pool, which supplies the top teams with skilled players, both educationally and physically. And this interest does not stop in clubs or sports facilities for beginners, but it aims to extend the establishment of sports schools at both the primary and preparatory schools, as is already happening in China, Germany and the former Soviet Union states.

The growing concern for beginners in the sport field has, to a large degree, supported the calling of scientists specialised in kinetic education – which is a relatively new section in child education.

For these reasons there is a growing awareness of scientific studies examining the relationship between beginners and sport that proves there is a strong influence of sports in the psychological development of beginners in the formative stage, as sport is considered one of the best areas which paves the way for effective participation in society successfully.

The basic needs of children at preparation stage

With the start of a new phase in dealing with beginners, educational leaders at various levels, as well as planners and executors for young welfare from the high Council for Youth and Sports and from various non-governmental organizations, realise certain programs aiming to meet the different needs and to ensure the safety of their physical, mental, psychological and social needs during periods of progressive growth.

Thus, we must be fully aware of the nature of the beginners' (young athletes) problems, as well appreciate properly the extent and quality of services provided to them in other sectors.

Child and adolescence

The United Nations Convention for child rights that was issued by the United Nations Children “UNICEF” is a description of a child as being just a normal human being below eighteen years of age.

The interest that Egypt and the Arab States show for beginners (young athletes) that is in line with the global trend aimed at identifying this category conditions along with its trends and values, and their role in society. Perhaps, the main reason for such global attention is due specifically to the fact they represent the strength of society as a whole, it is a social group with a special status in the structure of society and its future.

Therefore it's obvious that the most basic needs of a child are concentrated on both sides of education and health in addition to other requirements including culture, media and sports services, which cannot be ignored for an integrated social, psychological and physical growth of the child.

And all those activities and services provided to children and beginners (young athletes) at the moment is the foremost concern in our country so as to have a proper development and progress in tandem with various aspects of life, as we are at the beginning of the twenty-first century.

It is known that sport is educational and can help achieve various goals and aspects of education besides overall fitness of our children, and the acquisition of many skills applied in the areas of competition makes young people struggle in order to prove reliance, competition and cooperation with others through the application and compliance with all the regulations of sports, so as to the develop a balanced personality.

And that illustrates the importance of all sports activities and services provided to young athletes (beginners) up to the of age 18, through the cooperation of all those responsible for Youth and Sports. These services are also associated with the private sector including sports clubs in different governorates of Egypt which are subject to technical supervision by various sports federations according to the policy emanating from the Board of Directors of the Egyptian Olympic Committee.

This important aspect of sport proves huge efforts and budgets are required to meet the diverse needs of a possibility of success, as the activity of competitive sports is aimed to achieve one of the ways to care for beginners, athletes and heroes. Some of these needs are the integrated sports facilities, qualified trainers and devices and tools, as well as an administrative component which is very vital.

Therefore, because of the importance of sport, in achieving the ideal environment for raising and preparation of the young athletes, emerged the idea of organizing an Arabic Olympics child athlete as an initial step towards a comprehensive sports culture for a large number of young athletes in Arab countries, as a powerful way of achieving the goals of the Olympic Idea, from the planting and the development of a spirit that fights and struggles for an honorable victory, justice and dignity, until this becomes the pattern and style of behavior in our children's future life and professional sports.

Beginners and the Olympic Idea

The importance of this child and youth sector, which forms a strong base to achieve a top level of outstanding athletes, has prompted many experts and interested leaders in the area of training and competitive sport, in all the different activities and various ways, to clarify the importance and the serious side that are represented in competition, to work to prevent it as with adults. Giving beginners (young athletes) a real opportunity of presence in the sport field and, in a way, to achieve an optimum investment, through physical and psychological preparation appropriate for the qualities, uniqueness and special characteristic features of their age.

As it is well known, every effort is true art, spending money on sprouts and beginners (young athletes) is a constant return of investment in the future. This is essential in achieving access to a high standard, along with the rest of the developed world sports.

In addition, it is important to prepare beginners (young athletes) to achieve

more in sport performance, taking into account their abilities and educational aspects. It is also important to prepare practitioners to be participants in sport and competitive sport for the longest possible period of their lives, as well as achieve stability in the life of the individual and society. And this is a goal all Arab countries seek to achieve, consistent with the Olympic philosophy that combines sport with culture and learning, creating a pattern of balanced lives in which physical strength matches with the values of education and respect for moral principles. Its aim is to create good atmosphere for sport so as to promote human development.

Careful preparation and training courses for young beginners and athletes are needed which avoid all pressure and high training load, which may result in damaging their health, physically or mentally.

Therefore, we find that the various sports federations are trying to make a lot of improvements to stadiums and the competitions developments and suitable tools for those young athletes, so that their training and preparation doesn't harm their mental health. This is carried out by several Unions, including: Athletic Union / Basketball Union / Volleyball Union / Federation of Football / Union Quintet talk / Gymnastics / Swimming. All of them seek a competitive environment for children, suitable for them, and their psychological and physical characteristics.

THE FINNISH OLYMPIC ACADEMY

Petri HAAPANEN (FIN)

Main task and main forms of activity

The Finnish Olympic Academy was founded by the Finnish Olympic Committee in 1987. According to the IOC, the task of national Olympic Academies is to “preserve and promote the ethical, cultural and educational values of the Olympic Movement. Currently, there are 137 national Olympic Academies in the world.

The first session of the Finnish Olympic Academy took place in Helsinki in December 1987. Since then we have held annual sessions at different locations in Finland. Invited are local decision-makers, officials, teachers, coaches, representatives of sports organisations, athletes and students. Two times, in 1997 and 2002, we held sessions in Ancient Olympia in Greece. We had a session here last year but, as you all well know, we couldn't stay in Olympia.

The Finnish Olympic Academy promotes international Olympic Education also by sending Finnish participants to the sessions of the International Olympic Academy. The yearly program in Ancient Olympia in Greece includes sessions for leaders, and members of national Olympic Academies, a two-week session for young participants, four-week post-graduate courses for Olympic researchers and special sessions for educators, coaches, athletes and physicians.

Since the year 2000, we have also held international School Olympics in alternate years in Finland and Estonia. Their program includes opening ceremonies, many kinds of fun sports events, as well as cultural competitions and art performances. These School Olympics are an excellent example of grass-

roots international co-operation together with Finnish and Estonian Olympic Academies.

Olympic education program

School Olympics in Finland

Ever since 1995, the Olympic Academy has worked in close co-operation with teachers and pupils of elementary schools. The principles of our school system are similar to Olympic Values. The purpose of this project is to let children learn the meaning of fair play, community spirit and tolerance and their practical applications in everyday life personally – by themselves and through their own actions, supported by their teachers, parents and coaches. Olympic Education is not a separate phenomenon. We have our own Olympic Education Material, a “hand-book” for teachers. The material provides information for teachers and pupils on the Ancient Olympic Games and history of the modern Olympic Games and the Olympic Movement, on the Olympic Idea, philosophy, symbols, ceremonies and Olympic heroes. Olympic education work calls for a lot of perseverance and hardly anyone can do it all alone. This is why I would like to express our Academy’s special thanks to the Academies of Germany, Canada, Austria, Australia, Holland and Estonia who have provided us with material and motivation in many ways.

The Olympic weeks at Vääksy school

Vääksy School is located in Southern part of Finland, in the municipality of Asikkala, on an isthmus between the lakes Päijänne and Vesijärvi. My school has currently 300 pupils from third to sixth grade. We have strong traditions as disseminators of the Olympic Idea. We began by holding our own Summer Games. Only few events were mandatory for the whole school. The most important events are the Opening and Closing Ceremonies. Furthermore, we had Winter Games, Valentine’s Day Dance and Olympic Trivia for classes. These events gave every child a part in the Olympic Idea. The Olympic Education Project can be realised in many ways and through many different teaching subjects. In the year 2006 we

had two themes: Racism and Tolerance and Environment. In our school every class presented one country. My own class presented Austria (in 5th Grade we study Europe in geography) in these Olympic Games. The School Olympics offer teachers an opportunity to enhance team spirit in the classroom. Fair Play is an all-pervasive theme during the week. The child has to think what things like winning, losing, following the rules really mean. What kind of class do pupils like and what can we do to help create it? We had Fair Play rewards for each class and furthermore Nordea will give their own Fair Play prize for each school at the end of the school year.

Olympic day – Project in 2006

The Finnish Olympic Academy had, for the first time in history, a financial opportunity to spread the Idea of Olympic Education “by face to face” on grass-root level sponsored by Nordea. This all happened in co-operation with the Finnish Sport Federations and its 15 areas. We sent letters to all Finnish Schools (4,000) and invited them to get more information if they are interested in arranging School Olympics in their school. The package consists of material specially prepared for different teaching subjects. I had the honour of spreading the Olympic Idea to over 200 Finnish teachers. I was surprised how enthusiastic teachers were. As a result, 165 schools arranged School Olympics in their own school.

Highlights in 2007

The Finnish Olympic Committee celebrated its 100th anniversary in 2007. Finnish schools marked the year by organising the “Olympic Path”, which familiarised pupils with the Finnish Olympic History. When the schools sent the application form to us they had an Olympic Path handbook which included: The presentation of the Finnish Olympic Committee, The Finnish Olympic History, Instructions how to arrange the Olympic Path, the tasks. The answers and scores and Rewards: Diploma, the dvd-series of the Finnish Olympic History.

Activities in 2008

At the second Olympic tour we gave them a practical concept about what they should do during and after the Beijing Games. One of the most important things is to elect a committee for each school. The committee set up a schedule for the School Olympics and prepared the material for each class. Teachers were free to decide which activities to introduce for their own classes. When the schools registered to arrange School Olympics, they had an Olympic flag, torch, diplomas and prizes, all for free. Only the Olympic Education material cost them 35€, but that was voluntary as they could arrange the Olympic Day without the Education Material.

How we have done it

The School Olympics give everyone an opportunity to be part of something grand. One can only imagine how a nine-year-old boy feels when he carries the Finnish flag at the opening ceremony, followed by his own team. These experiences and feelings are something that we can provide our students with in our schools.

As Lord Killan has said: “The Olympic Movement is something throughout the world, which exists for 24 hours a day for every day of the year.” Values in Olympic education are things that we need in today’s world. We all have a great opportunity as educators to spread the Olympic Idea for our children and School Olympics is one of the best ways to do it.

OLYMPIC EDUCATION IN PRIMARY SCHOOLS – MANY SUBJECTS ARE INVOLVED

Oliver BENSCH (GER)

To use the various facilities of Olympic Education, we should focus our attention not only on one subject but almost all school subjects. Besides sports, there are subjects like German, Maths, Art, Technology, Music, Religion and Social Studies and Science where Olympic themes can be taught. In each of these subjects, pupils can hear about many things about Olympic topics. If we connect the subjects into some projects, the pupils have the possibility to learn “by head, hand and heart” and so they gather information about the whole topic – learning by doing.

The Olympic Games are always a good reason to motivate the kids for Olympic projects. We introduce a so-called Olympic Week in our brochure and thus created the opportunity to teach Olympic Education in school.

An Olympic week can look like that:

Monday	ceremony with all nations (all classes with their own flags), torch relay, school song, speech from the principal, Olympic oath, Olympic rules, fair play
Tuesday	Projects in class. Working with the brochure about the Olympic Games
Wednesday	Workshop day

Thursday	Projects in class. Working with the brochure about the Olympic Games
Friday	Olympic-Day. Opening ceremony for the sports competition, anthems, school song, presentation ceremony with a famous sportsman/sportswoman from the region, closing ceremony.

If we talk about Olympic themes we should also be critical and discuss the problems Olympic Games have today such as doping, commercial and political abuse. All of that should be discussed by appropriate age groups.

If the pupils train for their Olympic School Games and each pupil wants to make efforts for himself/herself, if they create Olympic art, if we talk about fair play and if the whole school takes part in Olympic School Games, we can feel what Olympics mean.

The following summary of Olympic themes in some selected school subjects shows how manifold Olympic Education is.

Sports

- talk about good or bad behaviour in school or on TV
- talk about fair play and develop rules for fair play
- make efforts in sports with specific training
- learn about different games in different countries all over the world
- use a sports-diary
- train for the Olympic School Games and the competition with sprint, long jump, throw, long-distance run

German

- write a letter with questions to a famous sportsman or sportswoman
- read Chinese fairytales
- poems
- Write a story: “If I won an Olympic medal”

Maths

- Calculate (Olympic themes). Compare with different distances, times and evaluate graphics

Art

- create Olympic puzzles
- sew a mascot
- Create medals for the School Games
- develop own flags, work with clay
- draw T-Shirts
- Chinese Tangram
- draw pictures with sport themes

Music

- national anthems, for example from Greece, the Olympic host country, Germany, and others
- Olympic hymn and celebration for the winners
- Dances

Human, Nature and Culture

- Knowledge of ancient Olympic Games
- Information about China (map, culture, animal, history)

Religion and Ethics

- International understanding
- Religious traditions of the host country
- fairness
- doping
- prayer of sportsmen

Instead of Olympic fun events we prefer the introduced work with the topic, Olympic Education is always a long process and it is worth teaching it in school. We need motivated teachers for this and good courses.

THE VALUES OF OLYMPISM AND THEIR IMPORTANCE IN TODAY'S WORLD

Prof. Dr Axel HORN (GER)

The aim of Olympic Education is to promote the values of Olympism which are the “entirety of values developed beyond physical strength by doing sports” (Müller, 1998, p. 387). So Olympic Education is more than teaching people how to do and to participate in sports – although this is very important, too. But what is more important than the physical education –especially for young people in schools and in sports clubs– are those values promoted by sports activities concerning the “spiritual attitude” (Coubertin, 1918; Müller, 1998, p. 388). I would like to outline some ideas concerning the following three questions:

1. What is the meaning of “value”?
2. Which values does the contemporary Olympism imply?
3. What is the importance of the values of Olympism in today's occidental societies?

The meaning of values

When you use the term “value” its meaning seems to be obvious: mostly value is used in a material context. Value is used as an “exchange value” such as the value of a used car. If you take a closer look at the meaning of value from an ethical point of view and if it is taken as a scientific term, its meaning is much more difficult. In a philosophical-theological discussion, it refers to what is good

and what is of high standard. When you consider the phenomenological philosophy (“phänomenologische Wertethik”) by M. Scheler or N. Hartmann, there is an independent moral concept towards values efficient perception of reality, apart from the facts of reality, by which you can objectivize values and show their importance for all people, because they are closely connected with the idea of man, with the idea of sense, with the conviction about what is reasonable or not (Bockrath, 1998, p. 378ff.).

The real meaning of a value is an object of discussion. In today’s society this discussion is relevant and more important than ever before because it is often claimed that we live in a society in which values are changing radically and in which values are even decaying and disintegrating. The necessity to discuss values in general, applies to the values of Olympism and their meaning in western civilizations and for all nations worldwide, too. The following ideas about the meaning of values of Olympism are based in sociological changes in western civilisation in the past forty years and on the structural philosophy (“Strukturphilosophie”) by H. Rombach (1923-2004), a philosopher who lived in Würzburg.

Which values does the contemporary Olympism imply?

There are two aspects to be considered. Both can be found in the six principles of Olympic Education (Grupe, 1992, p. 8f.; Müller, 1998, p. 385ff.) as well as in H. Aigner’s presentation of Olympism. In addition to the traditional Olympic motto, *citius – altius – fortius*, which is perfectly represented by the high-performance sports, H. Aigner speaks about the values *pulchrius* and *humanius*.

The meaning of *pulchrius* is not the aesthetic meaning – a qualification which can be found in gymnastics or figure skating. *Pulchrius* should be understood in the meaning of the ancient Greek word *kalokagathia* which describes the “beautiful”, the “good” human being. It is “beautiful” and “good” because it manages to develop its own character and its individuality (M. Heidegger “Eigentlichkeit”) and achieves its self-realisation. This is the fundamental human duty and it takes effort. Especially nowadays –more than in past times and cultures– the modern

human being has to self-actualise without any help of authorities, traditions and so on. So the self-realisation –the “real human being” (“menschlicher Mensch”, Rombach, 1987)– may be successful or it can be unsuccessful. On one hand we have the experience of failing, on the other hand of winning and leading a life that is seen positively (W. Schmid (1999): “bejahenswertes Leben”). The process of self-realisation is related to single situations as well as to the whole life plan.

So, a successful life is not given –neither by the parents, nor by nature, nor by God– it is the fundamental human duty to self-actualise, depending on changing situations, on different challenges, on varying phases of life. It is a “challenge” that accompanies us for our life. And especially kids and young people must be taught to manage it: by opening horizons, showing them values and being a shining example of a “beautiful”, “good”, “successful” life. (Horn 2002).

The ideas based on structural philosophy correspond to the fundamental values of Olympism – Coubertin can be quoted as speaking about the education of human being in harmony with the aim to get a complete and perfect human being (Müller, 1998, p. 391f.). The idea corresponds to the basic conviction of the Occident, too: the right of every individual human being for self-realisation and for living its own life, full of sense, full of completeness.

Talking about *pulchrius* with regard to the individuality of human beings means, at the same time, talking about *humanius*, the social aspect of human beings. Both –individualism and sociality– belong together and cannot be separated, like the two sides of a coin. *Humanius* as a value is obvious when we take a look at different walks of life (“soziale Ordnungen” – H. Rombach, 1994). They are fundamental for living together. They provide or prevent chances for the development of personality, they “open” or “close” new opportunities in relation to the world that is around us (“Konkreation” – Rombach, 1988), they encourage a complete and successful life by arranging consistent phenomena (“Stimmigkeit des Gelingens von Grundphänomen”) or they lead to misleading and reduced phenomena (“Epi-Pseudophänomene, Zerrbilder”). Since each single individual was born in the given walk of life, he is strengthened or negatively affected by them or hindered: in his family, in his job, in sports clubs, as an active human being or just as a consumer and so on. Both the *values pulchrius* and *humanius*

bear a meaning that shows much more than just subjective opinion: they can be taken as an indispensable basis for a life in (more) dignity and freedom for all people. To create good social conditions is one of the most fundamental duties of each social community – independent of political system or religion.

What is the importance of the values of Olympism in today's occidental society?

With regard to *pulchrius* there are two tendencies of modern lifestyle that are opposed to it: First there is the over-emphasized meaning of the “easy way of life” with the hedonism of the moment – here and now. It is not the future the modern man is interested in – and especially not if he has to invest energy into it. And if he invests, it is done for “values” which everyone can see immediately and which bring good profit. Those “values” are for example a youthful, athletic, muscular appearance. The pursuit of completeness takes place superficially. But the pursuit of never-ending happiness is doomed to failure for life crises, growing old, illness, failure and death cannot be repressed permanently. They are an inevitable part of a successful human being – they have to be integrated into the whole life as well. Olympism with the value of *pulchrius* meaning a “spiritual attitude” to sports activities (Coubertin, 1918; Müller, 1998, p. 388) is like a mirror to western civilisation and demands not only building up muscles by doing sports, not only paying attention to the outer appearance, but doing sports with the aim of developing one's personality: physical strength in harmony with strong mind, in developing both body and character, in getting a better human being by sports performances, by building up “physical culture”, not just a cult of the body, “Körperkultur” and not only “Körperkult” (Horn, 2007). With the value of *pulchrius*, a point of view is given which considers the complete human being and not only special parts of it. In the structural philosophy this point of view is paraphrased in a way that everything shows the whole completeness, each little part contains the whole (Rombach, 1971; Kuritz/Horn, 2007). It is similar to a soccer game: each single action of an individual player (a dribble, a pass) has consequences for the complete game. The way we treat our body in each single

action has consequences to the whole person, to its character, to its self-realisation. So the main question about the value *pulchrius* in Olympism arises: do our sports activities contribute to our self-realisation or not?

There is still another tendency in present western civilisations, for which the meaning of *pulchrius* can show a better way: self-realisation requires great effort, it depends on your own activity, you cannot succeed by just walking by. But often in western civilisations people are lazy and comfortable, they want to have an easy time (“Bequemlichkeitsgesellschaft”), they are satisfied with passive consumption. But self-realisation depends on opening new horizons, chances in job, the chance to play an active part in society, to have alternatives for the activities in leisure amenities and so on. All these aspects show the necessity of education (“Bildung”). But with this meaning of education there is a big problem, especially in Germany: the tendency shows more and more extreme positions; on one hand there are those chances for the children of higher social levels and on the other hand the chances are barred for children of lower social levels.

Moreover, I would like to talk about two aspects with regard to *humanus* as a value of Olympism:

On the one hand there is a big problem with the necessity of integration of millions of people in occidental societies. Although this problem is not new (we have witnessed movements of immigrations for many hundreds of years), although it seems immigration is only seen through the eyes of the host nations and although it seems sport activities cannot fulfill all the expectations towards the problems of integration (Thiel/Seiberth, 2007): *humanus* proclaims everybody's right to approach the chances you must have to live a human life, to have the chances to take part in the way of lives – in social, educational, economic affairs (“soziale Ordnungen”) as a basis for self-realisation.

The fundamental *humanus* for a human life fails especially in nations, in ethnic and religious groups who have to live at war – without freedom and peace. The idea of Coubertin is still relevant: as many nations as possible come together to an international sports-event, with each nation maintaining its own national character. The ethos of a worldwide peace by Coubertin and *humanus* as a value of Olympism are still fascinating because those two aspects –nationality

and internationalism– are taken together without contradicting each other. This idea was not meant to be idealistic and far from reality. Coubertin said himself: “To demand from nations to love each other is foolish; but to ask them to respect each other is not utopian; but for being able to respect each other it is necessary to know each other”. (Coubertin, 1971, p. 53). So *humanius* as a value of Olympism for worldwide peace is much more than just a utopian idea. It is “the realistic condition for mankind to survive” (Moltmarm, 2004, p. 85).

In conclusion, Olympic Education that teaches the values of Olympism to young people in schools and sports clubs is of great relevance to the individual and social human development towards basic social tendencies. The values of Olympism are “realistic visions”, especially for those people who are active in sports. But to invest time and energy for self-realisation or to respect each other is important for “sports consumers”, too. So the two ideas of *pulchrius* and *humanius*, given as examples of the values of Olympism, show that education in sports without them would be empty, hollow and would lie far behind the needs present occidental societies have to satisfy.

Bibliography

- Aigner, H. (1998). Olympismus. In O. Grupe/D. Mieth (Hrsg.). *Lexikon der Ethik im Sport*. S. 395-401. Schorndorf: Hofmann.
- Bockrath, F. (1998). Normen und Werte im Sport. In O. Grupe/D. Mieth (Hrsg.). *Lexikon der Ethik im Sport*. S. 378-385. Schorndorf: Hofmann.
- Coubertin, P. de, (1971). Die philosophischen Grundlagen des modernen Olympismus (1935). In A. Brundage u.a. (Hrsg.). *Die Olympischen Spiele*. S. 47-65. Stuttgart.
- Grupe, O. Verratene olympische Ideale? In Deutsche Sportjugend (Hrsg.) *Das andere Olympiabuch*. S. 8-11. Schorndorf: Hofmann.
- Horn, A. (2002). *Leibes und Bewegungserziehung*. Bad Heilbrunn: Klinkhardt.
- Horn, A. (2007). *Körperkultur*. Schorndorf. Hofmann.
- Horn, A. (2008). *Körperkultur*. Band 2. Schorndorf. Hofmann (in Bearbeitung).
- Kuritz, A. und Horn, A. (2007). Ohne Bewegung bewegt sich nichts – Ganzheitlichkeit als Grundlegung einer Elementarpädagogik. In M. Plieninger/ E. Schumacher (Hrsg.).

