

INTERNATIONAL OLYMPIC ACADEMY

**REPORT
ON THE 8TH INTERNATIONAL SESSION
FOR DIRECTORS OF NATIONAL
OLYMPIC ACADEMIES**

18 – 25 APRIL 2005

ANCIENT OLYMPIA

Published by the International Olympic Academy and the International Olympic Committee

International Olympic Academy
52, Dimitrios Vikelas Avenue, 152 33 Halandri-Athens, Greece

Editor: Assoc. Prof. Konstantinos Georgiadis, IOA Honorary Dean
Athens 2006

ISBN: 960-89540-1-0

INTERNATIONAL OLYMPIC ACADEMY

SPECIAL SUBJECT:

**THE NATIONAL OLYMPIC ACADEMY:
STRUCTURE, OBJECTIVES AND OPERATION**

ANCIENT OLYMPIA



Commemorative Seal of the 8th Session for Directors of NOAs

**EPHORIA
OF THE INTERNATIONAL
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(2005)**

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Foreword

The 8th International Session for Presidents of NOAs was organized in Ancient Olympia from 18th to 25th April 2005 and the special subject of the Session was: “The National Olympic Academy: Structure, Objectives and Operation”.

Ninety-four delegates (thirty-one women and sixty-three men) from seventy-one countries participated in the Session. Sixteen women and sixty men participated respectively four years ago, and this means that the women’s participation representing NOAs in the IOA’s Sessions has been doubled today and it is constantly being increased.

During the Session lectures were delivered by the following specialists on the Olympic Movement and Physical Education and Sport: Prof. Hai Ren from China, Mrs Zdenka Letenayova from Slovakia, Mr Marius Francisco from Benin, Mrs Dimitra Koutsouki from Greece, Dr Silvio Rafael from Portugal and Dr Kostas Georgiadis from Greece. Three of the lecturers were officials of active NOAs, who were invited to present their point of view on organisation and administration matters within an NOA, emphasising on practical issues regarding the Olympic Education Programmes, the structure, operation and aims of National Olympic Academies. In addition, twenty-three National Olympic Academies presented a brief report on their activities during the previous year and their plans for the following period.

For the sixth consecutive year, the Session was broadcasted live through the Internet, giving the possibility to hundreds of officials

and researchers from various parts of the world to follow the works of the Session.

The participants were divided into 8 discussion groups, 7 English-speaking and 1 French-speaking. Under the guidance of their coordinators, the participants discussed on the status of the NOAs, the creation and the operation of an NOAs' network, the relationship between the NOAs and the Olympic Studies Centres, as well as on the need a Master's Programme within the IOA activities etc. The conclusions of the discussion groups are proved to be valuable for the better operation of an NOA and the better cooperation among the NOAs and between the NOAs and the IOA.

Prof. Kostas Georgiadis
IOA Dean

LECTURES

45 years of Olympic Studies and Olympic Education in the International Olympic Academy

Dr Kostas GEORGIADIS (GRE)

Dean of the International Olympic Academy

Founding of the International Olympic Academy

The International Olympic Academy (IOA) as an intellectual centre of the Olympic Movement emerged out of the issues that concerned eminent sports personalities of the international community. In the late twenties, the concern for the Olympic Movement led those who were inspired by the ideas of Pierre de Coubertin, first Ioannis Chrysafis and then Carl Diem and Ioannis Ketses, to develop a plan of operation for the IOA. The Hellenic Olympic Committee accepted this plan in 1938. In its 44th Session in 1949, the IOC approved the establishment of the IOA by the Hellenic Olympic Committee under the auspices of the IOC. The Hellenic Olympic Committee undertook the operation and all the expenses of the IOA.

The aims of the IOA, as reported in article 3 of the Regulation for the Organisation and Operation of the IOA, are the following: a) the foundation and operation of an international intellectual centre in Ancient Olympia that will see to the preservation and propagation of the Olympic Idea, b) the study and application of the pedagogical and social principles of the Olympic Movement, c) the scientific foundation of the Olympic Idea, the co-ordination of the foundation and operation of the National Olympic Academies all over the

world and the supervision of their work, and d) the organisation of international educational sessions and conferences on the propagation of the Olympic Ideal.

Facilities and Programs

The IOA's work and activities on issues of Olympic Education have been pioneering. In 1961, the IOA began its educational activities in tents. Today, its activities are carried out in modern facilities (4 conference halls, one of which has a seating capacity of 420 persons, one of 240 persons and two of 100 people, football fields, volleyball, basketball and tennis courts, a swimming-pool, etc). Moreover, there is a well-equipped library on the IOA premises with approximately 15,000 books and magazines and a wide range of videotapes about the Olympic Movement.

Since 1961, the IOA has carried out extensive work in Olympic Education. The following Sessions have been organised on the IOA's premises in Ancient Olympia:

- **44** International Sessions for Young Participants (1961-2004) with 7,745 participants from 169 countries and 339 lecturers.
- **9** International Sessions for Educators of Higher Institutes of Physical Education (1978-1991), in which approximately 505 university professors and 47 lecturers participated.
- **3** International Sessions for Directors and Responsibles of Higher Institutions of Physical Education (1986-1990), in which 147 persons participated and 20 gave lectures.
- **6** Joint International Sessions for Educators and Staff of Higher Institutes of Physical Education (1993-2003), in which 566 persons from approximately 75 countries participated and 53 gave lectures.
- **8** International Sessions for Members and Staff of National Olympic Committees and International Federations (1978-1991),

in which 954 persons from 119 countries participated and 43 gave lectures.

- **6** International Sessions for Directors of National Olympic Academies (1986-2003), in which 348 persons from 121 countries participated and 51 gave lectures.
- **7** Joint International Sessions for Directors of National Olympic Academies, Members and Staff of National Olympic Committees and International Federations (1992-2004), in which 806 officials of the International Olympic Movement participated and 56 persons gave lectures.
- **12** International Seminars on Olympic Studies for Post-graduate students (1993-2004), in which 443 academic scientists, at the start of their careers, from 76 countries participated and 67 professors gave lessons.
- **10** International Seminars of Sports Journalists (1986-1999) in which 434 journalists of print and electronic press from all over the world and 36 lecturers participated.

Every year, approximately 2,500 persons participate in the international and national educational activities of the IOA.

Eminent personalities specializing in letters, culture and sports have been invited and have presented their studies, points of view and propositions on the Olympic Movement.

Olympic Education: Scientific, Aesthetic, Psychosomatic and Spiritual

As a result of the experiences gained through its educational activities, the structure of the IOA's programs on Olympic Education is based on four main axes:

1. Scientific academic training: lectures, discussions with the lecturers, discussion groups, presentations by Olympic medallists, short presentations by the participants.

2. Artistic activities: during the Sessions painting, sculpture, dance, music, poetry, literature and photo workshops are organised.

3. Sport activities: both sexes participate in common sports activities, traditional games and presentations of “unknown” local and national athletics.

4. Social activities: traditional dances, songs and costumes from different countries are presented.

In the framework of the Olympic Education at the IOA, and through a daily psychosomatic and spiritual procedure, the participants experience the principles of Olympism and are appropriately prepared to diffuse them to other citizens.

Through the educational program of the Sessions, the cultural tradition and heritage of Ancient Olympia are combined with the modern Olympic Movement and free spiritual contemplation in the beautiful natural landscape of the IOA's premises. The International Olympic Academy is established as the “Source of Ideas” of the Olympic Movement through its activities and work. This source is enriched by the ideas of the participants in its sessions, who come from all over the world and have different ideological, cultural, political and religious beliefs. The unique material and technical infrastructure and the seriousness observed in the conduct of the Sessions contribute to the successful outcome of the Sessions.

Through its programs, the IOA implants the seeds of peace and promotes solidarity, international mutual understanding and tolerance. During the Sessions, friendships and relations are built that could contribute to the formation of a more peaceful world. For that reason, the IOA collaborates with the International Centre for the Olympic Truce, to which the IOA has symbolically assigned offices at the premises in Ancient Olympia.

Cultural Diversity and Gender Equality in Olympic Education

Among the main goals of the IOA are the equality of both sexes and their equal participation in its activities. This point of view is more than just a declaration of the theoretical and scientific expression of women's rights in sports. At the request of the IOA, Olympic Solidarity agreed to cover half of the price of the transportation for one young male and female participant. This ensures an equal number of participants both for men and women in the Session for Young Participants. The rule of equality is also meticulously observed in the selection of the Coordinators of the Discussion Groups and of the participants in the International Seminar on Olympic Studies for Post graduate Students. The goal is that, in the long term, respect for the principle of equal opportunity for both genders should introduce necessary changes in the larger participation of women as officials in the Olympic Movement.

There is an emphasis on ensuring that lecturers come from all the cultural zones of the planet and both genders are equally represented. Since the students (men and women) will constitute the international scientific community specializing in Olympic issues, this will ensure that we will gradually overcome our differences. Lecturers will be selected from that scientific entity. It is also notable that participation in the Sessions is based on the voluntary choice, mindset and preference of the participants to serve the Olympic Movement.

Reports, Publications and Internet Dissemination

The IOA publishes the Reports of the Sessions in order to promote scientific research on Olympic Studies (available on the website at www.ioa.org.gr). By 2004 the IOA had published forty-three Reports on the Sessions for Young Participants and nine on the Special Sessions. In order to support the programs on Olympic Education, on the initiative of its President, Dr Nikos Filaretos, the IOA published the

handbook *Keep the Spirit Alive* (1995) under the auspices of the IOC Commission for the IOA and Olympic Education. It also produced an educational tool in the form of a small museum which can be used in schools.

Respecting the cultural heritage, the IOA has put on the recording of the archives of both the Hellenic Olympic Committee and the International Olympic Academy; also, in collaboration with Olympic Solidarity, the IOA has published three books: the “Archives of the HOC” (2002), the “Revival of the Olympic Games” (2003) and “Athens, the city organising the Olympic Games” (2004).

Modern society is based on electronic information. The International Olympic Academy has proceeded in two essential moves, through which more and more people will have the opportunity to be informed on its activities and have direct access to its scientific work:

1. On the website of the Academy (www.ioa.org.gr), there is a database where researchers have free access to 12,000 pages of scientific books. The site is highly visited by researchers from all over the world.

2. For five consecutive years, the IOA’s Sessions have been directly transmitted through the internet. During the Sessions, about 5,000 people follow on a daily basis the lectures that take place in Olympia.

In collaboration with the Internet Coordinator of the IOA, young people from different parts of the world have the chance to comment directly and put questions to the lecturers of the Session. And so the vision of the IOA for Olympic Education on an international scale is realised to some degree.

In the framework of the program on Olympic Education, the IOA also collaborated with the Athens 2004 Olympic Organising Committee and the Greek Ministry of Education on the development of a complete series of educational books written for pupils of 6-9, 9-12 and 12-15 years old, and for teachers.

Collaboration with National Olympic Academies and Universities

With the IOA's support, 130 National Olympic Academies have been founded in order to diffuse the Olympic Ideal in their country; 81 of them have been founded during the last 15 years (62 of them in the '90s and 19 during the last 4 years). Members and officials of the National Olympic Academies have participated in educational seminars of the IOA in order to be informed about and engage in discussion of issues in Olympic Education. In many countries, the National Olympic Academies have developed excellent programs on Olympic Education.

Moreover, in collaboration with the National Olympic Academies, the IOA has organised Art Competitions and Olympic Literary Competitions worldwide. In 2003-2004 and in collaboration with the National Olympic Academies, the IOA has organised the "Olympic Literary Competition" in which 17 NOAs participated. The NOA of Mauritius earned the first prize, while the NOAs of New Zealand and Indonesia earned the second prize.

For the last fourteen years, the IOA also has collaborated with universities from all over the world in the organization of the Postgraduate Seminar. The students of the Seminar constitute a continuous source of research and knowledge for the Olympic Movement and the Centres of Olympic Studies around the world. It's certain that, in the future, they will support the Olympic Movement and they will promote -several of them probably as academic staff- the Olympic Philosophy.

The IOA collaborates with the University of Loughborough in England during the last five years. As a result, students from the International Seminar on Olympic Studies for Post graduate students can obtain 30 credits as long as they pass the exams at the end of the Seminar. The students of the Seminar constitute an inexhaustible

source of research and knowledge for the Olympic Movement and the Centres of Olympic Studies all over the world.

Restoration of the IOA's premises

It's worthwhile mentioning that this year we have completed the restoration of the IOA's premises in Ancient Olympia. The General Secretariat for the Olympic Games of the Greek Ministry of Culture has fully financed the works (1,5 million Euros).

IOA as a legal entity of private law

By a law that passed last year, the International Olympic Academy is changed into a legal entity of private law and operates autonomously but always under the auspices of and in collaboration with the Hellenic Olympic Committee and the International Olympic Committee. So, the IOA can expand even more its activities and realize faster its vision for the introduction of the Olympic Education into the educational system of all the countries in the world.

During the last 44 years, the IOA has completed a great amount of work in Olympic Education, the results of which can be measured by the fact that the term "Olympic Education" is now recognized on an international level and is established in many educational curricula in different countries. The future seems to be auspicious, as the Ephoria of the IOA aims to broaden the educational activities of the IOA and cover new scientific and educational fields, which have gained great importance for the Olympic Movement during the last years.

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The Paralympic Education Program of Athens 2004

Prof. Dimitra KOUTSOUKI (GRE)

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& Sports Science, University of Athens*

The Education and Training Department of the Athens 2004 Organizing Committee of the Olympic Games was responsible for the publication of the educational kit of the Paralympic Games.

The title of the kit, which consists of printed and audiovisual material is: “**The Paralympic Games – From 1960 to 2004**”. It starts with an introduction on the educational aims and objectives of the resource.

The printed part consists of five (5) sections:

The first section, entitled “**References – Approaches**”, mostly aims at providing information to educationists on important issues in relation to the Paralympic Games. It includes the following subjects:

1. The International Paralympic Movement and the history of the Greek Paralympic Movement.
2. Conditions for participating in the Paralympic Games.
3. The evaluation process and competition categories, with respect to individual differences and the functional classification of disabilities.
4. Sports, with reference to the Summer and Winter Paralympic Games, technology and sports equipment.
5. The athletes’ career, with reference to sports counseling and withdrawal from sport.

6. The right to participate.
7. The social dimension, with reference to ethical issues and the contribution of physical education to attitude shaping.
8. Stories of will power with three Greek Paralympic medallists talking about the Paralympic Games.
9. The last sub-section entitled, “The 12th Paralympic Games of 2004”, presents the sports and Athens as an accessible city.

Greek and foreign academics and members of the International Paralympic Committee contributed to the drafting of the first section.

The second section, “**Information Pages**”, contains a wealth of information that can be used in schools on the institution of the Paralympic Games in general, with special reference to the Games of 2004.

Indicatively, here are a few of the topics covered in the second section:

- Milestones in world sport for disabled athletes.
- The Paralympic Oath and Anthem, the Paralympic Flame.
- Tae-woks, a symbol of human will.
- The emblem of the Athens 2004 Paralympic Games.
- The values – The 19 Paralympic sports.
- The classification of athletes – Their nutrition.
- Volunteering – Doping – The environment – The transportation system – The opening and closing ceremonies – Security and other issues.

The third section, “**From theory to action**”, includes a range of activities aimed at the different school education levels: primary, lower and higher secondary education. These activities may be physical, representational or theoretical with the view to improving students’ awareness and knowledge of the Paralympic Games. They can be practiced in the classroom, the schoolyard or outside the school premises. Each activity draws on the information contained in the

two previous sections, “**References – Approaches**” and “**Information Pages**”, and is linked to their respective contents.

The fourth section, “**Greek athletes**”, contains short CVs of the Greek athletes who have competed in the Paralympic Games. School children are encouraged to come in contact with Paralympic winners, get to know them better, learn about their life, their efforts and their professional plans.

The fifth section, “**Sources**”, contains an extensive bibliography for teachers as well as older pupils wishing to explore further the issue of sport for people with disabilities.

At the end of the publication, readers will find a parlor game called “**From 1960 to 2004**”. Through the game, students can familiarize themselves with the sports and the values of the Paralympic Games and the history of the Paralympic Movement.

The audiovisual part includes a video film, “**The Paralympic Games**”, which completes the teaching material with image and sound. The videocassette presents the Paralympic Movement, the stars of the Paralympic Games and the 19 Paralympic sports with their rules. Then, three disabled Greek athletes speak about how important it is to try and achieve distinction and to participate in such a major and outstanding sports competition.

The **Athens 2004** planning and implementation team chose the themes of the individual sections, which make up the contents of the Paralympic educational kit. This material serves a double objective:

On the one hand, it offers up to date information to the teacher, helping him/her to pass on his/her knowledge to the students while encouraging, on the other, students’ participation and involvement in the activities so that they can gain knowledge and become more aware of the issues related to sport for the disabled.

The material has been designed in a way that makes it easy for it to be used by the relevant school class and its available equipment,

always keeping in mind the interests and age of the pupils.

In particular, as specified by the Athens 2004 Organizing Committee, the teaching material aims at:

1. Propagating the ideas of Olympism and the Paralympic Movement.
2. Providing information about the preparation and the staging of the Paralympic Games.
3. Developing a new, positive attitude towards the disabled.
4. Offering inspiration from the passion and determination of the athletes who compete in the Paralympic Games.
5. Making people aware of the right to autonomous development and equal participation.

The **Athens 2004** Paralympic Education Program, is part of the general Olympic and Paralympic education program that has been introduced in the schools since 2000. The five (5) main areas of Olympic and Paralympic education are: **Culture, Sport, Eliminating Social Exclusion, Multiculturalism, Olympic Truce and Volunteering.**

The Paralympic Education Program is an educational process aiming at enhancing the educational value of the Paralympic Games by integrating the elements of modern culture. Its object is to develop a positive attitude towards lifelong physical exercise and sport as a way of life, towards fair play and the true spirit of the Paralympic Games.

The Program includes a range of activities, which offer knowledge about the ancient and modern history of the Games, sporting and social skills and promote values, attitudes and perceptions. Pupils become acquainted with the timeless values of education through teaching that builds on experience, sports activities, games and events organized in a creative teaching environment. They learn to practice actively and fairly different sports and draw lessons from such

participation as competitors, volunteers or staff. They will also acquire skills that they can use creatively in their daily lives.

The Paralympic Games have the power to inspire young students with the principles of **acceptance of differences, respect for human rights, solidarity and cooperation.**

Paralympic education, as a teaching process, transfers knowledge, shapes attitudes and develops skills related to the values of Olympism. For example, in the area of knowledge, students are taught the history of the modern Paralympic Games. At the level of relations, one example would be the adoption of a sporting attitude compatible with the notion of “**fair play**”. Finally, at the level of skills, we can mention the ability to communicate with people from different ethnic background, religion or culture in general.

Paralympic education is an effective pedagogical method that incorporates the Olympic ideals, the values of Olympism and humanism in the educational system. Its aims are to promote the development of feelings of solidarity, tolerance and mutual respect that are closely linked to the concept and practice of fair play. In addition, the concept of Paralympic Education is an indivisible part of the development of the modern Paralympic Movement.

Coubertin understood Olympism as a philosophy of life with a real educational value. **Olympism is an educational value.** It never fails to emphasize that the Olympic Games are an opportunity for promoting the educational elements and humanitarian values of Olympism. The practice of sport contributes to the fulfillment of young people’s personality, strengthening the sense of continuity of human civilization. *Fraternization, peaceful coexistence, humanitarian perception, respect for human rights, respect for diversity, equality, justice, fair play, environmental protection and universality* finally, the timeless values of the Olympic Idea are encouraged.

The modern Paralympic Games, which represent an event of major social significance, **with worldwide appeal**, are striving for that same goal.

The production of illustrated printed material and video tape helps teachers and students become acquainted with the major sports event of the Paralympic Games and its multidimensional message: “the great challenge, going beyond one’s limits, the triumph of human willpower”.

The concepts of “sociability”, “integration”, “inclusion”, “being different”, “equal opportunities for all”, “autonomy”, “racism” and “exclusion” are directly related to the educational system and to the Paralympic Movement as well.

With the help of the educational system students learn about Paralympic sports, their history, the description of every sport, the categories of participating athletes, the adaptations to the technical equipment, the changes to the rules, as well as the success of Greek athletes at the Sydney Paralympic Games.

The main objective of teaching for elementary and lower and higher secondary schools, in addition to providing information to pupils about the Paralympic Games, is to make them more sensitive to people with disabilities and their participation in sport. An effort is made to help them understand the significant benefits that result from being entrusted with the organization of this major national event.

The activities proposed in the educational kit, are not limited to information but also require action on the part of the pupils themselves.

At the level of primary education, the material focuses, specifically, on games that introduce the pupils to the rules and the staging of Paralympic sports, while the audiovisual part allows them to understand the historic progress of the Paralympic Movement and grasp the meaning of being different.

At the level of secondary education, Paralympic sport is approached by means of figurative material and activities such as theatrical

performances and painting. Visits to the event venues allow pupils to become familiar with accessibility arrangements and learn about the different sports.

The educational material of the Paralympic Games forms an integral part of Olympic and Paralympic education in Greek schools. It could, however, also be part of the general curriculum. The Ministry of Education for the next 2-year period (2005-2006) has already expanded the Olympic and Paralympic education program for schools to courses on human rights, children's rights, gender equality issues, doping and "clean sport" issues.

Moreover, now that the Paralympic Games of Athens 2004 are over, this material could be reprinted with a somewhat different content, enriched that is with new information and proposals from students and teachers.

Closing this presentation, I would like to mention that in the past, for a very long time, the social image of people with disabilities was identified with a negative and depreciatory perception. Their personality, intellectual ability, emotionality and creativity were often ignored. In modern times, because ensuring accessibility to buildings and open spaces, public transit, sports and cultural facilities is compulsory by law, disabled people see their right to social contribution, to education, entertainment, productivity recognized by the community. If we go back to antiquity and Greek mythology, the ancient poet Homer was presented as blind and the deformed god Hephaestus as a highly skilled craftsman, indispensable among the twelve gods and heroes. Nowadays, the Panhellenic Association of Paraplegics and People with Motor Disabilities plans and stages theatrical performances. Through these performances the disabled have the privilege of serving speech, motion, music, in a nutshell of serving the "arts".

