

FIRST SYMPOSIUM OF THE IOC COMMISSION FOR THE INTERNATIONAL OLYMPIC ACADEMY AND OLYMPIC EDUCATION

Report of the Ad Hoc Working Group

This report was prepared by a selected group of Olympic scholars and educators from around the world in conjunction with the members of the IOC Commission for the IOA and OE, meeting in Olympia, 5-9 May 1995. A list of contributors is attached.

All education is an attempt at personal and social improvement according to a set of ideals and values. Olympism is a personal and social philosophy which specifies those ideals and values underlying Olympic Education.

In the words of the Olympic Charter:

Olympism is a philosophy of life exalting and combining in a balanced whole the qualities of body, will, and mind. (p. 10, ¶3)

The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practised without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with the spirit of friendship, solidarity, and fair play. (p. 11, ¶6)

Olympic Education, then, is a process by which knowledge, skills, and attitudes crucial to the realization of the philosophy of Olympism are imparted. The role of sport and physical activity in this process is particularly important, being the primary means through which Olympic Education is achieved.

Throughout its long history the Olympic Movement has tried to promote Olympic Education in a variety of ways through the fostering of ethical sport, the example of principled decisions and a growing range of formal and informal educational programs. Since 1961, the IOA has played a leading role in this process, reminding all members of the Olympic family of the imperative of Olympic Education and educating the leading cadres of the NOCs, IFs, and other Olympic partners in the history, philosophy, achievement, and current prospects of the Olympic Movement. In particular, the IOA has inspired many NOCs to establish National Olympic Academies (NOAs) to undertake the work of Olympic Education in their own countries.

At the same time, Organizing Committees for the Olympic Games and a growing number of NOCs have initiated other innovative approaches to Olympic Education. We are pleased to see that the IOC has established an office of Olympic Education under the direction Fekrou Kiddane. A growing number of other agencies and Olympic sponsors have expressed their desire to assist the Olympic Movement in this work. Clearly, the time is ripe for further efforts in this vital direction.

Given the broad scope of the Olympic aspiration and the great variety of efforts to date, the tasks of Olympic Education are complex and difficult. We therefore began our deliberations by acknowledging that a comprehensive process of planning must be undertaken as a first step. The elements in such planning include:

1. The Potential Target Groups

- Children, who must be understood in terms of their differences, including those of age, ability, and social location
- Students and young people
- Athletes, especially those engaged in training and competition in Olympic sports
- Trainers and coaches
- Parents and other adults involved in the rearing of children
- Sports administrators and officials
- Journalists and broadcasters
- Spectators and sports supporters
- Teachers and leaders of youth organizations

During our discussions there was a strong sense that the most important target groups for Olympic Education are: children and their teachers; and athletes, coaches, and sports officials.

2. The Current Knowledge Base

The strategy for Olympic Education must be informed by research. Particularly valuable would be research on physical education and sport, reviews of previous strategies for Olympic Education, and the evaluation of research from related areas, such as the health promotion campaigns undertaken in many countries.

For example, research into the educative value of sport indicates that the athlete works best when he/she participates in and actively contributes to the decisions affecting training and competition, and is encouraged to lead a rich and varied life.

For another example, research into health promotion indicates that, to be effective, educational campaigns must target each audience with materials appropriate to its social characteristics and material and cultural setting.

Members of potential target groups are located within complex social relations and institutions. The child, for example, is influenced by parents and other guiding adults in the household, the formal school system (in those countries where children attend schools), youth groups, sports clubs, formal and informal recreation, peers, and the mass media. Effective planning must take into consideration such complex influences.

3. The Available Organizations and Resources

There are a number of potential agencies to conduct or to assist with Olympic Education. Within the Olympic Family they include the IOA and the Commission for the IOA and OE, the NOCs, and NOAs, the Continental Associations, the IFS, the Olympic Solidarity Commission, the Olympic Museum and Study and Research Center, the new IOC Education office and other IOC Commissions and Departments, etc. Potential assistance can be offered by international and national governmental and non-governmental organizations.

4. Roles and Coordination

Taking into consideration the above we recommend that the Commission for the IOA and Olympic Education undertake the development of a comprehensive strategy for Olympic Education and the delineation of roles, in coordination with the other major stakeholders, for recommendation to the IOC. In addition, thought should be given to the development of strategy at NOC and regional levels.

Eventually a starting point for coordination within the Olympic Family might look like the following: *(This is intended as an example only, to illustrate the overall structure of the coordination.)*

Olympic Education - Inter-relationships

IOA/IOA CSRC	Knowledge Consolidation and Production
NOA NOC Continental Associations Olympic Museum & SRC Olympic Studies Centers IOC Commissions Olympic Solidarity	Knowledge Utilization (conduct of sports events, seminars, courses, etc., in such a way as to promote interpersonal skills, attitudes, and values of Olympism.)
Commission for the IOA/OE	Coordination (decision making in IOC/IF/NOC, priorities, eventual implementation and consultation)
Diverse Institutions Worldwide	Ongoing Projects/Decentralized Actions
All elements of Olympic Movement	Future Projects

5. Evaluation

All educational initiatives of the Olympic Movement should be evaluated for sound educational principles and for their success. To this end, Olympic bodies should be prepared to commission evaluative research.

6. Particular Proposals

After the above matters had been worked out, and consideration had been given to the ideas that had been presented and discussed in the symposium, we turned our attention to particular proposals that might be considered, for example:

a. Olympic Education of Children and Youth

The IOC and the IOA should jointly coordinate and develop an educational strategy for children and youth, including all children of pre-school age; rooted in sport as a medium; adaptable in all countries; based upon and utilizing existing educational programs within the Olympic Movement; seeking the advice of professional educators at all stages; and actively seeking the cooperation of UNESCO.

b. Olympic Study and Research Network

Closer collaboration on Olympic Education, Study and Research should occur between Lausanne and Olympia, with a view to developing a sound joint base for an international network of Olympic Education and Study Centers under the aegis of the IOC and IOA.

c. Assistance to NOAs/NOCs

Some financial and resource assistance should be provided to some NOAs and possibly NOCs in order to enable them to fulfill their duties for Olympic Education. Where NOAs do not exist, NOCs should be encouraged to establish them.

d. Olympic Solidarity

Those responsible for all types of Olympic Solidarity courses and training programs should be asked to include an element on how to promote the philosophy of Olympism.

e. IOC

All departments and Commissions of the IOC should be encouraged to collaborate in the promotion of Olympic Education, including marketing campaigns.

Given that such an initiative represents a major effort for the youth of the world, the IOC should continue its efforts to obtain appropriate sponsorship specifically for Olympic Education programs.

At a future Session of the IOC, part of the agenda should be devoted to a consideration of matters affecting Olympic Education.

The group wishes to express its deepest gratitude to the IOC and the IOA for the opportunity to contribute to this important undertaking, and for their gracious hospitality.

Contributors

François Alaphilippe
John Andrews
Roger Bambuck
Lamartine DaCosta
Kari Fasting
Bruce Kidd
John Lucas
Bill Mallon

Jim Parry
Jan Paterson
Ren Hai
Angela Schneider
Kamal Shaddad
Linda Stephenson
Herb Weinberg
Karel Wendl

Members of the IOC Commission for the IOA and Olympic Education

Nikos Filaretos
Carol Anne Letheren
Freddy Serpieri
Fernando Ferreira Lima Bello
Ivan Dibos
Francis Nyangweso
Etienne Allard

René Roch
Helen Brownlee
Fekrou Kiddane
Nadia Lekarska
Vasco Lynce
Michelle Irachabal