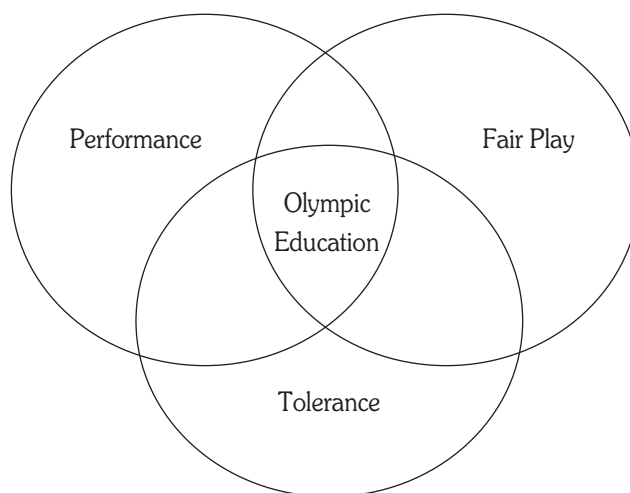
- Auf den Anfang kommt es an.* S. 193-205. Schwäbisch Gmünd. Gmünder Hochschulreihe Band Nr. 27.
- Moltmann, J., (2004). Olympia zwischen Politik und Religion. In H. Digel (Hrsg.). *Nachdenken über Olympia*. S. 83-90. Tübingen: Attempto Verlag.
- Müller, N. (1998). Olympische Erziehung. In O. Grupe/D. Mieth (Hrsg.). *Lexikon der Ethik im Sport*. S. 395-385. Schorndorf: Hofmann.
- Rombach, H. (1988). *Die Gegenwart der Philosophie*. 3. Auflage. Freiburg/München: Alber.
- Rombach, H. (1994). *Phänomenologie des sozialen Lebens. Grundzüge einer phänomenologischen Soziologie*. Freiburg/München: Alber.
- Rombach, H. (1987). *Strukturanthropologie. Der menschliche Mensch*. Freiburg/München: Alber.
- Rombach, H. (1971). *Strukturontologie*. Freiburg/München: Alber.
- Schmid, W. (1999). *Philosophie der Lebenskunst*. 5. Auflage. Frankfurt/Main: Suhrkamp.
- Thiel, A. & Seiberth, K. (2007). Die Integration von Menschen mit Migrationshintergrund im Sport – Möglichkeiten und Grenzen. In A. Horn und J. Keyßner (Hrsg.). *Sport integriert. Integriert Sport*. S. 39-54. Schwäbisch Gmünd. Gmünder Hochschulreihe Band Nr. 28.

OLYMPIC EDUCATION IN SECONDARY SCHOOLS BEIJING 2008 – OLYMPIC GAMES IN CHINA

Carsten OSTHUS (GER)

Topic: The following paper gives a short overview of possible activities concerning ideas and possibilities of Olympic Education in Secondary Schools in Germany. Different groups of educators at various schools all over Germany regularly join meetings to exchange their ideas on education in sport.

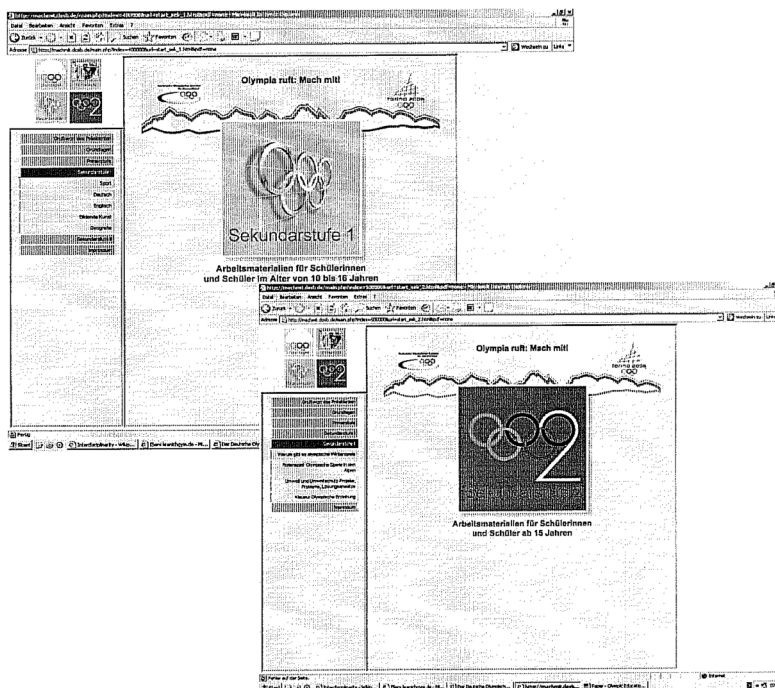
Their aim is not only to teach the students the importance of Coubertin's traditional values but to make them aware of their significance for the students' behaviour, as well as for the improvement of their personalities. These values, sometimes even called old-fashioned and traditional by many youngsters, still have great relevance to the social development.



Problem: The Olympic Games are brought to the people by mass media, which often highlight aspects like doping, commercialism and corruption. To teach other aspects of Olympic Education and discuss these values with students is a difficult but worthy aim.

Organisation: First of all, an introduction into the ancient history and modern roots of the Olympic Games and the Olympic Movement has to be given. These topics can be approached in different ways and using multiple material given by NOC and IOC. There are many connections to other subjects such as history, geography and politics. Therefore, Olympic Education can be taught in several subjects and it is an excellent topic for interdisciplinary approaches. The German IOC offers different material and ideas for inter-disciplinarity. This involves attacking the subject, e.g. human rights in China, from various angles, using different methods, such as team-teaching, presentations, discussions. By cutting across different disciplines, the focus on the values of the Olympic Movement can be altered and spread to other subjects or even into daily life.

Material: The following screen shots show examples of material for Olympic Education for secondary classes from the past.



This year the following materials of Olympic Education concerning special topics of the Olympic Games Beijing 2008 are available:

- Human Rights – project at A.-Delp-Schule
- Environment
- Olympic Games in China – an interdisciplinary approach
- Geography of China
- Olympic Art – project in terms of Olympic Education
- Olympic Games in schools
- Sport in China
- Symbols in China
- Religion and China.

**DRAWING ON THE YOUTH OLYMPIC GAMES TO SPREAD
THE PRINCIPLES AND VALUES OF OLYMPISM
AS A VEHICLE FOR WORLD PEACE**

Ioannis S. GEORGIU (GRE)

Physical Educator

Ladies and Gentlemen,

I wish, first of all, to say how deeply moved and happy I am for this honor to present my thoughts to such a distinguished audience.

Youth Olympic Games represent an innovation in world sport. They are an event that does not aim at victory and medals, nor at recognition and affirmation of the best athlete. Youth Olympic Games enhance other dimensions of Olympism such as multiculturalism, accepting diversity, respecting other people's particularities. All this can be achieved through these Games as the children who will be there, children from all over the world, our children, will have the unique opportunity to focus, in addition to the sports competitions, on cultural and educational aspects. This is where our role begins as educators.

It is the part of the Games that is defined as educational and cultural that we have to develop and strengthen. This is the part that should underpin our action of propagating the values which the Olympic Movement and Olympism embody. We have the heavy duty of preparing and equipping our children with a set of ethical principles and values that will give them a solid foundation if we wish to believe that there is hope for a better tomorrow for this world.

The Youth Olympic Games give us the opportunity, as parents of all the children, to promote the messages that sport has embraced as its values so that

tomorrow's Olympic medalists are people of upright character who will become, in turn, role models for future generations.

We all know, that "Olympism is a philosophy of life, exalting and combining in a balanced whole 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 found in effort, the educational value of good example and respect for universal fundamental ethical principles". Moreover, "the goal of the Olympic Movement is to contribute to building a peaceful and better 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".

In the multifaceted phenomenon of Olympism, the words "balance", "will", "mind", "culture", "education", "respect", "ethical values", "non-discrimination", "mutual understanding", "friendship", "solidarity" and "fair play", encourage us to abide by the principles of Olympism and the Olympic Movement as defined in the Olympic Charter.

Our goal should, therefore, be to make the children of the world, our children, understand and adopt the values reflected in the concepts of "tolerance" for other people's distinguishing attributes and characteristics, "generosity" to all as a sign of nobility of soul, "solidarity" to those who need support, "friendship" for globalization as it should be understood, "non-discrimination" because laughter and tears have no color, gender, age, place or religion, "respect" for this is something we want others to show us, "justice" because we are all equal under the sky, "equality" because we enjoy equal rights and "fair play" for a good game.

To achieve this, however, we have to put ourselves in the children's position and understand how they feel. We should not forget that they are little people who live and move in a world that is made by grown-ups, mostly for grown-ups. Our objective should, therefore, be to safeguard the rights of these children, too. We speak of the right to participate in sport, participation at a level that corresponds to the maturity and ability of children, under the guidance of experienced and qualified adults, so that they can play as children not as adults, take part in administrative decisions regarding their participation in sport, practice sport in a safe and healthy environment, prepare themselves properly for their sport,

have equal chances for success, see their dignity respected and, above all, enjoy sport, as stipulated in the Declaration of the Rights of Young Athletes (Martens & Seefeldt, 1979).

So, if we manage to have our children embrace these ethical values, then we can be certain that we have achieved innovation and a new generation and a new era have taken over, an era that we all hope will make the vision of any person who believes in Olympism come true, which is the enforcement of the Sacred Truce. This will be the first step towards World Peace.

It is a major responsibility and sacred obligation for all of us who guide these young people, to instill these values in them and feel really proud if they succeed where we have failed to celebrate a day of world peace through sport. If this can happen, then we shall be certain that what we did was right for our children, that we have succeeded, that there is hope in this world for a better tomorrow and maybe, maybe, for world peace.

We should not miss this opportunity, for it is unique. It is our only, big chance of giving an opportunity to our children, an opportunity to shape this world's future, an opportunity for peace.

Bibliography

- Binder, D. (PhD), Institute for the Olympic Education, University of Alberta, Canada,
Guo, Y. (PhD), Institute for the Olympic Education, University of Alberta, Canada,
Olympic Education as Values Education Linking East and West. A presentation to the International Forum on the 2008 Beijing Olympic Games: The Plurality of Creativity: the Olympic Spirit and the Oriental Culture, June 2004.
- Binder, D. *“Olympism” As Cross Cultural Text The Olympic Idea as Context for Global Education – Implications For Physical and Interdisciplinary Education*. University of Alberta, 2000 Pre-Olympic Congress, Brisbane, Australia, September 2000.
- Bohnstedt, K. *About the Implementation of Ethical Standards in Youth High-Performance Sport as Evidenced in Coaches’ Behavior*, University of Mainz, Germany. Pre-Olympic Congress 2004, 6-11 August 2004, Thessaloniki, Greece.
- Dr. Li-Hong (Leo) Hsu, Human Rights and Students-Athletes: The right to enjoy sport;

the problem of corporal punishment. Center for Olympic Studies, Sports Administration Department, Da-Yeh University, Taiwan.

Milton-Smith, J. *Ethics, the Olympics and the Search for Global Values*, Journal of Business Ethics, Springer Netherlands, Volume 35, Number 2, January 2002.

Müller, N. *The Idea of Peace as a Vision for the Modern Olympic Games Genesis, Development and Educational Impact*. University of Mainz, Germany.

Mouratidis, I. *Introduction to Ancient Greek Philosophy. Questions of Philosophy, Physical Education and Sport*, Plato, 2007.

Parry J., *Olympism for the 21st century*, School of Philosophy, Leeds University, paper for Centre d' Estudis Olímpics (CEO) Universitat Autònoma de Barcelona (UAB).

(1998) *Physical education as Olympic education*, European Physical Education Review, Volume 4 (2), 153-167.

THE VIEWS OF OLYMPIC MEDALISTS REGARDING THEIR CONTRIBUTION TO THE PROPAGATION OF THE OLYMPIC IDEA AMONG YOUNG PEOPLE

Assoc. Prof. Konstantinos GEORGIADIS and Paraskevi LIOUMPI (GRE)

In July 2007, during the 1st International Session for Olympic Medalists, we carried out a survey to determine what the views of modern Olympic medalists were, regarding their contribution to the propagation of the Olympic Idea among young people. 22 Olympic medalists took part in this survey. Despite the fact that this was a small sample, we felt that it would be interesting to present the results obtained, which show that the trend among Olympic medalists worldwide is to become actively involved in the propagation of the Olympic Idea among young people. Of the 22 persons who completed the questionnaire, 8 were men and 14 women; 3 of them were aged between 20-29, 10 between 30-39, 6 between 40-49, 2 between 50-64 and one individual was older than 64. 17 people came from European countries, one individual came from Africa, another from Asia, another from America, yet another from Oceania and there was also one person who did not state his country of origin. 17 people were teachers, 2 were professors, 2 students, and one individual did not state his professional capacity.

The questionnaire that was used had been created by a team of doctorate candidates from the University of the Peloponnese, under Professor Georgiadis' direction. The answer scale included five options (I totally agree, I agree, I neither agree nor disagree, I disagree, I totally disagree). The first question was: "Olympic education as an institution has developed in recent years in my country to a satisfactory level". The majority of answers agreed with this view, there were,

however, quite a few people who disagreed. The second question was: “With my experience as an athlete and Olympic medalist I can help my country to develop Olympic education programs”. Here we noted that practically all respondents gave a positive answer. The third question was: “My further education on Olympic education subjects will enhance my knowledge and its transfer to young people”. No one disagreed with this question. The fourth question was: “Olympic medalists are considered as role models for school students and can play a significant role during the implementation of Olympic education programs in mainstream education”. Almost all Olympic medalists agreed with this view. The fifth question was: “The participation of Paralympic medalists in Olympic education programs can contribute to changing society’s behavior and attitude towards disabled people”. 100% of respondents agreed. The sixth question was: “Throughout my career, sport has helped me to develop positive attitudes, values and behavior in my life in general”. Nobody disagreed. The seventh question was: “Conveying the experience of my progress towards Olympic victory has an educational value for students”. The majority agreed with this while there were some who did not have a definitive opinion. The eighth question was: “The participation of Olympic medalists in sporting, social and cultural events is always positive”. Most respondents agreed, some were neutral and only one person disagreed. The ninth question was: “Olympic medalists through appropriate communication can pass on messages to simple people”. Again, no one disagreed. The tenth question was: “The media in my country use Olympic medalists and top performance athletes in sports programs in order to spread the values and ideals of the Olympic Movement”. Here, there were diverging views with the same number of people agreeing and disagreeing and a few being neutral. The eleventh question was: “Information on the negative aspects of the modern Olympic Games, doping in particular, should begin at an early age with the view to developing positive attitudes and behaviors”. The majority of respondents agreed, while there were a few people who were neutral and even fewer who disagreed. The penultimate question was: “Thanks to the measures taken until now by the Olympic Movement, I believe that athletes who compete in the Olympic Games do not use anabolic agents”. Here, the majority disagreed; a few

people did not give any opinion and an even smaller number agreed. The last question was: “As an Olympic medalist I believe that athletes who test positive should be more severely punished”. The majority of respondents agreed, a few were neutral and very few disagreed.

Conclusions

- Despite the fact that 50% of Olympic medalists agreed that Olympic education as an institution has developed to a satisfactory level in their country in recent years, it appears that many countries should make greater efforts to develop Olympic education programs.
- Olympic medalists appeared very eager to contribute to the establishment of Olympic education programs.
- Olympic medalists agree with the idea of furthering their education in order to acquire knowledge that will help them communicate and impart Olympic values to young people.
- Olympic medalists consider themselves as role models for children and young people and this is a major reason for them to become involved in educational programs.
- In addition to Olympic medalists, Paralympic medalists, too, could, in their opinion, equally contribute to education by helping change attitudes and behaviors towards disabled people.
- The sports experience of Olympic medalists and the values they have developed through sport make them worthy proponents of the Olympic Idea among the young generation.
- The social status of an Olympic medalist that results from his/her participation in community life, not only by attending events, but also by creating and developing social sports programs, makes him/her a vehicle for conveying positive messages to society as a whole, Olympic medalists believe.
- The media, in the opinion of many Olympic medalists, use Olympic medalists for the propagation of Olympic values. There are, however, many who

argue that the media do not use Olympic medalists correctly as a positive model in society, but promote instead the negative aspects of sport.

- Most Olympic medalists believe that information about sports failings should begin at an early age as a means of prevention, since it is at this age that an individual's positive attitudes towards sport will develop.
- The majority of Olympic medalists appeared to agree on the need for additional measures to combat doping and recommend harsher penalties for users.

In conclusion, we could say that the modern Olympic medalist could play a very significant role in youth's sports education, as many recent surveys have shown that he is a positive paradigm for the young generation. Our survey has indicated that Olympic medalists are aware of their social role and ready to play it once properly trained. The government in each country should draw upon these human resources for developing Olympic education programs and request the media's support in promoting the positive aspects of an athlete's Olympic progress. It emerged that Olympic medalists would like to see systematic information on the destructive effects of doping on children and young people become part of Olympic education programs and propose harsher measures for effectively solving this problem.

METHODOLOGY OF TECHNICAL TRAINING WITH BEGINNER COMPETITORS

Akos TOTH (HUN)

This paper is related to the special topic of the Session: Children and Sport. At Hungarian University of Physical Education, Budapest, large emphasis is put on teaching swimming methodology and young swimmer development during physical education teachers' and coaches' courses.

In the next article opinions of the Swimming Department professionals are summarized on the development of young swimmers.

Hungarian experts, in accordance with the principle of technical education, consider teaching swimming to young students as the first phase of competitor training. Naturally, this is not a premature performance boost but a high level of pedagogical and educational influence.

The career of a swimming competitor can be divided into three periods:

1. Teaching swimming (between 5-8 years of age)
2. General training (between 9-13 years of age)
3. Special training (from 14 years of age until the end of career)

In the period of club teaching, children acquire the basic techniques of the three strokes (front crawl, back crawl and breaststroke), first in shallow water, and then in deep water. Selection follows the period of learning, then taking into consideration mainly constitution and level of co-ordination abilities. During this selection, children are not selected for swimming competitors since talent,

which will emerge in later phases of competitor training, is made up of several components.

Swimming movements play decisive roles in swimming endurance and the ability to learn. In the formation of the so-called sense of water exercises, skills and tasks are of a great significance. At this age, technical training includes plenty of variation exercises, swimming only with arm and leg action, spins, turns and jumps in water. The training of children between 7-9 years of age should be one hundred percent technical in the interest of this. Children cannot tolerate monotony well at this age, therefore, teachers should not make them swim long distances, but fun, colourful and entertaining training should be planned. Training directly developing endurance should not be applied since basic techniques of the four strokes have not been established well yet. Technical training –which exclusively focuses on the execution of proper movement– secondarily, indirectly improves endurance as well.

The next training period (between 9-10 years of age) is characterised by the facts that children learn movements quickly and are acceptant to motor learning. At this age, swimmers are able to acquire more complicated exercises improving technique and execute them at a high level. More technical exercises should be included in training in order to avoid monotony. Coaches have to correct the smallest technical errors on the spot.

The period between 12-14 years of age is very important regarding movement learning. Children's bodies change quickly and, therefore, the position in which they lie on water can change as well and so the earlier learned basic techniques can become distorted. After puberty, it is very difficult to correct the earlier fixed erroneous techniques. Exercises correcting techniques should be applied daily in the warm up/closing section or even in the main part of training.

Exercises correcting techniques have been mentioned many times. These exercises are very important in every phase of competitors training, and therefore, plenty of exercises for the four strokes have been created. This is not a closed system of exercises but simply an exercise series for the four strokes from which coaches can choose depending on the age of children in the group, the technical level of competitors and which technical error they would like to correct. Experts,

coaches, as a result of their creative work, often improve and correct this series of exercises. A collection of the above mentioned exercises has been made and recorded on video cassettes, and the video cassette is often played for beginner competitors in order to help the acquisition of correct movement.

Exercises correcting techniques are not mentioned often in the improvement of co-ordination level. Swimming is known as four different strokes, although the medley is an independent swimming form. Opportunities for movement of competitors who have experience in the basic strokes can be extended with the exercises mentioned above. More such exercises improve young competitors' special skills, widen the circle of movement responses, and make co-ordination abilities better.

The exercises listed above play an important role in the formation of competitors' technique, teaching of new technical elements and correction of erroneous movement. They can fill up an exercise group of a technical training highlighting a certain stroke or error. In powerful weight bearing, high intensity training periods technique can get distorted. Therefore, it is advisable to include exercises correcting technique as a warm-up before swimming trainings or execute an endurance improving part with the exercises.

Finally, because there are many such exercises, lessons can be very fun and entertaining. The most important exercises correcting techniques will be listed in sections dealing with the teaching of different strokes.

In the first phase of training, as has been discussed, beginners learn basic movements, techniques they should possess plenty of basic technical repertoire. Beginners have to learn the well-selected movements and technical elements perfectly. Later, it is important to arrive at modern techniques from basic ones, to improve technique, to increase the number of variations, links and versions. Earlier discussed exercises correcting technique, which widen swimmers' knowledge, meet these demands and requirements. The rising generation (between 10-14 years of age) actually learn everything their abilities make possible.

A characteristic of world-class swimmers' technique is its efficiency. However beautiful and perfectly executed a movement may be, in swimming the swimmer who swims a given distance in the shortest period of time wins. Swimming is

not a sport of aesthetics, and judges do not evaluate the quality of execution. Performance counts in this sport, nevertheless, performance has not only conditional but co-ordination elements as well. There were and are, however, physically over-trained swimmers whose performance was influenced mainly by skills improvement but they are under a handicap with swimmers with higher technical level who were trained for optimal energy consumption.

Technical execution of successful swimmers has a very important characteristic: safety. This means that swimmers do not need to concentrate on small movement parts during well-acquired, repeated exercises, therefore, their movement will be easier. Optimal energy consumption, efficiency and safety are not only features of excellent swimmers but of sportsmen, sportswomen of other sports as well.

Movement skills of excellent swimmers have two characteristics due to the medium: *sense of water* and *sense of velocity*. It seems that both of them are dominant factors of excellent performance, and therefore, can be a viewpoint for selection as well. Analyst receptors of sense play an important role in sense of water. Swimmers feel water resistance when moving in water. During swimming movement, the rate of propulsion is sensed mainly by receptors of sense and this receptor plays an important role in sensing pressure exercised on water. Analyst of movement cannot be separated from sense of feeling. Since these receptors can be found in organs of movement they directly indicate the process of movement, therefore, movement analyst is especially suitable for checking movement. Since swimming occurs in strange medium, information –through movement sensation– extends to the environment as well. Swimmers get information about the position of palm, forearm and legs (as the possibility of visual control is insignificant) through movement sensation, especially sense of water.

Another complex ability characteristic to swimmers is the sense of velocity, which is primarily decisive in the formation of velocity of moving forward during cyclical movements.

Since even movement can increase the economic consumption of energy in swimming, sense of velocity plays an important role even in speed. This has many components: vision, sense of feeling, sense of space, time and movement

and memory as well. Sense of velocity processes information about movement coming from organs of sense and other sources in a complex form.

A basic question of methodology of teaching swimming techniques is that how efficiently and which co-ordination performance component can be taught. Objective factors can be determined but there are internal, hidden components, which cannot be formed easily, they are not plastic and they cannot be formed because genes determine them. There is no methodology, only experiments for fine improvement of these components.

PSYCHOLOGY AND REHABILITATION OF SPORTSMAN INJURY

Dr Yadav MAYA (IND)

Adharsh Mahilla Mahavidyala, Bhiwani (Haryana)

Abstract

When athletes are recovering from injury, their focus narrows due to pain and fear about consequences of the injury and the possibility of recurrence. This can result in a feedback loop developing between the attention of the athlete and the injury, causing increased tension in the affected area. This may aggravate pain and impede the healing process.

The factors that affect rehabilitation include:

- type of injury
- circumstances of injury
- external pressure (e.g. fear of losing position in the team)
- pain tolerance
- psychological attributes of the player
- player-player and coach-player support system

Introduction

Players with high self-esteem and good concentration are more able to control their frustration levels, have a positive outlook and focus on the rehabilitation

tasks they are required to perform. As a result, they may have a more rapid recovery from injury. Players with good psychological skills tend to cope well with external sources of pressure during rehabilitation. These pressures may include pressure from team mates, the worry of missing important events or being permanently replaced, and the risk of financial loss. Injuries that result from malice from opponents, from a mistake by a team mate or from lack of professionalism, such as not warming-up or not following doctor's instructions, may cause a player to develop high levels of frustration.