Art and sport require total dedication from those participating in cultural and sports activities. The following saying is often quoted:

“You will never understand the power of a candle, if you do not first see its flame and if you do not come close to feel its warmth”. At sports venues and major athletic competitions, disabled champions and Paralympic athletes compete with total dedication and succeed in achieving outstanding performances and reaping medals. This is when we all feel their power and their flame. Art and sport make no distinctions. The contribution of people with disabilities who participate in culture and sport is tremendous and should therefore be commended and praised.

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National Olympic Academies and their cooperation with their National Olympic Committees and Educational Institutions

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I. Introduction

During the last three decades, the Olympic Movement has changed significantly in many aspects, some of which are encouraging while others seem negative. The rapid development of the National Olympic Academies around the world is definitely a cheerful sign of a healthy aspect of the Olympic Movement. Since the first national Olympic Academy was established in Spain in 1968 with the support of the International Olympic Academy, a total of 130 NOAs have been set up, of which 81 appeared in the last 15 years (62 in the 1990s and 19 in the past 4 years), constituting 62% of the total number of NOAs. The NOA's quick emergence is not accidental, rather it is an inevitable result of the Olympic Movement. The Olympic Movement aims at the promotion of the harmonious development of human beings through sport, and therefore it is a social movement with a strong educational character.

Education is the core of the Olympic Movement because all the fundamental roles entrusted to the movement depend entirely on the educational values of the Olympic Movement. For that reason, all the key figures of Olympism put great emphasis on education. Pierre de

Coubertin, the founder of the modern Olympic Movement and an inspired educator, fully recognized the importance of education and said: “In my opinion the future of civilization rests at this moment neither on political nor on economic bases. It depends solely on the direction which will be given to education.”¹ So, to him the Olympic Movement was, in essence, a tool for education, as he indicated right here at Olympia eighty-seven years ago on April 17, 1927: “Olympism may be a school of moral nobility and purity as well as of physical endurance and energy.”²

The current IOC President Rogge also said definitively: “The Olympic Movement is by nature an educational movement at the service of the youth.”³

The current Olympic Charter also emphasizes its educational value in its statement on Olympism:

Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles.⁴

Obviously, education is where the Olympic Movement begins and ends. However, with the successful application of the marketing mechanism to running the Olympic Games, the economic values and the various related extrinsic benefits of the Olympic Games

¹ Pierre de Coubertin, Address delivered at the Opening of the Olympic Congress in the Town Hall of Prague May 29, 1925, cited in *The Olympic Idea*, Carl-Diem-Institut, 1966, p. 99.

² Pierre de Coubertin, Address from Olympia to the Youth of the world, cited in *The Olympic Idea*, Carl-Diem-Institut, 1966, p. 100.

³ Jacques Rogge, Ethics and Reform, *Olympic Review*, August – September, 2002.

⁴ IOC, Olympic Charter, 2004.

have become the focus, while the social values and educational meaning of Olympism are soon to be forgotten. The power of the spiritual inspiration of the Olympic Movement is slipping away and an orientation to material values has quickly developed, which has brought a series of serious problems to the Olympic Movement, such as the commercialization of the Games, doping of athletes, unfair judges and corrupt officials. The rise of the NOAs is to a certain extent a reaction to the commercial trend of the Movement and an attempt to counterbalance the pursuit of material benefits with moral and spiritual pursuit. It is a significant move to safeguard the goal of the Olympic Movement “to place sport at the service of the harmonious development of man, with a view to promoting a peaceful society concerned with the preservation of human dignity.”¹

The status of NOAs has profound influence on the Olympic Movement because they are responsible for delivering Olympic knowledge and promoting the Olympic spirit and ideals.

Since Olympic education is the fundamental function of NOAs, my analysis will start by discussing the concept of Olympic education to examine its particular features, followed by a discussion of how NOAs should cooperate with NOCs and educational institutions in order to accomplish their mission according to the special requirements of Olympic education.

II. Features of Olympic education

Olympic education, in general, is the process by which people learn Olympism. With respect to pedagogy, Olympic education is different from general education in the following characteristics:

¹ IOC, Olympic Charter, 2004.

1. Multi-target groups

The Olympic Movement is a social movement involved in broad social sectors and each party contributes its own share to the movement and at the same time influences the movement in accordance to its perception of the movement. The real status of the Olympic Movement is the resultant outcome of all the parties. Therefore improving the Olympic knowledge of all parties involved the Olympic Movement is the task that Olympic education has to accomplish. It is clear that Olympic education has quite diversified target groups, ranging from athletes, coaches, team physicians, and referees, to sport officials, journalists, physical education teachers, and even sport fans who are keen on watching the Games. The highly diversified target groups make the conduct of Olympic education much more difficult.

2. Diversified programs

The basic principle of pedagogy tells us that an effective program must have explicit goals and meet the specific needs of target groups. The diversified target groups require diversified programs in order to satisfy the special needs of the different groups. For example, the education programs for athletes would differ from those for journalists.

3. Specialized and synthesized contents

Olympic education, of course, should follow the basic line of the Olympic Movement so that its contents have clear Olympic features. At the same time, it also covers quite broad fields due to the fact that the Olympic Movement is in constant interaction with other social factors. So, Olympic education has to take care of the interrelationships between the Olympic Movement and many influential elements like sport, philosophy, history, science and technology, environment, management, economy and politics etc.

4. Connection to research

Olympic education is not a rigid, static format; instead it is a dynamic process. In the time dimension, the Olympic Movement is a developing process and changes continuously, so Olympic education has to update correspondingly; in the space dimension, different social and cultural backgrounds provide the Olympic Movement with different contexts, so each nation faces different problems and the solutions to those problems are not likely to be identical. Olympic education has to find proper ways to fit the local conditions. From the pedagogical point of view, a good Olympic education program has to be consistent with the target group's needs, program goals, and tools, and the content must be suitable. From the technological point of view - innovation for instance - the Internet and other improvements always bring new opportunities for Olympic education and make it change continuously. All these suggest that Olympic education itself is a subject under constant investigation. A process of Olympic research always accompanies the process of Olympic education.

III. Olympic education demands the cooperation of NOAs, NOCs and schools

The above-mentioned features of Olympic education make it impossible for any formal educational system like schools, or any informal educational system like mass media, to meet all its demands. This is also true for NOAs. NOAs cannot complete the task of Olympic education relying on themselves alone. The massive works and heavy load imposed have to be shared with other organizations, especially NOCs and universities, schools or other educational institutions. Olympic education demands effective cooperation through which necessary manpower is mobilized and resources integrated. This cooperative mechanism is supported by three pillars, namely, NOAs, NOCs and educational institutions.

Each of the three has its own position in the entire system of Olympic education. They complement one another with different functions. In general, the NOAs are the organizers and coordinators for Olympic education, the NOCs offer organizational support and financial sources; while the educational institutions play the role of assistant as they possess professional teaching and research staffs needed by Olympic education.

If we look into the relations among the three pillars of Olympic education we can easily see that they do share some common interests in Olympic education and need each other to carry out educational programs.

As regards the NOAs, even though they have the main responsibility for Olympic education, they are usually faced with challenges from a shortage of resources. As non-profit organizations, NOAs lack the means to obtain necessary resources to support their educational programs and have to rely on NOCs for financial support. In addition, NOAs usually do not possess sufficient manpower, especially the professionals in some specialized fields, to deal with specialized programs such as sport administration, sport law, etc., so they have to rely on universities and other educational institutions for teaching and research. It is also quite common for NOAs to use facilities like sports grounds and classrooms in universities or high schools to carry out their activities.

The Olympic Charter stipulates the NOC's responsibility for Olympic education as follows:

“to promote the fundamental principles and values of Olympism in their countries, in particular, in the fields of sport and education, by promoting Olympic educational programmes in all levels of schools, sports and physical education institutions and universities, as well as by encouraging the creation of institutions dedicated to Olympic education, such as National Olympic Academies, Olympic Museums and other programmes, including cultural, related to the Olympic Movement.”

However, the NOCs' need to promote Olympic education is not only because of the Charter's stipulation but also, perhaps more importantly, because of the many problems they face which heavily depend on Olympic education. For instance, doping issues and other moral problems cannot be rooted out merely by punishments. The ethics cultivated through education would have profound power in the anti-doping struggle. Therefore, it is quite natural for NOCs to support their NOAs in many ways.

For universities, schools and other educational institutions, Olympic topics will always be a favorite subject simply because millions of youngsters around the world favor the Olympic Movement. Olympic education would help schools to achieve their educational goals. Besides, Olympic education, due to its positive social image, would improve the schools' reputation.

Nevertheless, the common interests of the three pillars do not necessarily suggest their cooperation will be smooth and harmonious. As a matter of fact, their collaboration is often frustrating and one can easily identify some problems in the relationships of NOAs with the other two organizations.

It is not unusual for NOCs to overlook their educational responsibility and be unwilling to give NOAs sustainable support. To date there are 202 NOCs around the world, but the number of NOAs is 130, a gap which indicates that 72 NOCs - or about one-third of the total NOCs - have not yet set up their own NOAs. In addition, the NOCs are so occupied with various jobs related to the Olympic Games, and so overwhelmed with the economic, technical and organizational issues resulting from their representations in the Olympic Games¹, that there

¹ Anibal Justiniano, The Basic activities and ways of function of a national Olympic academy, in IOA, *Report on the IOA's Special Sessions and Seminars 1998*. Ancient Olympia, p. 499.

are a considerable number of NOAs that are less active or even not active at all due to the lack of basic support from their NOCs.

With regard to the NOAs' relation to educational institutions, the main problems are usually the conflicts between the NOAs' programs and the schools' own curricula and conventional activities, which confine the NOAs' activities in both quality and quantity.

It is obvious no NOA will fulfill its responsibility to promote Olympic education without a harmonious relationship with the NOC and educational institutions. An NOA's success or failure depends on its cooperation with the other two organizations. The following suggestions may improve their cooperation.

IV. How to strengthen their cooperation

1. Maintaining proper organizational composition

Usually an NOA is one of the sub-branches of the NOC and in reality most of them enjoy the autonomy to develop their own program of activities. As we have already argued that NOA's activities require cooperation with all parties connected to the Olympic Movement, it is reasonable for the NOA board to have relatively diversified representatives from groups such as educational institution principals, athletes and PE teachers as well as NOC officials. To involve people who are important to each other is helpful to set up the organization on a solidly united basis and strengthen the relationship among the NOA, NOC and educational institutions.

2. Keeping communication channels open

Effective communication is important in an organization because it affects practically every aspect of organizational behaviors. Good communication would enable the members of NOA, NOC and educational institutions to know one another better, motivate them

to contribute more to Olympic education and coordinate their efforts. There are various channels available to facilitate communication between the NOA, NOC and educational institutions. For example, regular joint conferences or roundtable meetings for face-to face communication; letters or notices for personally-addressed written communication; and bulletins or reports for impersonal written communication. Recent advances of IT have not only provided new ways to communicate with each other but also timely access to more information than ever before through electronic communication. As a result there are increasing numbers of NOAs that have set up their own homepages and use computer networks for exchanging information. While we are enjoying all the conveniences that high-tech has brought us, we should not forget that technology is only a means of helping people to share ideas and feelings, but it will never replace the fundamental human need to relate to others.¹

3. Building up a relatively stable team

In most cases, when the NOA needs to complete some specific tasks like organizing anti-doping seminars, sport marketing symposiums, sport journalist clinics or other activities requiring special knowledge, they have to turn to the experts in those areas at universities. In order for those professionals to be effective and perform at a high level, it is important to set up relatively formal connections with them and make them ready for the NOA's conventional or potential tasks. It is quite common for NOA's to contact the professionals individually and establish personal connections, which is easy to do but unstable. As a result, the NOA's professional team changes over time as its members come and go

¹ J.M. George and G.R. Jones, *Understanding and managing organizational behavior*, 3rd ed. Personal Education, 2002, p. 450.

due to various personal reasons. So, it would be better for NOAs to contact universities directly through formal channels and try to establish cooperative agreements with universities or schools, which would not only make the cooperation more continuous but also reduce the conflicts between school teaching and NOA activities.

4. Using the Olympics as an educational stimulator

The Olympic Games are the core of the Olympic Movement and embody all the values that Olympism is intended to cultivate, as well as the various controversies that concern all parties and individuals involved. The Games arouse students' curiosity to learn, provoke the audience's emotional involvement and draw the scholars' attention to topics worth investigating. It is obvious that the Olympic Games by nature are an excellent educational subject and research object. Actually, in the pioneer Coubertin's mind the Games are a tool for educating all youth, as he indicated in a paper written in 1908: "the Olympic Games are in no way comparable to the cultivation of rare plants. It is my profound conviction that they are one of the cornerstones of progress and health for the youth of our day."¹

In addition, the Olympic Games are also a focal point of interest for both the NOCs and educational institutions, which provides the NOAs with good opportunities to associate with them to conduct all the various activities of Olympic education and research. It is because various educational opportunities are connected to the Olympic Games that we have witnessed the fact that Olympic education becomes more active as the Olympic Games approach, and that the NOCs and schools pay more attention to Olympic education when the nation is involved in bidding for or hosting the Games.

¹ Pierre de Coubertin, *Olympism, selected writings*, IOC, 2000, p. 542.

V. Concluding remarks

The sweeping triumphs of the Olympic Movement in the material world made Olympic education an urgent task, which resulted in the quick emergence of the NOAs around the world. Olympic education is the fundamental means to counterbalance any tendency to deviate from Olympism and to keep the Olympic Movement moving in the right direction. The very nature of Olympic education requires an intimate cooperation among various organizations, especially the NOAs, NOCs and educational institutions. Although their common interest in Olympic education provides the three organizations with a solid basis, it does not mean that they will cooperate well. To strengthen the NOAs' working relations with the NOCs and educational institutions some measures have to be taken in terms of the NOAs' composition, communication methods, professional groups and opportunities to launch their programs.

Cultural and Educational Programmes of NOAs, a step to the humanisation of society

Dr Zdenka LETENAYOVA (SVK)

*Director of the Physical Culture Museum in Slovak Republic
Secretary General of the Slovak Olympic Academy*

Keeping to the allegation that it is unnecessary to convince those convinced, I would like to present a few reflections.

If we define the culture as “the historically and transmitted systems of symbols and meanings through which human communities make sense of their experiences”¹, then games and sport have a unique position among those activities by which humanity arrives at self-knowledge in the process of its evolution.

Particularly the sport that was created by the nineteenth century as physical activity of a competitive character, gradually established itself in the society as a new cultural holder of both traditional and emerging values, needs, symbols, signs, meanings and objectives, also acting as the means for their perception and acceptance by an individual. From the steam age to the a.i. (artificial intelligence) century it helps to place the body in the service of the mind and vice versa.

The renewal and the definition of basic principles of the philosophy of “neo-Olympism”, the foundation of its first organisational forms,

¹ In: Prof. John J. Macaloon’s speech. Forum: “The IOC and its cultural policy”, March 2000, Lausanne.

the organisation of the first Games and subsequently its deployment in the global movement is therefore a natural way, resulting from the knowledge that history runs between two poles, between the desire of something unattainable and the defence of what already exists and what gets lost in one or other form.¹

Thousands of years of the Olympic history. Unfortunately, one of its results is the fact that in the euphoria of the preparations and the organisation of the Olympic Games the mission of the Games frequently was and still is pushed to the background. The New-Age Games that raised the ideas of Pierre de Coubertin from the dust of the thousand-year oblivion should not have been the purpose but the means for the reformation of the education of young people through the sport. By the promotion of the Games to the most important (not only) sport event of humanity they have become an important

¹ One of the results of this knowledge is also the fact that after several years of joint efforts deployed by the European institutions and sports movement to have sport included in the European Constitution, the European Union adopted Article III-182 as part of its new Constitution in June 2004. Commenting of this significant event, IOC President Jacques Rogge said: *“The decision by the European Union to recognise sport as a key element of its new Constitution is the first step towards developing a European dimension in sport. It is result of ten years of discussions and consultation between European institutions and the world of sport. I am particularly satisfied to see that these efforts have been fruitful and that sport has now a place of its own within the European project”*.

Article III – 182

*The Union shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and complementing their action. It shall fully respect the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity. **The Union shall contribute to the promotion of European sporting issues, while taking account of its specific nature, its structures based on voluntary activity and its social and educational function.***

manipulation tool influencing (positively or negatively) the conduct of an individual or the society.

“The wealth of people and countries lies in education, and sports play a major role in achieving its development. Olympic values provide a lesson for life and should be a point of reference for youths. It is an appeal for the unity of people and for peace.”

Juan Antonio Samaranch, IOC Honorary President²

“Sport plays an important role in integration by contributing to the adoption of values such as respect and tolerance; this should be the legacy of the Olympic Games.”

Jacques Rogge, IOC President³

It certainly was not by chance that these words were pronounced at the World Forum on Education, Culture and Sport in Barcelona in summer 2004. As if they appealed to the new situation in the

Union shall be aimed at:

- a) developing the European dimension in education, particularly through the teaching and dissemination of the languages of the Member States;*
- b) encouraging mobility of students and teachers, inter alia by encouraging the academic recognition of diplomas and periods of study;*
- c) promoting cooperation between educational establishments;*
- d) developing exchanges of information and experience of issues common to the education system of the Member States;*
- e) encouraging the development of youth exchanges and of exchanges of socio-educational instructors and encouraging the participation of young people in democratic life in Europe;*
- f) encouraging the development of distance education;*
- g) developing the European dimension in sport, by promoting fairness and openness in sporting competitions and cooperation between bodies responsible for sports, and by protecting the physical and moral integrity of sportsmen and sportswomen, especially young sportsmen and sportswomen.***

²⁻³ Sports: A Universal Dialogue. World Forum on Education, Culture and Sports. Forum Barcelona 2004.

Olympic movement. Some representatives of international but also national structures have namely forgotten the basic imperative in the philosophy of modern Olympism. The permanent decline, particularly of the moral aspect in the movement at all levels leads to the misunderstanding and devastation of the basic principles comprised in the Olympic Charter. The commercialisation suppresses the educational dimension. The knowledge that the Games of the modern era have not been created as the purpose but as the means of education of a harmonically developing personality in the process of the formation of the universal world culture is vanishing.

Therefore, at the beginning of the new millennium, based on the knowledge of the historical development and the present state of the society, we must agree with the allegation that the idea of the establishment of the International Olympic Academy in the interwar period, its official opening in 1961 and subsequent deployment of the activity of the national Olympic Academies were a natural and unavoidable process in the establishment and maintenance of the educational principle in the Olympic movement.

The variety of activities of the individual academies depends particularly on their organisational integration and internal arrangement but in many cases also on the ability and the will of members of the National Olympic Committees to participate in the Olympic education. It is difficult to define a universal model and method leading to the change of the present desolate state.

The primary point of departure or step to the improvement must be searched especially in an adequate representation of the Academies in the organisational structures of the National Olympic Committees, the strengthening of their powers and the guarantee of adequate financial coverage of their activities. The reference made by the competent persons to the support of the Olympic solidarity sometimes may not suffice...

Although the requirements were repeatedly discussed and defined at different international forums it is not a closed discussion with clear conclusions and standpoints.

Another moment is the need for the creation of international structures of National Olympic Academies. It would lead not only to the improvement of internal communication between Academies but also to a better understanding of their functions in the wide spectrum of the Olympic Movement. At the same time, through local educational programmes on the field of the Olympism to the attainment of objectives leading to the basic globalisation of the society. A good example for the creation of this structure is the activity of groupings of the continental National Olympic Committees. Although in this direction some steps have been already taken on the part of several NOAs, I would like to point out that this problem requires a system solution.

The International Olympic Academy with seat in Olympia that was compared by Avery Brundage, president of IOC (1952-1972), to the "*Mecca of the Olympic Movement*" does not meet its purpose and function by the control and supervision of the individual National Olympic Academies. On the other hand, during its forty year existence it brought a number of model programmes. Many of them helped and became the first stage for the implementation of the Olympic Education at the national level. It became a partner of the International Olympic Committee.

Dear friends, I certainly need not to stress on this forum that the National Olympic Academy is an interest selection institution dealing with scientific, study, information and promotion, but especially educational activities. Its main mission is fulfilled mainly by volunteers. In a few cases only (e.g. our colleagues in Hungary) the functions of the Academy are performed by a professional employee. In the effort at a better transparency of the financing of the Academy

from the state budget and the Olympic Committee's resources not only the membership, but also the activity itself have undergone the process of restructuring. In the latest organisational structure of the Slovak Olympic Committee, adopted only two months ago, the Slovak Olympic Academy (founded in 1993) is classified again as an SOC unit with its own statute and its activities are managed by the vice-president of SOC for the development of Olympism. However the president of the Academy is appointed by the Executive Committee of SOC and the individual functions of the Academy are executed by five representatives of the trade union. They are fully responsible for the establishment of task forces involved in the implementation of the content-oriented activity of the Academy. As a new organisation has been created, it will be possible to evaluate results of the reform steps only after some time. However the individual proved basic programmes in the Olympic Education have remained unaffected. To be concise, from the wide spectre of activities I will only mention specific "Olympism knowledge competitions" that are organised in odd years for elementary schools and in the Olympic year for secondary schools, with participation of the Ministry of Education of SR (in the form of grants).¹ A pleasant moment is the growing interest in a similar competition among university students. The ambition of

¹ About 200 schools usually enrol for the competition. The winners of regional rounds are invited to the International Olympic Camp, with participation of children from Hungary, the Czech Republic, whereby the future participation of children from Slovenia and Poland is considered. In the framework of the camp programme the final of the Olympism knowledge competition takes place. The Academy plans to prepare similar programmes for students of secondary schools as well.

Topics announced for the year 2005 are:

"1. Winter Olympic games and Italy. 2. History of Winter Olympic Games. 3. Olympic Charter".

the Academy will be to pursue the continuity of content seminars from the previous years¹, penetrate more deeply in the general preparation of the Olympians and their implementation teams, as well as Olympic officials, where the orientation to the sport performance and outcome fully predominates. The general professional public will be further invited to discuss the issues, with utilisation of all accessible forms of modern communications. There are considerable reserves in the utilisation of new media, but also in the readiness of traditional media to the cooperation. An input is the inclusion of the annual “Award for the development of Olympism” as the appraisal of work on the promotion and propagation of the Olympic ideas. The award is granted by the Slovak Olympic Committee at the proposal of the Slovak Olympic Academy.