To enhance recovery, appropriate treatment must be delivered in an environment where the athlete feels comfortable and can relate to the practitioners. Visualization may enhance the healing process. Athletes should be taught to understand their injury and visualize it healing.

The clinician should assist players to identify and confront views they may have about their future. Goal-setting is crucial to allow a step-wise approach and to ensure that the player concentrates on intermediate treatment goals rather than becoming anxious about the long-term outcome. In this way, the player gains positive feedback during injury.

When performing functional exercises and sport-specific skills, the injured athlete has a tendency to focus on the injury rather than the task to be performed. The player can be taught psychological skills (e.g. progressive muscular relaxation, behavior modification, visualization) to change this focus.

Often, full-time athletes have difficulty occupying themselves when injured. It may be useful to structure the day's activities for these athletes.

Psychological Reactions to Athletic Injuries

I. Grief Reaction Response

Five stages: Denial
Anger
Bargaining
Depression
Acceptance and re-organization

- II. Other reactions: Identity loss
Fear and anxiety
Lack of confidence
Performance decrease

Signs of Potential Problematic Adjustment to Athletic Injuries

- Feeling of anger and confusion
- Obsession with the question of when one can return to play
- Denial
- Repeatedly coming back too soon and experiencing re-injury
- Exaggerated bragging about accomplishment
- Dwelling on minor physical complaints
- Guilt about letting the team down
- Withdrawal from significant others
- Rapid mood swings
- Statements indicating that no matter what is done, recovery will not occur

Psychological Aspects of Injury Rehabilitation

- Willingness to listen to the trainer
- Maintaining a positive attitude about injury
- Rehabilitation process
- Intrinsic motivation

Signs of a poor response to injury

- Failure to take responsibility for one's own rehabilitation
- Non-acceptance of injury
- Non-compliance with rehabilitation programme

Positive Psychological response to injury

- Asking questions to the trainer/coach
- Listening to medical advice
- Co-operating with the coach

- Accepting physical restrictions

Implication for Injury Treatment & Recovery

- Psychological strategies for facilitating recovery from injuries with physical therapy
- Understanding responses to injury
- Psychological procedures & techniques facilitating rehabilitation process

Psychology of Recovery

The researchers conducted interviews assessing attitude and outlook, stress and stress control, social support, positive self-talk, healing imagery, goal settings and beliefs.

Psychological Techniques for Injury Rehabilitation

- I. Building rapport with injured person

- II. Educating him about the injury and recovery process
 - Progressive Rehabilitation process

- III. Teaching Specific Psychological Skills
 - Goal-setting
 - Positive self-talk
 - Imagery visualization
 - Relaxation training

- IV. Teach how to cope with setbacks
 - Develop positive attitude
 - Motivation

- V. Foster Social Support

Conclusion

Rehabilitation of the injured athlete requires careful assessment and subsequent correction of the athlete's deficit. The rehabilitation program should be individualized for the athlete's need. Using a recipe approach is fraught with danger. Functional and sport-specific activities should form a major part of the program. The injured athlete should be able to return to sport without functional deficit and with any predisposing factors to injury corrected.

References

- Bernstein J., Pedis C., Bartolozzi A.R. Normative ethics in sports medicine. (a) *Glin Orthop* 2004; 420: 309-18
- Federation International de Sports Medicine. FIMS code of ethics in sports medicine 1997. Available online: <http://www.fims.org/about/positions/ethics.cfm>
- Polsky S.D. Winning medicine: professional sports team doctors' conflicts of interest. *J Gontemp Health Law Po&* 1998; 14(2): 503-29
- Singer P.A. Recent advances. Medical ethics. *EMJ* 2000; 321: 282-5
- Tucker A.M. Ethics and the professional team physician. *Glin Sports Med* 2004; 23: 227-41

**OLYMPISM VALUES CONTAINED IN PLAYING ACTIVITIES
OF ELEMENTARY SCHOOL STUDENTS
IN WEST SUMATRA INDONESIA**

Prof. Dr Gusril Muhammad NASIR (INA)

The problems faced by the state in elementary school students in West Sumatra, Indonesia, are:

(1) Parents are overprotective of their children playing activities. It is caused by negative perception of parents of the children's playing activities. The parents think that playing activities are activities that waste time and are useless. Besides that, the parents are happier to ask their children to help them in daily chores or study their school lessons or do religious activities. (2) Sport teachers do not often use materials of playing activities in the learning process. When it happens continuously, it infringes upon the children's right in playing and also Human Rights, as well as ignores the children's potential.

The research question addressed was which Olympism values are found in playing activities of state elementary school students in West Sumatra, Indonesia. This research was aimed at discovering the potential of Olympism values found in playing activities of state elementary school students in West Sumatra. The research population was the students of state elementary school in West Sumatra Indonesia found in Upland (Agam Regency), Seashore (Pariaman City) and Lowland (Padang City). The sample was determined by using a purposely random sampling technique and obtained a sample of 300 elementary school students.

The instrument used to collect data about Olympism values found in playing activities of state elementary school students in West Sumatra was open Question-

naires. In addition, interview was also used with the students to obtain information and discover things that were not detected by the Questionnaires. The data analysis technique used was a descriptive statistic with a percentage formula.

Based on the data analysis above, it can be concluded that the result of the research is that Olympism values found in playing activities of state elementary school students in West Sumatra are as follows: (a) Educational values which consist of increasing playing perception, expanding knowledge, refreshing mind, knowing kinds of game, (b) physical values which consist of: increasing skill in playing, refreshing body, health, perspiration, relaxing muscles, skills in playing and increasing achievement in sport, (c) the values of mental attitude consist of: enjoying themselves, forgetting about problems, comforting and entertaining themselves, fighting sleepiness, avoiding surfeit, fighting loneliness, controlling anger, fighting boredom, calming the mind, entertaining the sad at heart, increasing desire to study, (d) social values which consist of: making new friends, improving social intercourse and recreation.

ATTITUDE AND TENDENCY TOWARD PHYSICAL ACTIVITY AND SPORT IN ISLAMIC REPUBLIC OF IRAN

Dr Amir Ahmad MOZAFARI (IRI)

*Professor, College of Physical Education and Sport Sciences
Tarbiat Mulem University Tehran, Iran*

Abstract

Objective

Attitude toward physical activities is one of the most important factors that determine whether people will choose to participate in physical activities or engage in other life affairs. Assessing attitude toward physical activities and sport has been one of the main concerns of physical education researchers as well as managers and policy makers in the field of physical education. Comprehensive research in this regard has not been conducted in the Islamic Republic of Iran. The purpose of this research was to assess attitude and tendency toward physical activities and sport in the Islamic Republic of Iran.

Materials and Methods

For the purpose-assessing attitude toward physical activity, various instruments have been made and used by researchers. Kenyon's attitude inventory toward physical activities is one of the most commonly tested and used instruments in this regard. A researcher-made questionnaire consisting of three sections including attitude, tendency and demographic data was used in this study. The attitude section was adopted from the one used by Kenyon's inventory of assigned atti-

tude toward physical activities (1968). Demographic data such as age, gender, level of education and profession of the respondents were recorded. Subjects for this research were randomly selected according to the population distribution within each province of the country.

Results

Overall, 12,745 questionnaires were completed and returned to the researcher. Approximately equal number of male ($n_1 = 6,615$) and female ($n_2 = 6,130$) subjects participated in this study. Face and content validity of the questionnaire was confirmed by a pilot study through the expert opinion in the field. The reliability of the instrument was examined by performing factor analysis method. The results of analysis revealed that the Chronbach alpha was 0.87, which is within the acceptable range.

Descriptive as well as inferential statistical analysis was performed on data by employing SPP: PC Version 15.0. The results of analysis showed that 65.5 percent of the respondents participated in some kind of physical activities whereas 34.5 percent of the subjects did not engage in any kind of physical activity programs. The highest frequency of the respondents belonged to the age group 16 to 20 years of age. The highest frequency of respondents within the education level was observed in individuals with the high school diploma. The most frequently job category among the participants belonged to the free traders (79.5%) in males, and "other" option in the profession options of the questionnaire for females. The priorities of options for participating in physical activities were pleasure and happiness, development of physical and mental health, improving self-confidence and moral development, respectively. There were no significant differences between the male and female participants in regard to attitude toward the physical activities ($P > 0.05$). However, there were significant differences between the attitude toward the physical activities of age groups, job categories, family members and the level of education ($P < 0.05$). The subjects within the younger age groups showed poorer scores on attitude toward physical activities than the older age groups. Also, high school and college students showed similar results comparing to the other education level respondents.

Conclusion and suggestions

It was concluded that improving attitude toward physical activities within the education system should receive a high priority by the policy makers as well as managers of physical education programs within the educational system of the country.

**CAN SPORTSMANSHIP SAVE OUR HUMANITY?
– AN APPROACH TO CREATING A SUSTAINABLE CIVILIZATION –**

Katsuya OTSU (JPN)

Lecturer of Faculty of Physical Education, Tokai University

NPO Global Sports Alliance (GSA) Project Manager

Member of the Japan Olympic Academy (JOA)

The possibilities of sport

Education plays a key role in solving these fundamental problems

I am particularly interested in the area of sport and the environment. The focus of my research on sport in Japan is in the development of new areas of sports research centered on keywords such as “environment” and “sustainable development”.

A fundamental cause of environmental problems is the fact that we don’t apply the morality we learned from our parents, the wisdom we inherited from tradition and the knowledge we acquired in school once we enter our economically driven society.

Poverty, discrimination, disease, war and environmental destruction can all be said to be moral issues that are affecting modern society, and there is a clear lack of what we call in sports, “sportsmanship”. Sportsmanship teaches us about relationships between people through the spirit of fair play, but today we face an even graver concern, the relationship between man and nature.

What we need now is to raise our ethics and bring the external expenses such as poverty, disease, environmental problems into our accounting system.

Focus on Sports

In order to raise our ethics and close the gap between what we know and what we do to create a sustainable civilization, I turned our attention to sports.

Why Sports & Environment?

Sports enthusiasts know the importance of sportsmanship as well as of a healthy environment.

There are over one billion people who love sports around the world, and they are active and influential in their communities. We can make a significant contribution by promoting awareness and actions among sport enthusiasts worldwide.

What do you think is most important in enjoying sports?

- Fair Play
Abiding by the rules and being fair with the others.
- Team Play
Working together as a winning combination.
- Ecoplay
Enriching nature and reducing consumption for a healthy environment.

Role of Sports on the Environment

There are two distinctive approaches:

- Environmental Protection in Sport Scenes (Corporate Social Responsibility)
Example: Environmental protection at Olympic sites ISO14001 by sporting goods manufacturers.

Major sporting events have begun to recognize the importance of addressing environmental issues through sport. Cities that wish to bid to host an Olympic Games must include an environmental report outlining their vision of an event that will not only minimize its impact, but leave a legacy of sustainability. Many sporting events now try to tackle problems

such as waste, water, energy and resource use and emissions resulting from spectator transport to and from stadiums.

G-ForSE collects the best examples of environmental awareness and action throughout the world of sport and has developed the largest database currently available.

- Local Initiatives by Sport Enthusiasts (Individual Social Participation)
Example: the “Ecoflag Movement” by sport enthusiasts.

NPO Global Sports Alliance (GSA)

Established in Japan in 1999, Global Sports Alliance set about developing a global network of sport enthusiasts to tackle environmental problems.

GSA aims to create a sustainable culture through promoting a new concept of “Ecoplay” as a natural part of sportsmanship.

The Ecoflag is flying at school sports events and environmental education, previously only taught in science or social studies, becomes part of the physical education syllabus. Promoting Fair Play, not just in sport but in our everyday lives, is a natural part of a sporting event. Through Ecoplay we consider our environmental impact and spread an environmental message, not just at sporting events but in our everyday lives. GSA World Center in Japan is promoting environmental awareness among school children through unique programs such as Tennis ball Reuse. Nurturing the spirit of Ecoplay as a natural part of sportsmanship in children through the reuse of sports equipment.

GSA Teams promoting “Ecoplay”

GSA appeals to supporters and partners to help in assisting in the establishment and running of the teams.

Raising Human Immunity

In order for mankind to survive through future climate change, whether warming or cooling, it is important to remember that humans are a part of nature and minimizing natural destruction and environmental pollution can raise immunity of mankind. Sportsmanship can save our humanity.

Think Globally, Act Locally

When we establish GSA Teams in every city in the world to promote “Ecoplay” as a natural part of sportsmanship and when over one billion sport enthusiasts become “Ecoplayers,” then the global environmental problems will be solved.

YOUTH OLYMPIC GAMES

Tammi MARTIN and Jackie COWAN (NZL)

*University of Canterbury, School of Sciences and
Physical Education, New Zealand*

Do the Youth Olympic Games essentially become a replication of the critique of the modern Olympic Games or do these Games become an opportunity to authenticate Olympic Philosophy as young people learn to know, to do, to be and to live together? (International Commission on Education for the 21st Century). This paper acknowledges the immense value in the development of the IOC's initiative of the Youth Olympic Games (YOG), its vision, objectives, principles and, more specifically, the cultural and educational programme proposed. However, in authenticating Olympism further for the youth of today, it is recommended that Olympic Education be embedded in national physical education programmes and guided by a critical pedagogy so as to maximise engagement (Culpan, 2007; Culpan & Bruce, 2007; Culpan 2008; Naul, 2008). Pre-game, Game and Post-game phases of the YOG proposal and the overall educative quality and sustainability of the YOG would also be enhanced through the utilisation of such programmes.

Value of the YOG

The concept of the YOG provides a universal platform to work towards authenticating the goal of Olympism. In 2010 the youth of the world will come

together to engage in twelve days of competition, education and cultural exploration. The International Olympic Committee's mission for this event is to educate, engage and influence young athletes, inspiring them to play an active role in their communities through the debate and critique of Olympic values and societal challenges (Georgiadis, 2008). Such a mission requires that young people are able to think critically, identify issues and feel empowered to take consequent action. Objectives for YOG are: to introduce Olympism in a powerful way; celebrate athleticism; debate societal challenges; share in diverse cultural experiences; promote Olympic values; and raise awareness and sports participation. This game time approach is underpinned by UNESCO's "four pillars" of Education – learning to know, learning to do, learning to be and learning to live together. Admirable in its proposal, what remains to be seen is the effectiveness of experiencing Olympic Education in this fashion – a packaged, global, four-yearly experience which relies on the magnitude and spectacle, that is the Games, to disseminate Olympic philosophy. To what extent then will such an event differ in its achievements of those of the Modern Olympic Games – not all of which are venerable? (Bale and Christensen, 2004; Simonovic, 2004).

The YOG have been charged with a significant responsibility in terms of education and authentication of Olympism. In order to ensure young people of the world are empowered to experience, learn and contribute to the shaping and ongoing development of the YOGs, the YOG Committee has identified the following themes for exploration:

1. History of Olympic Movement
2. Olympism and Olympic Values
3. Sports context (e.g. media relations, career management)
4. Risks in Sports (e.g. doping, betting)
5. Well-being and healthy lifestyle
6. Involving youth (careers in sport)
7. Social responsibility (e.g. Community assistance, Environmental protection, Humanitarian issues)

8. Digital Media: initiation and new developments (Georgiadis, 2008)

However, missing from this list is the identification of contemporary critique of the Modern Olympic Games in manifesting Olympism. Nor is it clear how and when any of the above learning will take place. In changing global times, required in the Olympic Movement is leadership, in terms of curriculum development and associated pedagogies so as to more rigorously address critique of both the Movement and its guiding philosophy and to ensure young people are equipped and empowered to make change in this area. Olympic Education programmes must, therefore, seek to engage in the wider societal, moral and political debates generated by the Olympic Movement and National physical education programmes become the fertile ground in which such capacities are explored and authenticated.

Learning to Know, Do and Be

Health and Physical Education in the *New Zealand Curriculum (2007)* provides a strong foundation for Olympic Education in New Zealand schools. The very strength of this curriculum document is acknowledged as being its underlying socio-critical foundation and associated pedagogies. These pedagogies –emancipatory in nature– allow for the exploration and critique of the movement culture, therefore empowering young people to engage more critically within this context (Brookfield, 1995; Culpan, 2007; Culpan & Bruce, 2007; Culpan & Bruce, 2007). Such programmes then, provide opportunity for the ideals and values of Olympic philosophy to be explicitly explored and lived within a cultural context relevant to each young person. Can such outcomes be expected of a twelve-day YOGs and its proposed cultural and education programme?

Learning to know, do and be – become learnings which are ignited long before participation in the YOGs. They begin with the exploration of attitudes

and values congruent with Olympic Ideals, explored in meaningful movement based contexts so as to develop critical participants of the movement culture. In this way, young people arrive at the YOG equipped with pre-requisite skills and knowledge to truly maximise participation at such an event. Athletes then return to their own nations having further authenticated understandings of the Olympic philosophy and must be supported by national physical education programmes to continue their growth in this area, thus ensuring transformation of skills and knowledge acquired.

Developing connections between education and National Olympic Committees, (or Academies where applicable) could be advantageous for Olympic Education in the future. This recommendation by the International Committee is further supported by the Olympic Charter (2004) which suggests that Olympic Education programmes at all levels need to be implemented through physical education and sport programmes. Ongoing physical education programmes provide young people with the opportunity to live and experience Olympism through various contexts over an extended period of time, rather than relying on the practice of this philosophy through isolated packaged experiences or celebrations. Naul (2008) suggests that initiating Olympic education through physical education programmes provides a sound platform for extending Olympic related philosophy into school culture and lived practice. Experiencing Olympism within a context that is culturally relevant to young people will enhance the experiences of the YOG and provide a consequent foundation for ongoing associated learning.

The following questions remain:

- How can we ensure National Olympic Committees/National Olympic Academies work more collaboratively with schools to provide effective Olympic Education *throughout* physical education programmes?
- How can the proposed 12 days of competition, in conjunction with the educational cultural programme, effectively educate young people on the all-encompassing Olympic Philosophy?
- How can we ensure young people participate in and experience the full cultural and educational programme underpinned by the *four pillars*?

The presentation of this paper will explore these issues further and seek to provide a way forward.

References

- Arnold, P. (1999) The Virtues, Moral Education and the Practice of Sport *Quest* (51), 39-54.
- Bale, J. & Christensen, M. (Eds) (2004) *Post Olympism? Questioning sport in the twenty-first century* Oxford, England: Berg.
- Brookfield, S. (1995) *Becoming a critically reflective teacher* (1st ed.) San Francisco: Jossey-Bass.
- Culpan, I. (2000) Getting what you got: Harnessing the potential. *Journal of Physical Education New Zealand*, 33(2), 16-29.
- Culpan, I., & Bruce, J. (2007) New Zealand physical education and critical pedagogy: Refocusing the curriculum. *International Journal of Sport and Health Science*, 5, 1-11.
- Culpan, I. (2007) Olympic Education within physical education: changing the pedagogy. Paper presented at the *International Forum on Beijing Olympic Education* (Nov).
- Culpan, I. (2008) Olympism, New Zealand and Critical Pedagogy: The call for an Olympic pedagogy. Paper presented at the *International Forum on the Beijing 2008 Olympic Games*. Beijing (July).
- Georgiadis, K. (2008) The Youth Olympic Games. Paper presented at the *8th International Session for Educators and Officials of Higher Institutions of Physical Education*. Olympia. (July).
- International Olympic Committee (2004) *Olympic Charter*. Switzerland: International Olympic Committee.
- Ministry of Education (1999) *Health and Physical Education in the New Zealand Curriculum*. Wellington: Learning Media.
- Ministry of Education (2000) *The Curriculum in Action*. Attitudes and Values Olympic Ideals in Physical Education. Wellington: Learning Media.
- Ministry of Education (2004) *The Curriculum in Action*. Attitudes and Values Olympic Ideals in Physical Education. Wellington: Learning Media.

Ministry of Education (2007) *The New Zealand Curriculum*. Wellington: Learning Media.

Naul, R. (2008) *Olympic Education*. Oxford: Meyer & Meyer.

Parry, J. (2006) Sport and Olympism: Universals and Multiculturalism. *Journal of the Philosophy of Sport* (33),188-204.

Simonovic, D. (2004) *Philosophy of Olympism*. Retrieved 28th August from, http://cirpueminime.blogcollective.com/blog/_trackback/131480

<http://www.unesco.org/delors/fourpil.htm>.

SPORT EDUCATING YOUTH? IS OLYMPISM THE ANSWER?

Jill HARGREAVES (NZL)

University of Canterbury, New Zealand

This short presentation will endeavour to approach the question of whether sport provides a meaningful medium for youth as an educative tool. To do this, sport, youth and Olympism will be addressed.

Sport:

In today's society sport is a global phenomenon. If this contention is in any doubt, consider the attention it receives from mass media, the amount of money spent on sport, the dependency of businesses advertising via sport, state involvement in sport, the concrete place of sport in national school curricula and the number of people directly dependent on sport, in whatever capacity, for their livelihood. The ramifications, national and international, social and economic, positive and negative of international tournaments such as the Modern Olympic Games, soccer and rugby World Cups, the America's Cup are powerful global influences.

Sport as a Universally Valued Practice: What is the place of sport (and in this context, the Olympism philosophy) in a curriculum context? Sport and physical education indeed possesses a legitimate place in an educative setting. This legitimacy is governed by sport as a universally valued practice, best understood and characterised in terms of principles, rules and virtues (Arnold, 1997). Da Costa (2006) suggests that, as well as physical development, sport can be viewed as a

medium for learning socio-cultural practices such as attitudes and values when conducted appropriately, i.e. within an Olympism framework.

“Olympism refuses to make physical education and sport a purely physiological thing – scientific, physical, social, cultural, economic, political moral and ethical dimensions of sport need to be explored and critically examined”.

Arnold (1996) argues that when sport is conducted as a valued human practice there is a place for it within the school curriculum, in particular, the formal physical education curriculum, conducted by professionally trained physical education teachers; that sport can achieve the goals of Olympism. Sport can have a strong moral base, and when it does, sport for youth can be a form of values education. Indeed, I would argue that values education should be the prime focus of youth sport.

Meaning For Youth:

New Zealand’s rapid emergence as a late-modern, neo-liberal society following the radical economic, social and political reform that began in 1984 has produced a youth culture that differs markedly from previous generations. This is the generation y, shaped by freedom, visual culture, cell phone, mediatisation, instant access. Contemporary youth has been classified as an “excitement society” (Crum, 1998) as opposed to the survival society of earlier times. Crum (1998) suggests the excitement society is characterised by an abundance of resources –of food, media, access to information, technology, etc– and that because of that abundance the range of options available is wider than at any other time. Consequently, there is competition from suppliers of the options to attract the attention of the young and gain the youth dollar. Members of the excitement society can suffer pressure to seek and live, and be seen to live the most “exciting life”. However, an abundance of choices may result in uncertainty, a characteristic that can hamper the youth from attainment of identity.

Youth within this society have also been described as having issues with bonds and commitments, perhaps because of the range of options available, and the perception of needing time to try them all. There so appears to be a focus on form and design rather than function. Through mediatisation and the emergence of the

“visual culture”, presentation and image are valued more than achievement. “It’s not what you do; it’s how you look while you are doing it”. Crum (1998) suggests the hallmarks of this generation y are fleetingness and disengagement.

In a sporting context, traditional sport club culture requires commitment, at least for a season. This apparent bond may cause youth to opt out of traditional sporting involvement in favour of the trying for size approach of surfing the available options. Many young people elect never to opt in sport as school sport or physical education is not perceived as offering fun or excitement. Having to turn up at a definite time can be arduous when there are so many other less demanding options – television, computer games, the internet, visual culture which arguably offer more entertainment for less effort.