If we are to achieve the state involving the nation-wide educational objective in the future we must pay attention to the remaining population as well. I see some reserves especially in the non-violent and multi-dimensional education of adults, not excluding people in the retirement age.

The art is the supreme form of the materialisation of human activity.

Its influence and position are a major and still unexplored question in the conditions of the Olympism. It accompanies it on the way of

¹ Some of the seminars organised by the Slovak Olympic Academy in the previous period: Sport and media. Development of the Olympism in the conditions of Slovakia. Sport documentations in archives and museums of the Slovak Republic. Educational value of a good example. Sport and (plastic) art*. Humanism in sport, a sportsman as a moral standard. The Olympic Movement after the Games of the XXVIIth Olympiad 2000 Sydney. Strategy of the preparation to the Olympic Games until 2008. In the year 2003 SOA organised the International Conference of the National Olympic Academies. ***Topics for the year 2005: Olympism for the 21st century. Sport and (cinema art)****

* in cooperation with the Cultural Commission of SOC.

its development from antiquity to the present, whether in the form of direct sport performance and experience, or indirectly through the optics of expressive means and the formulation of the individual types of artistic expression. After all, the Olympic artistic competitions themselves, that accompanied the New Age games until 1948, left many artistic artefacts (e.g. architectural objects, music and plastic works etc.) that have become a part of our cultural heritage. Cultural Olympiads and festivals brought new dimensions. Unfortunately, we often forget to use them in the context of the Olympic education!

During the last fifteen years many interesting nonrecurring programmes and permanent projects were developed in the Olympic movement, especially from the initiative of the International Olympic Committee (Sport and Literature, Sport and Fine Art, international meetings of the Olympic memorabilities collectors).

I am certainly not the only one to have experienced that the holder of their implementation in the national environment is, more or less, the National Olympic Academy, who thereby acquire a new mission (unless the Cultural Commission as a co-holder of this mission has been established within NOC) – and become the guarantor of the creation and protection of artistic works in the process of the identification of the national Olympic culture.

Finally I would like to deviate a bit from the theory and given topic. In 1959, during the excavation works for the new museum in Olympia, a Slavonic burial-ground was discovered for the first time in Greece. During the excavation works 20 cinder graves with cinerary urns from the 6th century A.C. were discovered which confirmed the theory that Slavonic tribes (of which I am probably descendant) settled the territory of Olympia in the north from the Krone Hill in the valley Kladeos. This information sounded on the last-year seminar “Territory of Slovakia at the time of ancient Olympic Games” that was organised by the Museum of Physical Culture in cooperation with

the Slovak Olympic Academy; following the seminar the exposition Olive Branch from Olympia was opened as a tribute to the Games of the XXVIIIth Olympiad in Athens. Both had great success with the public.

“Every country in the world ought to have its own sport museum to preserve a part of its history!”

Juan Antonio Samaranch, IOC Honorary President (1993)¹

The creation of sport museums has become a cultural need toward the end of the past century. I am confident that it will remain in the future. Each sport museum can and must have its own originality; in the present perception it is no more an archaic institution but a living organism. However, in addition to its basic purpose, it also has a specific function – it becomes a specific educational tool and information source in the area of sport, particularly through variable exposition projects and events. In 1993 the Olympic Museum in Lausanne became “Mecca” for visitors of sport museums. In addition to their basic activity, many of the existing sport museums have become documentation and information, as well as cultural Olympic centres in their respective countries after the fashion of this Museum.

I recommend to you not to forget at your work this possibility of cooperation as a new form of the Olympic education.

Actually, if we don't know our history we cannot understand our present and foresee the future, even that of Olympism.

¹ The term museum is defined in an article of the Statute of ICOM (International Council of Museums) as follows:

“(Sport) museum is a non-profitable permanent institution serving to the society and to its development and accessible to the public that collects, holds, examines, makes available and displays material evidence of the human development and the development of environment in which he lives, for the purpose of studies, education and pleasure”.

National Olympic Academies in developing countries

Mr Marius FRANCISCO (BEN)

President of the NOA of Benin

I wish to begin this short presentation on National Olympic Academies (NOAs) in developing countries by thanking President Filaretos for his kind invitation to address this audience of colleagues and friends who are all involved in the fascinating process of propagating Olympism.

I) Why have we undertaken this ungrateful task?

First of all, because sport without Olympism could be likened to simple military exercises.

Secondly, because the Reviver of the Olympic Games, Baron Pierre de Coubertin, realized when reviving the Olympic Games that their religious dimension, which had become archaic, should be abandoned.

Although it was this dimension that gave them their full educational value, he understood that a contemporary rendering of the ancient Olympic Games could bring out a moral, humanistic and teaching value for these Games.

In 1929, invited by the Greek government to attend the unveiling of the stele erected to commemorate the revival of the Olympic Games, Coubertin had referred to the idea of creating a center of Olympic studies in these terms:

“I was not able to complete what I wanted to achieve. I believe that a center of Olympic studies would contribute, more than anything else, to preserving and promoting my work, whilst keeping it away from slippery paths that frighten me”.

This is why, at the end of his life, he noted that the revival of the Olympic Games could be considered as only one half of his work, since he strongly wished to see the establishment of a Center of Olympic Studies the material for which is in fact contained in the 20 books, 30 brochures and 1,100 articles that bear his signature.

The Olympic congresses, which he organized in order to expand the cultural foundations of Olympism are another important source. During these gatherings, he attempted to highlight the universal, cultural and educational nature of the cosmopolitan democracy, he himself had established, based on the staging of the Olympic Games, which he described in 1924 as (Durantez) “the great quadrennial festival of human spring, full of order and rhythm, which should always remain at the service of the spirit” (Coubertin).

The first attempt to create such an institution was made during the Games of the 11th Olympiad in Berlin, in 1936. He sent a letter to the German government proposing the creation of an institution to which he would bequeath his records, documents and plans for the revival of Olympism, for the part of this project that would not have been completed.

The project came to fruition with the establishment of a Center of Olympic Studies run by Carl Diem, which only lasted, however, from 1938 to 1944.

Coubertin’s project was to be taken up by his friend and co-worker Carl Diem, together with John Ketseas, after Coubertin’s death on September 2, 1937. The decision to create the IOA was made on April 28, 1949 at the IOC’s 44th Session in Rome. After a number of tribulations, the IOA was officially inaugurated on June 14, 1961.

It is thanks to the IOA's appeal that the idea of founding National Olympic Academies was born, with a first successful experience in Spain, in 1964.

In 1984, an IOC directive invited all NOCs to establish their own NOA. The final step for including the NOAs among the obligations of NOCs was made on July 16, 1990 during the IOC's 96th Session in Tokyo, when the establishment of NOAs was included in the Olympic Charter as an important mission of National Olympic Committees.

II) What is a National Olympic Academy?

The National Olympic Academy is the national cultural center, which sport needs and which aims at promoting the social, education, aesthetic, ethical and spiritual values of the Olympic Movement.

Its mission is also to preserve and disseminate the Olympic spirit, to study and apply the sociological and educational principles in the national cultural context, to cooperate with the IOA and spread its teachings in the country. The NOA educates the young people who will carry and propagate Pierre de Coubertin's thinking.

The National Olympic Academy is the institution that enlightens the NOC on the philosophy that should underpin national sport and on the development of Olympism throughout the world by training athletes, organizers, officials and spectators.

1- Administration

The NOA is run by a National Council set up by the NOC and composed of NOC members and persons with experience who have attended the sessions of the IOA or known specialists, who support national sport.

The mission of the NOA's National Council is:

- a. to follow the activities of the IOA and maintain contacts with it through the NOC;

- b. to attend to the selection and preparation of the NOC representatives who will participate in the IOA's sessions;
- c. to request reports from those who participated in an IOA session, as well as their conclusions, opinions and views;
- d. to mobilize all NOA members in the task of propagating the principles of Olympism;
- e. to organize seminars, meetings, courses, lectures, celebrations of an Olympic day or week to further promote the aims of NOAs;
- f. to produce and distribute appropriate information material on Olympism;
- g. to provide possible assistance, for the publication of books on Olympic issues, the production or purchase of books on Olympism, the organization of an Olympic museum, exhibitions, the creation of an Olympic library.

2- Operation

The NOA may operate in the form of weekly seminars or conferences held at regular intervals in the course of the year. In both cases, it is important to draw up, for each type of meeting, a program outlining the topics, the names of speakers and the subjects for discussion.

Printed or mimeographed copies of the presentations should be distributed to the audience. At the end of the proceedings of the congress or seminar, the subjects considered should be made available to all, even to those who could not attend.

Seminars or meetings could also be held for special categories of people such as journalists, educationists, physicians, physical education specialists, judges and referees.

3- Themes:

The themes of seminars and meetings could be divided in two (2) groups:

- a) Main theme: Olympism, the history of the ancient and modern Olympic Games, the philosophy of Olympism, the contribution

of Baron Pierre de Coubertin, the organization of modern Olympism, etc.

b) Special themes: Olympism and education, Olympism and society, Olympism and civilization, the contribution of Olympism to world peace.

4- Speakers, listeners and guests

§ Speakers: national or foreign, preferably chosen among those who have attended the IOA's sessions, will make presentations at each session.

§ Guests: IOC members, sports science specialists, former Olympic champions or competitors, personalities from the world of sport.

§ Listeners: it is advisable that they come from the field of education, the scientific and sports community and the mass media.

It is during the '80s that NOAs began to emerge in developing countries.

1980: Dominican Republic

1981: Egypt and Chile

1982: Argentina, Bolivia and Ecuador

1983: Mexico, Uruguay and Korea

1985: Hong-Kong and Benin

Around the end of the '90s, another wave of newly created National Olympic Academies swept through Africa: Ivory Coast, Mali, Niger, Senegal, Togo, Angola, Mozambique, Sao Tomé e Príncipe, Equatorial Guinea.

To which were added the NOAs of South Africa, Burundi, Cameroon, Central African Republic, Democratic Republic of Congo, Kenya, Seychelles, Sierra Leone, Sudan, Tunisia, Uganda and Madagascar.

It is quite probable that there are others that have been recently established of which I am not yet aware.

III) Difficulties associated with the establishment of NOAs in developing countries

What are the reasons that slow down the creation of NOAs in developing countries?

1- Endogenous factors

As is the case with similar institutions in other fields, NOAs would obviously need:

- a. Their own building with lots of space
- b. State-of-the-art equipment
- c. Highly qualified human resources, whose skills may not be available in the country
- d. Substantial funds, which will drain the NOCs limited resources
- e. Large libraries.

This is both true and false

- True to the extent that if there are available financial resources, the NOA should be endowed with the funds that are necessary for its promotion; being a research center and a forum of ideas it is important for its reputation to have good media visibility.
- False, to the extent that the main bulk of study and research work is done in an office and then publicized by means of lectures, articles in the press and talk shows or other electronic means.
- False as well with respect to human resources, because even though they may still be under-developed, third world countries do have historians, philosophers, educationists, sports teachers. Moreover, all the people who are interested in Olympism could be initiated with the help of the numerous publications that the IOA and the IOC make available to NOCs, which constitute sufficient documentation for any person wishing to learn about it. In other words, one needs to work in order to acquire the necessary skills.

2- Exogenous factors

There are also exogenous factors that curb the NOAs development. They are the NOC's resistance to the creation of NOAs.

Does the NOC see the NOA as a rival institution?

Does the NOC feel that the NOA may turn out to be a bottomless money pit? Or does it simply say that it lacks the resources for financing such an enterprise, even if it would rely on volunteers?

To the first question, the Olympic Charter answers that NOAs are established by NOCs and could not, as a result, be considered as rival institutions. Being its founder, the NOC could, as an extreme measure, terminate the existence of its NOA.

To the second question, we can say that since it is the NOC, which holds the purse's strings, it is up to it to make financial arrangements, which are compatible with its policy and ambitions. It is, however, important that the NOC explicitly acknowledges that one of its main missions is to propagate the Olympic values.

As Durantez was saying: "An Olympic Committee that does not devote itself to its duty of disseminating Olympism is nothing more in fact than a Sports Committee".

This is why, in response to the unwillingness of a number of NOCs, authoritative voices are now asking, with growing insistence, Olympic Solidarity to include in its budget a credit line for the NOAs that will obtain such funding on the request of their NOC or through it.

This could be one of the recommendations that will come out of the session.

Among the exogenous factors it might be a good idea to look into the structure of the NOAs, so that they do not see themselves as an entity independent from NOCs.

In the organization chart of NOAs, we should distinguish a number of functions:

- a policy and financial decision-making function
- an educational function
- an administrative and management function

Let us take the example of the NOA of Benin.

The policy and financial decision-making function is assumed by a body called National Academy Council.

The educational function is taken on by a Scientific Committee.

The administrative and management function is assumed by a Director.

The National Council, chaired by the President of the NOC, chooses the annual themes and approves the budget that will be allocated to the Academy.

The Scientific Committee, which is coordinated by a Rector, proposes the annual themes to the National Council. Once the choice has been made, it breaks down the theme into areas of interest and lecture topics, which it then divides among the members of the Scientific Committee for research and preparation of the reports.

The Permanent Secretary assists the Rector in his duties. He is the Academy's memory and responsible for the publication of the Academy's proceedings.

The Director of the Academy handles the day-to-day management of the Academy and the execution of the budget approved by the National Council.

According to tradition, the Scientific Committee enjoys academic autonomy. It is informed of the contents of reports, which it discusses before authorizing their distribution.

Such a structure protects the institution against possible conflicts that may arise with the NOC and I dream that in this way, the 113 NOAs that exist today could become 202, as many as the NOCs.

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The Educational Aims of the National Olympic Academy and ways of their implementation

Dr Silvio RAFAEL (POR)

Director, NOA of Portugal

When Pierre de Coubertin first proposed the revival of the Ancient Olympic Games, he never thought of the magnitude that concepts like “Olympism” and “Olympic Games” nowadays commonly used by everyone, would take along the 20th century.

We should not forget that his first aim was a physical and moral renewal of French youth.

In spite of the importance of the Olympic Games in the next three decades, Coubertin could not achieve the target of reaching moral perfection for mankind using sports education for both mind and body.

That is why, several months before he died he wrote:

“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, it would keep it from the false paths which I fear”.

After several attempts, only in 1961, and with the determination of Carl Diem and Ioannis Ketsas, the International Olympic Academy was founded.

In the basis of this foundation were its aims.

The aims of the International Olympic Academy as laid down by its regulations are “to set up and operate in Ancient Olympia an International Academic Centre for the preservation and promotion of the Olympic Spirit, the study and application of the educational and social principles of the games and the scientific foundation of the Olympic Idea”.

In its efforts to disseminate Olympism, the International Olympic Committee has encouraged National Olympic Committees to establish local institutions, namely – National Olympic Academies.

The rule 31 of the Olympic charter clearly specifies about the mission and role of NOCs:

“Propagate the fundamental principles of Olympism at a national level within the framework of sports activity and otherwise contribute, among other things, to the diffusion of Olympism in the teaching programmes of physical education and sport in schools and university establishment. They see to the creation of institutions which devote themselves to Olympic education. In particular, they concern themselves with the establishment and activities of National Olympic Academies, Olympic Museums and cultural programmes related to the Olympic Movement.”

With this effort we have now 120 National Olympic Academies and more are near to rise up.

The NOAs must be integrated in the NOC, as an organ of it, and its board must have representatives of the NOC. Although they can be mainly economically supported by a specific budget of the NOC, the NOA must have scientific autonomy in the definition of its programmes. NOAs are in a matter of fact Educational Institutions with their aims and means to achieve their objectives.

But what are the real aims of a National Olympic Academy?

It is very difficult to generalise these aims. So, I am going to give you the example of our Academy.

The aims of the National Olympic Academy of Portugal are “to study and research on the Olympic Movement, in its manifestations in Antiquity and in modern times, as well as its causes and effects, in the fields of education, philosophy, sport, society and politics, contributing to sensitize and spread the Olympic Ideals”.

Like the International Olympic Academy, local Academies use a great variety of methods to teach and disseminate Olympism among the young and adults.

About this subject we can try here a very common attitude used in the management “think global but act local”.

We should never forget our differences, either they are cultural, linguistics, religious or economical. Everyone can give us several advices, but it should be us to decide what methods or attitudes are better concerning local diversity.

In the prosecution of its aims, NOAs will resort to forms of intervention considered adequate.

Promoting and encouraging studies, research and initiatives seeking to sensibilize and to form on Olympism, as well as spreading its values, mainly among youngsters. It is a very difficult task out of regard for the sensibility of the youngsters. We must be very careful choosing the themes to board not only to arouse their attention but above all not to frighten them away.

NOAs should organize debates, seminars and exhibitions on Olympism not only in schools but wherever you feel that it is necessary all around the country. We are talking about cultural organisms, sports clubs, autarchies where the Olympism, the Olympic ideal and the Olympic movement must be spread. For this task you can use the NOAs and NOCs members as well as Olympic athletes.

Establishing a tight connection with the Olympic Movement, the federations and their representatives as well as the athletes, so that we can have their support not only in the actions taken apart for these federations but also those with Olympic athletes. The Olympic athletes are extremely important to show the Olympic Ideal to most of youth. Their example could serve the NOAs not only to catch youngsters for our activities but also to spread their points of views.

Another important task for NOAs is to establish contacts with school authorities, with a view to the introduction of Olympic studies in school programs. With the development of Olympic Games the school authorities started to become more interested in this matter. Nowadays, Olympism is a part of program in the subject of physical education in secondary schools. Also at the University the History of Olympism is in the curricula from future teachers of Physical Education.

Drawing or literature contests on Olympic themes for young people give them the opportunity to express their opinions and feelings. These contests should be at the same time as those organized by the IOC and have the same kind of rules. That has allowed us to send the best samples to the international contest giving a better incentive to the younger participants. We should refer that sometimes we get very surprised not only by the number of participants but also by the quality of the results. We must be very careful to the signs that these youngsters give us about their own vision of Olympism and use that in future activities.

Organizing an official annual session for the propagation of Olympism can be considered the main activity of a NOA. We organise these annual sessions similarly to the one of the IOA. A national curricular contest is open for young people between the age of 19 and 35 years. The selection of these individuals should take in care different areas of knowledge without privilege of those related with the physical education. A NOA should be composed by members of

multidisciplinary qualifications. About the town where this action should take place, we prefer a small town to a big one. As participants came from all over the country, in a small town they can fraternize better and know each other better. The lectures are chosen between the experts in each theme. The usual themes used during these sessions are:

The Ancient Olympic Games

The Modern Olympic Games

Pierre de Coubertin and his philosophies

The Olympic Movement

Doping

Olympic Games and the Mass Media

Woman in Sports

Olympic candidatures

As the session always takes place in spring, we have the same main theme of the IOA, so that the holders of scholarships that are going to represent our NOA in the International Session for Young Participants of the IOA could be better prepared for the session in Olympia. It is very important to publish an annual report presenting the lectures and other activities of this session. These books serve not only to preserve our cultural identities but also to distribute among several libraries.

Another aim is to elaborate the rules for the contest to the International Olympic Academy Sessions for young participants and select candidates to scholarships and proposing them to the IOA. These contests should be held under the rules of the IOA about age and themes. We use in Portugal a secret contest with pseudonyms among the members of the NOA about the main theme of the IOA session. The selected participants who attended the IOA session must present a report to the NOA on the contents of the session. They are also invited to the next year National annual session to present their report and their own experience and impressions from Olympia.

Participation in the sessions of the International Olympic Academy and maintaining a close cooperation with the IOA is very important. Here in Olympia the IOA takes a very important role in the formation of young participants who will be the future of the Olympic movement. Also the special sessions and seminars for Directors of NOAs, Officials of NOCs and Educators serve to improve their formation and knowledge on Olympism. The contact with participants from other countries allows us better knowledge about another reality and the foundation of great friendships. Furthermore, those individuals who have attended the IOA sessions must be proactive and also stay in contact with each other to ensure that programmes, ideas and concepts can be exchanged between countries. Those individuals responsible for Olympic education at a national level must work together with organisations and individuals who can best affect the education and sport systems in their countries.

Exchange with other NOAs is one of the most important facts. We can organize joint meetings with NOAs that have the same language or similar language, regional proximities or cultural affinities. For example we have the meetings of NOAs from the countries around the Baltic Sea or central Europe. In our case the creation of the Association of National Olympic Committees from Portuguese Speaking Countries (ACOLOP) allows us to establish contacts and partnerships with several National Olympic Academies from these countries. In those countries, where we still don't have an NOA, we have contacted the NOC in order to establish an NOA. It is with great pleasure that I can inform you that due to the contacts established last year during the congress of this association (ACOLOP) the creation of National Olympic Academies in Guinea-Bissau East Timor and in Autonomous Territory of Macau will be a reality soon. Another important association is the Paniberica Association of National Olympic Academies (APAO) officially recognized by the IOC. This association joined together nowadays 27 NOAs not only with

language affinities but mainly with great cultural affinities.

The establishment of “Local Nucleus” around the country allows the NOAs to spread Olympism to small villages and use the voluntarism of the NOAs local members. These actions could be done with the cooperation with local authorities, schools or sports teams.

The use of sports newspapers, NOC publications and reviews edited by sport federations for publishing articles about Olympism, Olympic Games and news about the actions developed by the Academies is a very strong framework to reach not only sportspersons but also the public in general.

NOAs should participate and collaborate in the creation of National Olympic Museums. The observation in loco of “living” objects and pictures about Olympic games are very appellative to youth. We can use the facilities to deliver some messages about the Olympic values, but more importantly to throw light on some misunderstandings about the Olympic phenomenon.

Promoting the education of Olympic staff is very important, so that they can understand the reason of certain acts and prepare them not to make unnecessary mistakes.

In order to reach the public in general we must publish small and clear brochures on the ideas and philosophy of Olympism.

The implementation of the educational aims of the National Olympic Academy is a hard task. We deal with a lack of physical resources both human and technical. Also, the lack of funds and national attitudes because this is often not a priority in the NOCs budget and the historical structure of education and sporting organisations within a country, in addition to the priority given to performance based results, can produce negative attitudes towards Olympic education.

We must have hope and perseverance to achieve our aims.

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SHORT PRESENTATIONS

Evaluation of survey results concerning NOA/NOC activities and proposal for the formation of an Olympic Academy Network

Dr Junko TAHARA (JPN)

Summary of the Survey:

April 22-29, 2004

Respondents:

36 Participants (41%)

32 NOCs (45%)

I. Dispatch of Personnel to IOA Sessions for Young Participants:

1. How are potential participants recruited?

- Introductions and recommendations from persons affiliated with NOA/NOC (69%)
- NOA/NOC bulletins (38%)

2. Approximately how many potential participants apply in a typical year?

0~2 (28%) 10~39 (32%) 100~ (13%)

3. How are the participants selected?

- Application documents such as resumes (63%)
- Interviews (59%)
- Foreign language tests (working languages at IOA) (41%)
- Dispatch of Personnel to IOA Sessions for Young Participants

4. Are participants provided any training prior to the IOA?
 - Yes (69%)
 - No (19%)
 - We want to but have not yet done so (6%)
5. Are participants required to do anything after participating in an IOA session?
 - Write a report on participation in the IOA for publication in an NOA/NOC bulletin (84%)
 - Give a verbal report to the NOA/NOC (38%)
 - Participation in NOA activities (16%)
6. Do you conduct Olympic education in schools? (including multiple answers)
 - Yes (84%)
 - No (16%)
 - Education is not conducted nationwide, but is conducted in limited regions.
7. If you conduct Olympic education at schools in your country/territory, please describe the status of that education.
 - Whether or not Olympic education will be conducted is at the discretion of the teacher or instructor (50%)
 - Olympic education texts and teacher guides are available (46%)
 - Olympic education is a part of the curriculum (14%)

II. Olympic Education

8. Do you conduct Olympic education for Olympians and athletes other than at schools?
 - Yes (46%)
 - No (38%)
 - Compared with Olympic education at schools, education for Olympians and athletes was significantly low

9. Do you hold classes, seminars, or workshops of Olympic education for teachers and sports coaches?

- We conduct them for teachers (72%)
- We conduct them for coaches (69%)
- We do not conduct any of the above for teachers or sports coaches (16%)

10. What do you think are the main issues concerning the promotion of Olympic education in your country/territory?

- Lack of funding.
- Recognition of the importance of Olympic education by the NOC, the government, universities and other educational institutions.
- Olympic education for teachers and coaches.

III. Organizational relationship between the NOA and NOC:

11. Check all that apply concerning the organizational relationship between the NOA and NOC in your country/territory.

- The NOA is a member organization of the NOC (75%)
- The NOA is an individual member/commission of the NOC (16%). More than 90% of the NOAs are directly related to the NOCs in terms of the organizational structure.

IV. Exchanges with the NOA/NOC of other countries/territories:

12. Do you believe that exchanges with the NOA/NOC of other countries/territories, in addition to IOA sessions, are necessary to promote the Olympic movement?

- Yes (97%)
- No (3%)

13. Do you engage in exchanges with the NOA/NOC of other countries/territories?

- Yes (75%)

- No (25%)
14. What specific exchanges do you engage in with the NOA/NOC of other countries/territories? If you wish to engage in such exchanges, what types of exchanges would you like to engage in?
- Workshops (63%), Joint sessions (43%) “exchange of information, documents and ideas”, “participation or sitting in NOA sessions of other countries”, “inviting or receiving participants to their own sessions from overseas”, “personnel exchanges”, “dispatching lecturers to other NOAs”, “cooperation with the NOC to establish an NOA”, “discussions over the Internet.”

V. Issues and proposals based on the results:

- Throughout the world Olympic Academies face common challenges.
- All Olympic Academies share issues around their relationship with their National Olympic Committees, lack of funding, how to build partnerships with appropriate organizations and finding leaders to promote Olympic Education.
- It is proposed to develop an Olympic Academy Network at the international level.

VI. Olympic Academy Network:

- The Members who have exchanged views on OA Network
 - Burke Taylor (Canada)
 - Curt Hamakawa (USA)
 - Helmut Altenberger (Germany)
 - James M. Chacha (Kenya)
 - Junko Tahara (Japan)
 - Lone Pagh (Denmark)
 - Sandy Thorn (New Zealand)

• ***Mission:***

To encourage and support the development of autonomous and permanent Olympic Academies within all NOCs, dedicated to promoting and upholding Olympism and the Olympic Charter.

• ***Objectives***

1. To promote understanding, co-operation and mutual support between Olympic Academies.
2. To foster the promotion of Olympism, Olympic Charter and Olympic Education by Olympic Academies.
3. To support the work of the International Olympic Academy.
4. To facilitate collaboration with other Olympic Academy-related organizations.

• ***Issues for Consideration:***

Website, Extranet Site, Secretariat,
Meetings, Reports, Finance and
Resources etc.

Belgian Olympic and Interfederal Committee

Prof. Dr Marc MAES (BEL)
Mrs Maria De KONINCK (BEL)

Structure:

BOC:

- Top Performance Sport
- Olympic Values, Training and Communication
- Services to Federations
- Revenues

Olympic Values:

1. Belgian Olympic Academy
2. Sport Management
3. Belgian Olympic Study and Information Center
4. Olympic Health Foundation
5. Belgian Olympians Association
6. Belgian Olympic Philately Club

1. Belgian Olympic Academy:

- Training for young sport officials
 - ⇒ High potentials < 40 years
- Guidance
 - ⇒ Sport management
- Red thread
 - ⇒ Olympism

- Organization
 - ⇒ 3 weeks in residence – 2 years
 - ⇒ 10 extraordinary sessions
 - ⇒ Visit to the IOC and the Olympic Museum

Belgian Olympic Academy

- Partners
 - ⇒ Vlerick and Solvay Business Schools
 - ⇒ BLOSO, ADEPS, DG
- Outcome
 - ⇒ Examination + end of studies thesis
 - ⇒ Diploma
- Object
 - ⇒ Train excellent sport managers
 - ⇒ Train Olympic ambassadors

2. Sport Management Vade Mecum

- Management aspects (i.a.)
 - ⇒ Medical, legal, financial aspects
 - ⇒ Communication
 - ⇒ Ethics
 - ⇒ Human Resources Management
- Targeted groups
 - ⇒ Colleges and universities
 - ⇒ Sport Federations
 - ⇒ Volunteers

3. Belgian Olympic Study and Information Center:

- Symposia
 - ⇒ Volunteering in sport
 - ⇒ Women in sport organizations

- ⇒ Sport and Education
- Survey
 - ⇒ Sport, nutrition and health
 - ⇒ The BOC's image and reputation
 - ⇒ The financial problems of Belgian Sports Federations

4. Olympic Health Foundation:

- Educational Material
 - ⇒ Nursery school (11 – 12 years)
 - ⇒ Primary school (5 – 6 years)
- Target group
 - ⇒ 8000 schools
- Objective
 - ⇒ To move more at school
 - ⇒ To become familiar with the Olympic Philosophy
- Olympic Week
 - ⇒ Summer (May 2004)
 - ⇒ Winter (February 2006)

Olympicnic:

- 21 July 2005 (National Day, Belgium's 175th anniversary)
 - ⇒ Annual event
 - ⇒ Promotion of Olympic values
 - ⇒ Physical activity and healthy nutritional habits
 - ⇒ Public at large (families and children)

5. Belgian Olympians Association:

- Keep the Olympic Flame alive in the mind and heart of Olympians
 - ⇒ Olympic ambassadors
 - ⇒ Role models for youth

Belgian Olympic Philately Club:

- Significance
 - ⇒ Communication tool
 - ⇒ Means of bringing people closer
- Actions
 - ⇒ Pre-sale of Olympic stamps
 - ⇒ New thematic issues
 - ⇒ Exchanges with other National Olympic Philately Clubs

**Olympism: a strong instrument of peace
and unity in the Central African Republic**
**Central African National Olympic Committee
(CANOC) Central African National Olympic
Academy (CANOA)**

Mr Jean-Claude BOMBA (CAF)

I. Introduction:

- CANOA: Specialized Commission of the Central African National Olympic Committee
- First President, the late Professor Theophile Touba
- CANOA is entrusted with the dissemination and popularization of Olympic ideas in our country.
- This is above all an educational mission, fully compatible with the educational aims, which Baron Pierre de Coubertin set out from the beginning for the Olympic Movement.

II. Activities

- Missions are organized annually around:
- a training seminar at central level on a main theme,
- decentralized training courses in previously identified regional bodies.

III. Staging of activities:

- Seminar at central level: Introduction of Olympism in Central African schools.

- Issues already considered during a previous session.
- Central African context → mutinies
→ coup d'état
→ national context still marked by violence and instability

Sport and peace

- To come back to the introduction of Olympism in Central African schools
 - ⇒ In a country like ours that is looking for ways of restoring lasting unity and peace, the introduction of Olympism in our educational system is indispensable.
 - ⇒ It makes it possible through educational and ethical principles to promote mutual respect, relations of conviviality among individuals and Nations, unity and a national spirit of solidarity.
 - ⇒ It is at school age that young people must be taught the noble and all-important virtues that will mark their whole existence and the environment in which they will have to live tomorrow.

IV. Conclusion

- Olympism through sport: a strong instrument of peace and unity.
- In critical troubled periods → sport and Olympism have achieved a lot.
- Unshakable determination of members.
- National context → Olympism is a drive force capable of changing certain unfavorable conditions.
- However, resources are insufficient, given the challenges and expectations.
- Proximity activities need to be developed.

School Olympic Games in Estonia in 2004 National Olympic Academy of Estonia

Mr Vahur ÖÖPIK (EST)
Ms Reele REMMELKOOR (EST)

The National Olympic Academy of Estonia (EOA) initiated the voluntary movement of School Olympic Games in Estonia many years ago. The first School Olympic Games were organized at the Patküla Primary School of Tõrva on May 9–11, 1996. Since that time altogether 16 School Olympic Games were held in seven counties of Estonia in 1996-2003 under the patronage of the EOA.

In September 2002 the joint meeting of the Estonian and Finnish National Olympic Academies took place in Olympia, Greece. Olympic education and perspectives for its further development in the two neighbouring countries was among the topics under discussion in this meeting. As a result of this session, the strategy for the promotion of Olympic education in Estonia was critically reviewed and upgraded. It was decided to enhance the status of the School Olympic Games from a local activity to the level of nation-wide movement covering all 15 counties of Estonia.

The European Year of Education Through Sport 2004 (decision No 291/2003 of the European Parliament and of the European Council), also the year of Olympic Games in Athens, was considered to be the most suitable time period for successful start of the programme.

The project 2004 was carried out in five main stages. Stage 1 consisted of compiling and issuing teaching materials on Olympic education. For example, a new book for organisers of the games was compiled and issued - *“Handbook of the School Olympic Games”* -, which provides valuable practical advice and help for teachers and other people involved in the preparation of the School Olympic Games. The publishing of the handbook was financially supported by the European Commission in the framework of the project “EYES 2004 – Social Progress Through Sport – Estonian Perspectives” .

During Stage 2 three courses of Olympic education under the title *“Olympic Education in school. Organising of the School Olympic Games”* were conducted for teachers, potential organisers of the School Olympic Games. In order to attract as many teachers as possible, the courses took place in three cities of Estonia, centres of the respective regions: Tallinn, Pärnu and Tartu.

In Stage 3 the EOA organised the contest for the projects of the School Olympic Games. All schools in Estonia were invited to participate by sending their application, the programme and the budget of the School Olympic Games to the EOA. The committee of six experts was appointed by the Board of the EOA for evaluating the School Olympic projects which arrived from numerous schools from 13 counties of Estonia.

In Stage 4 the School Olympic Games were carried out by 54 schools and kindergartens in 12 counties of Estonia with the support of the EOA. Altogether 7640 children took part in the School Olympic Games in Estonia in 2004. All these Games were visited and evaluated by the experts of the EOA and the organisers presented a report after the games to the EOA. Without exceptions the games were highly educational, spreading excitement, interest and joy. Two School Olympic Games – in Tartu Herbert Masing School and in Pärnu Kuninga Street Comprehensive School – were organised for

handicapped children. Three School Olympic Games united the schools of the whole town district as Nõmme School Olympic Games in Tallinn or even the former parish area as Juuru and Setomaa School Olympic Games. Two School Olympic Games were organised on the international level: children from Poland and Turkey performed their national dances in the Opening Ceremony of the School Olympic Games of Rakvere Town Primary School and teams from Finland and Sweden took part in the School Olympic Games in Ülenurme Gymnasium.

In Stage 5 the results of the first year of the project were analysed and preliminary conclusions were drawn during the two-day summer school of the EOA held on 3-4 September 2004. In group discussions the practical experience of the local organisers of the games was summarised and concrete proposals for the further development of the project were formulated. The results of the first year of the project were also presented and discussed at the international seminar "Education Through Sport" at Pühajärve, Estonia, on 3-4 December 2004. This seminar was supported by the European Commission (project "EYES 2004 – Social Progress Through Sport – Estonian Perspectives").

Brief report on the activities of the Finnish Olympic Academy

Mrs Anja JÄRVINEN (FIN)

Goals and Means

The goal of Olympism is to put sport into the service of harmonious development of the Individual and to contribute to the creation of a peaceful society based on respect and maintenance of human dignity. The Olympic Movement takes part in the building of a better and more peaceful world by educating young people in Olympic spirit, through sports free of all kinds of segregation. This calls for mutual understanding in the spirit of friendship, tolerance and fair play.

Tasks

The Finnish Olympic academy has two principal forms of activity: 1. ANNUAL SESSIONS and the OLYMPIC EDUCATION PROGRAM targeted at elementary and secondary schools. The yearly sessions cover different aspects of the Olympic Movement and Olympism. The participants represent various fields of cultural and economic life, including officials, municipal decision-makers, teachers, representatives of sports organisations, coaches, athletes, students and representatives of media. Sessions have been organised since the foundation of the FOA in 1987 by the Finnish Olympic Committee on its 80th anniversary. Since 1990 the annual sessions have been held in various regional centres in order to bring broader

groups of citizens into the sphere of Olympic Movement and to gain wider media coverage for the educational work for our Academy.

Olympic Education Program

Since 1995 the Finnish Olympic Academy has worked closely with teachers and pupils at elementary and secondary schools. The Olympic Education Program allows children to learn the meaning of fair play, community spirit and tolerance and their practical applications in everyday life personally-by themselves and by their own actions, supported by their teachers, parents and coaches. In order to help educators in their work, the Finnish Olympic Academy has produced a package of teaching material named "CITIUS-ALTIUS-FORTIUS". You can teach through different subjects and with different kinds of methods. Thousands of Finnish children have shared the spirit of taking part in My School's Olympics. On an international level there have been School Olympics between Finland and Estonia.

Real Olympic Education should involve all those who care for children and youth. I am very pleased that a working group has been set up in Finland to study the ways in which physical and mental well-being of children and youth can be promoted by joint efforts in the triangle HOME-SCHOOL-SPORT CLUB in the framework of the European Year of Education through Sport 2004.

When we reflect on the basic principles of Olympism and the power of the message to widen direction for everyday life, it is clear that through involvement in Olympic Education programmes and activities our students can develop their skills for life, increase their learning experiences and gain an understanding of those universal Olympic values which contribute to build a peaceful and better world.

Olympic Education in Germany Schools – Universities – Sports Clubs & Federations

Prof. Dr Helmut ALTENBERGER (GER)

Prof. Dr Jochen HINSCHING (GER)

1. Overview to the Target Groups

Universities:

Olympic Studies:

Award for theses, scientific research and general publications on various Olympic topics every four years.

Evaluation: Symposium with the prize winners.

Academic Seminars in the International Olympic Academy in Olympia/Greece every two years.

80 students and their professors at each session.

Annual Session of Young Participants in the IOA in Olympia/Greece.

Nomination and preparation of the university students to be sent to the IOA by the NOC for Germany.

Schools:

Primary Education

Teachers' and pupils' handbook "Mach mit bei der Schülerolympiade" 60000 copies each Olympic Games since 1988 Didactical evaluation and awards.

Secondary Education

CD-ROM “Olympische Erziehung” Texts and tasks for upper forms.

CD-ROM “Olympischer Sport in der Informationsgesellschaft”.

In-service training for teachers in the IOA in Olympia/Greece every two years since 1991.

80 German and 10 teachers from neighbouring NOC’s at each session.

Others:

Poster Exhibition

A series of ten posters on the history and social development of the Olympic games.

NOC Youth Camp during the Summer- and the Winter Games.

50 top junior athletes of the wintersports and summersports federations.

Annual working meetings of former IOA-participants

“Alpheios”

Annual NOA newsletter 1,000 copies each issue.

Fairplay-activities.

Handbook, posters, exhibitions.

2. Academic olympic seminar for students from german universities

Aims of the Academic Olympic Seminar

- Scientific treatment of the Olympic education subject.
- Problems of the Olympic games and a critical review of them (commerce, doping and others).
- Treatment of subjects concerning the Olympic movement.
- To pass on the knowledge about the historical and archaeological basics of the ancient and modern Olympic games.

- The spirit of olympism could be experienced in community with students of different universities.
- To get to know examples how Olympic education can be practised in schools and sporting clubs.

The Organisations Structure of the Academic Olympic Seminar

- Announcement of the seminar by the NOC,
- universities apply for participation and present their ideas and suggestions for the seminar's course,
- the seminar is prepared by a NOC leader-team in common with the professors,
- 9 universities are invited to participate with 1 university teacher and 8 students each,
- the preparation-team works out a proposal for the program,
- the seminar takes place at the IOA,
- journey there and back is to be organised by the universities themselves,
- the professors hold lectures to subjects concerning the Olympic movement,
- the subjects for the seminar are to be prepared at home and are presented and discussed during the seminar,
- the participants take part on guided visits of the excavations and of the museum in Olympia,
- every seminar is to be evaluated; the presidents of the NOC and NOA get the report,
- the seminar is financed by the german NOC; the journey there and back is to be paid by the students themselves.

Results and Evaluation

- Multiple examples of Olympic scientific works are presented to the students,

- the students themselves contribute an important part with their own presentations,
- the students' contributions to the seminar show various subjects concerning the Olympic games and the Olympic philosophy,
- for example:
 - presentation of an Olympic school-sports-festival
 - possibilities of fair-play-education within the physical education lessons
 - historical persons of the Olympic movement
 - an Olympic athlete or winner is very important for the dissemination of the Olympic idea,
- the students show high quality and high level in presenting their contributions for the seminar,
- the professors and their students make the experience of the Olympic spirit and a new academic atmosphere at the IOA.

Ghana's National Olympic Academy

Mr Dominic ASABIA (GHA)

Foundation of Ghana National Olympic Academy

As a result of a long continuous collaboration with the National Sports College, Winneba, in the organization of its programmes and activities, the Ghana Olympic Committee officially established the National Olympic Academy on 24th December 2004 and attached its office to the National Sports College, which started operating on 2nd January 2005.

National Sports College, Winneba (NSCW)

The National Sports College itself was established by the Ghana Government in 1984 with the understated objectives:

- To train and retrain coaches, sports administrators and physiotherapists; research into Sports related issues and disseminate findings to improve Sports performance; provide camping facilities for national and local teams preparing for national and international competitions and to collaborate with National and international bodies to run courses for technical and administrative resource persons.
- The College uses the foundation Sports and Academy systems to provide training for talented youth to prepare them for Sports for excellence and to imbibe in them values such as patriotism, hard work, self discipline, self-reliance, fair play and the use of drugs

in Sports. With its good facilities, the College enjoys unflinching support and collaboration from National Associations such as the National Sports Council (NSC), Ghana Football Association (GFA), Ghana Olympic Committee (GOC) and International Federations such as I.O.C., I.T.F., F.I.F.A., CAF and A.I.B.A. in the running of Courses for resource persons.

Activities for 2004

Refresher Course for Football league Referees 23rd-25th April, Basic Coaching Course for Soccer Coaches in Greater Accra 10th-15th May, Olympic Solidarity Level 1 Athletics Coaching Course 18th-31st October, Olympic solidarity Basic Boxing Coaching Course 1st-10th November and F.I.V.B. Level 1 Volleyball Coaching Course 20th-30th November.

A three day workshop was held from 24th to 26th September to review the 2004 Olympic Games and to plan strategies for the 2008 Games. Workshops were also held on the teaching of Physical Education in Basic Schools, HIV/AIDS, NEPAD and a Mock Assembly on Adolescent Sexual Reproductive Health, Six National teams, namely, Black Princess, Black Rackets, Black Wonders, Black Queens, Black Starlets and Black Satellites were camped for national and international competitions.

The Soccer Academy played 8 friendly matches, took part in the Central Region Division, two leagues, while the Tennis Academy took part in both National and International Tournaments during the year.

National Olympic Academy – Activities for 2005

With the above background and the College sharing the same campus with the University of Education, Winneba which has a Physical Education Department and qualified resource persons, and

the fact that the College has two academies and offers its facilities for camping, courses and workshops, the educational programme of the National Olympic Academy for 2005 would be as follows:

- (1) Lecturers/Talks on some selected days during the week for athletes and clients in residence.
- (2) Organize two formal programmes in June and November over the weekend for selected groups of Sports men and women.
- (3) Establish a library at the Ghana Olympic Committee Secretariat for gathering and dissemination of information to athletes and the public.

Topics to be discussed

- (1) History and Importance of the Olympic Games
- (2) Olympism and Olympic values
- (3) Significance of the Olympic Day Run
- (4) The Role of Sports in Society
- (5) Fair play, Doping, Drug Abuse and violence in Sports
- (6) Patriotism, Discipline and Tribalism in Sports
- (7) The Role of the volunteer, Media, Government and District Assembly in Sports
- (8) HIV/AIDS and living with the AIDS Patient
- (9) Environmental Degradation, Protection and cleanliness
- (10) The impact of Tribal and Ethnic Wars on Regional and National Development

Cine Forums: an effective and precise method for the diffusion of Olympism

Dr Fernando BELTRANENA (GUA)

Background:

In a world in which the image is in our day-to-day life, and in which it has become an essential part of our culture, from which it is not just formed, but enriched, and eventually transformed, and knowing young people are very much influenced by movies and T.V., we believe that the Cine Forums is a nice, interesting and effective way to make the Olympic principles known.

Content:

The Guatemalan Olympic Academy, looking for a different and new way of diffusion in Guatemala of Olympism and the Olympic Movement, began during 2004 a series of cine forums in scholar and educational establishments, looking for an effective way to make the Olympic philosophy known, through an Olympic educational program that is sustainable and interactive.

The Cine Forums we have held in our country, begin with a short magisterial conference in which the aspects of philosophy of Olympism and of how the Olympic Movement can change the vision and practice of sport, in such a way that has become the most

important social movement of the twentieth century.