Those physical or sporting endeavours for which youth are showing a preference (skateboarding, surfing, mountain-biking) can fulfil the adolescent need for “risk-taking” while still able to be undertaken in a spontaneous way with no underlying commitment. There appears to be a huge discrepancy between what is going on in physical education classes and sport clubs, and what is going on in the movement culture outside of school, depicted by the fashionable trends in juvenile movement scenes.

Another factor which may contribute to youngsters opting out of sport is that in the context of visual culture with an emphasis on entertainment, much of the media sport is comprised of elite talent, professionalism and violence and cheating. It is possible that rather than inspiring youth into sport, attainment of such levels may in fact seem impossible.

It is little wonder that growing numbers lack motivation for school Physical Education and sport, or that their perception that traditional sports are boring and useless. This is a problem because as these numbers grow there is a concurrent increase in the numbers of young who are unable to find meaning within the movement culture or who run the risk of finding excitement in inappropriate ways.

Each generation acquires a different set of values and expectations than the one before. Howe and Strauss, respected authors in generation studies, believe that every generation attempts to reverse what it perceives as the worst character-

istics of its previous generations, and to fill the roles of the dying generation. They contend that this cyclical process (four generations to complete a cycle) has been proven over the course of history. It could be argued that society has changed so dramatically over the last twenty years that this generalisation can no longer hold true.

McNulty (2007) describes today's youth as the millennials – the children of generation x, who were the children of the baby boomers. The baby boomers were content to entrust their children's education to the schools. Gen Xers do the opposite. They want to be involved in every aspect of their children's education. Howe and Strauss call them "helicopter parents".

Millennials are the largest group of young spenders in history, but not spending their own money but that of their more affluent parents. This generation is growing up in an era of unparalleled affluence. They are acquisition oriented, iPods, cell phones, Xbox-es, and of course the labels are all important. They are likely to believe a middle-class life-style is a birthright.

The Landscape for Youth. What does this mean for Sport? Briefly, the research into youth culture can be summarised as a focus on appearance as opposed to function; a "me" versus "us/them" mentality, a prioritising of pleasure over duty and stimulation over tradition; a focus on self-interest as opposed to service, with an emphasis on free expression as opposed to regulation. While those of us passionate about sport may be powerfully committed to maintaining the traditions of old, perhaps those of us wanting to make sport meaningful to our youth can consider ways to attract the younger population into the sporting culture, without compromising the intrinsic value of sport.

A recent contention has been that youth culture is created by youth. I would suggest youth culture in today's society is a manipulation by adults driven by consumerism and economic pursuits. A recent quote from a director of MTV stated "we don't chase out thirteen-year-old market, we OWN them". My question to you is, does sport culture need to change to remain sustainable for youth?

In New Zealand prior to 1999, the physical education curriculum could be characterised by physical activity which was often mechanistic and anti-intellectual, resulting in a removal of the education aspect from physical education; a

reinforcement of the marginalisation of physical education; and a reproduction of the existing hierarchies – perpetuating the privileged in physical education. The new NZHPE (1999) curriculum is based on sociological perspectives, attitudes and values, health promotion and hauora (well-being), requiring critical pedagogy and emancipatory action. A more coherent and inter-connectedness has been attempted with a focus on holistic education.

There is a need for critical thought and action as much of sport, as practiced in current capitalist consumerism society (for money, status or power), is in direct contrast to the Olympism philosophy. It seems that current Olympic Games perpetuates this consumerism perspective.

The citizenship of “consumerism” can be examined by challenging youth to develop a sense of social justice and social responsibility to develop a citizenship alternative to consumerism. This leads to youth becoming what Parry (2006) has termed “agents of change”. This challenge will require a socio-critical curriculum and emancipatory pedagogy.

Physical Education has transformative power, therefore physical education teachers and sport coaches can make a difference. A vital aspect is the critical pedagogical approach which can ensure the promotion of Olympism so learners can make sport meaningful rather than a means to an extrinsic reward. Critical pedagogy also ensures the ethical and moral practice of sport can be explicitly taught – an opportunity for practical activism.

In New Zealand, Physical Education teachers are required to acquire knowledge about oppressive political, social and economic practices within sport cultures. They are required to take social action, praxis for transformation. In our experience, knowledge acquisition is easy, but praxis is challenging. For praxis to occur, there is often a need for a paradigm shift from the pure functionalist perspective, a change in philosophy values and beliefs and a commitment to take action.

Olympism Education in New Zealand Curricula: from years 0-13 the NZHPE has nine discrete resources or units of work. The focus of all of these units is Olympism, not Olympic Education, which again in our experience becomes an investigation of upcoming or previous Games. The New Zealand curricula has demonstrated a commitment to Olympism education in the last decade. It is

mandatory in the NZHPE curriculum. Teaching resources have been provided by a collaborative approach by the NZOA, the Ministry of Education and the University of Canterbury College of Education. These resources are based in critical pedagogy as this is paramount if sport is to remain a valued human practice in the current capitalist consumerism-driven sport market.

Therefore, to make sense to our youth receiving Olympism education in a formal setting, the sport viewed by our societies via the media must reflect the values that we are instilling in sport in our school. The Olympic committees are charged with this responsibility. I would recommend that a good place to start would be with the up-coming Youth Olympic Games in Singapore in 2010.

The Big Idea of Sport in my beliefs is to develop people to make a better, socially just world. This will require personal and collective engagement, personal and collective responsibility, and personal and collective meaning. Imagine – if sport is a multi-cultural practice, and a valued human practice then sport has a future as a key educative tool for youth. The challenges have already been alluded to. There has been much discussion about the deviation of practice from Olympism theory, but little implementation of solutions. Remember knowledge acquisition is easy, praxis is the challenge. There is a need to move beyond critical thinking to taking social action, and a need to understand the political climate. My questions to you are “Will the YOG replicate the existing Olympic model for the Games? Or will YOG set a precedent for epitomising Olympism?”

Think Global
Act Local.

Acknowledgements

I would like to acknowledge the work, ideas and contributions to this presentation by the following people/groups: Ian Culpan, Head of School, School of Sciences and Physical Education, University of Canterbury, Judy Bruce, Senior

Lecturer, School of Sciences and Physical Education, University of Canterbury, Tam Martin, Lecturer, School of Sciences and Physical Education, University of Canterbury, The New Zealand Olympic Academy, for selecting me to represent them at this conference.

References

- Arnold, P (1997) *Sport, Ethics and Education*. Cambridge, Cassell Education.
- Bruce, J. & Culpan, I. (2007) *New Zealand Physical Education and Critical Pedagogy: Refocusing the Curriculum*. *Int Journal of Sport and Health Science*, Vol 5, 1-11.
- Crum, B. (1998) *Changes in Modern Societies – consequences for PE and school sport*. Keynote paper presented at International Congress of the ASEP. Switzerland
- DaCosta, (2006) *A never ending story: The philosophical controversy over Olympism*. *Journal of Philosophy of Sport*, 33, 157-173.
- Hellison, D. (1997) *A practical inquiry into the critical post-modern perspective in physical education*. In Fernandez-Balboa, J.M (ed) *Critical post-modernism in human movement, physical education and sport* (pp. 197-207). New York. State University of New York Press.
- Ministry of Education (1999) *Health & Physical Education in the New Zealand Curriculum*, Wellington: Learning Media.
- Parry, J (1993) *Sport and Olympism: Universals and multiculturalism*. *Journal of the Philosophy of Sport*, 33, 188-204.
- Shilling, C. (1993) *The body and social theory*. London. Sage Publications Ltd.
- Te Kete Ipurangi website to view NZ HPE Curriculum Documents. tki.org.nz

STUFFY MUSEUMS OR ENGAGING SPACES?: EXCITING YOUTH ABOUT OLYMPIC HISTORY

Geoffery Z. KOHE (NZL)

As part of the SYOGOC's aim to "educate young athletes" and "communicate olympic values", the Inaugural Youth Olympic Games in 2010 will include a substantial education and cultural programme. Approximately \$5,701,000 (USD), or 8%, of the overall budget, has set been aside for the ECP.¹ The programme, "designed to provide an enriching and transformative experience for all participants"² includes a range of initiatives, including the development of curriculum resources, school exchanges, cultural and arts activities, and discussion sessions. These initiatives have been conceptually based around youth "learning", "contributing", "celebrating", "interacting" about sport and global cultures.³ One aspect of the programme involves the development of a sports museum and library within the new "Sports Hub" to help spread olympic values and disseminate knowledge about olympic history. Sport museums are becoming increasingly significant cultural sites for promoting public history. However, such museums are rarely critiqued, and their inherent and valuable educational potential is also not often fully realised. This paper argues briefly that the SYOGOC have an ideal opportunity to excite youth about olympic history through their proposed sport museum. Yet, organisers need to acknowledge that history is about interpretation, and the interpretations they inevitably and

1. SYOCOG Bid Book (2007, Volume 1, Theme 5, p. 25)

2. SYOGOC Bid Book (2007, Volume 1, Theme 8, p. 38)

3. SYOGOC Bid Book (2007, Volume 1, Theme 8, p. 38)

selectively present through their museum will have bearing on the ways in which youth understand and remember olympic history.

Sports museums reflect the cultural and social significance of national sporting and leisure pursuits, yet, they do not simply involve a passive “looking back” to an authentic *past*, but are also concerned particularly with the careful construction of select aspects of sporting heritage, tradition, romanticism, memorialisation, myth, and remembrance. The considered re-construction of sporting history within sport museums is closely aligned to their pragmatic purpose to facilitate and nurture a sensuous and memorable experience. Sports museums attempt to capture the exciting atmosphere of the sport spectacle and the dynamism of the live physical culture of the sports field through their largely static, audiovisual, textual, and memorabilia based displays. Sports museums are typically places where selective sporting traditions, histories, and legacies are carefully preserved, exhibited, then consumed by avid public audiences. More and more often are the audiences groups of youths.

The development of sports museums and sports halls of fame has not occurred, however, without criticism (Crawford, 1996; Johnes & Mason, 2003; Vamplew, 1998; West, 1978). There is an emergent and necessary debate occurring over the role of such institutes in the interpretation, construction, and representation of sport history, and also in the relationship between academic sports history and sport history for public, or civic, consumption. Key problems have been the tendency for museums to sanitise less savoury elements of the past and engage in a process of selective amnesia. Despite academic calls for a more critical approach, sports museums are still essentially places that remain clearly devoted to civic edutainment⁴ and nostalgic experiences. There is great potential

4. The exact origins of the term *edutainment* (also similarly *infotainment*) are not entirely clear, though one use of the term seems to have emerged during the 1980s to describe the range of documentaries, media, and civic displays whose production qualities had been tailored to have a high entertainment value, yet still retain some educational credibility. Crieghton suggests *edutainment* refers to “the fusion of education and entertainment offerings, particularly popular or mass culture entertainments that take on educating functions or invoke a pretense of having such functions” (Creighton, 1994, p.35). The concept of *edutainment* within the museum context has also been discussed by Soren (1992) in her paper on museums as curriculum sites. The specific use of *edutainment* within city landscapes is additionally discussed by Hannigan as “the

here for organisers in Singapore to recognise these debates over the role, significance, and issues of sport museums, and really challenge the ways that olympic histories can be constructed and presented. There is uneasy paradox in inspiring and encouraging youth to think critically about global issues, as SYOGOC plan to do, but yet then have them potentially passively consume comfortable and easily digestible rhetoric about olympic values and the positive aspects of sport via a new sports museum. The disjuncture I illustrate with regard to sports museums here is also one of the main difficulties with olympic education initiatives. Can we be critical and celebratory at the same time? In what should be the priority? Can we still shake off the conventional “stuffy” stereotype of the traditional sport museum and make the experiences youth and other visitors have truly engaging, exciting, and critical? What new and innovative ways can we approach olympic histories?

So to conclude, there is a blank slate to be written on by the organisers of SYOGOC and by the eventual directors of the new sports museum. My own experiences with both the New Zealand Sports Hall of Fame/Museum and with the olympic education resources of New Zealand’s national Health and Physical Education Curriculum⁵ indicate that there is enormous potential for a better working relationship between cultural sites like sports museum and educational institutions. Fresh, yet critical, olympic histories within sport museums should be closely matched with relevant, critical, educational resources. These could ideally draw on historical interpretations of the Olympic Games, young people’s own understandings about the olympics, and also their experiences with the youth olympics. SYOGOC get young people excited about olympic history by eliminating the glossy rhetoric. Excite them about not just sport, but about really confronting history, challenge the comfortable assumptions they hold about sport, and confront them with the many challenges and social issues sport is a part of.

joining together of educational and cultural activities with the commerce and technology of the entertainment world” (1998, p.98).

5. Ministry of Education (1999) Health and Physical Education in the New Zealand Curriculum. Wellington, N.Z: Learning Media

OLYMPISM IN PRACTICE *

Mari Synnøve STAKSTON and Atle BJERKE (NOR)

*A presentation of the sport-oriented classes at Gausdal videregående skole,
Norway*

Gausdal upper secondary school was established in 1978. In 1983 the school was given the possibility to develop a curriculum that provides sport in different ways. The sports subjects are both practical and theoretical. The practical sports studies are top-level sport, recreational sport and outdoor life. The curriculum also includes the subject leadership development. The theoretical subjects are sport and society (including olympism) and exercise theory. Today the school has approximately 180 students in this educational programme for sport and physical education.

*A member of the International Network of Pierre de Coubertin schools
During 2007 Gausdal upper secondary school became a member of the International Network of Pierre de Coubertin Schools. The International Pierre de Coubertin Committee is responsible for the Network and held its first International Youth Forum in Le Havre in 1997.*

Cooperation with the Norwegian Olympic Museum, Lillehammer

The Norwegian Olympic Museum is the only museum in Northern Europe

* This short presentation was originally given as a film. The text in the film is emphasized and spaced-out. The text laying underneath has been added later.

presenting the entire history of the Olympic Games, from their origin in ancient Greece, 776 BC, to the present day. The museum is Norway's largest and most important sports museum, and is responsible for managing a national cultural treasure that has fascinated Norwegians for more than 100 years. The collection contains a total of more than 7,000 Olympic items. The museum hosts educational programs and arrangements that focus on Olympic history and on the values of Olympism.

Studying anatomy

The students are investigating with self-composed figures, the bone structure. With the question:

Is this a way to begin?

We try to emphasize that the most important issue is knowledge based on experience. To understand what is happening inside your body, you need to be aware of the environmental causes, the influence of other people and different situations, both mentally and physical.

Outdoor life

Outdoor life has traditionally been a way of life for Norwegians, and is a central aspect of national culture. Outdoor life is important for Norwegian customs, and for many people it provides an opportunity to improve health and heighten the quality of life. Spending time outdoors in different environments, in all seasons, in different ways, (ski, backpacking, canoeing, dog-sledging, etc.) can increase the student's understanding of the importance of caring for and preserving nature.

Taking care of one another

Cooperation and mutual care-taking are prerequisites for positive experiences with others in a wide range of outdoor activities. Outdoor life provides students with an opportunity to develop such skills. At our school we emphasize first-aid and life-saving techniques relevant to different natural environments.

Finding shelter

At overnight trips it is important to be able to find shelter by using the opportunities that nature gives us, for instance building shelter of pine-branches and digging snow caves.

Gaining self-awareness

Experiencing different weather conditions teaches the students how to “survive” in a safe and healthy way by reading the warning signs from nature itself. They also learn how to cope with both mental and physical challenges.

Teamwork

Working together with others in the same conditions and sharing experiences is the key to understand one another. Also how to understand nature, in this case also a teamwork with eager sled-dogs.

UNDERSTANDING NATURE

Socializing

Making friends

Do we understand one another better when we are up against common challenges?

Solidarity through sport

Through sporting activities the students learn different skills both in winter sports and sports on bare ground. They learn the master skills in their chosen sporting activity both as a top-level performance and as a recreational sporting activity. They learn the principles of basic training and how to plan their own training, analysing the work load and setting out goals based on their own capacity. Of course, together with their classmates and their training-partners.

Practise sport alone?

Values in sport

Through the subject “Sports and society” students learn among several

objects the basic values of sport, from Classical Antiquity to the development of modern Olympic Games. They analyse the development of sport and how sport contributes different aspects of human life and in society overall. They also discuss gender roles in sport as in:

Using the “time-machine”

A modern woman is trying to gain entrance to Olympia by using Socratic rhetorical phrases.

FAIR PLAY?

Introducing sports

Through the programme subject “Training management” the students are required to plan, lead and assess sporting activities for groups and individuals, with their different prevailing conditions and expectations. Through learning the students will gain knowledge of how to work in a multi-cultural society and gain an understanding of other cultures.

Learning by doing

Through learning, the students will develop cooperation, respect, loyalty and responsibility, and gain a better understanding of the values that contribute to the development of sporting activities within the local community.

Organizing Youth Olympic Games 10 years after Lillehammer '94

The students learn how to organize, administrate and lead sporting events. In 2004 the students did that and organized sporting activities for more than 800 pupils in the region of Lillehammer. Following the principle:

SPORT FOR ALL

Norwegian Olympic Museum Educational program

The Norwegian Olympic Museum has got the following educational program:

- Different educational tasks lying on the web sites can be used in front, during or after a visit to the museum: www.ol.museum.no
- “The ancient Olympic Games”: for the 5th to the 7th grade. This program consists of an introduction to Antiquity and after the information the pupils do a role play outdoors. They put on costumes and compete in “*dromos*” which was the name of the first race in the ancient games. The issues of fair play and of ceasefire are included in the play.
- Olympic quiz: For the 9th grade an annual knowledge competition is arranged with participation from secondary schools in the Olympic region of Lillehammer 1994. The idea of this competition is to increase the knowledge of the Olympic Games from Antiquity until today, with emphasis on the Norwegian Games of Oslo 1952 and Lillehammer 1994. Given the fact that Olympic Games have always been a shop window for political and social points of view, we try to emphasize this part of the Olympic history as well.

“To ask different peoples to love one another is mere childishness. To ask them to respect one another is not utopian, but to respect one another they have to know one another.”

Pierre de Coubertin

PHILOSOPHY AND OLYMPIC EDUCATION

Maria ZOWISŁO (POL)

Olympism, with its long and rich history is, and always was, a complex cultural phenomenon. Its key elements are not limited to the games themselves, but encompass also a deep ethos consisting of a system of values and models of comportment, personal development and human perfection, frequently expressed in philosophic terms. In ancient Greece, philosophical reflection on olympism was directly related to pedagogy and focused on young people. Similar cohesion of the Olympic idea, philosophy and pedagogy is also present in Coubertin's heritage. Olympism carries along huge educational potential as a tool for shaping the man on the somatic, mental, emotional, moral and social levels. Ancient Olympic philosophers were well aware of such potential and for this reason they incorporated olympism into broader educational projects. Education through sport aimed at shaping brave and beautiful athletes who in addition to being *agon* winners were good, healthy, versatile citizens. In ancient gymnasias, the sports *agon* encouraged also to compete in other areas, such as dialectic philosophical controversies or discussions on public issues on the *agora*.

This marvellous concept of education through olympism, inherited from ancient Greeks, remains valid today, increasing in its importance proportionally to the degree to which processes of education of youth are affected by various pathologies. Young people are particularly vulnerable to destructive influences of anti-values which increasingly permeate the modern world. The Olympic movement itself is infected by pathologies, which leads to violating the rule of fair play, to doping, commercialisation of sports achievements and treating them in

an instrumental manner, to the idolatry of sportsmen and treating the records as an ultimate fetish. In view of such phenomena, the most appropriate and effective reaction seems to be a reference to the classical ideals of the Olympic ethos and their incessant reinforcement in the process of education. In ancient Greece, the philosophy of olympism was a complementary element of the whole phenomenon, serving as its idealistic final touch, while today it is increasingly used as a preliminary condition for olympism and is indispensable for its continuation and harmonious development.

Therefore, the anamnesis of cultural sources of olympism is not only of historic character but also, and primarily, has a therapeutic dimension. It seems worthwhile to compare here two ancient philosophical concepts which, while emphasising the value of perfecting a man, also disclosed the risk involved in a fanatic pursuit of greatness; both of them juxtaposed it with the concept of moderation. These are the Platonian concept of justice and Aristotelian ideal of a generous man (*megalopsychos*). According to Plato, justice is a supreme value consisting in a harmonious fine-tuning of all powers of one's soul and performing their proprietary functions without exceeding their competence. Justice is the fulfilment of man's existential potential, devoid of conceit and greed, reflected in the ideal of valour and the power of body and soul which are both beautiful and good.

The Aristotelian ideal of man's greatness of soul, which resounds with the Homeric heroic ethos, is a lesson in perfectionism which is aware of the need for moderation. A great man behaves with impeccable ethical valour towards himself and others. His valour is based on the golden measure, the balance between the lack and the excess, and consists in keeping mental control over passions which tempt man to exceed the boundaries. Such virtue generates respect, admiration and esteem. Plato and Aristotle teach us that honour and glory are a reward for the perfection achieved in a reasonable manner. This message concerns every person, including modern Olympic sportsmen with their sports efforts oriented towards victory.

INTEREST IN THE INDIVIDUAL AND TEAM FORMS OF SPORT AND RECREATION AMONG YOUNG WOMEN AND MEN

Janusz MACIASZEK (POL)

The first motives of undertaking physical activity appear already in the initial period of a man's life. The school years bring development and individualization of motivation, and therefore a choice of specific forms of activity (Maciaszek 1996). The type of chosen games or plays depends on age, sex, and regional traditions, but it also largely results from current trends (Sasidharan et al. 2005).

In times of quick civilization progress, that is compensated with intensive (mainly intellectual) work and stress, the process of strength regeneration often takes place in seclusion with a clear tendency to privatization of leisure time and limiting the interhuman contacts (Fisher 1994). This applies to both the active and passive forms of spending leisure time. More accessible television and Internet influence in a negative way the participation in public leisure activities (Jeffres 2003). The new and very individualized ways of spending time refer also to "lifestyle activities" (Coalter, 1993): activities with a small dose of competition but with orientation towards natural recreation, fitness and health.

Obviously, the type of recreation is closely related to the style of work and everyday life (Yin 2005). The motives of participating in different forms of activity result from current, more or less conscious human needs. Therefore, along with civilization development, general and sport interests are changing accordingly. In Poland, for example, the interest in athletics decreased in the eighth decade of the twentieth century (Bukowiec 1990, Krawczyk, Kocemba 1986) in comparison to the generation of the fifth decade, while the interest in body-building, tennis and

martial sports increased at that time. It is very difficult to indicate a main cause of this phenomenon. It can result from internal needs to become similar to a real sport idol or an imaginary movie hero. A single success of a national or regional sport team can lead to growth of interest in this form of activity. To indicate sport and recreational interests of present youth, the study regarding the most frequent forms of physical activity was conducted among college students.

Material and method

The study was conducted twice (in 1995 and 2007) among randomly chosen college students of physical education, with a total of 126 women and 143 men. Data was collected with the help of questionnaires about frequency and types of the most popular forms of physical activity.

Results

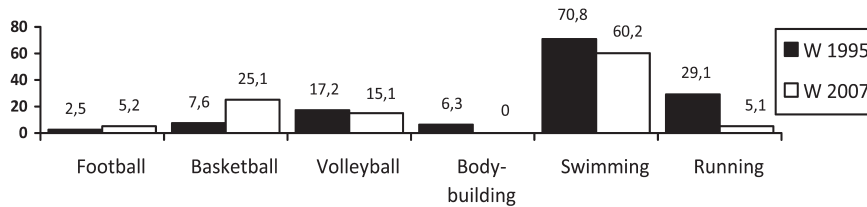


Figure 1. The most popular form of physical activity among young women

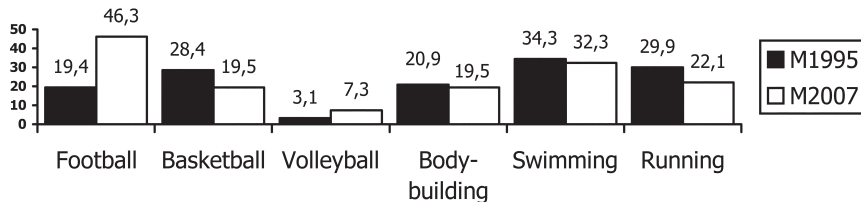


Figure 2. The most popular form of physical activity among young men

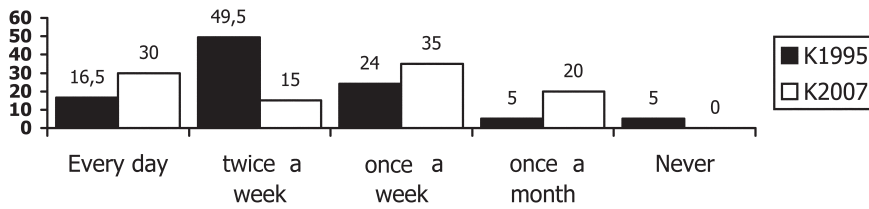


Figure 3. The frequency of participation in physical activity among young women

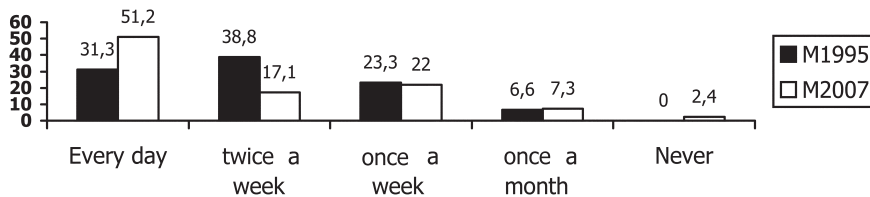


Figure 4. The frequency of participation in physical activity among young men

The most popular form of physical activity among women in 1995, and at present time, is swimming (Figure 1). This form of activity, as a main one, was indicated by over 70% and 60% of surveyed women, respectively. There has been a clear change of attitude towards running among young women. This form of activity was chosen by almost 30% of female students more than ten years ago. Now it is chosen by only 5.1 % of surveyed women. At the same time, the interest in basketball, as a form of physical activity, has increased from 7.6 % to over 25%.

The considerably larger variety of interests in forms of physical activity is seen among young men (Figure 2). Their participation in individual forms of physical activity is very similar to participation in team forms of activity. Sport and recreational preferences of male students have not changed over the last twelve years. The only exception here is a significant growth of interest in football (from 19.4 % in the '90s to over 46% at present). There has been, however, no change of interest in body-building (20.9 % and 19.5 %), swimming (34.3 % and 32.3 %), or running (29.9 % and 22.1 %). At present, though, there is a smaller interest in basketball (from 28.4 to 19.5 %).

The range of frequency of participation of young women and men in different forms of physical activity is presented in figures 3 and 4. Percentage of students participating in sport and recreation every day has increased significantly (among women from 16.5 % to 30%, among men from 31.3 % to 51.2 %). Unfortunately, there has also been an increase in the number of less active women who are participating in different forms of physical activity only once a month or even less than that.

Discussion

The study conducted among college students has shown the differentiation of interests and needs regarding forms of physical activity among young women and men. Undoubtedly, this is the effect of conscious and unconscious influence of family and society on boys and girls (Kay 2000). The surveyed men participate equally often in individual (swimming, running, body-building) and in team forms of activity (football, basketball). Except for football, which is extraordinarily popular in Poland, different forms (that were analyzed in the study) show similarly high popularity. In general, men like to participate in individual activity, but more often they choose forms that give them the opportunity to play and to compete with others. Moreover, the study indicates that frequency of men's participation in different forms of activity has increased over the last couple of years.

Young women's participation in physical activity is different. There is a clear domination of individual forms of activity, especially swimming, among surveyed female students. Young women show only a small interest in team games. It can indicate a need of seclusion with satisfaction from individual form of activity, however, other studies showed that undertaking physical activity depends also on finding an exercise partner (Granner 2007). Unfortunately, despite living in a students' community, where it should be no problem to find an exercise partner or another player, a decreased frequency of young women's participation in physical activity has been observed.

The study shows two important elements. The young men participate equally willingly in both individual and team forms of activity and they do it more and

more often. However, an individual form of activity that does not require an exercise partner predominates among young women. Furthermore, a growing number of women shows only a minimal interest in participating in physical activity. On the other hand, it was observed that the number of students (women and men) who participate in physical activity every day has significantly increased.

References

- Bukowiec M. 1990. Postulowane, założone i rzeczywiste funkcje wychowania fizycznego w przygotowaniu do uczestnictwa w kulturze fizycznej. Postulated, established and the real functions of physical education in preparation to participation in physical activity. University of Physical Education, Krakow.
- Coalter F. 1993. Sports Participation: Price Or Priorities? *Leisure Studies*, 12 (3): 171.
- Fisher C.S. 1994. Changes in leisure activities, 1890-1940. *Journal of Social History*, 27: 453-475.
- Granner M.L., Sharpe P.A., Hutto B., Wilcox S., Addy C.L. 2007. Perceived individual, social, and environmental factors for physical activity and walking. *Journal Of Physical Activity & Health*, 4 (3): 278-93.
- Jeffres L., Neuendorf K., Atkin D. 2003. Media use and participation as a spectator in public leisure activities: competition or symbiosis? *Leisure Studies*, 22: 169-184.
- Kay T. 2000. Leisure, gender and family: the influence of social policy. *Leisure Studies*, 19 (4): 247-265.
- Krawczyk Z., Kocemba W. 1986. Uczestnictwo studentów uczelni warszawskich w kulturze fizycznej. The participation of students of Warsaw universities in physical education. In: Krawczyk Z., Kaniuk R., Kosiewicz J. (ed.), *Social value of physical culture*. University of Physical Education, Warsaw.
- Maciaszek J. 1996. Aktywność ruchowa dzieci i młodzieży w czasie wolnym. Physical activity of youth free time. *Wychowanie Fizyczne i Zdrowotne (Physical Education and Health)*, 2: 70-75.
- Sasidharan Vinod; Willits, Fern; Godbey, Geoffrey. 2005. Cultural differences in urban recreation patterns: An examination of park usage and activity participation across six population subgroups. *Managing Leisure*, 10 (1): 19-38.

Yin Z. 2005. Physical activity buffers the effects of chronic stress on adiposity in youth. *Annals Of Behavioral Medicine: A Publication Of The Society Of Behavioral Medicine*, 29 (1): 29-36.

SPORT IN THE EDUCATION SYSTEM

Marko LEVOVNIK (SLO)

Introduction

Childhood and youth are decisive periods in the development and formation of adult personality. Sport, with its specific physical activities, plays an important role, but its impact is diminishing over time. Sport, with its physical and spiritual nature, has a vital role in the formation of biological, physiological and social aspects of personality. Sport activity also influences cognitive, affective and interpersonal aspects of the person. Evidence of the educational potential of sport is found in a more controlled child's behavior and more appropriate moral, ethic and aesthetic judgement.

Sports participation depends on psychological and social dimensions. Depending on positive or negative socialization experiences engraved in the period of childhood and youth, someone will be attracted to sport or not. The period of youth is therefore decisive in forming adult personality.

For this reason no society should neglect what happens to younger generations. A developed and civilized society is supposed to motivate all children and youth to engage in regular physical activity and derive the appropriate benefits of sport activity.

Compulsory and adequately structured school sports education should provide for the development of children and young people; this could help to moderate the influences of school work (sitting, psychological tension, etc.) and pressures outside school.

Sports Education in the Family

Children and youth sport cannot be conceived without analysis of the environmental circumstances of their earliest socialization, which is primarily the family. A family with its intensive and intimate relationship strongly influences personality formation, particularly in the pre-school period. Family influences are so strong they can be internalized and used in social situations throughout a lifespan. Some theoreticians think that assessment of youth sport is not possible without studying early socialization, including family life. Research in Slovenia, and elsewhere, confirms this idea.

The consequences of inadequate education in modern families are becoming more alarming. They often appear in the form of unacceptable behavior patterns in children and in socio-pathological phenomena that accompany modern, in many ways dysfunctional, families.

Respecting the fact that the interaction and interdependency among motor, cognitive, emotional and social development of a child is at its highest from birth to the beginning of primary education, it is crucial that parents are aware of their role in promoting physical activity of young children. The lack of concrete parental knowledge is mostly observed in the period up to the age of three, when a child develops principal basic functions which enables or disables future successful development.

Sports Education in the Pre-School Period

Through movement children discover how to actively socialize. Everything they do in their early years forms the basis for later physical activities, characteristics, and individual capacities. The early development of physical activity also accelerates the spiritual development. A child who develops physically at a very early stage (learning physical movement) has more possibilities to communicate with his environment.

The possibility for development and formation of personality is the highest

in early childhood. Let us underline it once more: “Everything a child misses in the pre-school period, can unfortunately never be made up later on.” And due to inadequate possibilities and insufficient sports education awareness among education personnel, programs are not fully established.

Sports Education in Schools

Sports activities in schools enable children to develop and establish their potential, which helps the successful transition into their adult life. We should bear in mind that the level of abilities, characteristics and qualities of children differ widely. So there should not be the uniformity of the school sports education as sometimes advocated by some theoreticians and practitioners.

Still, in the Slovenian education system, sport is not well respected. The heritage of the past is observed in overwhelmingly conservative perspectives that undermine the value of sport activities. Many concerns must be addressed in the renewal of an educational system. The consequences of moral decline and the frightening state of children’s health require schools to redefine the aims of sport, allot adequate time for activity and provide interesting and quality programmes.

The international sports manifesto, adopted by ICCSPE (UNESCO) by expert agreement, requires slightly more than one hour of sport a day. In Slovenia, only 60% of the internationally adopted minimum of the required sports education program is reached. Only one fifth of youth receive the required sports education, either in schools, within sports in nature programmes, school sports days, active breaks between lectures, minutes for health or through the programmes of free interest activities.

Given this situation, and even more because of negative psychosomatic consequences found in young adults, it is urgent to reassess the position of sport for the young, especially at school, and to provide competent leaders and resources.

If children are taken care of by the school during the school year, they are left to their families during the holidays. Due to other preoccupations, ignorance or simply a lack of interest, parents often do not provide opportunities for their

children. Left to themselves, children are unable to organize their spare time to include sufficient physical activity.

Analysis of use of holiday time proved the following: children spend 80% of the vacation at home and watch television for about 4 hours daily; only 2% of the vacation is spent within social or private organizations dealing with holiday activities. Although children might wish to participate in organized sport events and other activities in schools, they usually do not have the opportunity.

That is why it is highly important to inform parents, and people in the neighborhood, that holidays are a period when sports activities for children should be particularly encouraged. Opportunities for children and youth to participate in a beneficial use of free time should be systematically provided.

Schools should become a centre of sports activities as a primary cell of every society. Schools should more effectively contribute to the creation of positive values in the field of sports education, thereby raising the quality of life and of family life.

Because of the entire effect that sport has, it is the responsibility of sport performers to emphasize the positive long-term effects of sport for young people. Above all, special attention should be paid to the saying: "The lessons learned are not for school itself, but for our whole life."

Students' Sport

Research confirms that students normally have a very positive and mature attitude towards sports activities. This positive attitude is primarily acquired through their positive experiences, which makes us presume that a long education process has a positive effect on the formation of permanent sports habits and on the awareness of the importance of sports for young people.

Students demand the introduction of sports education during their university studies. Evidence shows that students like sports education classes and that one hour per week is insufficient. These positive attitude trends should not be neglected. Students are well aware that sport is not only an important element of successful education but also prepares them for a successful career.

All Slovenian Universities should organize their sport in a more modern way; on a European level if they want to be comparable to other European universities. This can not be achieved only through education, research and other successful programmes, but also through sports achievements.

Increased number of sports should be offered in new programmes, existing sports should be improved, and new facilities should be constructed. Sports leaders, professional teachers and pedagogical staff should be trained to create and lead the students' sport and sport education.

Compatibility of sports programmes from the family period, pre-school period, primary and secondary school levels to the university level is a necessity. In the concept of school sport, today's circumstances should provide a better self-realization of the richness of physical and spiritual health and the integrity of personality. This can only be achieved gradually and through sound offerings. Everyone would agree that children and the young should be put in the limelight and considered bearers of the future.

THE YOUTH OLYMPICS AND THE MEDIA: TOWARDS A NEW RELATION

Dr Emilio FERNÁNDEZ-PEÑA (ESP)
*Centre d'Estudis Olímpics (CEO-UAB),
Universitat Autònoma de Barcelona*

Introduction

This work presents a proposal for the International Olympic Movement which takes into account the possibilities of the audiovisual and the Internet in the development of new tools for the dissemination of Olympic values. However, the use of new and traditional media doesn't guarantee the audience success of Youth Olympics Games and its achievement as a global sportive event.

The first Youth Olympics, which will be celebrated in Singapore in 2010, constitute a great opportunity to transmit to young generations positive values which are associated to Olympic sport. The idea of Games for young people is promising but it is necessary to establish its general philosophy. It is absolutely essential to clarify which will be the different details of this event: its competitive character (or not), the role of cultural activities, the selection process of athletes and other different aspects around the Youth Olympics. Another key for its success will be the capacity of coordination between the International Olympic Movement and national educational authorities in every country.

A convergent strategy: television and the Internet

Media, through their coverage of the Games, are the primary architects of the value systems associated with the Olympics: mutual understanding, spirit of friendship, solidarity and fair play amongst others. However, all these efforts might not be enough without an appropriate media plan. If the Olympic Games are global, the methods to be used for reaching young people all around the world with Olympic values should be global, too. Therefore, a global communication plan should be implemented. This global communication strategy has to take into account the two main audiovisual media which are local, national and global at the same time: television and the Internet.

Television shapes reality for people (Bryant & Raney, 2000) in such a way that we could state that television builds reality and there is not a global event without its telecasting (Fernández, 2008). On the other hand, media are not only co-authors of the content, or of any Olympic information, they are also the main funding source for the International Olympic Committee and the host cities. Some 53% of the total income of the Games comes from television broadcasting rights (IOC, 2008). Television is important in a global media strategy (Belamy, 2006) because it reaches high percentages of households, even in developing countries, but nowadays, it's neither the only appropriate media for promoting Olympics amongst the young people nor the most suitable.

The main reason is that youth, overall, in developed countries prefer to interact with their peers than to be a passive spectator; we may only think on the success of social applications like YouTube or social nets like Facebook, of the intensive use of sms messages by the youth, among other ways of social relation, collaborative creation or ways of sharing contents. Contents generated by the users are more effective from the communicative point of view among young people than those which are created for traditional media without the participation of the audience. Through this generated new content, young people share the codes that are common to other people of their own generation and, in some cases, this is more effective in the creation of a feeling of membership.

When it comes to the media plan, two main factors may be taken into account.

On one hand, the national television public services and special agreements with broadcasting private operators in those countries with public television. These agreements must establish public service obligations for the private operators which guarantee the whole population access to the images of the Youth Olympics. But for its effectiveness and capacity of reaching youth, the thematic channel devoted to the young people, MTV, could be a great tool for connecting with the culture of the young people and with a global reach.

On the other hand, Internet has been constituted like an appropriate platform for not only delivering of multimedia content (video, audio, images and texts) but like a powerful way of sharing and distributing contents, too. The IOC has the capacity to sign agreements with YouTube and Facebook, among others, to guarantee the global reach of the images with its values. But a suitable strategy of participating contents may be created. The main problem of the Internet and the social nets could be the incapability of controlling the contents which will be created for the users and that could move away from the Olympic ideals and values.

The other great challenge for the Olympic Movement will be to guarantee access to the young people of developing countries to the images and values of the Youth Olympics.

References

- Bellamy, R. (2006). "Sports Media: A Modern Institution". In A. Raney and J. Bryant (Eds.), *Handbook of Sport and Media*, pp. 63-76. Mahwah, NJ:LEA
- Bryant, J. and Raney, A.A. (2000). "Sports on the Screen" in D. Zillman and P. Vorderer (Eds), *Media Entertainment: The Psychology of its Appeal*, pp. 153-174. Mahwah, NJ: LEA
- INTERNATIONAL OLYMPIC COMMITTEE (2008) *Olympic Marketing Fact File*. IOC: Lausanne
- http://multimedia.olympic.org/pdf/en_report_344.pdf
- Fernández Peña, E. (2008) "Olympic studies, the expansion of the Olympic spirit and world harmony". Paper presented at the Beijing Forum. University of Beijing, 4-6 November.

IDOLS AND ROLE MODELS FOR YOUNG PEOPLE

Dr Ann-Christin SOLLERHED (SWE)

Kristianstad University, Sweden

The manufacturing of idols for young people has been marketed more aggressively in recent decades. Idols for young people refer to someone idolized by children and teenagers. Individuals compare themselves with “reference groups” of people who occupy the social role to which the individual aspires. A role model could be seen as a person who serves as an example, whose behaviour is emulated by others. The appearance, the look, the competence, the ability also have a great importance for being a role model. There seem to be some conceptual differences between an idol and a model. However, characterizations such as idol, role model, and star are often used synonymously. The terms will also be used interchangeably in this short essay. The focus here is not to clarify the differences. The purpose is just to highlight the question whether there are more strict public demands on the behaviour of sport idols than of other kinds of idols, like pop stars or TV actors.

Children’s socio-cultural identity is developed in a social interplay where the individual internalises the culture and shape and develops his or her self-image in identification with others. Idols are powerless elite, but are of great interest for young people. Children and adolescents are big consumers of media and the visual image is exposed all the time.

The sporting hero or heroine has traditionally been perceived as epitomizing high ideals of morals and fair play. Sport stars have been seen as role models for young people’s interpersonal behaviour. The social ideals embodying values

learnt on the playing field could readily be transferred into everyday life. The word sportsmanship has been used in the sense of a noble behaviour in people's relations. Today, other characteristics besides sportsmanship behaviour seem to be important for young people and new role models are appearing. Athletes who decline the spotlight and just perform their sport have been seen as good role models and those athletes who demand the spotlight as poor role models. Being in the spotlight offers a great opportunity for sport stars to earn big money. Growing media intrusion might have changed the public view upon sport stars, together with a much wider range of other potential role models. There seem to be some differences in role models between female and male pupils. Boys name first sporting heroes or "action stars" whom they admire because of their strength, aggression and their ability to get things done. In contrast, sport stars do not seem to have the strong function of role-models for girls. They admire the stars and starlets of the movie and music scene instead.

Teen idols are often exposed as sex symbols who are famous persons of either gender. They can be actors, musicians, models or sport stars who are found to be sexually attractive by the public. The media plays an important role in creating and sustaining the public perception of which persons are viewed as attractive. Sexually alluring photographs of celebrities, including both posed and unauthorized photo shots taken by paparazzis with zoom lenses, occur to a very high extent in all kinds of media. These media are in turn sustained by a strong public demand for continuing to show new pictures of the hottest stars and there is a lot of money to be made. This also includes the sport stars. The proposed link between sport participation and a healthy way of living has been used to justify engaging successful sports people to disseminate healthy messages to the community. There is also a common perception that sports people are viewed as role models and that they have a positive impact upon individuals and the broader community in general.

A countless number of children and teenagers idolize sports celebrities and they also imitate the way they behave. When superstar athletes have done irresponsible things in the limelight, people react with indignation. However, when the same thing happens with rock stars, models, actors or TV stars involved, there

is not such a strong public reaction. There seem to be more strict moral demands on sport stars which have a kind of obligation to society to act in a moral manner while in the public eye. The public opinion is often that athletes should bear in mind that their actions have effects on what their fans consider to be acceptable behaviour. This is not at all the fact for musicians, for example. Some sport stars have declared that they do not want to be role models. It has been argued that athletes have no more responsibility being role models to the youth than other kind of stars and that parents should be the ultimate influences on their children's lives. Though parents may be the ultimate influences, children are also influenced by media and they use media outlets to explore possible desired selves.

Children and adolescents are able to identify with sport stars as well as with pop stars or actors through media exposure, and may grow fond of those persons and want to be like them. Because identification is related to popularity and attractiveness, the worship of stars may help young people to develop their own identity. Sport stars should perhaps be looked upon as artists, in the same way as all other kinds of artists. It may be out of date to look upon sport stars being automatically good role models for children.

WHY SPORT?

Wassana MANGKANG (THA)

“Sport has the power to change the world,
The power to inspire, the power to unite
people in a way that little else can. It speaks
to people in a language they understand.
Sport can create hope where there was once only despair”.

Nelson Mandela

Mr Nelson Mandela stated the values and benefits of sport which could bring peace to the world. Thinking of sport is thinking of the youth who make up the majority of the sport population. They are physically strong, with lots of energy, creativity, and great enthusiasm to be a part of the affairs in a wholesome society and their country. They have a strong potential for making or breaking a country. Therefore, a vital role of educators of higher education is to involve our youth with sport activities and to carry on fostering those values and benefits of sport to our children.

To achieve optimum human development and quality of life fully, we can give them the opportunity for sport participation; these young people do not only gain harmony of the mind and the body, but also develop quality traits and moral character.

One of the important factors for human development and physical fitness is involved in sport participation. In economically more advanced countries, there are effective sport programs and better promotion of exercise and sport in order to have a quality population.

Sports and Exercise can help promote quality youth in the following five aspects:

1. Physical Fitness – Strong, healthy and good personality
2. Healthy Mind
3. Wisdom – Think reasonably
4. Emotion – Good sense of humor
5. Society – Able to adapt oneself in a changing society

Moreover, when youth get involved in sports, they will develop human qualities such as morality, ethics, discipline, respect, cooperation and fair play. Besides, playing sport is fun and can help reduce stress and while being busy in sports activities, they are away from bad elements such as alcoholism and drug abuse.

Whenever we talk about playing sports and exercising, we always think that sport can bring out unity and cooperation among the team members and each individual will be able to struggle to succeed and overcome obstacles that lie in front of them. In addition, the sport arena is a centre of pride and creativity for societies and countries as well.

In Thailand, some of the most popular sports for Thai youth are: tennis, golf, basketball, volleyball, football, swimming, taekwondo and futsal. Unfortunately, not all young people can participate in such sports, as they do not possess the high-level skill required. So, Physical Education classes can serve this youth population in terms of exercise and of physical fitness activities which, in any way, still serve to promote a sound body and a sound mind.

Youth Olympic Games provide opportunities for those of high-level sport skills and extraordinary abilities to compete and strive for excellence. Because the Olympic games are the greatest games, they are the games that celebrate humanity.

The role of the educator in higher education, the youth being under his care at this productive part of their lives, is to offer and provide good quality physical education and sport programs. Consequently, the Ministry of Education has given out guidelines on strategies of education management, which I am outlining as follows:

Strategies of Education Management

1. To enhance the learning process of the youth
2. To enhance understanding of the youth and games
3. To promote sport leaders among the youth
4. To apply the Thai King's philosophy through sport for youth education and Youth Olympic Games

In order to set up the educational program, there are some points to consider as follows:

1. The students are the heart of the learning process
2. Sport as an ACTIVITY
3. Sport as an ENVIRONMENT
4. Sport as a SUBJECT
5. Sport as a TOOL to EXPLORE VALUES
6. Sport is the vehicle to enhance youth's morality

In 2001, after the National Education Reform, the educational Strategies consisting of 8 elements of moral values were stated. This educational morality could be compared to the sport morality, as follows:

Relationship between Educational Moral Values and Sport Moral Values

Education Moral Values	Sport Moral Values
1. Diligence: Industrious	To concentrate, be diligent and patient to train continuously
2. Economy: To save	Sufficient living standard and having nutritious food
3. Honest: Considerate	To be honest and not cheat, being fair
4. Discipline: Good practices	Well-behaved and follows sport regulations and rules

WHY SPORT?

5. Politeness: Well-mannered and gentle	To be polite and humble, non-aggressive, non-violent
6. Purity, no blemish: inside & outside	Take care of themselves, no bad deeds
7. Unity: living peacefully, harmoniously	Open-minded to get the coach's opinion or respect others' opinions, understand other cultures
8. Spirit: sincere, generous, sacrificing	Spirit to help other athletes, team work spirit

In conclusion, I would like to emphasize the need to include the values and the benefits of sport into the educational and sport program. Children who participate in sports can learn sport moral values and become a better person, a better adult, a better athlete, a better member of the society and, eventually, a better citizen of the country. As administrators and educators of higher education, we need to set up educational strategies in order to provide the best program for our children. Thus, it is mandatory to introduce sport to all levels of education to let our children enjoy the best part of their life with fun and friendships.