During 2004 we carried out several cine forums, and we had the global participation of more than 2,000 children and young students, which we consider a good start, and we hope to surpass it in 2005 with the cooperation and involvement of more members of the Academy.

We look for movies that have sport subjects in order to make the young to participate in the discussion, so that they can find out the values and anti-values that the characters bring forward through their performances. We have used movies as “Jamaica under Cero”, “Chariots of Fire”, “Playing as Beckman”. We have chosen the films with previous knowledge favorite sports in each educational center and adequating it to their preferences. We don’t have yet a wide list of titles because we have ourselves to watch the films and decide their suitability.

At the end of the session, the participants receive printed materials that contain the history, principles and Olympic philosophy, looking for a practical way to spread the universal ethical values that the movement promotes through sport. When the “academic” activity is through, the students share with the Academy coordinators a gathering with cookies and refreshments.

The Cine Forums have provided the enthusiasm and eagerness to know more of Olympism. The printed material is received with interest, looking to know more about Olympism.

Study congress on De Coubertin in Turin on January 2006 organised by the Italian National Olympic Academy

Mr Mauro CHECCOLI (ITA)

Many are those -such as athletes, technicians, executives -who during their classical studies or in their sport activities, have come across the history and the life of Baron Pierre de Coubertin. They have learned his philosophy and the pedagogical requirements, which supported his commitment to recuperate the original values of Olympism but also of his traveling in many cities of the old continent searching for personalities, lovers of ancient Greece, people with a noble character and whose intelligence was open to the future and who could consequently support him in the challenge made in order to revive those principles through the realization of the Olympic Games of Modern times.

On this route, in every country, he found formal consensus, which often turned into people who became precious collaborators.

This is the case for Greece, Germany, Italy and wherever De Coubertin found people who shared his aims: create an International Olympic Committee to renovate the event of the Games.

The discovery of these personalities, and the enhancement of the part they played in the historical process that, as of the end of the XIXth century permitted the establishment and the growth of De Coubertin's ideals and the rebirth of the Olympic movement, is

equivalent to settling a debt of gratitude that the future generations have with them and the history of sport in their respective countries.

The Italian Olympic Academy and the Giulio Onesti Foundation (dedicated to the unforgettable President of the Italian Olympic Committee, IOC member and “father” of the “Olympic Solidarity”) with the support of the Italian Olympic Committee and in agreement with the Organizing Committee for the XX Olympic Winter Games (TOROC) have planned to realize an initiative involving all European Olympic Academies. This initiative intends to begin a first research and to encourage reflection on this specific aspect, which belongs to the less well-known history of the contemporary Olympic movement.

The Congress, supported by TOROC, will be held in Turin in January 2006, only a few weeks before the beginning of the XX Olympic Winter Games. Invitations will be sent to all European Olympic Academies as well as to their respective Olympic Committees, through the EOC, to scholars and personalities of pedagogy and to European and world historians suggested by the National Olympic Academies.

The Congress will have a scientific and information purpose and will be based on two main topics, important in the history of the Olympic Movement: the pedagogical thought of Pierre de Coubertin and the commitment of those personalities who, in various European countries and in the world, supported him in the realization of the Games.

Studies carried out to date have shown that in Italy two were the important personalities both of the Piemonte Region, who became De Coubertin’s collaborators in different periods: Count Eugenio Bruentta d’Usseaux and General Carlo Montu, both from Turin and pioneers of Italian Olympic sport.

TOROC’s Commission for the Programme of Olympic Education has already made an important research, together with the IOC, the University and the Municipality of Turin on Count Eugenio Brunetta and is able to prepare a monographic study on this character, who

collaborated and was De Coubertin's secretary from 1897.

Information already existing on General Carlo Montu, IOC member in Italy from 1913 who did very much in favour of the "take-off" of the Italian sport movement and its Olympic Committee, will also be extended.

The Italian Olympic Academy would be very happy if other European Olympic Academies that have carried out researches and studies on important personalities worthy of historical attention would prepare documents useful to the holding of the announced Congress.

In order to follow the scientific aspects of the Congress, the Italian Olympic Academy and TOROC have nominated Prof. Rosella Frasca (Professor of history of pedagogy at the University of Aquila and Vice President of the Italian Olympic Academy) and Prof. Giovanni De Luna from the University of Turin.

Within the next month of July all Academies will receive a first draft programme with more specific information on:

- Headquarters of the event (within the city of Turin or outside, next to some Olympic sport facilities),
- dates, subjects and speakers,
- organization and logistics (accommodation and prices of the available hotels, possibility of visiting Olympic facilities, etc.).

In order to allow our Academy to prepare the project and programme in the best of ways, we would of course appreciate being informed by the various National Academies on the degree of interest and receiving any possible suggestions that may contribute to the success of the initiative.

The official inscription form will be sent out in autumn and replies are expected not later than 15th December 2005.

Past, Present and Future of the Korean Olympic Academy

Prof. Ju Ho CHANG (KOR)

I am very much grateful to have this opportunity to share with you about the very brief past, present and future of the Korean Olympic Academy.

I just saw the picture of myself on the wall of this building's first floor holding the Korean flag in the flag raising ceremony in 1966 when I participated in the 6th Session as young participant.

1. The Beginning of the Korean Olympic Academy

The International Olympic Academy Movement was introduced to Korea by myself, Prof. Ju-Ho Chang who participated in the 6th Session of the IOA for the first time as a representative of Korea.

At the time of the 7th Session of the IOA in 1967, Mr Sung-Kyu Kim, who was in charge of the international department of the KOC, attended that Session, then 2 or 4 participants periodically took part in the Session every year since the 10th Session of the IOA in 1970, resulting in total in 213 participants as of 2004, who participated in the IOA Session, including special Sessions.

The Korean Olympic Academy was officially started on June 23, which was the Olympic Day, in 1977 by the adherents to Olympism, who attended IOA Sessions, and there was a general meeting with its

members. At first, it could not operate an appropriate program to spread Olympism, so its role was to pre-train the IOA participants and to have a presentation of participants who completed the IOA Session.

As the Korean Olympic Movement, Olympic Academy Education Program was begun by setting up the KOA regulations in accordance with the IOA regulations and by promoting academic research presentation for Olympism in the KOA general meeting in 1980.

After Seoul was selected as the host city for the 24th Olympic Games in the IOC Session held in Baden-Baden, West Germany in 1982, the movement of the KOA started to be activated. The symposium and lectures of the KOA were held 9 times from 1982 to 1988 with the themes of “Social development with Olympic”, “People’s Olympic through Olympic Education”, “Tasks and Realization of the ideology of Seoul Olympic Games”, “Korean Olympic Movement and Vision in an age of 2000”, “Role of the IOA for Global Harmonization and Peace”, “New Change of Olympic Movement”. When a meeting of the IOA Alumni was held during the Seoul Olympic Games in 1988, about 200 alumni attended the reunion meeting.

The historical regular educational course of the KOA started as the first KOA Regular Session was held in September 18, 1989 for 5 days in the Olympic Hall and Bando Youth Hostel, in order to inherit the spirit of peace and harmonization of 88 Olympic Games. At that time, IOC members and SLOOC President, voluntarily donated the operation fund to the KOA, which provided a great help and encouragement.

2. Present activities of Korean Olympic Academy

At the KOC Executive Committee meeting held on June 16, 1993, new regulation was adopted, according to which the KOA assumed all Olympic related education in Korea, in the same way that the resolution of the Hellenic Olympic Committee took a role of operation, and the IOC acknowledged the IOA as the Olympic related educational

institution at the IOC Session in 1949.

Based on the regulation, KOA formulated a new operation rule and secured a position as an authorized Olympic educational organization by designating Prof. Ju-Ho Chang.

Currently, except regular session operation, KOA is promoting various programs to spread Olympic Movement Ideology, and its outstanding models are holding Olympism Special Symposium, Development and Diffusion of Korea Olympic Education Program, Fair Play Campaign and Award, Exchange Activities between Foreign Olympic Academies. The regular course operation is executed once a year with 100 or 200 participants, and the special symposium is frequently conducted.

3. The Prospects of the Korean Olympic Academy

Last year, the KOC has secured the land of about 2,640,000 square meters in order to build the second training center in Gin-Cheon, about one and a half hour long from Seoul.

The future vision of the KOC is to construct an education center of the KOA same as IOA of Olympia, and set up regular education courses spreading Olympism for youth, undergraduates and physical educators in different fields every year.

In order to get prepared for it, 16 cities and provinces will be divided into 7 or 8 regions, and the KOC is being asked to give support and incentives to set up the Olympic Study Center in the selected university located in those regions. In addition, the KOA will expand the regular session to 16 cities and provinces in line with the expansion of the KOA organization.

Especially, the KOA desires to continue developing the current program of “Enhancement Movement of Seoul Olympic Spirit” which spreads the inheritance of ideologically systematized Seoul Olympic

Spirit. Besides, by holding Olympic Congress every 3 years, Korean Olympic Family will gather to have a discussion, case study, new direction Search and an exhibition game etc. for the development of Korean Olympic Movement.

Apart from that, by attending this 8th International Session of the IOA for Directors of NOAs, I would like to learn some new ideas from you who are in charge of an Olympic Academy's Operation.

In pursuit of excellence – The 50 years of Malaysia's dream

Mr Ah-Tok CHUA (MAS)

Introduction

The Olympic Council of Malaysia (OCM) celebrated its 50 years in 2004 through organising various activities culminating the official opening of the OCM Indoor Hall, Hall of Fame and the Sports Arena by The Honourable Prime Minister of Malaysia, Datuk Seri Abdullah Ahmad Badawi on 4th December 2004. Among the 500 guests who have attended the function were Datuk Azalina Othman Said, Minister of Youth and Sports Malaysia, Mr Michael Fennel, President of the Commonwealth Games Federations, the Mayor of Kuala Lumpur, Ambassadors and High Commissioners, Sponsors and corporate figures, former athletes, representatives of NSFs and Sports organizations, print and electronic media.

The intention of this paper is to trace the formation of the Olympic Council of Malaysia from 13th November 1953 till the year 2004. Historically, the decision to form the Federation of Malaya Olympic Council (FMOC) was accepted after a meeting between the Federation of Malaya Amateur Athletic Union and Federation of Malaya Hockey Union on the 15th August 1953. The FMOC was registered as a volunteer organization under the Society Act and subsequently recognized and accepted by the International Olympic Committee (IOC), the Commonwealth Games Federation (CGF),

the Olympic Council of Asia (OCA) and the Southeast Asia Games Federation (SEAGF). The OCM is the umbrella body for all National Sports Federations in Malaya and acts as the guardian in safeguarding the Rules and Regulations of the Olympic Movement, Asian Games, Commonwealth Games and the Southeast Asian Games.

The International Olympic Committee (IOC) endorsed their recognition of FMOC as the official NOC on 26th May 1954 thus paving the way for Malaya to participate in the Olympic Games. With this recognition, more sports federations joined affiliation with NOC of Malaya in 1955 – Rugby Union Association, Swimming Association and Weightlifting Association. The membership was later increased through the National Football Association and the Shooting Association in 1956, the National Basketball Association, the Gymnastic Association and the Wrestling Association in 1957.

Until 1963, the associated members of the FMOC stood at 16 with the admittance of Badminton, Cycling, Judo Ping Pong and Volleyball.

The primary objective of the FMOC was to encourage and enhance sports activities practiced in Malaya and to act as a coordinating body for all sports federations and sports clubs. It encourages sports competitions organized by the International Federations associated with IOC; to act as sponsor to participants and teams in the international arena and to select athletes for International competitions as well as organize and administer funds for achieving the said objectives.

On 5th May 1964, an Extra General Meeting (EGM) was held to enable the NOC to change its name from FMOC to the Olympic Council of Malaysia (OCM). With the rapid development within the country, OCM also became even stronger with the change of time. A revised Constitution was approved to increase the Executive Board members and a new logo of the OCM was launched and registered with IOC in 1992.

Up till 1965, OCM was operating from the Honorary Secretary's house and all annual general meetings were held either in hotels or at the Merdeka Stadium. After hosting the SEAP Games in 1965, the OCM started to operate from an office in the National Stadium. The OCM building (Wisma OCM) was built and officially opened by His Royal Highness, the King on 10 December 1991.

With the recognition of the IOC, OCM has become the only organization sanctioned by the IOC and the sole representative responsible for sending participants to all IOC activities including the Olympic Games. Currently, The Hon. Datuk Setia Raja Tan Sri Datuk Hamzah Bin Abu Samah is the only IOC member since 1978.

Since the first Contingent of Federation of Malaya to the Melbourne Olympic Games in 1956, Malaysia has been chasing the Olympic Dream. The first contingent comprised six athletes, two swimmers, 18 hockey players, three weightlifters and four shooters.

In the pursuit of the Olympic dream, Malaysia has sent contingents to participate in the Olympic Games since 1956:

1956 Melbourne,
1960 Rome,
1964 Tokyo,
1968 Mexico,
1972 Munich,
1976 Montreal,
1984 Los Angeles,
1988 Seoul,
1992 Barcelona,
1996 Atlanta,
2000 Sydney,
2004 Athens.

Even though Malaysia had not won an Olympic medal until 1992, some notable success should be recognized. (Dr.) M. Jegathesan

became the first Malaysian athlete to qualify for the semi-finals in his pet event, 200 meters in Heat 5 of the First Round at the Rome Olympic Games recording a time of 20.9 seconds, which still stands as the Malaysian record today. In the Second Round, he recorded a time of 21.4 seconds to qualify for the Semi-finals. In the Semi-finals, Jegathesan recorded a time of 21.2 seconds and was eliminated. Jegathesan repeated his feat by qualifying for the 200 Meters Semi-Finals in the Mexico City Olympic Games.

Jegathesan later completed his medicine course and qualified as a medical doctor in 1967. Currently he serves as the Deputy President of the OCM and an appointed member of the International Amateur Athletic Federation, Member of the Medical Commission (CGF) and Chairman, of the Medical Committee of World Ten Pin Bowling Association.

Another outstanding athlete, Ishtiaq Mubarak became the only second Malaysian athlete to qualify in the athletics. Hurdler Ishtiaq recorded a time of 14.27 seconds in Heat 2 to qualify for the Semi-finals. He returned a time of 14.21 seconds, but was eliminated.

The pursuit of excellence by Malaysian athletes at the Olympics continues as a dream only without much success. When, Badminton was officially included as a medal sport for the first time in the 1992 Barcelona Olympic Games, our dream of an Olympic medal became a reality. Expectations were very high for the Malaysian Badminton players to win the first ever-Olympic medal for the country. This was more so, as Malaysia had four months earlier won the Thomas Cup, which is the World Team Badminton Championship after a lapse of 26 years.

The Badminton players did not disappoint their supporters and Malaysia won its first Olympic medal, a bronze medal in the Men's Doubles event through brothers Razif and Jelani Sidek. Our prospect of more Olympic medals became much brighter when Badminton was again featured in the 1996 Atlanta Olympic Games. This time,

Badminton as expected won a silver medal through the Men's Doubles pair of Cheah Soon Kit and Yap Kim Hock, while Rashid Sidek won a bronze medal in the Men's Singles.

When we thought the Greek gods have dawn and shower our Malaysian athletes, the dream of an Olympic gold medal suddenly became an elusive dream again in the next two Olympics. Even though we have sent the biggest contingent to the 2000 Sydney Olympic Games and 2004 Athens Olympic Games, we returned empty handed. Once again the gods have deserted the Malaysians.

The only consolation was our cyclist, Josiah Ng who became the first Malaysian to feature in the Final of a Cycling Track Event. In the Final, he managed to achieve the 5th placing.

For me, the pursuit of excellence is much more than winning the medals at the Olympic Games. Over the last 50 years, our sports administration and organization have achieved excellence throughout the world. Notable Malaysian sports persons hold top offices in international federations.

The Hon. Datuk Hamzah bin Haji Abu Samah

IOC member, Vice President of the Olympic Council of Asia, Vice President of FIFA, President of the Asian Football Confederation;

HRH Prince Tan Sri Imran ibni Tuanku Ja'afar

President, World Squash Federation; Vice President, Commonwealth Games Federation, Board Member, International Cricket Council.

Datuk Dr M. Jegathesan

Chairman of the Medical Committee, World Ten Pin Bowling Association, Member of the Medical Committee of Commonwealth Games Federations, Member, Medical Committee International Amateur Athletic Federation.

Professor W.Y. Chin

Secretary, World Billiards and Snooker Federation, Secretary Asia Billiards and Snooker Federation.

HRH Sultan Azlan Shah

Vice President, International Hockey Federation.

Dato' Dr P.S. Nathan.

President, World Ten Pin Bowling Federation.

Dato' Peter Vellapan.

Secretary General, Asian Football Federation.

Dato' Yeoh Cho Hock

Secretary General of the Asian Basketball Confederation, Vice President, Federation International Basketball Association.

Ms Low Beng Choo

Secretary General, Softball Federation of Asia and member of the Commonwealth Sports Advisory Board.

Dato' P. Gunalan

Vice President, International Badminton Federation.

Dato' Paul Momy

Regional Director for FIFA Goal Project.

Mr Abdullah Sani

President, Asia Squash Federation, Vice President – World Squash Federation.

In the true spirit of the Olympic Movement, the Olympic Council of Malaysia has over the last 50 years, established itself as one of the

top nations in the promotion and developing of sports and carrying the numerous projects outlined by IOC.

National Olympic Academy of Malaysia

The NOA was established in January 1994 and since 1998 the NOA has conducted our Annual Olympic Academy Session for young participants. Over the last eight Sessions, the Academy has trained more than 400 young participants in promoting Olympism. After only two years, our Annual Academy Session has opened our doors by inviting international participants from Asia NOCs and NOAs. Over the years, our NOA Session has grown in strength. To date, we have attracted many NOC and NOA friends from Asia particularly from Bahrain, Brunei, Cambodia, China, Chinese Taipei, Indonesia, Japan, Kazakhstan, Kenya, Korea, Myanmar, Mongolia, Oman, Philippines, Singapore, Sri Lanka, Thailand, Uzbekistan, Vietnam and Iowa State, USA.

Our primary objective is to promote Olympism and the exchange of ideas among young participants all over the world for better international understanding, peace and mutual respect without any prejudice.

Another initiative undertaken by the NOA was the establishment of a OCM-NC scholarship with Nilai International College in 2002 to provide two scholarships per academic year to deserving athletes to pursue higher education at the College. The scholarship covers the payment of fees, tuition and accommodation for a diploma or degree course. The NOA of Malaysia is proud to say that we have achieved excellence in the promotion of Olympism.

OCM-COCA COLA Olympians of the Year Award

The OCM-Coca Cola Olympian of the Year Award was inaugurated in 1993 to honour the most outstanding male and female

athlete participating in multi-sports games under the patronage of the International Olympic Committee such as the Olympics, Asian Games, Southeast Asian Games and Commonwealth Games. The Olympian of the Year will receive a sum of RM\$ 10,000.00 and a trophy.

OCM-CARLSBERG Athletes Retirement Scheme

The Athletes Retirement Scheme was introduced in 1998 to reward individual or team Olympic medallists and Gold Winners at the Asian Games and Commonwealth Games. The retirement scheme is in the form of life insurance policies ranging from RM 10,000 to RM 60,000 with the OCM bearing the annual premiums. Recipients have the option to cash out the policy after 14 years. To date, 37 athletes are covered by this scheme to a tune of RM 1.2 million.

OCM-JOHN HANCOCK Athletes of the Games Awards

More than 100 national athletes and teams have been rewarded since the award was established in 1995 to recognize outstanding individual or team medal winners at the Olympic Games, Asian Games, South-east Asian Games. The selection is decided by a joint panel of OCM and John Hancock representatives. Since 1995, over RM 240,000 has been disbursed.

TAN SRI ALEX LEE Athletes Education Fund

The Athletes Education Fund was established in honour of the OCM former Vice President, Tan Sri Alex Lee following his untimely demise on 31 October 1999. Two study grants of RM 3,000 are presented each year to former or current national athletes to further their education locally. The Fund is supported by well wishers. Tan Sri Alex Lee's father, the Late Tun H.S. Lee is the first Malaysian to head the Federation of Malaya Olympic Council (FMOC) from 1957 to 1959.

OCM Hall of Fame

Inaugurated in 1993, the OCM Hall of Fame is to recognize outstanding athletes and officials who have contributed to the promotion and development of sports and the Olympic Movement in Malaysia. To date about 100 athletes and officials have been inducted into the OCM Hall of Fame.

Malaysian Olympians Association

The Malaysian Olympians' Association was initiated by the OCM to tap into resources of over 300 Malaysians who have participated in the Olympic Games. The association was registered in 2002 and is affiliated to the World Olympians Association, an organization recognized by the IOC. The former Hockey Olympian, Tan Sri P. Alagenda, heads the Association.

In conclusion, the pursuit of excellence over the 50 years has achieved a commendable success not in terms of the number of Olympic medals, but rather the substance and form of the Olympic Council of Malaysia in administering the promotion of sports development in the country.

The National Olympic Academy of Mali (NOAM) “DIATIGUIYA”, the expression of the Olympic Ideal

Mr Sekou Hamed NIAMBELE (MLI)

Mr Kissima SYLLA (MLI)

I. Background:

The National Olympic Committee of Mali (NOCM), direct emanation of the International Olympic Committee, right after its establishment, set for itself the fundamental objective of helping the country's political and administrative authorities to build a peaceful and better Mali, by educating youth through sport and the spirit of the Olympic movement, i.e. without discrimination of any kind, which requires mutual understanding based on friendship, solidarity and fair play. It also set as its objective to promote a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles. For the attainment of these objectives through concrete actions, the National Olympic Committee of Mali relies on an academic institution or cultural center whose main function is to study and teach the history of the Olympic games and promote the ideal of peace and fraternity that underpins them.

Indeed, the creation of the International Olympic Academy (IOA) in Olympia, Greece on 14 June 1961 turned into reality the vision of the founding father of the International Olympic Committee (IOC) – Pierre De Coubertin. The mission of this institution is to safeguard and protect the Olympic values.

The NOCM has always worked for the dissemination of moral values and the Olympic philosophy. A Commission for the Olympic Academy was set up within it for the promotion of Olympism in Mali. In order to study and disseminate the fundamental principles of Olympism, to safeguard and expand the work of Baron Pierre De Coubertin, the NOCM, following the example of several other National Olympic Committees, established the National Olympic Academy of Mali (NOAM) on 24 January 1998.