YOUTH OLYMPIC GAMES: CHILDREN AND SPORT

Elizabeth A. HANLEY (USA)

*Associate Professor Emerita, Department of Kinesiology,
The Pennsylvania State University*

In the summer of 2010, the first Youth Olympic Games (YOG) will be held for 12 days, on the exotic island-nation of Singapore. What an exceptional opportunity for the exchange of culture and international understanding by young athletes from around the world! International Olympic Committee President Jacques Rogge's idea to bring together talented youth as a "stepping stone to the Olympic Games" has the potential to create long-lasting effects for the world's youth. One of President Rogge's main goals is to educate young people through the *values* that sport offers.

A maximum of 3,500 young athletes (between the ages of 14 and 18) and 875 officials from five continents will arrive in Singapore anxious to compete in this multi-sport event, meet other aspiring athletes and enjoy new experiences together in their Olympic Village. Several other Olympic events for youth, for example the European Youth Olympic Festival and the Australian Youth Olympic Festival, have proven to be successful; therefore, the Youth Olympic Games have proven models after which to pattern their efforts.

Sport, culture, and education have been designated as the three-key components of the Youth Olympic Games. It is gratifying that culture and education are prominent components, just as they are at the International Olympic Academy (IOA) Young Participants Session each summer. It was a desire of Pierre de Coubertin, founder of the Modern Olympic Games, to engage the youth of

the world in sport, culture and education when he first envisioned reviving the Ancient Olympic Games. His goal of creating an educational and philosophical home of the Olympic Movement was realized when the IOA was established in 1961. Coubertin believed that, while the peoples of the world might never learn to *love* one another, to ask them to *respect* one another was a viable goal. In order to accomplish this, he knew it would be essential for them to *know* one another first. Every year the IOA sends forth “young ambassadors” of the Olympic Movement at the end of each session to promote the values of Olympism in their home countries. Many of these young people take the opportunity to *know* their fellow participants during their IOA experience and many make lifetime friendships.

It is, therefore, with this in mind, that I offer the following proposal to the organizers of the first Youth Olympic Games in Singapore:

1. Schedule five (5) Social Evenings during the YOG, with the goal of cultural and educational sharing by the athletes.
2. Dedicate each of the five evenings to one of the five continents (representing the five Olympic rings): Africa, Asia, Oceania, Europe and the Americas.
3. Ask the athletes from their specific continents to prepare presentations for their Social Evening: for example, teach traditional dances, songs or games; perform traditional dances, songs, or games; present traditional dress and explain the customs associated with it. Athletes from the same country on their respective continent can meet prior to their scheduled Social Evening and be responsible for determining their presentation (10-12 minutes or an appropriate time limit to be determined). This should not present a conflict with their competition schedules and can be accomplished during their “free” time.
4. Announce the Social Evening plans in the initial communications with those athletes who have been chosen so that they can plan to bring whatever is necessary prior to arriving in Singapore. Each athlete also should be prepared to bring his/her traditional dress to wear in the Opening Ceremony for the YOG.

5. Appoint an appropriate person (with helpers) to be in charge of the Social Evenings. Suggested length for each Social Evening is between 2 and 2½ hours. Longer programs are often ineffective. (Specific details regarding length and number of presentations, the potential need for concurrent Social Evenings to be scheduled due to the number of people in attendance, etc. should be worked out by the person in charge.)
6. Select a room, gymnasium, outdoor theatre, or other appropriate space for the Social Evenings. Equipment needed is minimal: microphone, sound system, chairs or bleachers, CD or other type of player for music, and basic lighting.

The value of Social Evenings cannot be underestimated; it is the sharing of cultures and customs that make these experiences rich and rewarding, resulting in the goal of better international understanding among all participants, athletes and officials alike. The potential for leadership development (e.g. speaking, demonstrating) during the Social Evenings is yet another benefit. If Olympism is to flourish, we must do all we can to aid its lofty goals of respect, fair play, friendship and international understanding. The Youth Olympic Games, more than the well-known Olympic Games, have the capacity to achieve this potential.

A COMPUTER GAME THAT PROMOTES PHYSICAL ACTIVITY?

Prof. James M. LYNCH, MD (USA)

Department of Physical Education, Florida Southern College, USA

The physical activity of youth in developed countries is declining, which may affect long-term health and wellness. In the United States, the attrition of participation in youth athletics between elementary school and high school is 70%. Even overall outdoor activity has decreased. Visits to US national parks peaked in 1991 and have decreased at least one percent each year since, an overall drop of 25 percent. Electronic diversions, increasing academic pressure and work pressure have been suggested as reasons.¹

The International Olympic Committee has recognized and begun to address the issue. The first Youth Olympic Games will be held in Singapore in 2010 to engage young athletes in the cultural aspects and philosophy of Olympism while promoting excellence in sport. The Youth Olympic Games will be a tremendous boon to the young athletic population but do not target less physically capable youth. Alternative strategies must be sought to reach this segment. The International Olympic Committee is also pursuing other options to encourage healthy lifestyles among the youth of the globe.²

The current “Millennium Generation” has a different experience and perception than the “Silent Generation” or “Baby Boomer Generation”, each having its own identity. The Millennium Generation are increasingly pragmatic, highly visual and are problem-solvers. They want more material in less time and are often averse to reading.^{3, 6, 11} A new paradigm is necessary to engage this newer generation.⁷ An example of this new generational experience is the Computer

Olympiad that came into existence with the first organized multi-games event in London in 1989. The International Computer Games Association (<http://www.icga.org/>) sponsors the annual event, to be held in Beijing, September 28 October 5, 2008. These events garner media attention but lack any of the vast scope of the Olympic Games.

The Wii (www.wii.com) is an electronic gaming device that employs physical activity as a central aspect of this new type of player interactive experience. It was introduced to the general public by the Nintendo Corporation (www.nintendo.com) in 2006. It is a home video game console with the distinguishing feature of a wireless remote controller that can be used as a pointing device which detects acceleration in three dimensions. Demand for the device has outpaced the ability of the Nintendo Corporation to supply consumers since its product launch. The Wii is the largest selling home game console worldwide, with well over 20 million units sold. The product has software games for several sports available, including bowling, archery, boxing and tennis.⁴ Nintendo Corporation has recently released Wii Fitness as a module for the gaming device.⁵ The cost is \$259 USD to obtain the basic device and introductory software. Additional software modules range in cost from \$20-50 USD.

The Wii is currently being used at several medical centers for rehabilitation of neurologic patients (<http://www.msnbc.msn.com/id/23493736>, <http://www.msnbc.msn.com/id/23070190/wid/11915829>). This gaming device can be considered as a teaching tool in the rehabilitation portion of a sports medicine education program as well as an adjunct device for rehabilitation of the athletes. This device will be especially useful in rehabilitation of upper extremity sports, such as volleyball, tennis and swimming. One example is to develop a software module to use the Wii to teach proprioceptive neuromuscular facilitation (PNF). PNF was originally developed as a therapeutic rehabilitation intervention in stroke patients. It was quickly noted to have application to a variety of musculoskeletal conditions and to be useful for performance enhancement. PNF involves movement within prescribed diagonal patterns and can involve the upper or lower extremity. Establishing the pattern of movement within software parameters will allow students to receive immediate feedback as they move through the various PNF patterns as part of the learning experience. Athletes

undergoing extremity rehabilitation can be guided through the patterns via the software feedback.

The Wii was discussed at the 2008 British Olympic Academy meeting as a method of enticing youth to become more active. A literature review notes articles reporting musculoskeletal injuries as a result of Wii play.^{8,9} A recent paper reports the use of a Wii greatly exceeds energy expenditure of sedentary computer games but does not reach activity levels required for an increasing health benefit in children.¹⁰

The Wii provides an intriguing transition to promote activity within a sedentary population of gaming youth. Avenues of inquiry include: 1) can sedentary youth be coaxed into increasing activity on a long term basis with a gaming device? 2) can minimally active youth gain introductory sport skill level mastery with a gaming device? 3) will Wii gaming skills provide a boost of self-confidence to encourage entry into traditional competitive sports environments? 4) can technical skills be taught in the rehabilitation and competitive athletic environment utilizing virtual simulation with a Wii? 5) can tactical sport simulations in a Wii environment translate to a competitive sporting advantage?

References

1. Biello, D. Not going out to play. *Scientific American* April 2008, p. 36.
2. Dubi, C. British Olympic Academy. Greenwich England. Feb 29, 2008.
3. Aldrich, C. *Learning By Doing: the essential guide to simulations, computer games and pedagogy in e-learning and other educational experiences*. Pfeiffer Publishing, San Francisco. P. xxxix.
4. <http://ir.take2games.com/releasedetail.cfm?releaseid=261311>. 2K Sports Announces Top Spin Tennis for Nintendo's Wii™ . Accessed March 23, 2008.
5. http://us.wii.com/soft_wiifit.jsp. Accessed March 23, 2008.
6. Beck, John C. & Wade, Mitchell (2004) *Got Game: How the Gamer Generation Is Reshaping Business Forever*. Harvard Business School Press, Boston.
7. Barr, R.B. and Tagg, J. From Teaching to Learning: A New Paradigm for Undergraduate Learning. *Change*, November/December 1995. pp. 13-25.

8. Cowley, A. and Minnaar, G. Watch out for Wii shoulder. *British Medical Journal* Vol 336: p. 110. January 19, 2008.
9. Robinson R.J. et al. Wii knee. *Emergency Radiology* Vol. 15, No. 2, Mar 14, 2008.
10. Graves L. et al. Energy expenditure in adolescents playing new generation computer games. *British Medical Journal* Vol 335: pp. 1282-4. March 24, 2008.
11. Junco R. and Mastrodicasa J. *Connecting to the Net Generation*. National Association of Student Personnel Administrators, 2007.

**6th INTERNATIONAL PIERRE DE COUBERTIN YOUTH FORUM,
TÁBOR 2007**

Petr NYVLT (CZE)

Ladies and gentlemen,

My name is Petr Nývlt and I come from the Czech Republic. I am a teacher from the Pierre de Coubertin Grammar School. I would like to introduce to you our 6th International Pierre de Coubertin Youth Forum. This students' meeting took place in south Bohemia in the historical town of Tábor and it was held last year in September. This place is known since the 15th century as a city of middle-aged Hussite revolution and since that time it has become a cultural and social center.

Our school, with eight hundred students, is one of the biggest in the region and it was the host of the forum.

The Youth Forum is not only an opportunity for young people to experience a cultural exchange and to meet people from different parts of the world; the Youth Forum has also been filled with content based on Coubertin's educational ideas: the harmony of body and soul, the respect for basic ethical principles and human dignity, friendship, fair play and peaceful society.

The meetings consist of 5 different categories which are in the centre of attention during each Youth Forum.

The first part of contest was the knowledge test. Students answered questions about Coubertin, the Olympic Movement and Olympic values.

The second part –sports skills– included athletic events, swimming and cross-country race.

Every group presented its own art performance in the third part of the contest. With their performances they tried to present the ideas of olympism and nationalism. Students prepared this event at home and they showed it in Tábor.

Social performance contained social activities at home during the months before the Forum. Each of the participants had to work as a volunteer who is an active member of social organizations.

Discussion was also part of the contest. Teams spoke about Olympism ideas. They had to defend their opinions.

After participants finished their events, they got points. If they took enough points, they received Coubertin Awards at the end of the Forum.

There were teams of participants from Austria, Germany, France, Greece, Italy, Estonia, Slovakia, China, Australia, Japan, Kenya, Mauritius, Norway, South Korea, Switzerland, Great Britain and the Czech Republic. All participating students should be versatile, initiative, active in public service and should have been learning English or French as foreign language at school for several years. The students lived together in a international community for one week, they got to know each other and made friends very quickly. They did many activities together, for example they played soccer, volleyball, they went swimming or painted pictures together and visited music performances.

I think, that this Forum was a good opportunity for students to find friends from other countries and recognize their culture. It brought many experiences for our school; how to prepare and organize this kind of actions. The Forum was organised by students from our school; teachers were only the supervisors. The Youth Forum gave many possibilities for teachers from my school to educate their students. I think the most important thing is to teach our students to be responsible and independent. They could show them the importance of learning foreign languages to communicate well. I look forward to being a member of the next Youth Forum, maybe in your towns and countries.

HOW CAN ONE TEACH OLYMPISM AT SCHOOL? – “COUBERTIN ACADEMY” AS ONE WAY TO ANSWER THE CHALLENGE

Ines NIKOLAUS (GER)

*Board Member of the International Pierre de Coubertin Committee,
Responsible for the Coubertin School Network*

Introduction

In 1934 Pierre de Coubertin demanded: «Olympisme à l'école. Il faut l'encourager!» (Olympism at school. We have to encourage it). The Fundamental Principles of the Olympic Charter set it as one of the important objectives:

“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.”

Although demanded at the very beginning of the Fundamental Principles, there is no separate paragraph on Olympic Education included into the Olympic Charter until today, describing a precise way on how to put this into practice. The responsibility is handed over to the NOCs, who mostly, in co-operation with the NOAs, develop strategies and materials to implement Olympism and its values into their educational systems.

Thus since the 1970s, a large number of educational programmes have been developed by candidate cities for the Olympic Games, by NOAs and various Olympic or Sports related organisations.

Most of them were closely related to a single Olympic Games and often quickly forgotten after the Olympic Games had finished. This leads to the question: How

can we implement the Olympic Idea and Olympic values, set up by Coubertin more than 100 years ago, into every day school life?

“Coubertin Academy” – a handbook for teachers on olympic education in secondary schools

One example is “**Coubertin Academy**”, a Handbook for education in secondary schools (204 pages), elaborated by four Coubertin High Schools. It is a teachers’ manual written by teachers to be used with children and youth aged 10 to 18.

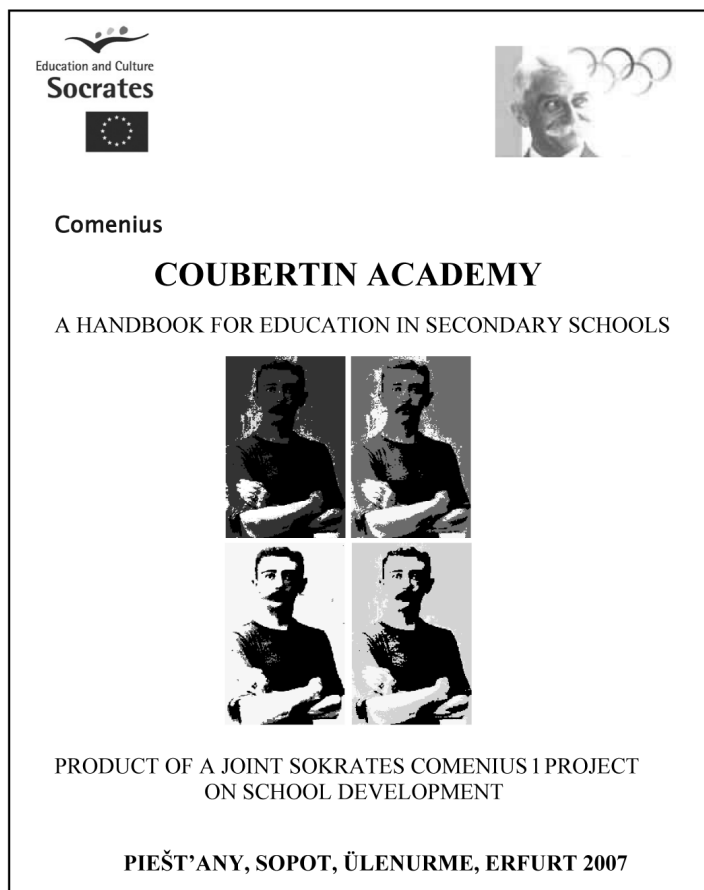
The Idea

For more than 11 years now an International Network of Pierre de Coubertin Schools has been set up by the support of the International Pierre de Coubertin Committee (CIPC). Today it comprises 22 schools in four continents. Due to Coubertin’s ideas of international friendship, fight for peace in the world, fair play and tolerance, students and teachers regularly exchange experiences and participate in joint projects.

Every two years, representatives of these schools meet in an international Youth Forum of Coubertin Schools, where the participants fight in the Olympic spirit for the *Coubertin Award*, a Coubertin-medal donated by CIPC. The competitions for the *Coubertin Award* require a basic Olympic knowledge, i.e. about ancient and modern Olympic history, Coubertin and his work.¹

The idea of a joint School Development Project was born to meet the needs of an all-round preparation of the pupils for the participation in the competitions for the *Coubertin Award*, and to encourage an Olympic education for a large number of pupils at school. The objective was to elaborate new materials to teach the youth Olympic values and about Coubertin’s life and work, the man whose name represents the philosophy of our schools.

1. According to the five Olympic rings the competitions for the Coubertin Award include: 1. cultural competition, 2. sports performance, 3. knowledge test, 4. social performance, 5. discussions on Olympic topics (see Nikolaus 2006).



The Project and its Participants

Four Coubertin High Schools had the chance to participate in a three-year-lasting Sokrates Comenius 1 Project supported by the European Union:

- Gymnázium Pierra de Coubertina Piešť'any (Slovakia)
- Ülenurme Gymnasium near Tartu (Estonia)
- Tennis Academy Sopot (Poland)
- Pierre-de-Coubertin-Gymnasium Erfurt (Germany)

The different contributions to the book “Coubertin Academy” were elaborated during lessons of different subjects at school, in various interdisciplinary projects or in volunteer work by the teachers. Field tests during joint project meetings or

during the lessons in the individual schools gave initial information about their practicability in class.

The lingua franca in the meetings and correspondence was mainly English, sometimes also French or Russian, which supported the further development of knowledge in one or even two foreign languages.

Pedagogical Aims

The basic idea of the handbook is to present ways of implementing the ideas of the “Father of the Modern Olympic Games”, Pierre de Coubertin, into everyday school life.

The manual offers diverse topics encompassing a number of different subjects.

Following modern views of teaching, many of the examples presented are developed for interdisciplinary learning/teaching and are suitable for project days or weeks. Values and traditions of the Olympic Games are considered to play an important role in the educational process of the younger generation. Therefore, sports are presented as an element of international understanding and as a means of teaching recognised humanistic values, like fair play, mutual respect, tolerance towards race, religion and gender.

Olympic themes are used to motivate the young generation to practise sports enthusiastically, to appreciate the arts, to learn from history, to enjoy literature, to understand geography, to capture languages and to practise friendship among nations.

Basics and Approach

The development of the different units is based on a historico-pedagogical approach including the following main characteristics of an Olympic education stated by Müller (2007), which can be traced back to Coubertin’s writings:

1. the self-awareness through sport
2. the harmonious development of the whole human being
3. the idea of striving for human perfection through high performance
4. sporting activity voluntarily linked to ethical principles and the determination to fulfil those obligations

5. human respect and tolerance for team members and opponents, e.g. the ideal of fair play
6. social meeting and understanding in sport and through sport
7. the concept of peace and goodwill among nations
8. the promotion of moves towards emancipation in and through sport.

The structure of the book itself is based on a previous interdisciplinary project on Olympic education of the Network: the elaboration of the pupils' exhibition *Pierre de Coubertin – Life and Work of a Humanist*. This exhibition has now been translated into 16 languages and is available on the schools' website, www.coubertin.net.

In this way the large variety of his humanistic work, not only that connected with the revival of the Olympic Games, shall be shown and Coubertin himself be introduced as a meaningful forerunner, precursor and revolutionary of his epoch, whose ideals are still relevant today.

Within the book, various methodological measures for the assurance of a harmonious development of body and mind are provided. This development has its roots in Ancient Greece and is represented by one word – *kalokagathia*. The main aim of this material is to create innovative conditions in the schools for a harmonious development of body and soul of the younger generation, developing equally *kalos* (beauty of the body) and *agathos* (beauty of the mind).

Ten chapters on Olympic education

Following Coubertin's work and the structure of the pupils' exhibition, the manual is made up of ten chapters encouraging a balanced development of body and mind to help our young generation to become open-minded, self-confident and creative young personalities, affirming their own identity and diversity:

1. Pierre de Coubertin – Life and Work of a Humanist
2. Practising Sports Enthusiastically like Pierre de Coubertin
3. Appreciating the Arts like Pierre de Coubertin – A Project on Combining Sports and the Arts
4. Learning from History like Pierre de Coubertin

5. Enjoying Literature like Pierre de Coubertin
6. Understanding Geography like Pierre de Coubertin
7. Being an Olympic Educator like Pierre de Coubertin
8. Practising Friendship of the Nations like Pierre de Coubertin
9. Being Fascinated by the Olympics like Pierre de Coubertin
10. Capturing languages like Pierre de Coubertin.

At a first glance you will notice that the authors' understanding of an Olympic education does not only focus on PE lessons or regular physical activities and sport, but on numerous school subjects.

The project members decided on a common part of the book that would be in English. Furthermore, each of the four participating nations included extra contributions in a national edition of "Coubertin Academy" in their mother tongues referring to regional and cultural peculiarities and their Olympic champions.

The accompanying DVD

There is one accompanying DVD for all four national editions of the book. It contains the full-print versions of the manual and contributions in 16 languages:

- worksheets
- listening comprehension exercises
- songs
- keys
- teachers' instructions on how to use the handbook and
- an Olympic glossary in six languages.

Based on the experiences in Olympic education, the documents are offered both as pdf and Word documents. This allows the teacher to change the exercises according to regional preferences or the specific class situation.

Dissemination and the use at schools

Each nation was only able to publish a small number of copies. But with the help of the DVD, the manual can be reprinted easily. As the authors are only interested

in promoting Olympic values and not in making a profit, free copies for Olympic education at schools were distributed. Furthermore, the permission for copying the materials for educational purposes is given by the authors.

First dissemination started in the individual project schools and later they were distributed to all schools of the Coubertin School Network. A first positive feedback could be received because most of the schools used the materials to prepare their students for the 6th Youth Forum of Coubertin Schools last September in Tábor, the Czech Republic.

In a next step more copies were offered to schools of the region, especially those specialised in sports.

Furthermore, the authors from Erfurt started a campaign for teachers' qualification training on how to use the book, including their first experiences of using the materials in class.

By addressing colleagues personally we hope that more and more will join us in our work, become Olympic Educators and follow Pierre de Coubertin's motto in life

“Voir loin, parler franc, agir ferme!”

“See afar, speak frankly, act firmly!”

And we hope you will do so as well, while distributing our materials.

On behalf of the authors of “Coubertin Academy”.

References

- Coubertin, P. de (1986 [1934]). L'Olympisme à l'école. Il faut l'encourager. In: Müller, N. (Dir.).
Pierre de Coubertin. Textes choisis. Tome II: Olympisme, 679-680. Zürich, Hildesheim, New York.
- IOC (2004). *Olympic Charter*. Lausanne. http://multimedia.olympic.org/pdf/en_report_122.pdf
- Müller, N. (2007). Preface by the CIPC President. In: Nikolaus, I. u.a. *Coubertin Academy*.

- A handbook for Olympic education in secondary schools. Product of a joint Sokrates Comenius 1 Project on school development.* Piešťany, Sopot, Ülenurme, Erfurt, 10.
- Nikolaus, I. (2006). *The International Network of Pierre de Coubertin Schools – A practical form of Living Olympism.* Presentation at the 7th International Session for Educators and Officials of Higher Institutes of Physical Education, 20-27 July 2006.
- Nikolaus, I. u.a. (2007) *Coubertin Academy. A handbook for Olympic education in secondary schools. Product of a joint Sokrates Comenius 1 Project on school development.* Piešťany, Sopot, Ülenurme, Erfurt.

*Conclusions
of the Discussion Groups*

FRENCH-SPEAKING DISCUSSION GROUP 1

Question 1

What is your opinion about the Youth Olympic Games ?