We could define the main duties of the National Olympic Academy of Mali as follows:

- propagate the fundamental principles of Olympism at a national level within the framework of sports activity;
- contribute, among other things, to the diffusion of Olympism in the teaching programmes of civic, physical and ethical education and sport in schools and university establishments;
- promote our ancestral traditions, which are essentially based on the lofty principle of giving and receiving, of sharing, the “Diatiguiya” and the “Balimaya”;
- create institutions, which devote themselves to Olympic education etc.

II. The contribution of Mali to the 8th International Session for NOA Officials, Ancient Olympia, 18 – 25 April 2005:

Theme: The “Diatiguiya”, expression of the Olympic Ideal

I. History and definition:

People offer hospitality, according to their culture, traditions, customs and mores. There may be similarities in these elements, but the “Diatiguiya” is something special since the term “diatiguiya” is derived from the word “diatigui”, which means “he who welcomes a guest”.

The term “Diatiguiya” could be translated as “hospitality”, but it would be wrong to simply restrict it to the warm welcome one gives to a guest as a service or by tradition.

Indeed, it is something similar to a number of terms or expressions such as the French terms “raison d’être” and “esprit de corps”, the Russian term “intelligentsia”, the Japanese term “hara-kiri”, that cannot be perfectly or precisely translated into any other language. Any attempt to translate the word “Diatiguiya” would unavoidably distort or alter its meaning.

To fully understand the term “Diatiguiya” one needs to refer to the famous Bambara saying according to which “we are the slave of our guest”.

So, the guest or stranger is king; he is considered to be above everything. In this sense, the person who receives the guest or stranger must feed him, take care of him, protect him, make his stay as pleasant as possible, defend him if need be, provide him with support and assistance for the success of his endeavours, projects or missions. The other members of society must respect the position, behaviour and attitude of the person who receives a guest, by keeping in mind the above saying.

Already in the 14th century, the Arab writer Ibn Battuta, in his work “Rihla” spoke with fascination about the hospitality that prevailed in the empire of Mali, mentioning the example of any stranger who traveling through the country, from one end to the other, simply had to cross a house’s door to find a place to sleep, food and care free of charge. In more recent times, the historian Joseph Ky Zebro evokes in his book, “History of Africa”, the privileged treatment which strangers enjoyed in Malian culture.

This is why the term “Diatiguiya” should be understood as one of the oldest and noblest Malian traditions.

II. The Diatiguiya applied to Olympic Sport

A – The African Nations Cup – CAN 2002:

It was during CAN 2002 (the African Nations Cup held in Mali) that quite spontaneously and in the most natural way, we were able to see the “Diatiguiya” applied to sport. Certain neighborhoods of Bamako and the other cities that hosted the CAN 2002 matches had been selected not only to offer hospitality to the fans from one of the competing countries, but also to give support to that country throughout the competition, even if that country happened to be Mali’s opponent. This very original and very different behaviour of the Malian people was highly commended by the African Football Confederation (AFC) and FIFA (International Amateur Football Federation) to the great satisfaction of all participants (players, officials and supporters at all levels) in this major international sports competition.

B – The African Military Football Cup – CAM – Foot 2004:

The same kind of “Diatiguiya” was also present during the military CAM FOOT competition organized in Bamako in December 2004. At this football tournament between military teams the Army was designated as the “diatigui” of South Africa, the Air Force as the “diatigui” of Egypt, the National Guard as Niger’s “diatigui”, the National Gendarmerie as the “diatigui” of Burkina Faso, the National Police as Algeria’s “diatigui”, the National Customs Service as the “diatigui” of Guinea Conakry and the Military Engineers’ Corps finally as Gabon’s “diatigui”.

Nowadays, in the West African sub-region, we can easily see that the “Diatiguiya” – “Atwaba” in Ivory Coast, “Terranga” in Senegal, to mention just these two – has become a real part of our life, our habits and customs, directly linked to the solidarity and cohesion of Olympic sport. Given the growing popularity of the term “Diatiguiya”, we shouldn’t be surprised to see this word as a dictionary entry in the very next years.

III. The “Diatiguiya” – expression of the Olympic ideal:

The “Diatiguiya”, as defined and interpreted is essentially founded on the Olympic ideal, as expressed through sport by all and for all. It is mainly characterized by the legendary hospitality of the Malian people and the acceptance of others without any violence or animosity. The “Diatiguiya”

- those who practice sport should defend true sportsmanship and thus preserve sport’s true meaning, i.e. the Olympic ideal.

IV. Conclusion

The “Diatiguiya” is the best vehicle for promoting the Olympic ideal with the view to spreading Olympism and bringing closer people who love justice and peace.

National Olympic Academy of Mauritius

Mr Sanjaye GOBOODUN (MRI)

The NOA of Mauritius was founded in 1997 following the participation of four participants in the IOA International Young Participants' session. Since then we have tried to develop and implement different programmes in order to propagate the values and benefits of Olympic Education.

Starting from one National Seminar in our first year of existence, we have adopted an approach that fits our local context. Indeed our activities are targeting participation from:

1. National level
2. Regional level
3. Regional and National Sports Federations
4. Primary and Secondary Physical Education teachers
5. Children institutions

In this respect, our activities are scheduled as follows:

⇒ **National Seminars**

- *Different themes of national interest and particular to Olympism are selected and lectures delivered by experts.*

⇒ **Regional Seminars**

- *Participants for these seminars are chosen mainly from local sports clubs and authorities whereby their particular field of interest, in relation to Olympic education, are tackled either by members of the Academy or by guest speakers.*

⇒ **Olympic Fun Day**

- *This is a very interesting one-day programme where the four pillars of Olympism namely: Sports, Education, Arts/Culture and Environment are promoted by various means, such as:*
 - *Sports – demonstration and competitions*
 - *Education – Olympic values talks*
 - *Arts/Culture – Wall painting*
 - *Environment – Cleaning up campaigns*

⇒ **Children Olympic Day**

- *This activity is scheduled for children aged between 10 to 16 years and working session, both practical and theoretical are organised with them in a relaxing atmosphere (playgrounds, beaches, sports campus)*

⇒ **Olympic Education Literary Competition**

- *Since the last two years we have started a literary competition for students to enhance their knowledge and interest on Olympic studies. At the same time we are inviting people to visit our documentation premises within the NOC headquarters.*

⇒ **Sport Federations Olympic education working session**

- *Every year we schedule a working session on Olympism for the athletes of one or two sport federations. Members of the Academy go on site of the sport federation and have direct contact with the athletes, especially young ones, to initiate them to the principles of Olympism.*

Some thoughts on Olympic Education in meeting our common objectives

One of the reasons for the revival of the Olympic Games by Baron Pierre de Coubertin was the role of Sports in education. In developing countries like Mauritius, our school curriculum is already overcharged with academic subjects leaving limited space for sport. Our children nowadays are geared to learn like robots in order to succeed in future life. Time constraints, parental stress, and lack of

resources – infrastructure, money, and equipment are obstacles for the proper practice and promotion of sports activities.

This year we are celebrating the **International Year of Sport and Physical Education**. NOAs/NOCs should therefore grasp this golden opportunity to promote Olympic Education by initiating means and ways to enhance the awareness of parents, educators, sport administrators, media and governmental authorities towards the benefits that Olympic education can bring to our children.

Our aim encloses a socialising aspect since Olympic Education provides a neutral and positive directional influence in the development of attributes and values that assist people to achieve self and collective improvement.

In this International Year of Sport and Physical Education, an Olympic education programme could be of tremendous benefit to schools in all countries with a well-balanced respect for both the local realities and the universal principles of Olympism. In spite of various constraints we should not forget that most students are interested in sports activities. Promotion of Olympic ideals through practice of sports and diffusion of Olympic education can be used as a tool to reduce incidences of violence and drugs in schools, which have become universal concerns throughout our modern world.

Moreover Olympism serves as a basis for understanding the similarities and differences in world cultures, which in turn is a necessary building block to establishing respect for cultural differences.

Last but not least, the Olympic ideals can mould youthful personalities into better people and into building a healthier life for minds as well as bodies. Our IOA President, Dr Nikos Filaretos has outlined in one of his speeches, the significance of the Olympic motto '*Citius – Altius – Fortius*', was meant for every young person to be, **faster in sports performance and perception, higher in moral standing and stronger in fortitude for the struggle of life.**

Let's do our best to inculcate these values to youngsters for the betterment of our own society and future generation.

Thank you.

The tradition and the present of the program of Olympic Education in Poland. Olympic Education Center in Warsaw

Dr Halina ZDEBSKA (POL)

The Polish Olympic Academy has a long-standing tradition (it was founded in 1984). It develops and popularizes the ideas of Olympism in the field of education, publications, promotion of scientific studies and artistic achievements, and organization of other enterprises, conferences and symposia. Having the most outstanding experts of the subject as its members, the Center also is a forum for the exchange of live theoretic thought focused on the issues of modern Olympic movement, its transformations and perspectives.

The activity of Polish Olympic Academy includes permanent plenary meetings, as well as other special forms of activity (among others, organizing educational workshops concerning Olympism in cooperation with universities, publishing "Olympic Almanach" – permanent forum of thought and initiation of discussion on the main problems and dilemmas of modern Olympic sport, inspiring and promoting books on Olympism, creating the culture of national Olympic remembrance through supporting the Sports Museum and cyclic organization of Olympic All Souls' Days and the Day of Polish Olympism). Presently, there are 30 people taking part in the activities of the Academy (mainly professors, young scientists, sports journalists), and the head of the Academy is its president, professor Józef Lipiec (a

Jagiellonian University professor, one of the most outstanding experts of the subject of Olympism in Poland and in the world).

Members of the Association of Young of the Polish Olympic Academy are invited to all plenary meetings (usually taking place a few times in the year). There are 19 members of the Association (students, teachers, people interested in Olympism – all of them took part in youth sessions of the International Olympic Academy). By inviting those people, Polish Olympic Academy wants to ensure continuators of its activity.

Since almost three years, the educational activity of the Polish Olympic Academy has been supported by the Foundation of Olympic Education Center (founded by the Polish Olympic Committee), the head of which is professor K.Hądzelek (he has been active in the Olympic movement for several dozen years, internationally also known as FIBA activist).

The Foundation is an extremely active structure; it functions in an ultra-modern seat of the Olympic Center in Warsaw. During almost a year of Polish Olympic Committee's activity at the new seat, the program of exhibitions and meetings with sports people involved more than 10,000 children and youth. The Sports and Tourism Museum also found its place at the Olympic Center (it is one of the oldest museums of this kind in Europe; I.Grys, PhD has been its director for many years); the Museum's permanent exposition is being prepared and it will be presented by the end of 2005, as a result of joint action of the Museum and Olympic Education Center.

The flagships of the Center are art, sport and modern technology. The latest technological developments allow to realize a wide, multidirectional program of Olympic education of children and youth, serve the purpose of informing about and promoting Olympism, with particular consideration of Polish sports traditions, place and role of sport in the modern world and connection between sport and art.

The Center plans to prepare a diverse offer: historical showpieces and works of sports art, and the history of Polish and world Olympic movement saved on computers and presented on multiple monitor screens, meetings with Olympians and people of sport, special classes with sports and Olympic program, temporary shows and exhibitions, auctions of works of art, special publications; there will also be a possibility of watching sports movies using the most up-to-date recording and transfer techniques, as well as of trying one's abilities on different sports disciplines' simulators. There is also a comprehensive internet site, allowing constant contact with the Olympic Education Center.

In the near future, about 100,000 people – mainly young people - are prognosed to visit the Olympic Education Center. The prognosis was based on the results of similar centers in other countries.

The Olympic Education Center realizes a program of Olympic education designed mainly for the young generation of Poles. It promotes and disseminates the rules of Olympism, its idea and culture, with special regard to Polish sport tradition. It also shows the role and place of sport in modern world, and relations between sport and art. Its important aim is education through sport for sport by putting the catchphrase “live sportingly” into practice.

One of the Olympic Education Center's goals is widely understood historical education, regarding Polish sport and physical culture traditions, and aesthetic education (awakening sensitivity through contact with art). It is about enabling universal Olympic ideas to find application in other aspects of life, improving its quality and moral standards. The Center obviously also is to gather, preserve and store material testimonies of Polish sport and to provide documentation for significant domestic and international events with participation of the representatives of Polish Olympic Committee (sportspeople, trainers, activists as well as other delegates of Polish Olympic Committee) – e.i.

gathering, making it available and publishing the documentation. Ultimately, there will be a center for studies concerning Olympic education, the history of Polish sport and Olympic movement at the Olympic Education Center.

Substantive activity of the Center is based on previous experience of Sports and Tourism Museum, Olympic Club, Polish Olympic Academy and commissions working under Polish Olympic Committee.

The Olympic Education Center is going to organize visits both to permanent and temporary exhibitions, with participation of Polish Olympians. Meetings with Olympians and representatives of Polish and international Olympic movement will be held. With cooperation with the Olympic Club and Polish Olympic Academy, there will be a Student Olympic Club and Student Olympic Academy at the Center. The Center will also initiate and organize children and youth interest clubs; Olympic and sports knowledge contests will be held at the Center, as well as Olympic classes for students of all types of schools, and artistic workshops, and cyclical sports films reviews.

Ecology, or more specifically, connecting ecological education with sports and Olympic education is an important educational element in the Center's program. It is expected that various program tasks will be realized with participation of people of culture, science, art and media. The Olympic Education Center will also organize internships and seminars on sport and Olympism, and auctions of sports and Olympic works of art, and of the works of art whose authors are well-known sportspeople and Olympians. The Center will cooperate with various institutions of culture, and especially with universities, schools and childcare centers as far as realization of the educational part of the program is concerned.

During great sports events, above all summer and winter Olympic Games, special press offices will be organized at the Center with access to current computer information and tv transfers from all

Olympic arenas. In the vicinity of the Olympic Center building there will be an Olympic Park, connecting the function of sports education with natural and ecological education. The Center is also going to organize educational thematic excursions, for example “Cities of Olympic Games”, “Olympic Stadiums and Museums in Europe”. Sports post stamps, badges and trophies collectors will also find their place at the Center. It will be possible to buy sports clothes, gadgets and sports souvenirs.

The ultra-modern Olympic Center in Warsaw is the first institution of this kind in Poland, in which the rich tradition concerning Olympic education will be supported by modern technology. An interestingly designed building, in which the Center is seated, got a title of “smiling Olympic center”. And Olympism means also smile and joy of life. So we invite you to the Olympic Center in Warsaw!

The Slovenian Olympic Academy

Ms Manica LIPEC (SLO)

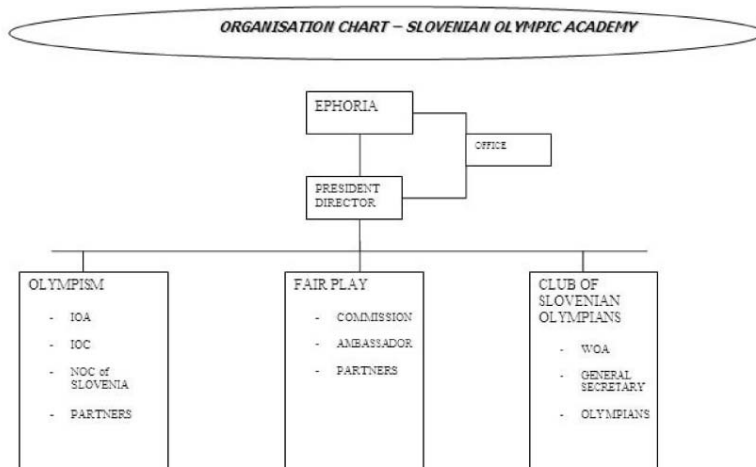
Slovenian Olympic Academy

- 2005 - 10th Anniversary of the Slovenian Olympic Academy
- Integral part of the Olympic Committee of Slovenia, Association of Sports Federation

GOALS: Olympic Education

- Publications & Exhibitions
- Sports Museum
- Club of Slovenian Olympians
- Fair Play

Organisation Chart



- EFPM – European Fair Play Movement
- Ministry of Education and Sport
- Faculty of Sport of the University of Ljubljana
- Association of Sports Journalists
- Institute for Fair Play and Tolerance in Sport
- Elementary & Secondary Schools
- Sports Associations & Clubs
- EPTA – Education Center

B. Selected SOA Products:

- Manual “Fair Play - the Heart of Sport “– 3 versions
- Fair Play Board
- Slovenian Fair Play Anthem in Europe
- “I will win” – KNJIGOBUBA picture book

Manual of Business and Formal English – “The Right Word in the Right Place”

2.1 Promotion of Fair Play - Activities

- Slovenian Fair Play Award 2004
- EFPM Fair Play Award 2004
- EYES 2004 – Tolerance & FP in Sport
- Ambassador of RS for tolerance & FP in sport
- Round table
- Fair Play Board – 100 pcs for Slovenian Sports Centers
- EPTA & SOA Projects:
 - “Fair Play leads the way!” – abt. 20000 children aged 2 – 11
 - “I will win” – Green Creative Communication Program
- KNJIGOBUBA picture books

Slovenian Olympic Academy 2005 Program

1. Promotion of Olympism
2. Promotion of Fair Play
3. Club of the Slovenian Olympians

1. *Promotion of Olympism:*

- 2005 IOA Activities
- IOC – Olympic Sport and Literature Competition
- Celebration of 10 SOA Anniversary
- 13 Hospital Olympic Games
- Olympic Movement - Manual

2. *Promotion of Fair Play*

- Fair Play School – elementary and secondary Schools
- “Fair Play leads the way”
- Slovenian Fair Play Award 2005
- International Fair Play Prizes 2004
- Ambassador of RS for tolerance & FP in sport

3. *Club of the Slovenian Olympians*

- Statute
- Marketing Program
- Foundation of the Club of the Slovenian Olympians
- Sports Museum – Olympians
- WOA

National Olympic Academy of New Zealand

Mr Clive MOON (NZL)
Mr Murray GILBERTSON (NZL)

Our Olympic Academy was founded in 1997 and comprises seven independent members and two fulltime staff. It is an organ within the NOC and it is both autonomous and permanent.

Now we wish to take you on a slightly different Olympism journey. To help start this journey, imagine, imagine a blank sheet of paper. Now your role is to design an Olympic structure that embodies Olympism and the Olympic Charter. Would you create two organisations like the IOC and IOA? Especially if one was economically strong and the other was not? Would you separate leadership from the fundamental philosophy of the Olympic Movement? The IOC leadership is currently based in Lausanne and the fundamental philosophy is entrenched here in Olympia. President Filaretos emphasised the difficulties the IOA has in pursuing its mission to the fullest extent. You might not create two organisations but rather one well designed and balanced entity with leadership and Olympism as one. I know dreams are free but I would love to see the IOC headquarters right here in Olympia. Could you imagine how powerful that could be?

In New Zealand we felt that at the NOC level we should not perpetrate the separation of leadership from the fundamental philosophy ...Olympism. We did not want to perpetrate the frustrations which many of you have talked about, funding issues, lack

of understanding of Olympism, what is really in the Olympic Charter and difficulties of conveying an intangible philosophy. Olympism is not a product or a programme, it is a way of life that is embodied in and underpins our everyday actions.

Arguably the IOC by the stroke of a pen could modify the Olympic Charter and insist on the creation of OAs within the NOCs. We should strive collectively to influence this type of thinking. We have undertaken a paradigm shift so that progressively our NOC and OA think and act as one, a seamless organisation. How have we done that?

We have put in place a model that has been operating for 5 years now, where the Academy is embedded within the NOC at management, governance and membership levels. This way Olympism is better embedded into our thinking and actions of our NOC. Olympism is not merely a “tack on” programme, or lecture, or presentation, or publication but rather a natural occurrence, a culture, in the NOC’s work, day after day, action after action. This way Olympism is within the heart, it is embedded in the prevailing culture of the NOC. My friend Clive, of 45 years, will now share with you how Olympism has been embedded into the thinking and acting of our NOC.

The role of our Olympic Academy is to uphold and promote Olympism and the Olympic Charter **within** the National Olympic Committee to assist in maintaining them at the foundation of the NOC’s pursuit of the Goal of the Olympic Movement.

The Olympic Academy is, as Murray has already said, an autonomous and permanent organ within the NOC but it has no external role in the promotion of Olympism – that is the role of the NOC.

We use the definition of Olympism as per the Charter and seek to bring the Olympic Charter to life, rather than have it on ourshelves as a reference document. The Charter provides legitimacy and authenticity for the Academy’s work, since it is the fundamental document from which it develops its programmes for the NOC.

Emphasis is on establishing a Common Understanding of the Olympic Movement within the NOC based on the following four statements;

WHO is the Olympic Movement? – an educational movement for youth worldwide.

WHAT is its role? – to promote Olympism within the context of sport.

HOW does achieve this? – through education and development programmes and the celebration of the Olympic Games.

WHY does it do this - to pursue the goal of the Olympic Movement.

The fulltime staff of the Olympic Academy provide **counsel** and **teaching** to the Governance (Board), Management (Staff) and Membership (National Federations) of the NOC to encourage the Governance and Management to promote Olympism within the context of sport, and the Members to promote sport within the context of Olympism. In this way, Olympism emerges from within the NOC rather than from its Olympic Academy.

Governance is encouraged to develop their policies, procedures, protocols, Cooperation Agreements, Contracts and Strategic Direction so that they originate from, and are underpinned by, the principles of Olympism.

Management is encouraged to use Olympism as their source, and to manifest it through all their work – i.e. Olympic Museum, Olympic Programmes, Olympic Education, Olympic Teams, Olympic Solidarity and Olympic Communications.

Membership is encouraged to underpin the practise of their sport with Olympism.

Olympism is the Life Force of the Olympic Movement – the Olympic Academy of the New Zealand Olympic Committee has chosen to grow it from within.

IOC Solidarity Course: Indian Olympic Association

Mr Kamakhya Prasad Singh DEO (IND)¹

Prof. Dr Jitendra Singh NARUKA (IND)

Solidarity Programme Notable Courses in Leadership and Management (International Olympic Committee)

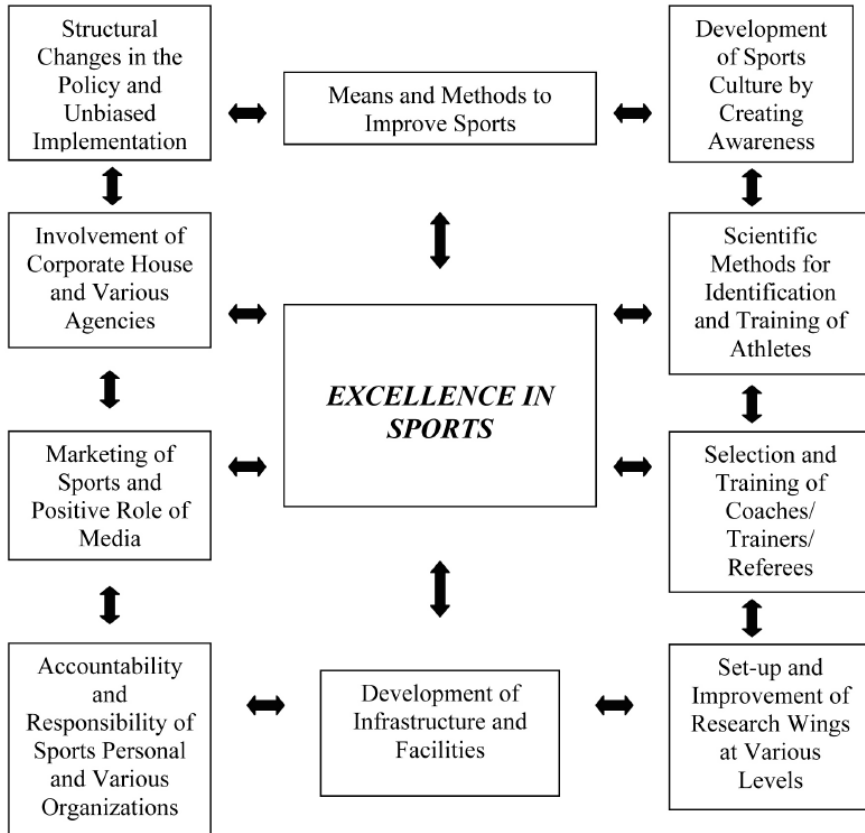
IOC Sponsored Sports Leadership, Management and Administrators Programme

1. Sept. 11-15, 1989 New Delhi
2. Jan. 27-Feb. 2, 1997 New Delhi
3. Dec. 16-21, 1999 LNIPE Gwalior
4. Feb. 1-5, 2000 NSNIS, Patiala
5. March 2-8, 2000 New Delhi
6. Dec. 13-17, 2000 Chandigarh
7. April 25-29, 2001 Jaipur
8. Nov. 25-Dec. 1, 2001 Chandigarh, Patiala, Ludhiana
9. Dec. 27-31, 2001 New Delhi
10. June 20-23, 2002 Nainital
11. Nov. 25-Dec. 2, 2002 New Delhi
12. Dec. 17-22, 2002 Hyderabad

¹ Mr Kamakhya Prasad Singh DEO presented the paper, while Prof. Dr Jitendra Singh NARUKA was not present during the Session.

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|-----|------------------|-----------|
| 13. | Sep 10-14, 2003 | Pune |
| 14. | Oct. 26-31, 2003 | Hyderabad |
| 15. | Nov. 20-23, 2003 | Kolkata |
| 16. | Dec. 14-21, 2004 | New Delhi |
| 17. | Dec. 24-31, 2004 | New Delhi |
| 18. | Feb. 2-6, 2005 | Pune |
| 19. | March 3-15, 2005 | New Delhi |

Main Recommendations



Recommendations (1)

Development of Sports Culture Creation of Sports Environment

- Making Sports a Way of Life.
- Importance on Health Clubbed with Academics.
- Creating Awareness.
- Compulsory Sports and Physical Activities in All Establishments/ Institutions.
- Integration of Physical Education as an Integral Part of Education and Sports in the curriculum of Education from Pre-School University Level.

Recommendations (2)

Sports for All: A Movement to be Started

- * *To Counter the Effect of Machinization and Sedentary Life-Style*
- * *For Postural Training*
- * *For Stress Management*
- * *For Sports Excellence*
- * *For Movement Education*
- * *For First- Aid and Safety Education*
- * *For Fitness Benefits*
- * *For Prevention of Diseases*

Recommendations (3)

Adopting a Scientific Procedure For Identification of Talent

As Per Their:

- * *Biological Capacities*
- * *Anthropometric Characteristics*
- * *Physiological Capacities*
- * *Biomechanical Adaptations*
- * *Psychological Make-up*

* *Sociological Impact*

* *Dietary Habits*

Recommendations (4)

Training and Grooming of:

* *Athletes*

* *Coaches and Technical Officials*

* *Teachers*

* *Volunteers*

* *Administrators*

* *Supporting Staff*

Recommendations (5)

Set-Up and Establishment of:

* *National Olympic Academy*

* *Research Wings for Performance Analysis*

* *Academic Forum to Share Research Experiences*

* *Rehabilitation Centres*

* *Grievance Cells for Sportspersons*

* *Anti-Doping Centres*

* *Professional Leagues in Various Sports*

* *Effective Monitoring System with Accountability and*

* *Responsibility*

Recommendations (6)

Involvement of:

+ *Parents*

+ *Peer Groups*

+ *Media*

+ *Education System*

- + *Industrialists/Corporate Houses*
- + *Advances in Information Technology*

Recommendations (7)

Development of Infrastructure and Facilities

- * *Indoor Facilities*
- * *Outdoor Facilities*
- * *Near to the Availability of Talent*
- * *More Facilities in Rural Areas*

Recommendations (8)

Improvement of Competitive Standards By:

- * *Increase in the Frequency of Competition
(More Tournaments to be organized)*
- * *Increase in the Level of Competition
(More National and International Exposure)*
- * *Participation in Graded Competitions*
- * *Conducting Case-Study on Champion Athletes and Champion Countries*

Recommendations (9)

Incentives and Motivation Schemes:

- * *Scholarships for those, who are in SAI schemes*
- * *Scholarships for those, who are working and playing both*
- * *Scholarships for those, who are not associated with SAI*
- * *Incentives to those working at the grass-root level*
- * *Life Insurance Schemes for Sportspersons*
- * *Medical Insurance for the Injuries of Sportspersons*
- * *Pension and Ex-Gratia Plan for Sportspersons.*

Recommendations (10)

Creating Awareness Regarding/Through:

- * Existing Sports Policies and Incentive Schemes to Reach to General People and Professionals*
- * Lessons/Chapters on Relevant Topics Should be the Part of the Curriculum*
- * Publicity and Marketing*
- * Maximum Use of Modern Technology (IT & A/V-aids)*
- * Inclusion of Various Sciences in the Education and Training of Athletes as well as Trainers*
- * Regular Organization of Seminars/Conferences/Symposia on Specialized Fields like Women and Sports, Media and Sports, Coaches and Sports, Volunteers and Sports, Corporate Houses and Sports, Educational Institutions and Sports, Fitness and Sports etc.*

Recommendations (11)

Management of:

- * Growing Accountability and responsibility*
- * Review, Revival and Implementation of Sports Policies like NPED, CABE, Various Commissions/Reports/Policy, Coaching Schemes*
- * Generation of Funds*
- * Budgeting and Management of Funds*
- * Record-Maintenance and Auditing Procedures*
- * Maximum Utilization of Available Human and Material Resources*
- * Effective and Efficient Leadership*
- * Development of Professionalism*
- * Minimization of Communication Gap*
- * Prioritization of Sports*
- * Emphasis on Scientific Coaching/Training*
- * Conversions of Govt. of India and SAI*

Recommendations (12)

Miscellaneous

- * *Physical Education should be a Subject in the UPSC Exams for Civil Services*
- * *Physical Education and Sports Must be an Integral Part of Curriculum at School and College Level.*
- * *Target Setting should be Scientific and Realistic (e.g. Peak Performance Must Come At the Time of Main Competition)*
- * *IOA and SAI must have their Own Website and a Database of all the Athletes, Coaches and those Concerned; which should be accessible and affordable.*

The National Olympic and Paralympic Academy of I.R. of Iran

Mr Seyed Amir HOSSEINI (IRI)

I am pleased to meet you all once more and present to you the report of our activities during the last year from the 7th International Session for Directors of NOAs till now. During the year 2004 we have been successful in organizing various programmes in order to improve and promote Sport and Olympism in Iran.

The National Olympic and Paralympic Academy of I.R. of Iran (NOPA) have organized and performed different events and activities during the last year. The Iranian NOPA is placed in one of the most attractive Sports-Cultural complexes in Tehran which was inaugurated by Dr Jacque Rogge in the year 2002. Among those programmes are the following:

- 1- The Olympic Education project for school students was performed successfully with more than 20000 students participating in this project, taking advantage of different attractive programs. Last year, I along with the representative from the Denmark Olympic Academy had the chance to visit the Olympic Education Project in Athens. It was a great experience helping me to come up with even better ideas and programs on the Olympic Education. In this project students became familiar not only with Philosophy and Olympism, they also performed sports activities and Iranian traditional sports and participated in physical fitness tests. They

also watched Olympism related video tapes and took photos with the Olympians and well-known athletes. The programs expand the boundaries of education within the school, as cooperation among many teachers is required for their implementation. The evaluation of these programs has shown the enthusiasm which teachers and students feel for this project. The Motto of this project is “Be a Champion in Life”.

- 2- Also special programmes on Olympic aims were organized for more than 6000 disabled students who participated in these programs along with their families.
- 3- The 1st National Seminar on Olympic Education was held on 6th February 2005 in the premises of the NOPA under the patronage of Olympic Solidarity, with the presence of physical education experts, guests from Afghanistan NOC and Iranian past participants in the IOA's programs. We also had a guest from Germany, Mr Robert Marxen, who presented examples on the successful Olympic Education Programmes in Germany. We also had effective exchanges on Olympic Education programs with the participants.
- 4- The Olympic and Paralympic Games were held in the best way in Greece. An Iranian delegation also participated in this major event. In Olympic Games we won six medals (2 Gold, 2 Silver and 2 Bronze) and gained the 29th place jointly with Slovakia. In Paralympics, we won 23 medals (7 Gold, 3 Silver and 13 Bronze) and gained the 23rd place. It is necessary to mention that the NOPA of Iran offers to the athletes scientific consultancy and monitoring services, assisting them to gain 5 out of the six Olympic medals we won in Athens. Also we provide disabled athletes with training and consultancy services specially those who practice wheelchair volleyball, basketball, football and weightlifting.

- 5- Every year we organize an International Sports Movie and TV FICTS Festival during the Olympic in Iran. We have been successful in making a good relationship with Media. We welcome all NOAs to participate in this event.
- 6- Last year Prof. Parry talked about Multiculturalism and Olympism in last year's session entitled: "Olympism for the 21st century: From local to global, or from global to local?". He mentioned that if we add to this de Coubertin's famous dicta "All Sports for All People" (quoted during and Briston, 1994, p. 187) and "All Games, All Nations" (de Coubertin, 1934, p. 127) we seem to have a recipe for the core values of Olympism: Fair Play, Education and Multiculturalism. In this connection, the NOA of I.R. of Iran is proud of establishing the International Zurkhaneh Sports Federation "IZSF" with the support of representatives from 22 Countries. Zurkhaneh Sports goes back to 3000 years ago as Herodotus, father of history, Xenefon and Edward Brown believed. Zurkhaneh is the House of Strength, Generosity, Chivalrous Sprit, the love of Country and contact with Art and Literature and has been the Rule of Life for the people in the West and South Asian Region.

As Mr Mohammad Mzali has mentioned in his last year's speech (the Contribution of Olympism to the ongoing Cultural Development of Nations):

"We want Sport not to be a healthy practice but the Rule of Life."

Zurkhaneh Sports is a Sport that can create a spiritual atmosphere, and the harmonious training of mind and body, the mastery of rhythm and aid the mental, intellectual and physical development of man and develop good manners. It is the Rule of Life.

National Olympic Academy of Seychelles (NOAs) Activity Report 2004

Mr Alain ALCINDOR (SEY)

The National Olympic Academy of Seychelles launched its activities for 2004 with the Poem Writing Competition on 28th May.

Theme for the Poem was:

“Dedication to Seychelles Team for Athens 2004”

A total of 118 poems were received from 9 schools. There were 4 categories

P4-P6	(9-12years)
S1-S2	(12-14years)
S3-S4	(14-16years)
S5	(16-17years)

The winning poems were recited on TV during the broadcasting of the Public Speaking.

Inter School Olympic Quiz

- This was the second activity organized by the Academy. The heats were held on 4th June at the SNOC office.
- The finals were held and recorded at the S.B.C. Television Studio at Hermitage. The quiz finals were then broadcast on S.B.C. T.V. from the 21st to 23rd June.
- This was held for Secondary schools only.

Public Speaking Competition

- This competition was held at the National Theatre, Mont Fleuri on the 16th June.
- A total of 7 teams competed from the secondary schools and the Seychelles Polytechnic.
- The theme was: “Olympism A Way of Life”.
- The Public Speaking was also broadcast on our National TV for 7 days, (i.e. one team each day) from 24th June to 1st July 2004.
- We received positive feedback from the general public with regards to the educational value of these competitions.

Olympic Day run

- Seychelles National Olympic Committee and the National Olympic Academy of Seychelles once again organized the Olympic Day Run to celebrate the International Olympic Day on Mahe, Praslin and La Digue on Friday 25th June 2004 at 4:30 p.m.

Olympic t.v. Quiz

- For the first time last year we managed to organize in collaboration with the Seychelles Broadcasting Corporation a National T.V. Quiz, which was held every Tuesdays during the Sports Magazine Programme.
- The main aim was to create more Olympic Awareness among our population. Unfortunately we were not satisfied of the level of participation but on the other hand we managed to achieve the aim of creating the Olympic Awareness since the public were more interested to increase their knowledge about the Olympic Movement rather than competing for the prizes. One of the faithful participants, Thyra Faure won the first prize.

Mobile Exhibition

- This exhibition was launched on 20th February during the celebration of SNOC Silver Jubilee by the Minister for Education & Youth, Mr Danny Faure at the National Library.
- The exhibition which depicts the Olympic Movement, Summer Olympic Torches, Presidents of the I.O.C., Ancient Olympic Games, Highlights of Modern Olympic Games, Olympic Principles and Seychelles participation in the Olympic Games since 1980, was displayed at the National Library for one week following the launching.
- This exhibition has now started its journey through the schools, with Plaisance Primary being the first school to welcome it during the launching of the Olympic Clubs, which was held on Monday 14th March.
- The Olympic Solidarity under its Programme of Culture and Education accepted to co-sponsor this project.

School Olympic Clubs

- Since September 2004, we received the assistance of Ms. Katie Brambley from the Canadian Commonwealth Games Association to work on this project. To sensitize the schools on the benefit of having such clubs, I met with all the Head teachers during their meeting in September 2004 to brief them about Olympism and Olympic Movement.
- Upon the arrival of Ms Brambley, further schools visit were organized to discuss individually the implementation of the Olympic Clubs, with each Head teacher and their possible facilitators, on Mahe, Praslin and La Digue.
- A steering Committee was formed to work on the handbook for facilitators of the Olympic Club to assist them with the running

of their club activities as well as provide them with background knowledge required which they will require to lead their Clubs.

- The handbook was officially launched by Mr Antonio Gopal, the SNOC President in the presence of Mrs Jeanne Simeon, the Director for School Division. This was held at the Plaisance Primary School on Monday 14th March 2005, which was also the Commonwealth Day.
- The second launching was held on 18th March at the Grand Anse Praslin Secondary School, also by Mr Gopal in the presence of Mrs Monica Hoareau Education coordinator for Praslin, La Digue schools as well as the 2 members of the National Assembly for Praslin.
- We received assistance through the Olympic Solidarity Programme and through the Commonwealth Games Association of Canada for this programme.

National Academy Session

- This was held on Saturday 5th March at the SNOC office and this was attended by 24 participants from:
 - Federations/Associations
 - Olympic Club Facilitators
 - Ministry of Education and Youth.
- The two candidates who were selected to represent Seychelles for the 45th International Session for young participants from 27th July to 11th August 2005 in Olympia, Greece, are Ms Joanna Hoareau from Athletics Federation and Mr Allen Barreau, Olympic Club Facilitator from Grand Anse Praslin Primary School.

Brief Report on the Activities of the Thailand Olympic Academy

Mrs Nattaya KEOWMOOKDAR (THA)

Thailand Olympic Academy (TOA) was established by the approval of Thailand National Olympic Committee on March 26, 2002. Thailand Olympic Academy has aimed to educate and disseminate the ideal of the Olympism and the Olympic Movement to Thai People.

Mission

- To be the Resources Center for the body of knowledge related to the Olympic Movement
- To be the Center of Knowledge and Understanding about Olympism which integrates through Thai Custom and Culture
- To foster (support) Teaching, Learning and Researching Activities under the framework of the Olympic Movement
- To bear the responsibility of preserving the spirit of Olympism of all Thais

Summary on TOA Activities the Year 2004: TOA has under taken the activities as follows:

- ❖ Hold the board members meeting 5 times
- ❖ Organize three Sport Administration Courses and train the provincial sport administrators from 3 provinces located in 3 regions, the Central, Bangkok province, the Northern, Nakhonsawan

- province, and the Southern Surachathani province.
- ❖ Process in selecting a youth to participate in the 7th National Olympic Academy for Young Leaders during February 23-27, 2004 in Malaysia.
 - ❖ Select one of TOA committee to participate in the 7th Joint International Session for Presidents or Directors of National Olympic Academies and Officials of National Olympic Committees on April 22-29, 2004, Athens, Greece.
 - ❖ Hold the Olympic Year Global Olive Wreath activities on April 30, 2004 at the Phomrasrungsan School. This is the activity to support the activity of the Athens Environmental Foundation (AEF).
 - ❖ Select an official from the Sport Association of Thailand to participate in the World Forum on Education, Culture and Sport on June 10-12, 2004, Barcelona, Spain.
 - ❖ Process in selecting the young leaders ages up to 35 years to participate in the 44th International Session for Young Participants of the International Olympic Academy on May 23rd – June 6th, 2004 in Athens, Greece.
 - ❖ Select an official to participate in the seminar under the title: “How to Prevent Sports Injury” on July 19th-22nd, 2004 at Deluxe Place Hotel, Bangkok, Thailand.
 - ❖ Orientate the Thai representatives to participate in the Athens 2004 Olympic Youth Camp during August 11-26, 2004, Athens, Greece.
 - ❖ Develop the 5 research projects plan to analyze the Thailand National Sport Competition from past to present to propose to the Thai Government.
 - ❖ Coordinate with the Olympic Solidarity and promote an official of the Sport Association in Thailand to receive the one year scholarship for the master degree program in Sports Administrations, International Academy of Sport Science and Technology, Lausanne, Switzerland.

- ❖ Supporting and cooperating on the Olympic Solidarity Activities.
- ❖ Prepare and report the summary and recommendation document about the participation in the 28th Olympic Games, Athens, Greece.
- ❖ Select an official to participate in the 11th International Session for Young Participants on November 22th-24th, 2004, Costa Sands Resort (Sentosa), Singapore.

On-Going Activities:

There are on-going activities, such as making the Thailand Olympic Academy HomePage, Thailand Olympic Academy Bulletin, creating the textbook in Thai Language on the Sport Administration Manual, and developing the Olympic Education Course to train physical educators from the educational institutes in Thailand.

TOA Activities in the year 2005

Thailand Olympic Academy is setting a plan of activities in the year 2005 as follows:

- Process and select the representatives to participate in the International Olympic Academy Activities, 2005, Olympia, Greece.
- Process and select the representatives to participate in the International Session for Young Participants, 2005, Singapore.
- Process and select the representatives to participate in National Olympic Academy Session for Young Leaders, 2005, Malaysia.
- Organize four Sport Administration Courses and train the provincial sport administrators from 4 provinces located in 4 regions.
- Organize the (National/International) Women and Sports Activities Seminar.
- Organize the Olympic Education for Physical Education Teachers in Thailand.

- Layout the blue print for the library and museum located at Thailand National Olympic Committee building.
- Re-Organize the office of the Thailand Olympic Academy.
- Develop the National/International Academy Session for Young Participants Program.

The average age of Olympic champions

Mr Gia THANH LY (VIE)

I. Introduction

For many years, Vietnam Olympic Committee in cooperation with the Vietnam Sport Science Institute, researchers and journalists have collected the outstanding Olympic Champions' information in performance and career from the first Olympic Games in Athens 1896 to the XXVIII Olympic Games in Athens 2004.

We have assembled the list of Olympic Champions with available information as name, age, nationality, achievement in the last 100 years and printed in the book entitled "The Sport Stars", "Olympic Movement in Asia", "The Olympic Games"... these books were highly appreciated by the President of International Olympic Committee (IOC), Olympic Council of Asia (OCA) and considered as the research work.

II. Method and Objective

Vietnam Olympic Committee built a software named "Olympic Champions' Sport Achievement Database" by data collection and analysis method to serve for calculation of average age, management of sport achievement of 2154 Olympic Champions. Further, we also calculated the average age of Olympic Champions according to each sport, continent, country and gender.

III. Result

Using the above method, we have collected 2154 Olympic Champions with sufficient data as the following:

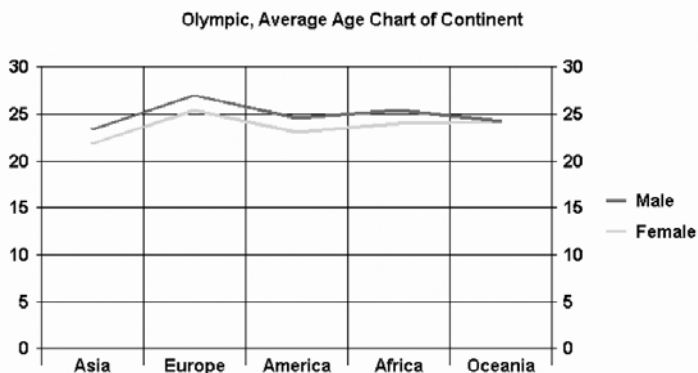
- + Asia: 546 Champions
- + Europe: 1085 Champions
- + America: 408 Champions
- + Africa: 43 Champions
- + Oceania: 72 Champions

From 2154 Olympic Champions' information, we calculated the average age of gold medalists in Olympic Games is 23.8 (Men: 24.5; Women: 23).