1- The organization of Youth Olympic Games is a wonderful initiative, since these games will bring together young people from all around the world, 14 to 18 years old. This gathering of young people from different backgrounds will be beneficial from a sports, cultural and artistic point of view.

2- Speaking of sport, since this is the main objective of this great meeting of youth, some previous experiences have shown us that often the people who are responsible for the training of these young people want, above anything else, to create champions, medal-seekers.

A woman athlete who competed in the European games in Denmark, in 1999, has revealed that in their team, the coach did not take their young age into account and they had to follow a very hard work program because they had to win medals, and that no cultural activities were provided.

We believe that young people should not be directly subjected to a top level athlete's training schedule. They have to train by stages, progressively.

As the saying goes, "many people want to achieve through their children what they themselves were not able to achieve". We should not bully children by asking them to do more than they should for their young age. They run the risk of becoming adults before their time, if they are not well prepared.

Youth Olympic Games should, therefore, be an opportunity for children to have fun, to play, to feel they are still young and not feel frustrated and under stress. Coaches should lead them progressively to the level of top athletes.

3- During these games, morphological differences among children should be taken into account and two categories could be selected for that purpose:

- 14 to 16 years for the younger
- 16 to 18 years for the older.

Youth Olympic Games could contribute significantly to the dissemination of Olympic values and sport, because there is a philosophy underpinning these competitions. If the objective remains competition for the sake of competition, we do not think that this is something positive; it should influence the ideas of young people coming from different countries. Since the aim is to ensure the participation of youth, all young people should be able to win by sharing with other young people from different countries values like:

- Fair Play
- Respect for different cultures
- Friendship
- Solidarity
- Inclusion
- Respect for the environment
- Unity
- Team work, etc.

Moreover, a change of attitude in all the levels of sports should prepare participants and all other people involved in the games as there are many risks like doping, corruption, lack of motivation, which might prevent sport's development.

All those coming in contact with young people (parents, coaches, etc.) should be educated in Olympism, in order to be able to uphold the Olympic values.

Question 2

What is the difference between patriotism and the national aspect?

It is possible to have the perspective of both a citizen-of-the-world and a citizen of one's nation when participating in the Youth Olympic Games. During the Youth Olympic Games, every young person should represent his/her country and take

part in the competition whilst embracing the Olympic values as a representative of the world.

For patriotic reasons, therefore, young people should learn to assume responsibility for everything taking place in the world and in their own country and should also learn to share. They should reconcile these two attitudes: feel responsible for the world and responsible for the nation. We believe that during these games, young people should have the duty to integrate these two aspects.

Question 3

How will these young people communicate?

The Youth Olympic Games should include both artistic and cultural aspects; this is an opportunity for them to know one another, to learn of the other's existence. For this purpose they need to have the same language. Sport becomes a universal language, for example when young people meet around a ball on the football field, they should all be able to express themselves in the same way.

At cultural level, we could choose two or three traditional sports of the countries hosting the games to allow young people taking part to come in contact with other cultures and learn from them. Young children want to have fun and when playing they can learn different games and cultures and mutually respect one another. In the Olympic Village, cultural evenings should be planned during which all young people could present their culture.

Question 4

Is it possible to stage Youth Olympic Games with all young people?

It is possible to stage YOGs with all young people and include youngsters with special needs; especially if one of the objectives is to promote the exchange of experiences and cultivate Olympic values, no discrimination should be allowed. Inclusion should be the aim.

The YOGs will bring together young athletes aged between 14 and 18 years. We are wondering under which category disabled young people would be placed when we know that there are the Paralympic Games.

Doping

After a short survey, it was clear that in swimming, records are broken more and more often so the problem is whether anti-doping controls are sufficiently strict to elucidate this phenomenon.

It would be advisable to have a code of ethics combined with prevention, education and information programs for those coming in contact with young people; we are thinking of parents, doctors, coaches and club officials, because young people cannot dissociate what is dangerous for them.

Conclusion and suggestions

Youth Olympic Games will provide a sporting and socio-cultural environment where young people should feel at home, so we would like to suggest for developing countries, having in mind all the disciplines that have been chosen by the IOC, that young people should be able to participate in all the sports open to competition and that participation should not be restricted on the grounds that certain sports are not practised in some regions.

In the light of the experience of the 2010 YOGs, the objective should be to plan and guarantee the benefits before, during and after the Youth Olympic Games.

In the same way that we shall be introducing the Olympic values in school, we should encourage the teaching of international languages to facilitate communication during the YOGs.

ENGLISH-SPEAKING DISCUSSION GROUP 1

Some ideas on implementing and sustaining consistency between Olympic principles & practice within the Youth Olympic Games

- Olympism is best considered as “a *philosophical position which identifies worthwhile goals for humanity and enables one to confront threats to the achievement of these goals in a realistic, but not indifferent way*” (Paddick, 1985).
- Because the problems of achieving the Olympic ideal are so immense, Olympism is best understood as a continuous struggle towards achieving an ideal human existence, dealing with the issues in the context of a sound philosophical position.
- Since many factors impact upon the achievement of the Olympic ideal, a multi-level, inter-agency partnership approach which shares the effort and responsibility to move towards the ideal, is more likely to achieve and sustain a continuous struggle than the International and National Olympic Committees working in isolation from other agents which impact upon achieving the Olympic ideal (Badenoch, 2008).

How can the Youth Olympic Games achieve its ambitious objectives?

For the Youth Olympic Games to achieve its objectives it will need to be practiced within the ideals of Olympism.

To achieve these goals will take time. However, the Youth Olympic Games is a unique opportunity to educate the world’s youth about Olympism.

Education has a critical role to play in educating community attitudes about the essence of Olympism.

Educational strategies to achieve Olympic objectives should include the following:

- Olympic education should be taught in all levels of education (Kindergartens, Primary and Secondary schools, Universities).

- Pre-service teacher education courses on Olympic education especially for Physical Education teachers.
- Access to these courses should be extended to all other relevant pre-service teacher education students since essentially Olympic Education is a component of a values education program.
- The Olympic Movement should use new technologies to inform and educate a wider audience about Olympism.

- **The Youth Olympic Games provides a unique opportunity :**
 - To restore and practice the stated Olympic principles.
 - To design and implement a youth-centred, innovative program which is consistent with the Olympic principles and promotes participation for all in sporting, educational and cultural activities aimed at experiencing and reflecting on the Olympic ideal.
 - To achieve dreams and provide for those in greatest need, such as holding the Youth Olympic Games in Africa with the requirement that participating countries and international aid bodies provide the necessary investments according to wealth (Anthony, 2008).
 - To use the *Panathlon Declaration on Ethics in Youth Sport* as the guidelines to establish clear rules of conduct in the sports program (Maes, 2008).
 - To engage all participants in the *World Anti-Doping Agency Play True* program (Koehler, 2008).
 - To enable young people to learn to know one another, become sensitive to each other's concerns and thereby reach a better understanding (Abdin, 2008).
 - For youth to practice and achieve the educational goals espoused for Olympic sport.

What are the potential risks of the Youth Olympic Games?

- The Youth Olympic Games is an attempt to renew Olympic ideals. The focus ought to be on participation, pursuit of personal excellence rather than on winning. This philosophy should be extended to all elements of the Youth Olympic Games.

- Risks to children should be minimized by appropriate selection policies, the participation in developmentally appropriate sporting activities or events and a focus on participation, enjoyment, learning and the pursuit of personal achievement.
- On the grounds of developmental appropriateness and equity, there is a need to reconsider the kinds of sporting activities which are currently listed for children to participate in, e.g. boxing, weightlifting, equestrian, fencing.
- We believe that there is a place for problem solving/team building physical activities in mixed nationalities and genders to promote multicultural cooperation and communication.

How can we educate the media about the real values of the Youth Olympic Games?

- Continue Olympic Academy Sessions for Journalists.
- Establish subjects on Olympism, Olympic Games and Youth Olympic Games as part of pre-service University journalism degrees.
- Encourage all journalists reporting on Olympic Games and Youth Olympic Games to attend in-service professional development workshops on Olympism, the Olympic Games and the Youth Olympic Games.
- To continue with the innovative idea of young journalists writing daily reports on good stories at the respective Youth Olympic Games, as they will in Singapore.
- The IOC to sponsor a website specifically for encouraging youth to use a wide variety of new media to make personal comments about the Youth Olympic Games.
- To encourage the use of high access media, such as television, to communicate socially sensitive information about the Youth Olympic Games.
- To limit the risks of commercial exploitation of youth via advertisement and sponsorship within the Youth Olympic Games context.

ENGLISH-SPEAKING DISCUSSION GROUP 2

The Youth Olympic Games (YOG) are a new endeavor designed as a festival of culture within a sporting context. The eclectic mix of global representation is an opportunity for rich interchange of youth activity and education with a stated goal of challenging traditional styles of competition. True champions must develop more than a physical aspect. Leadership characteristics, personality and ethics and critical thinking abilities are essential components of education and success in a mature champion; Hercules had to formulate solutions to accomplish his 12 Labors.

While it is an NOC responsibility to promote Olympic education, the reality is that most do not have the time or resources to fulfill such a mandate. The Academies are necessary and best positioned for that task. The IOA can take an expanded role within the IOC as a leader in youth Olympism education. The YOG can be the focal point of this expanded service of the IOA to promote innovative thinking in cooperation with the IOC. An initial task should be to develop a volunteer network of education professionals to produce Olympism educational materials for the YOG. A large cadre of dedicated volunteers can be gleaned from IOA participants as well as various NOA members. The needed skill set includes ability to research material, build engaging stories and develop age appropriate materials to be disseminated. This service can expand over time to a continual production of timely age-based materials with additional cultures and languages added to the collection. Exploration of appropriate methods of diffusion to other youth can be pursued in partnership with governmental education bodies and corporations as the collection enlarges. Each NOC should be strongly encouraged to form and support its own NOA to act as a port for delivery of these materials to their own nation. We recommend that the IOC establish high level partnerships with UNESCO and other relevant education authorities to ensure that the education offered to youth contains the necessary elements to promote Olympic values. Such partnerships will empower NOCs to take a lead within their countries to ensure the implementation of pre- and post education related to YOG and Olympism.

Question 1

How can the Youth Olympic Games enrich and empower young athletes? How do we ensure that youth have a voice? We must respect regional thinking and celebrate local sporting traditions to promote international understanding and goodwill.

- a. begin laying groundwork prior to arrival at YOG
 - i. group athletes from other countries – contact each other via Internet, mobile phone, SMS
 - ii. provide educational materials designed to explain, promote Olympic ideals to each athlete
- b. run multiple workshops designed to develop useful life skills during YOG
 - i. public speaking, media interviews – job interview skills
 - develop networking skills
 - promote ability to give informed opinion in a group setting
 - ii. leadership workshops to exert influence in local community
 - iii. exit interview groups to brainstorm changes for next YOG
 - iv. stress management workshops
 - v. athlete groups design own versions/context of sporting game as a development method for critical thinking skills
 - vi. groups design variable story endings for UNESCO/Olympism Pick Your Own Ending reading materials
- c. point cards to encourage participation in cultural experiences
 - i. amass points from continent experience other than athlete's own
- d. sport management workshops to increase awareness of wide variety of career paths available in sport are numerous ways to attend the Olympics
- e. institute safe environment for athletes to speak out and be listened to
 - i. how should coaches treat athletes? how should media behave?
 - ii. at what age should competitions begin?
 - iii. what should be changed for the next YOG?
 - iv. what were the difficulties experienced to get to YOG? what is it like to travel internationally?

- f. local schools adopt a country for the year: learn the culture and attend YOG to root for team members of designated country
- g. how can YOG educate the educators to promote the values of Olympism?
 - i. target education professors, teachers
 - ii. develop continuing education, in-service workshops
 - iii. design and implement appropriate methods of delivery
 - from top down: IOA → NOA → school system → local school
 - bottom up: athlete → coach → NOC (NGB) → IOC (IF)

Question 2

Sport does not require verbal communication but investigation of culture may. How can effective interpersonal communication be accomplished in a multi-language format? How can leadership skills be developed in these extraordinary young people from around the globe?

- a. workshops in multiple languages
- b. encourage participation in multi-language workshops
- c. sponsor workshop projects that are not language-based
 - i. video photo project
 - bring photos from home to portray the area
 - take photo/videos in Olympic Village that reflect experience
 - * use as part of Closing Ceremony
 - give each athlete digital camera with memory stick prior to arrival at YOG
 - * memory stick could have educational materials preloaded as preparation for arrival at YOG
 - ii. group painting project to portray goals of this festival of Olympism via symbols/drawings/design
 - iii. group sculpture (clay) to evoke symbolism of Olympism
 - iv. dance workshops highlighting national dance
 - is one area in which “developing countries” have advantage
 - v. cooking classes with ethnic foods

Question 3

What selection criteria best reflect the stated goal of bringing the world's best young athletes to a festival of culture?

- a. team sports – 2 members of each nation are randomly placed in a team composed of several nationalities
 - i. IF chooses coaches considered best youth trainers/coaches
- b. individual sports – after completing their own event, establish relay teams when possible with international members as participants
 - i. (4 or 8 x 100 relay, etc.)
- c. should educators be involved in selection process? what other criteria are reasonable to include for selection to an elite culture/sport festival? How do we prevent promotion of a “win at any cost” attitude in younger group?
 - i. sports performance
 - ii. volunteer activities; academic achievement; music, art participation serve as ice breaker for final athlete selections
- d. should the YOG focus on “all-around student athletes?” – early specializers have been shown to be less effective adults
- e. as nearing final selections, consider whether athlete has potential to become a leader within the Olympic movement
- f. group by performance measures rather than (or as well as) age groups
- g. should Olympians be allowed to compete in YOG if meet age criteria?
 - encourage Olympians to participate but not included in medal race
- h. establish teams *not* based on nation with point totals to earn medals
- i. survey youth athletes regarding preferences for fair selection process
- j. conduct participant survey/ballot at end of YOG to select 100 athletes to attend a Youth International Olympic Academy session the following summer.

ENGLISH-SPEAKING DISCUSSION GROUP 3

YOUTH OLYMPIC GAMES

Question 1

Why are the Youth Olympic Games necessary?

Statements

- If the Youth Olympic Games follow the traditional Olympic plan, it will be ok.
- We need to ensure the results are not the main focus.
- One of the challenges will be the focus of the media impact and the need to communicate effectively by educating athletes on the values of sport.
- Young Heroes to be role models for young people.
- We express concern that the traditional Olympic sports in the countries will benefit. We need to acknowledge that we are focusing on western sports. We need to allow opportunities for non-western sports cultures to be promoted.
- We are concerned about the need for Olympic solidarity to play a significant role in the funding of non-wealthy countries to Youth Olympic Games.

Proposals

- a) To promote Intersex competitions and International teams in addition to traditional Olympic competitions.
- b) We need to consider whether traditional Olympic rules are relevant for the Youth Olympic Games.
- c) To support less wealthy or small countries by holding the games.

Question 2

What is the role of marketing at Youth Olympic Games?

Statements

- The first priority of the role that corporations have in the sponsorship at the YOG should be the promotion of sports and sports values.
- We considered the sport media tourism relationship. In particular, we believe the need to promote the ideas of having a good place, attractive product, lower price and an efficient program.
- We support the rights of children and, in general, the Panathlon Declaration.

Proposals

- a) That the IOC is the primary marketer in the promotion of the symbols of Olympic values (Fair play, healthy lifestyle, Peace).
- b) No advertising in stadium or other venues.
- c) We believe youth athletes, teams and delegations should have access to more Sponsorship from their individual countries.
- d) We need to be concerned with the role of corporations on the production of Olympic Education.

Question 3

How does Coubertin vision reflect and/or manifest itself in the Youth Olympic Games with Education?

Statements

- a) We need to emphasise Coubertin's vision of individual achievement, fair play, do-your-best, participation, and bringing the world together.
- b) We need to consider a new format of the YOG that reflects, values, and respects Coubertin's vision.

Proposals

- c) We need to focus more on the values surrounding Olympism. This needs to be a major role in the YOG, including the primary promotion of the culture and educational programmes.
- d) The IOC need to educate themselves more thoroughly about the academic studies on the social, medical, psychological aspects surrounding the development of youth in sport.
- e) We need to think about changing the name of the YOG, for example “Youth Olympic sports for all”.
- f) We should create educational programmes for the YOG athletes in every country, for example have children writing essays or being educated about Coubertin’s ideas.

ENGLISH-SPEAKING DISCUSSION GROUP 4

Question 1

How do we ensure that the Youth Olympic Games is a positive legacy for youth in sports?

- Positive impact within countries.

Olympism (Values) Education should become a legacy in school curricula. The same funding issued for the YOG should be available to National Olympic Academies for the purposes of promoting and implementing Olympic Education. For countries which do not have a National Olympic Academy (NOA), the funding could be used to establish the organisation to conduct the education programme for Olympism.

The Olympic Education programme could be based on collaboration with all countries contributing.

The Olympic Education programme in schools would have links to values education but be specific to sport.

- Reduce negative ideals such as “winning at all costs”.

Effort, rather than outcome, should be emphasized as a legacy of the games.

Play should be stressed for its intrinsic fun rather than medals or extrinsic achievements. The challenge and enjoyment of participation, i.e. the process –not the outcome– must be seen to be valued.

Physical Educators, NOCs and NOAs need to promote play and participation to the youth rather than competition and achievement. This may then increase participation in sports even in adulthood.

- Better tolerance for diversity.

Diversity has more than one angle. It refers to the contexts of culture, religion, sex and ability.

The YOG could be conducted with the Youth Paralympics Games.

In addition, “teams” could be comprised of mixed nationalities, sexes and abilities. The focus becomes the team rather than the outcome, or political agendas.

Question 2

How do we avoid the Youth Olympic Games becoming a “Mini Olympic Games”?

- Empower the youth to shape their own Games.

There should be a youth forum at the first Youth Olympic Games, to decide the structure and format of the following Youth Olympic Games. This should be a continued practice to allow the Youth to shape and re-shape the Games, if necessary, in the spirit of Olympism.

- Change the form and structure of the Youth Olympic Games.

There could be a change in the type and structure of sports offered.

Competitions of some non-western, traditional indigenous sports could be played in teams of mixed cultural, countries, sexes and abilities to reinforce the idea of the importance of the team spirit. (NB: the capabilities of the host city would need to be known).

This would also encourage participation by youth in sports in their respective countries for they can relate to their own local sports played and promoted in the media.

Also as mentioned in the first question, diversity in types of games and abilities, etc. could be added.

- Media Education and Control

Participating media should be educated in the philosophy of Olympism.

Media should reflect the Olympic Ideals, not just the winners and medal ceremonies. The media needs to be more selective and emphasize the notion that effort is the intrinsic reward.

Whatever is achieved via Olympism Education with the participation of the athletes and entourage will lose its impact if the “win at all costs” culture is the only aspect represented in the media.

- Culture and Education Programme

Rewards for attendance or participation in the cultural and educative programme contradict the notion of intrinsic reward for effort.

There is concern that this approach will reduce the value of the cultural and education programme. There is also a concern that the Cultural and Education programme will not be seen to have equal value as physical sporting performances.

- Records or Recording of Results

Objective 8: Youth Olympic Games (YOG) states

“Organise an event of the highest sports international standards”.

It is thought that this objective contradicts the mission of the Youth Olympic Games, and reinforces the negative perception that winning is the only aspect of value in this sports competition.

Measurements could be taken and not recorded, as mentioned in the presentation of the Youth Olympic Games (YOG), but medals for 1st, 2nd, and 3rd should not be awarded. Everyone who participated in the event should get a medal –the same medal– for their efforts. They would all have been performing at their best.

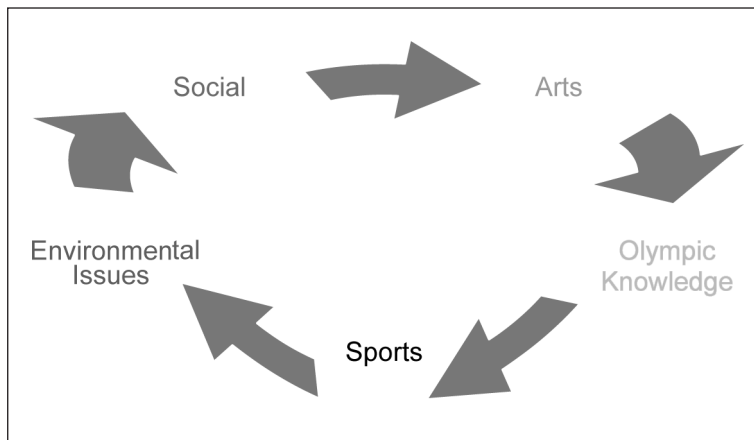
ENGLISH-SPEAKING DISCUSSION GROUP 5

Coubertin Youth Forum

Youth Olympic Games – Topics for Discussion

- Practical examples of conveying Olympic values and the educational process
- Requirements for qualification
- Youth Forum of Pierre de Coubertin Schools

Practical examples of conveying the educational process



Social

- China – students work as volunteers for min 48 hours over 3 years (tour guide in the Forbidden City, help taxi drivers speak English, donate computers to schools for study)
- Austria – volunteer work in hospitals, compulsory, present their experiences

Arts

- Norway – Students discuss and perform role plays based on Olympic values, film studio to teach film studies (and diving!!)
- Greece – publish and display collections of poetry and writing

Olympic knowledge

- England – Coubertin assembly presentations to all students, complete the Olympian Trail
- Austria – students attend voluntary lessons on Coubertin (theory and practical)

Sports

Most schools

- run activity trips e.g. skiing, water sports, adventure
- co-operate with local sports clubs
- Organise different sports competitions e.g. volleyball, athletics, gymnastics
- Olympic games for primary schools

Environmental issues

- Challenge the competitors of the YOG to understand and respect the cost for facilities and equipment
- Youth discussion sessions
- You are a guest in nature – respect the environment
- Re-cycling in every classroom
- Artificial snow – takes longer to melt and can effect plants and flowers
- Develop slogans – “Think globally, act locally”.
- Legacy – what happens after the games

Requirements for qualification

- Several questions (not all the answers) relating to the selection of competitors:

Who will choose the competitors?

How much preparation will be completed by each representative before the games?

Will countries select “the best man” or “the best sportsman”?

Will there be different cultural programmes for different age categories?

Group ideas

- Focus on the “taking part” not just the winning, find the balance between education, culture, sport
- Federations sometimes don’t approve of countries sending their best competitors as they already compete in many national and international events
- Two-tier selection process
 - 14-15 mass performers (not just the fastest runner)
 - 16-18 elite performers (strive for excellence)
- Criteria set by IOC, NOC, NOA, National Governing Bodies
- Youth Forum selection and preparation process can be used as a model for the YOG
- We can offer our material
- We believe in the performance criteria for the Coubertin Award and...

“To celebrate the Olympic Games is to draw one’s inspiration from History”.
(Pierre de Coubertin)

**Closing Ceremony
of the 8th International Session
for Educators and Officials
of Higher Institutes of Physical Education
ANCIENT OLYMPIA, 15th JULY 2008**

ADDRESS

on behalf of the Participants of the Session,
by Carsten OSTHUS (GER) and Tine VERTOMMEN (BEL)

Mr President of the International Olympic Academy, dear Dean, dear Professors and Lecturers, dear Colleagues,

It is a special honour for us to share, on behalf of our colleagues, some of our experiences during this 8th International Session for Educators and Officials of Higher Institutes of Physical Education.

First of all, we would like to thank the Hellenic Olympic Committee and the staff of the IOA. We really had a pleasant stay at Olympia, the ancient place where it all began. We will remember our visits at the archeological sites and museums.

We came here to discuss the new project, the Youth Olympic Games (YOG), which will take place in Singapore 2010. Of course as educators this is a topic we are all passionate about. In this special environment and spiritual atmosphere, we had the opportunity to share and discuss our idealistic and pragmatic thoughts.

We especially want to thank all the lecturers for their very inspiring presentations. These inputs were very useful when we gathered in our discussion groups. We spent a lot of time debating the challenges which arise in any discussion about the Youth Olympic Games. We hope our conclusions and recommendations about the organisation of the YOG will be considered by the International Olympic Committee. Especially those recommendations about the YOG being a unique opportunity to implement the stated Olympic values.

Working with all these different nationalities and personalities in each group was an exciting experience. Thanks to you all, especially the group leaders!

The short presentations showed us a variety of many different approaches

and the good work that already has been done by our colleagues in the different continents. We enjoyed the well-prepared presentations and creative videos.

We are so proud to be the guests of the IOA, an organisation with an outstanding expertise in hosting conferences on important Olympic Studies. At the same place where thousands of years ago the Greek world gathered in a peaceful atmosphere to celebrate the Olympic values, we tried to follow their example.

Maybe most important of all, we found each other in our passion for the Olympic ideals in modern sport. During, but also after the working sessions, we enjoyed each other's company. Friendships were formed, which we hope will last a long time. As an example, the spontaneously organised torch relay will be one of the wonderful experiences we will never forget!

Dear Mr President, dear Dean,

Thank you for creating this forum during which we had the opportunity to learn from each other and to share our thoughts on Olympic Education.

Dear lecturers, professors and friends,

Thanks for sharing your knowlegde, ideas and recommendations. Besides that, thank you for the company. We are sure all of us would like to stay in contact.

Now that we have enriched our knowledge, we can go home and spread Coubertin's ideas.

Have a save trip home and most of all, let the Games begin!

ADDRESS
on behalf of the Lecturers of the Session,
by Prof. Shamseldin Z. ABDIN (SUD)

All the good things have to come to an end.

What was happening here at IOA for the last five days was not less important than what will be happening in Beijing next month. The only difference is that we are more concerned with the vision of Pierre de Coubertin, or what would become of youth in the coming 2010 Youth Olympic Games.

Staying next to the birthplace of the ancient Olympic Games, the historical significance of the place must have inspired you in order to exchange ideas and present suggestions regarding the ethical and ideological basis of youth sport.

We focused on Youth Olympic Games, in order for this concept to be developed into a reality. So that youth realise that sports constitute an integral part of the process of their education, which aims at the integration and development of their personalities. We don't want to replicate Olympic Games as is, but add value, education, and culture, besides sports, to bring youth from all over the world together into a forum which stresses quality of life and value of coming together as human beings.

On behalf of the lecturers, I would like to thank Dean Georgiadis and his staff who worked so hard to make this 8th International Session a success. Let us give them a big hand. I also would like to thank you, the participants, for your very active high quality participation and hope we meet again. Not good-bye, but so long.

Efcharisto.

ADDRESS AND CLOSING
of the works of the Session
by the Honorary Dean of the International Olympic Academy,
Assoc. Prof. Konstantinos GEORGIADIS

Ladies and Gentlemen,

The Youth Olympic Games could represent a universal humanist endeavour of democratic education of free citizens and responsible institutions for humanist ethics like the Olympic Movement, through the promotion of Sport-Education-Culture.

The philosophy of the Youth Olympic Games is directly linked to the significance of stadiums as important venues for men, young people in particular.

Sports and games have always been an end in themselves in men's social life. Young people practice sport and play mainly for the pleasure they derive from this activity, which is also a carefree and happy respite in their harsh daily reality.

At the Youth Olympic Games, athletes and spectators, young volunteers, young officials and young journalists will create a sports and Olympic environment and this Olympic environment (as a playground) will contribute, to a certain extent, to moulding athletes and spectators into world citizens. Young people should once again experience sports as games by means of a suitably prepared program.

In conclusion, I would like, following what was said in this room, to repeat a number of questions to which we should pay attention. Performance, the small feat of success, should not turn into a legitimized way of overloading young people, both emotionally and physically, as a result of training at a very young

age, the training schedule, the lack of proper care for adolescent athletes and decisions made by adults on behalf of young people.

Moreover, the Youth Olympic Games should be based on a program that is not aimed exclusively at Western youth but at young people from other continents, young people from third world countries suffering from malnutrition, young people from a different cultural, economic, social and religious background, educated and illiterate young people and young people with different characters.

When developing the educational sports program, we should take into account that sport breeds winners as well as losers, builds self-confidence but may also destroy it. Finally, that it can strengthen but also erode self-respect since success and failure are interpreted by young people as the consequence of their own action or inaction.

It is a difficult, but not impossible task!

On behalf of the President of the IOA, Mr Minos Kyriakou, I wish to thank the lecturers for their outstanding lectures and ideas, the discussion group coordinators and all participants for their excellent conclusions that will be sent to the IOC so that it can prepare the educational program in the best possible way. Finally, let me also thank the interpreters, as well as the IOA staff.

I wish you all a safe return to your countries and may we soon meet again!

List of Participants

EPHORIA
OF THE INTERNATIONAL OLYMPIC ACADEMY

Mr Minos X. KYRIAKOU	International Olympic Academy
<i>IOA President</i>	52, Dim.Vikelas Avenue
<i>HOC President</i>	152 33 Halandri
<i>Secretary General of the ICMG</i>	Athens, GREECE
	E-mail: ioa@ioa.org.gr

Assoc. Prof. Konstantinos GEORGIADIS	International Olympic Academy
<i>University of Peloponnese</i>	52, Dim.Vikelas Avenue
<i>IOA Honorary Dean</i>	152 33 Halandri
<i>Member of the IOC Commission for Culture and Olympic Education</i>	Athens, GREECE
<i>Member of the Executive Board of the ISOH</i>	E-mail: ioa@ioa.org.gr

LECTURERS

Prof. Shamsel Din Z. ABDIN	Psychology Dept, Faculty of Arts
<i>Psychology Dept, Faculty of Arts</i>	International University of Africa
<i>International University of Africa</i>	P.O. Box: 2469 Khartoum
	SUDAN
	E-mail: shams_abdin@yahoo.com

Dr Don ANTHONY 14, Ash Close
Trustee, British Olympic Academy Sid Cup,
KENT DA144HF
UK
E-mail: don.anthony@hotmail.com

Mr Claude-Louis GALLIEN Maison du Sport Francais
Vice President CNOSF 1, Avenue Pierre de Coubertin 75640
Paris Cedex 13, FRANCE
E-mail: clamgall@club-internet.fr

Assoc. Prof. Dr Konstantinos GEORGIADIS International Olympic Academy
IOA Honorary Dean 52, Dim.Vikelas Avenue
Member of the IOC Commission for Culture 152 33 Halandri
and Olympic Education Athens, GREECE
Member of the Executive Board of the ISOH E-mail: ioa@ioa.org.gr

Dr Ivans KLEMENTJEVS Jekaba iela 11, Riga
Member of the Executive Board LV-1811, LATVIA
of the Latvian Olympic Committee E-mail: ivans.klementjevs@saeima.lv
Member of the Latvian Parliament
Olympic champion and double silver medallist

Mr Rob KOEHLER Tour de la Bourse
Director 800 Place Victoria
Education and Program Development, P.C. 120
WADA Montreal (Quebec), H4Z 1B7
CANADA
E-mail: rob.koehler@wada-ama.org

Prof. Dr Marc MAES Tuinstraat, 87
University of Ghent, 9090 Melle,
Former Director of the Belgian Olympic BELGIUM
Committee and the Belgian Olympic Academy, E-mail: marc@bvlo.be
Member of the IOC Commission for Culture E-mail: marc.maes@ugent.be
and Olympic Education

LIST OF PARTICIPANTS

Maitre Luc SILANCE

*Honorary Professor of the University
of Brussels*

Avenue Delleur 29

1170 Bruxelles

BELGIQUE

E-mail: lucsilance@skynet.be

GUESTS

Mrs Inge DEVRIENDT (BEL)

BELGIUM

Mrs Michele FREDOU (FRA)

FRANCE

PARTICIPANTS

ANGOLA

Mr Junior DOMINGOS FERNANDES TORRES

Rua Fernao de Sousa N 49 – 3o 31

ANGOLA

E-mail: diditorresjun@hotmail.com

AUSTRALIA

Mr David BADENOCH

University of South Australia

Magill Campus

St.Bernards Rd., Magill

S.A. Australia 5072

AUSTRALIA

E-mail: david.badenoch@unisa.edu.au

AUSTRIA

Mrs Eva Maria POLLANY

2542 Kottling brunn,
Dr OttoTschadekg 7/6
AUSTRIA

E-mail: evita_pollany18@hotmail.com

BELGIUM

Ms Tine VERTOMMEN

32 Hollestraat
2220 Heist-op-den-Berg
BELGIUM

E-mail: tinevertommen@telenet.be

BRAZIL

Ms Ana Maria MIRAGAYA

Av. Jom. Ricardo Marinho 150/106
BRAZIL

Tel: (21) 33 28 09 49

E-mail: amiragaya@uol.com.br

Mr Luciano CASTRO

Rua Maximiliano J. Bernardes, 325
Viamao/Rio Grande do SUL
CEP : 94480-145

BRAZIL

E-mail: lucianoc@puhrs.br

BULGARIA

Ms Nina DELEVA

Bl 6 P fl.2 Ap. 215
Studentsky grad
Sofia 1700

BULGARIA

E-mail: ndeleva@abv.bg

LIST OF PARTICIPANTS

CAMEROON

Mme Marie Chantal Désirée TOUA EBODE
INJS Yaounde 1016 yde
CAMEROON
E-mail: marychantou@yahoo.fr

CHILE

Lic. Mg. Juan MALDONADO ORTEGA
Olivos 698 – Apt. 670-C
CHILE
E-mail: entrenamientodeportivo@gmail.com

CHINA

Ms Bei ZHANG
87 Wu Xing Rd.
Shanghai, China 200030
CHINA
E-mail: zangbeic@online.sh.cn

Mr Xi Yao CHEN
School of Economics and Management
650 Qing Yuan Huan Rd
Yang Pu District
Shanghai, China
CHINA
E-mail: ewolay@163.com

CYPRUS

Mr Christos CARNOS
12 Kavafi str.
Nicosia
CYPRUS

DENMARK

Ms Tanja CHRISTENSEN

De Mezasuej 11

8000 Aarhus C

DENMARK

E-mail: tanjachristen60@hotmail.com

Mr Jesper FRANCH

Hoejdedraget 76

DK 9530 Stoevring

DENMARK

E-mail: jfranch@msi.aau.dn

EGYPT

Prof. Dr Taher Hassan ELSHAHED

Group 28

7 Elrehab City, Apartment #3

EGYPT

E-mail: telshahed30@hotmail.com

ESTONIA

Prof. Vahur ÖÖPIK

18 Ulikooli str.

50090 Tartu

ESTONIA

E-mail: vahur.oopik@ut.ee

FINLAND

Mr Petri HAAPANEN

Kissalankuja 28-30

17200, Vaaksy

FINLAND

E-mail: petri.haapanen@asikkala.fi

LIST OF PARTICIPANTS

GEORGIA

Mr Papuna KHIDASHELI
Flat 82, Building 13, Block IV
Dighomi Massine
GEORGIA
E-mail: pkhidasheli@yahoo.com

Mr Ilia KHIPASVILI
Ap. 49, 6 Vazis Ubanisetl,
Tbilisi 0152
GEORGIA
E-mail: ilia_khipashvili@yahoo.com

GERMANY

Mr Oliver BENSCH
Offostr. 21
77948 Friesenheim
GERMANY
E-mail: oliver.bensch@t-online.de

Prof. Dr. Axel HORN
Burgstr. 9A
D-83104, Biberg
GERMANY
E-mail: axel.horn@ph-gmuend.de

Mr Carsten OSTHUS
Gruener Ring 70
38100 Braunschweig
GERMANY
E-mail: c.osthus@gmx.de

Ms Sandra ESSER
German Sport University
Olympic Studies Centre
Carl Diem Weg 6, D-50933, Cologne
GERMANY
E-mail: sandra.esser@dshs-koeln.de

Ms Kristina BOHNSTEDT

Koetherhofstr. 3,
D-55116 Mainz
GERMANY
E-mail: bohnstedt@uni-mainz.de

GREECE

Mrs Paraskevi LIOUMPI

Asklipiou 20
Spata
GREECE
E-mail: lioumpi@otenet.gr

Mr Ioannis GEORGIU

Terpsihoris str., 33
Agios Dimitrios
P.C. 17341, Athens
GREECE
E-mail: fotioua@gmail.com

Mr Tassos PAPOULIAS

Lechena
27053
GREECE

HUNGARY

Mr Akos TOTH

Rozse str. 6-8
1125, Budapest
HUNGARY
E-mail: tota13@hotmail.com

LIST OF PARTICIPANTS

INDIA

Dr Yadav MAYA

House No 1475/13
Huda Bhinani (Haryana)

INDIA

E-mail: maya_yadav06@co.in
E-mail: maya_yadav06@yahoo.co.in

INDONESIA

Prof. Dr Gusril Muhammad NASIR

Pesantrem No 27, Rt 01 Rw 02 B4 Kabung
Nrc koto tariqah
Padang
INDONESIA

IRAN

Dr Amir Ahmad MOZAFARI

NOA of Iran
Enqelab Sports Complex, Niayesh Highway
Tehran
IRAN
E-mail: amirahmad.mozafari@iran.ir

ITALY

Ms Claudia MAULINI

Via Salaria 1405
00138, Rome
ITALY
E-mail: claudia.maulini@iusm.it

JAPAN

Mr Katsuya OTSU

390-3-101 Noborito Tama-ku
Kawasaki-Shi Kanagawa
JAPAN
E-mail: otsu@gsa.or.jp

LATVIA

Mrs Agita ABELE

Murnieku 8-6,
Riga, LV-1009
LATVIA
E-mail: agitaabele@inbox.lv

LEBANON

Mr Bachir ABDEL KHALEK

Aley Bechara
El Khoury Street
Hatoum Bld.
LEBANON
E-mail: dr.bach@hotmail.com

NEW ZEALAND

Ms Tammi MARTIN

67 Leaver TCE
North Beach, Brighton
Christchurch
NEW ZEALAND
E-mail: tammi.martin@canterbury.ac.nz

Ms Jill HARGREAVES

University of Canterbury
Private Bag 4800
Christchurch 8140
NEW ZEALAND
E-mail: jill.hargreaves@canterbury.ac.nz

LIST OF PARTICIPANTS

Mr Geoffery KOHE
School of Physical Education University of
Otago, P.O. Box 56, Dunedin
NEW ZEALAND
E-mail: geoff.kohe@otago.ac.nz

NORWAY

Mrs Mari Synnove STAKSTON
Holtevn 545
2372 Brøttum
NORWAY
E-mail: mari.stakston@ol.museum.no

Mr Atle BJERKE
2653 Vestre Gaisdal
NORWAY
E-mail: atle.bjerke@ansatt.opplandvgs.no

POLAND

Ms Maria ZOWISŁO
Krisichiego 1418, Krakow
POLAND
E-mail: mzowisho@op.pl

Mr Janusz MACIASZEK
Os. Pool Liponni 6/24
61-634, Poznan
POLAND
E-mail: jmaciaszek@awf.poznan.pl

PORTUGAL

Mr Fernando SANTOS COSTA
Rua Capitaio Leitao 88-3
1950-052, Lisbon
PORTUGAL
E-mail: sostafernando@hotmail.com

Mr Joao Paulo NATARIO

Rua Clube de Castelo Branco
Quinta da Pipa Lote E-18
C.B 6000-027
PORTUGAL- 6000-027 C. B
E-mail: natas2prof@hotmail.com

ROMANIA

Mr Gheorghe MARINESCU

Bucharest, 60 Giulesti str.
Ap.32, sector 6
ROMANIA
E-mail: georgemarinescu@yahoo.com

RUSSIA

Mrs Marina BORMINA

10-2-31 Karbysheva blvd.
Moscow, 123154
RUSSIA
E-mail: bormina@yandex.ru

SEYCHELLES

Mr Norbert DOGLEY

Fairview, La Misere
Mahe
SEYCHELLES
Email: ndogley@hotmail.com

SINGAPORE

Mrs Kim Gek LIM

51 Sembawang Drive
757699
SINGAPORE
E-mail: lim_kim_gek@moe.gov.sg

LIST OF PARTICIPANTS

Ms Gwendoline Wendy KOH

Bik 332
Jurong East Ave 1 #11-1752 S
SINGAPORE, (600332)
E-mail: gwendoline_wendy_koh@moe.gov.sg

SLOVENIA

Mr Marko LEVOVNIK

Maroltova 9
1000 Ljubljana
SLOVENIA
E-mail: marko.levovnik@siol.com

SPAIN

Dr Emilio FERNANDEZ

Universidad Autonoma De Barcelona
Bellaterra 08193
Barcelona
SPAIN
E-mail: emilio.fernandez@uab.es

SWEDEN

Ms Ann-Christin SOLLERHED

Satarodsv 200
298 92 Tollarp
SWEEDEN
E-mail: ann-christin.sollerhed@hkr.se

SWITZERLAND

Mr Andreas GASSER

Lindenweg 34, 4132 Muttenz
SWITZERLAND
E-mail: andy.gasser@fhnw.ch

Mr Guido PERLINI

Saxerstrasse 5
5000 Aarau
SWITZERLAND
E-mail: guido.perlini@fhnw.ch

CHINESE TAIPEI

Mr Frank Jing-Horng LU

#250 Wen-Hua, First Kuad, Kweishan,
Taoyuan, TAIWAN
E-mail: jlu@mail.ncpes.edu.tw

THAILAND

Mr Chalermpong CHALERMCHIT

73/88, Talard, Muang
Mahasarakham
THAILAND
E-mail: c_hal_ermchit@hotmail.com

Mrs Wassana MANGKANG

111/5 Bangna
Trad Road Maung Chonburi
THAILAND
E-mail: wassana_92@hotmail.com

UKRAINE

Mr Mykhaylo LYNETS

Lviv State University of Physical Education
Kostiushko str. 11, Lviv,
UKRAINE

Mr Viacheslav SEMENENKO

1 Fizkultury str.
03680, Kyiv
UKRAINE
E-mail: semenenko_v@bigmir.net

LIST OF PARTICIPANTS

USA

Ms Elizabeth HANLEY
114 Rainlo St.
State College
PA 16801-7068
USA
E-mail: eah3@psu.edu

Mr James LYNCH
2310 Couples Drive
Lakeland FL 33813
USA
E-mail: jlynch@flsouthern.edu

Mr Keith WALTON
1315 Saddleback Lane
Lewisville
Texas 75067
USA
E-mail: Keith.Walton1@worldnet.att.net

OBSERVERS

PIERRE DE COUBERTIN SCHOOLS

Ms Ilse HARTL
Radstadt, A 5531 Eben Ipg 220
AUSTRIA

Mr Guopeng SHI
No. A2, Xihuangchenggen North Street
Beijing 100034
Beijing
CHINA
E-mail: shiguopeng@bhsf.cn

Mr Petr NYVLT

Svepomoc 693
Sezimovo Usti II 391 02
Tabor
CZECH REPUBLIC
E-mail: p.nyvlt@email.cz

Mr Klaus BOTTNER

Alter Stadtweg 7
99189 Kuhnhausen
GERMANY

Mr Andrew REECE

7 The Fairways, Condover
Shrewsbury, Shropshire
GREAT BRITAIN
E-mail: areceb@yahoo.co.uk

Ms Kalliopi KOUROUPI

1 Byzantiou str.
153 51, Pallini
Athens
GREECE
E-mail: kakouroupi@in.gr

Mrs Patricia KUBINCOVA

Pod Parovcami 73
921 01 Piestany
SLOVAKIA
E-mail: kubincova@yahoo.com

Mr Robert MARXEN

Wasseraecker 10
D- 67705, Trippstadt
GERMANY
E-mail: robmx@gmx.de

Ms Ines NIKOLAUS

Lindenstr. 5a
D-99310 Bosleben
GERMANY
E-mail: ines.nikolaus@web.de

LIST OF PARTICIPANTS

INTERNET

Mr Theo BREUERS (NED) Digital Broadcast 1, GmbH
Vaalser Strasse 540
D – 52074 Aachen,
GERMANY
E-mail: breuers@db1.org

Mr Dorre BREUERS (NED) Digital Broadcast 1, GmbH
Vaalser Strasse 540
D – 52074 Aachen,
GERMANY

PREMISES DIRECTOR

Mr Charalambos GIANNARAS International Olympic Academy
270 65 Ancient Olympia
GREECE

IOA ADMINISTRATIVE PERSONNEL

Ms Antonia BORBOTSIALOU International Olympic Academy
52, Dimitrios Vikelas Avenue,
152 33 Halandri,
GREECE
E-mail: a.borbotsialou@ioa.org.gr

Ms Alexandra KARAISKOU
International Olympic Academy
52, Dimitrios Vikelas Avenue,
152 33 Halandri,
GREECE
E-mail: a.karaiskou@ioa.org.gr

Ms Roula VATHI
International Olympic Academy
52, Dimitrios Vikelas Avenue,
152 33 Halandri,
GREECE
E-mail: r.vathi@ioa.org.gr

LIBRARY

Mr Themis LAINIS
International Olympic Academy
52, Dimitrios Vikelas Avenue,
152 33 Halandri,
GREECE
E-mail: ioa@ioa.org.gr

Ms Giota XENOU
International Olympic Academy
52, Dimitrios Vikelas Avenue,
152 33 Halandri,
GREECE
E-mail: ioa@ioa.org.gr

Ms Irene KARALI
Sevastoupeleos Str., 91-93 Abelokipoi
Athens,
GREECE
Email: karaliirene@yahoo.gr

IOA ARCHAEOLOGIST

Ms Vasiliki TZACHRISTA
International Olympic Academy
52, Dimitrios Vikelas Avenue,
152 33 Halandri
GREECE
E-mail: v.tzachrista@ioa.org.gr

IOA TECHNICAL PERSONNEL

Mr Evangelos FRIGGIS
Electrician
International Olympic Academy
52, Dimitrios Vikelas Avenue,
152 33 Halandri,
GREECE
E-mail: v.friggis@ioa.org.gr

Mr Panagiotis GIANNARAS
Technical Support & Internet
International Olympic Academy
52, Dimitrios Vikelas Avenue,
152 33 Halandri,
GREECE
E-mail: p.giannaras@ioa.org.gr

Mr Konstantinos KARADIMAS
Operator of the Photocopying Machine
International Olympic Academy
52, Dimitrios Vikelas Avenue,
152 33 Halandri,
GREECE
E-mail: k.karadimas@ioa.org.gr

Mr Themis VLACHOS
Electrician
International Olympic Academy
27065 Ancient Olympia
GREECE
E-mail: ioa@ioa.org.gr

SUPPORTING STAFF – TRAINEES

Ms Dimitra KARTSAGOULI (GRE) 2a, Gianni Kolokotroni Str.,
Tripoli 22100 GREECE
E-mail: dimitra_karts@hotmail.com

Ms Evangelia CHATZIKALYMNIΟΥ (GRE) 33, Charmilou Str.,
Kos 85300 GREECE
E-mail: hatz_vag@hotmail.com

HELLENIC RED CROSS

Dr Foteini GIANNIKOPOULOU 68, Korydalleos Str.
Doctor Patras, GREECE
E-mail: gfwtia@gmail.com

Mr Spyros CHRISTOPOULOS 31-33, Votsi Str. 26221
Doctor Patras, GREECE

Mr Nikos GIATRAS 103, Syntagmatarchou Zisi Str.
Rescuer Patras, GREECE

Mr Vasilis GEORGILAS 102, Kanakari Str.
Rescuer Patras, GREECE
E-mail: vasilis.georgilas@BEST.eu.org

Mr Vasilis KOUTROUMANIS Kerkiras 9,
Rescuer Patras, GREECE
E-mail: takishpi@otenet.gr

Ms Vasiliki FAILADI Plithonos 5, 264 43
Rescuer Patras, GREECE
E-mail: failadivasiliki@hotmail.com

Ms Iro GIANNOPOULOU Ancient Pisa
Rescuer GREECE