The average age according to continents:

Continent	Average Age	
	Men	Women
Asia	23,4	21,9
Europe	27	25,4
America	24,6	23,1
Africa	25,4	24
Oceania	24,3	24,2

The chart of average age according to continents:



The average age for countries (nationalities): Appendix

The average age according to sports. We classified sports as following:

- + The cycled sports: Athletics, Swimming, Cycling...
- + The artistic and rhythmic sports: Gymnastic Artistic, Gymnastic Rhythmic, Synchronized Swimming, Diving...
- + The target sports: Shooting, Archery...
- + The sports competed in different ground: Volleyball, Tennis, Badminton...
- + The sports competed in one ground: Football, Basketball, Baseball, Hockey...
- + The strong sports: Weightlifting

No.	Sport	Average Age	
		Men	Women
1	Archery	26.9	19.2
2	Athletics	25.7	25.4
3	Badminton	25.4	23.5
4	Baseball	27.7	
5	Basketball	28	27.3
6	Boxing	23.7	
7	Canoeing	25	24.8
8	Cycling	26.6	29.9
9	Equestrian	35.7	36.8
10	Fencing	25.6	24.4
11	Football	24.1	26.8
12	Gymnastics	23.3	20
13	Handball	28.3	26.4
14	Hockey	25.5	26.8
15	Judo	24.8	24.6
16	Modern Pentathlon	23.7	27
17	Rowing	25.6	26.6
18	Sailing	31.8	27.1

19	Shooting	29.4	26.1
20	Softball		27.2
21	Aquatics	21.6	20
22	Table Tennis	21.4	21.6
23	Taekwondo	23.7	21.4
24	Tennis	29.3	20.9
25	Triathlon	25	34
26	Volleyball	28.3	24
27	Weightlifting	25.7	24.8
28	Wrestling	25.6	20.3
29	Synchronized Swimming		24.7
30	Water Polo	27.5	28.6

IV. Conclusion

During the implementation of the project, we met a lot of difficulties in the collection of information of Olympic Champions, especially of the Olympic Games that was organized before 1950.

By the year 2000, we had collected sufficient data for 1565 Olympic Champions from the first Olympic Games in Athens 1896 to the 27th Olympic Games in Sydney 2000, and published the book entitled “The Sport Stars”; it is highly appreciated by Lord Juan Antonio Samaranch and considered as the research work. When Dr Jacques Rogge – President of the IOC received this book, he commented:

*“Thank you for your letter dated 9th November 2001 and the marvelous copy of the book entitled **The Sport Star** enclosed.*

This publication will be duly sent to the Olympic Museum where it will be a very interesting addition to our Olympic Study Center”.

Simultaneously, IOC allows us to continue and deploy it as a project with the research method of analysis, summary, statistic and processing the data to provide necessary information for the task in

terms of training, coaching and improving athletes' records.

Until now, the Vietnam Olympic Committee have collected 2154 Olympic Champions for our project with results and personal data. About our project Prof. Dr Duong Nghiep Chi – Director of Vietnam Sport Science Institute and other scientists commented: “We highly appreciate the Olympic Champions’ Database implemented by the Vietnam Olympic Committee. The project was finalized by hard work, good treatment of statistics provided with trusted results which enrich knowledge to sport reseachers, sport strategic forecasters, coaches, teachers to make plans and to train the young athletes for the future Olympic Games.”

Implemented by Mr Ly Gia Thanh and his colleagues of Vietnam Olympic Committee

APPENDIX

Country		Average Age	
		Men	Women
1	China	22.3	21.8
2	Hong kong		26
3	Indonesia	25.2	21
4	India	24.5	
5	Iran	24.9	
6	Japan	23.6	24.9
7	Kazakhstan	24.2	32
8	Korea	24.6	19.4
9	Democratic People's Republic of Korea	24.7	18
10	Syria		24
11	Thailand	23.5	25
12	Tadjikistan	26	

SHORT PRESENTATIONS

13	Chinese Taipei	22	26
14	Uzbekistan	25.3	
15	Armenia	22	
16	Austria	32.7	27
17	Azerbaijan	25	33
18	Belgium	26.8	22
19	Belarus	22.5	28.2
20	Bulgaria	26	26.3
21	Croatia	28.9	
22	Czech Republic	28	25.3
23	Denmark	27.7	26.4
24	Spain	25.8	27.5
25	Estonia	27.5	30
26	Finland	27.1	26
27	France	28.7	25.3
28	Great Britain	26.8	28.2
29	Georgia	23.5	
30	Germany	26.8	24.1
31	Greece	24.1	26.4
32	Hungary	24.4	25.4
33	Ireland	24	26
34	Israel	29	
35	Italia	25.6	28.1
36	Latvia	25	24
37	Lithuania	28	35
38	Moldova	24	
39	Netherlands	30.6	29.2
40	Norway	30.6	28.2
41	Poland	25.8	20.8
42	Portugal	37	27

8TH INTERNATIONAL SESSION FOR DIRECTORS OF NATIONAL OLYMPIC ACADEMIES

43	Romania	25.2	24.2
44	Russia	26.3	26.2
45	Slovenia	24.5	
46	Switzerland	27.4	
47	Slovakia	24	32
48	Sweden	28.5	27.8
49	Turkey	25.3	21
50	Ukraine	27.5	20.6
51	Soviet Union	25.9	24.1
52	Yugoslavia	23	23
53	Argentina	25.9	
54	Bahamas		29
55	Brazil	26	23
56	Canada	25.4	31
57	Chile	24.5	
58	Columbia		35
59	Costa Rica		24
60	Cuba	25.9	23.6
61	Dominican Republic	27	
62	Jamaica	26.5	25
63	Mexico		23
64	Trinidad & Tobago	26	
65	Uruguay		
66	United States	24.3	22.7
67	Algeria	26	24
68	Burundi	23	
69	Cameroon		28
70	Egypt	25	
71	Ethiopia	29.5	21.3
72	Kenya	24.2	

SHORT PRESENTATIONS

73	Morroco	25.3	22
74	Mozambic		28
75	Nigeria		26
76	South Africa	23.4	
77	Tunisia	30	
78	Uganda	23	
79	Zimbabwe		21
80	Australia	24.2	23.9
81	New Zealand	24.3	26.3

Educational values of sport

General José Manuel BONETT (COL)

Educational Values of Sport

The Colombian Olympic Academy presented to the Colombian Olympic Committee and to the Ministries of Education and Culture, this work during 2004 as a contribution for the Olympic year.

Educational Values of Sport

The goal is to establish a system of teaching in the schools from elementary through the educational organization to spread in the mind of the Colombian youth the benefits of active life through sport.

Olympic Education Process

Our National Olympic Academy is working on the process to develop this project in accordance with the celebration of the International year of Physical Education and Sport 2005.

This means that an agreement between the Ministries of Culture and Education are the support of this important activity.

Values of the Sport

According with these values to succeed in life not only in the athletic activities but also in all the fields of human life.

This way we will achieve not only a better women and men sport but a better society and nation.

The values are:

- Fair play
- Team work
- Confidence and faith
- Commitment
- Excel and excellency
- Discipline
- Fellowship
- Be always better

Basic Concepts

- *The victory is for the strong.*
- *The defeat is for the weak. **Oscar Wilde***
- *Winners are always looking for something, which losers don't.*
Million dollar baby
- *The sport apart from developing your body and your mind will give you values and make you a better person in your family, the school, the workplace and society. **Values of the sport, COA***
- *Forgiveness makes us superior for those who insult us. **Napoleon.***

Olympic symbols:

Description in didactic method of:

- Olympic rings
- Flag
- Motto
- Olympic torch
- Hymn

The Olympic sports

The History of the Olympic Games

The values:

Every value has some important aspects:

- Steps to the achievement
- A personage on the issue
- The commitment is personal
- The other's and your commitment
- Activities and homework
- Ideas to develop the values
- Why be the best
- Manage success and failure
- The legends and heroes of the Colombian sport
- The legends and heroes of the world's sport

Activities of the Academy

- Academy Session – April 2004
- Olympic Day Run
- Meeting and Conversation on different topics about Olympic history and Modern Games (Tertulias)
- Lectures and Olympic Meetings
- Art and Sports Festival
- Children's Painting Contest
- Philately Contest to select the official Olympic Games Stamp to take part in Athens 2004 Pnyx Olympia.

Salvadoran Olympic Academy.

Operative Plan 2005 “Educating through Sport...”

Mr Luis NUILA (ESA)

Vision

The AOS is a key institution in the development of culture, sport and education, achieving a positive evolution of the Salvadoran society through the assimilation of the fundamental principles of Olympism and its application in the daily living off the Salvadorans.

Mission

To contribute and to look after the validity, defense and generation of Olympic knowledge, being constituted in a factor of change in the society through the conjugation of the education, culture and sport for all the Salvadorans.

Objectives

To work as an Academic Center of Olympic studies, education and investigation.

To act as national and international forum for the free expression and exchange of ideas inside the Olympic family, intellectuals, scientific, athletes, sport administrators, educators, artists and the youth.

To promote the union of the Salvadorans in a spirit of friendship and cooperation.

To motivate people to use the experience and the knowledge won productively in the SOA, promoting the Olympic ideas.

To serve, to promote and to defend the ideals and principles of the Olympic Movement.

To cooperate and to attend the National Olympic Federations and any other institution dedicated to the Olympic education.

Values

Respect, Solidarity, Universality, Cooperation, Fair play, Non-discrimination, Friendship, Peace.

Programs

1. Educational Program
2. Sport Sciences Program
3. Support Program
4. Companies Program
5. Cultural Diffusion Program
6. Woman and Sport Program
7. Sports and Environment Program

Educational Program

Objective:

To contribute to the formation and the integral education of children, young and mature, fomenting the respect of the human being fundamental values through the living and practice of the olympic values, helping to the prevention of antisocial behaviors as the consumption of drugs, the alcoholism, the violence and delinquency of all types. Likewise, to contribute to the good formation of the

human resource involved in the national sport chore, looking for a better acting of leadership and unit, expandable to the other sectors related to the sport.

Component of Continuous Education

The component of continuous Education seeks to enlarge, to modernize and to strengthen the technical, administrative knowledge and of values in the youths and mature sportsmen involved in the sport chore. It bears the following activities:

- Breakfasts with sport leaders
- Breakfasts with politicians
- Days with trainers
- Days with athletes
- Days with journalists
- Days with judges
- Days with parents
- Courses of Sport Leadership
- Golden Club program
- Courses in computer science
- Courses of languages

Financing:

The courses for sport leadership are financed by Olympic Solidarity. The computer science and languages courses will have a symbolic cost in order to help redeem the expenses in stationery. The rest of the activities requires external financing.

Component of Olympic Integral Education

Objective:

This component looks for that the participants have the opportunity to consent to an integral formation by means of the practice of values,

the sport practice, the learning of the computer science and the environmental education; all this for the sake of a better society.

Activities:

- School days
- Sport – cultural festivals

Financing:

External financing is required for all these components.

Component of Sport Leaders, Trainers and Professors of Physical Education Formation

This component seeks to form professionals of the sport academically well prepared, with the very laid the foundation values and with capacity to guide the children and young that pass from its hands, in a correct way, looking for to sow in them the olympic philosophy to prevent and to cohabit in a better way.

Activities:

- Technical, administrative and specialized courses.
- Trainings for trainers
- Sport specializations

Financing:

The participation cost in these activities covers 20% of the operative costs, requiring external financing for the remaining 80%.

Assembles and Congresses

Objective:

This component offers the opportunity to youths, sport leaders and students of university graduate degree of traveling to the cradle of Olympism in Olympia, Greece, to the headquarters of the International Olympic Academy where, together with all the Olympic

Committees of the world representatives, studies are carried out on Olympism and its educating purpose.

Activities:

- Annual session of the SOA
- Annual session of the IOA for young participants
- International session for presidents or directors of NOAs and official of NOCs
- International seminar for Postgraduate Students of the IOA
- Continental congress of the NOAs
- Special sessions of the IOA

Financing:

Financed in 95% by Olympic Solidarity. An air passage is required for the session of directors and one for the Postgraduate degree seminar.

Support Program

Objective:

Sponsorship program by means of which the SOA looks for to gather funds for its operation and the implementation of the diverse programs and components that benefit the youth.

Friends of the SOA

Activities:

- Yearly dinner of friends of the SOA
- Presentations to friends
- Breakfasts with Friends

Friends of the SOA Youth

Activities:

- Presentations of the SOA

- Breakfasts with Friends
- Mailing of the SOA news

Financing:

This program has self-financing.

Sport Sciences Program

Objective:

To develop and to implement studies, forums, seminars, trainings in Applied Sciences to the Sport with the objective of generating investigative knowledge in the field of Salvadoran sport and whose results can be extrapolated to the society, fomenting the maintenance of the health, the prevention of pathological problems and cheaper and healthier recovery methods.

Activities:

- International congress of sport sciences.
- Investigations to high performance athletes
- Investigations in applied sport sciences in general
- Several seminars
- National forum: State of the National Sport Medicine

Financing:

7% of the budget of this component is financed with the cost by participation in the Congress and the seminars. The rest of the budget should be financed externally.

Companies Program

Objective:

To offer training services of the human resources departments in the organization of sport events to interested companies. Likewise, dissertation of chats and trainings about olympism applied to the labor

atmosphere. These activities will allow the generation of resources for the operation of the SOA.

Activities:

- Organization of sport festivals.
- Organization of cultural festivals.
- Organization of managerial olympic chats.

Financing:

This Program is self-financiable. The entrance and programming through time will depend on the demand that one has of the service that offers.

Woman and Sport Program

Objective:

It looks for to generate in the feminine population a new sense of identity and ownership by means of the training and awareness, the sport practice and the living of the Olympic values.

Activities:

- Work forums
- Awareness dissertations
- Trainings
- Seminars

Cultural Diffusion Program

Objective:

This program looks for to diffuse and to promote the art and the culture. To foment the infantile, juvenile, student and mature population's interest on these cultural branches. Likewise, it looks for to promote our educational programs by means of diverse activities.

Activities:

- Art exhibitions and culture associated to the sport.
- Philately and numismatic and memorabilia exhibitions.
- Exhibitions of olympic sport objects.
- National cultural contest during the Olympic Week, in the specialties of Literature, Painting / Drawing and plastic arts.
- Olympic Fair

Financing:

This Program requires external financing in its entirety.

Sport and Environment Program

Objective:

To sensitize and to inform the participants of the program about the natural resources and their importance through diverse strategies and actions that allow generating a positive and proactive attitude toward the environment.

Activities:

- Field investigations.
- Development of forums and dynamic.
- Visits to recreation places.
- Diffusion campaigns and promotion on the protection to the environment (school and community level).
- Organization of literary competitions on the environment.
- Elaboration of didactic materials on the environment.
- Green house creation.
- Arborisation campaign and reforestation.
- Specialists' of the topic orientation.
- Training to the personnel on the thematic of the environment.

Financing:

This program requires external financing in its entirety.

CONCLUSIONS

CONSOLIDATED REPORT OF THE DISCUSSION GROUPS CONCLUSIONS

During the works of the 8th Session, eight discussion groups were created, 7 English and 1 French speaking. The participants were given four questions, which were prepared in cooperation with the lecturers and the Dean of the International Olympic Academy. The consolidated results of the discussion held were the following:

English speaking groups 1, 2, 3 and 4

Question 1

Each National Olympic Academy (NOA) has a similar purpose, however each has its own identity. Therefore, what is the overall mission of an NOA and what are/should be some relevant objectives for your own NOA?

Overall mission: To promote and spread Olympism, Olympic Ideals and Olympic Education.

Objectives:

- To create a mission, vision and strategy
- To build strong relationships with the NOC, the government and other stakeholders
- To function as a national academic center for Olympic Studies, Education and Research
- To act as a national forum for free expression and exchange of

ideas among the Olympic Family

- To implement Olympic Education programmes in schools
- To promote lifelong physical activity
- To encourage research and publication
- To contribute to an International NOA network
- To strive to make sport a right for all citizens and an instrument of peace
- To bring together people from all over the country in a spirit of friendship and cooperation
- To combat doping and violence in Sport

Question 2

Are National Olympic Academies willing and able to actively cooperate in the creation, implementation and support of an NOA network?

Yes, through information exchange, cooperation, interaction, exchange of views, joint sessions and collaboration for conferences and seminars via on-line correspondence, websites that provide educational content, electronic newsletters and forums. However, this should be organized by the IOA since financial support is needed.

Moreover, the IOA should allocate one day for a formal structured networking programme during the annual IOA Session for Directors.

Question 3

Does the IOA need to create a Charter for the NOAs as the IOC has done for the NOCs? If so, what could or should be included in this Charter.

The general consensus in the groups was that there is no need for a separate Charter for the NOAs to be created, since the relevant term 2.1 of the IOC Olympic Charter on the role of the NOCs is considered adequate. Besides, separate charters might create distance between the NOAs and the NOCs.

However, one suggestion was a review of the Olympic Charter on this subject could be promoted, in order to make the role of the NOAs more explicit and their existence more autonomous and permanent. Moreover, it is judged that the IOA should provide specific guidelines on the creation and operation of the NOAs.

Question 4

Is there a need for the IOA to create an Olympic Studies Master's Programme? Would the NOAs be able to cooperate with and support such a programme?

The three out of the four discussion groups gave a positive answer regarding their opinion on the creation of an Olympic Studies Master's Programme by the IOA. However, they pointed out that recognition by the government of each country should be requested and ensured and that certain criteria should be met, such as:

The NOA would need to ensure that the correct individuals are selected so that the experience and newly acquired knowledge would benefit their national sporting fraternity and society as a whole

The degree would need to be ratified by an esteemed educational institution within the students' country to ensure that the qualification will be considered bona fide when they will return home.

The NOAs are willing to support such an endeavour by:

- providing professors, alumni, students
- creating a transparent and appropriate selection process under the supervision of academics
- financial contribution

According to the fourth discussion group, the need for Olympic Studies Masters Programmes worldwide is covered by the activities of the IOC and specific Olympic Studies Centres. Moreover, it is considered more important to encourage other universities to create

an Olympic Studies Masters Programme as they already have the necessary structures in place.

English Speaking Groups 5, 6, 7 and French Speaking Group

Question 1

Should the National Olympic Academies operate as: a) a commission of NOC without their own statuses, b) a commission of NOC with their own statuses, c) an independent body of NOC. Please explain the rationale of your choice.

The NOA should be affiliated with the NOC, but operate as a commission with their own statuses. In this way, the two organizations will compliment one another in the propagation of Olympic Values without the creation of any conflict of interest. In addition, having its own statuses, the NOA will be independent in its decision making process and able to have academic freedom in its educational process. Furthermore, NOAs can be sponsored and supported by the NOCs (in terms of facilities, staff and valuable expertise) without being totally dependent on them.

Question 2:

What ideas, information and resources would be of benefit to share amongst a NOA network?

In their network, the NOAs should:

- Present their Annual Reports
- Create and distribute electronic newsletters
- Create a formal association of NOAs (by continent, region, language)
- Share educational material
- Create exchange programmes

- Disseminate information about their regional sessions so that other NOAs have the opportunity to attend
- Provide legal procedures that would help with the translation process and agreement of intellectual property rights
- Provide help to new NOAs for a Curriculum development: new NOAs can learn from the more established NOAs
- Provide information on fundraising assistance: explain the process of obtaining sponsorships
- Provide information on Government relationships: what assistance is available from governments

General proposition: The IOA should provide for one free day during its Session for NOAs, so that the NOAs can discuss among themselves about problems, ideas and solutions.

Question 3

How could the Olympic family support the creation of new NOAs around the world?

The Olympic family can support the creation of new NOAs in the following ways:

IOC should put pressure on the NOCs of non-NOA countries to establish an NOA and insist on the obligation for them to provide the educational facet of Olympism.

- by developing a guide/kit that includes basic information and ideas for creating and executing NOA programs
- by providing more sponsorship funding to send representatives from these countries
- by participating in a resource exchange – i.e. publications, reports, access to experts
- by sharing information on start up issues at the IOA
- IOC should make it mandatory for NOCs to establish NOAs as in the case of WADA, and hence make it a priority

- IOA should organise a special Session with Presidents of NOCs and NOAs to address concerns of the relationship between both entities
- Olympic Solidarity quadrennial programme should subsidize directly the activities of the NOAs
- by increasing the budget allocations for education and cultural activities and establishing an NOA sponsor for prospective NOAs
- by proposing the IOC President to send letters of endorsement to all NOCs as a means of the highest level of support for NOAs
- by disseminating tools and information to hundreds of delegates who participate annually in the Young Participants Session of the IOA
- by forming an Academy Network, actively targeting NOCs who do not have NOAs through information workshops, materials and expertise
- by making sensitive the NOCs responsibilities
- NOCs who are more vigorous financially should provide help to the NOCs with less resources in order for them to create an NOA or libraries
- by conducting research in different levels of Olympic education dissemination, e.g. research papers on the globalization of Olympism and undertaking comparative research on the dissemination of education and cultural activities in developed countries versus developing countries

Question 4

There are numerous Olympic Studies Centres worldwide. How could or should the NOAs cooperate more closely with these Centres?

Questions were raised about what an OSC was, what its role and purpose was, what services were available and how information was disseminated about OSCs, since very low levels of knowledge were discovered amongst group members.

Recommendations:

- an entity needs to be established to take leadership role and conceptualize the role and purpose of OSCs.
- establish an International OSC in the IOA with responsibility for presenting a model and coordinating the relationship between the International Study Center and existing OSCs to ensure global visibility and translation of policies into actions

Ways to succeed closer cooperation between OSCs and NOAs:

- ensure links and formal contacts between NOAs, IOA, IOC and the Centers
- invite lecturers and experts from the Centers to visit and participate in NOA Sessions, and advise on program development of NOAs
- provide an easy flow of information regarding availability of resource material, promoting seminars, opportunities for further studies and scholarships
- undertake empirical studies about activities and services of OSCs to determine the success of how it complements the work of NOAs. Ultimately, this would serve to inform policy and improve the quality and accessibility of services
- seek funding for study opportunities at Centers. The participants may be required to publish their research
- provide library type system for access to research materials between Centers and NOAs
- increase levels of awareness about study centers and available services
- use the recently established Olympic Museum as a new example of how an OSC can be modelled and function
- Centers can use their resources to study the NOA system: for example surveys to collect information etc.

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