



**UNIVERSITY OF PELOPONNESE  
FACULTY OF HUMAN MOVEMENT AND  
QUALITY OF LIFE SCIENCES  
DEPARTMENT OF SPORTS ORGANIZATION  
AND MANAGEMENT**

MASTER'S THESIS

“OLYMPIC STUDIES, OLYMPIC EDUCATION, ORGANIZATION  
AND MANAGEMENT OF OLYMPIC EVENTS”

# **Sport as a tool kit for peace, culture and environment**

Maria Chr. Anastasiou

**Supervisor:** Professor Susan Brownell

Sparta, October, 2012





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It was approved by the Advisory Committee on the .....

Pr. Susan Brownell  
Supervising Professor

Pr. Axel Horn  
Professor-1

Pr. Kostas Georgiadis  
Professor-2

Sparta, October, 2012

Maria Chr. Anastasiou

Master's Degree Holder of University of Peloponnese

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**“Sport as a tool kit for peace, culture and environment”**



**“Sport has the power to change the world”.**

“It has the power to inspire”.

“It has the power to unite people in a way that little else does”.

“It speaks to youth in a language they understand”.

“Sport can create hope where once there was only despair”.

“It is more powerful than governments in breaking down racial barriers”.

(**Nelson Mandela**, Patron, Laureus World Sports, Awards, Monaco 2000)

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## **Executive Summary**

The present study aims to introduce, investigate and promote the role of sport as a low-cost, complementary tool which may be used with other instruments, contributing to an atmosphere of peace, cross-cultural education, and sustainable environment.

The first chapter discusses the role of sport as a tool kit for peace. Sport can be an instrumental driving force in creating positive development change whereby all actors work together bringing their various skills into play.

Also, it is acknowledged and worldwide accepted that sport is a universal language, a significant economic force, a cost-effective tool for preventive medicine, a key component of social life, a “bridge” of cultural and ethnic divides, a compelling symbol of peace, and an organic core value.

Nevertheless, sport is considered to be a reflection of human society and therefore may also encompass some of the worst human traits such as violence, corruption, hooliganism, cheating, drug abuse, and excessive nationalism. However, these negative aspects of sport do not overlay its potential positive benefits.

Furthermore, sport and peace are not only human rights and human needs, but also two factors that can cooperate together to establish sustainable development and build a better world, fighting poverty, violence, and diseases.

Moreover, well-designed sport activities and programs that are used all over the world with the help of agencies, governments and organizations such as the United Nations (UN) and United Nations Educational, Scientific and Cultural Organization (UNESCO), alongside the International Olympic Committee (IOC), incorporate the best values of sport such as fair play, tolerance, respect, friendship, and excellence. Therefore, sport is used as a tool to build human and societal capital, and prevent conflicts at the community and societal level.

Specifically, sport and peace programs increase knowledge and awareness about truce and peaceful coexistence; promote social inclusion; and provide an alternative to participation in criminal gangs and armed militia. Sport helps to re-integrate refugees, migrants, internally displaced persons, and asylum seekers; it can empower homeless people; it can bring together opposing groups; and it can establish peace in post-conflict situations.

The second chapter presents sport as a tool kit for culture and education. Sport, games and play evolved as part of the cultural process. The role of sport as a key component of

child development is highlighted, along with the associated aspects related to sport, play and recreation, such as the right to participate, the freedom of expression and the right to engage freely in cultural life.

Also, the case of Olympic Games is examined and analyzed in terms of a worldwide, mass communication phenomenon with the ability to bring people together from different nations and exchange different cultures. The Olympics, supported by a global network of organizations with an educational and intercultural remit, incorporate 100 years of Olympic cultural and arts programming.

The same chapter includes the contribution of the Cultural Olympiads, the Olympic symbols, the Opening and Closing Ceremonies, the Torch Relay and the Youth Olympic Games (YOG), alongside Sport and Olympic Education to the promotion of culture and education across the globe.

Finally, the third chapter demonstrates the role of sport and Olympic Games in the confrontation with environmental challenges like climate change and global warming, ozone depletion, air pollution, decline of biodiversity, deforestation and desertification, fresh water scarcity, soil deterioration, waste disposal and transport, natural resource depletion, and urbanization.

Human beings are the only species on earth that are able to affect ecosystems on a grand scale. Therefore, sport and environment have proven to be common bedfellows and the relationship between them interactively dependent. On the one hand, sport can cause considerable damage to nature through infrastructure of arenas, air, soil and water pollution, and waste generation; on the other hand, sport cannot occur and develop in a polluted, damaged environment.

The IOC, using the popularity of sports, was one of the first sporting organizations to raise environmental awareness among the public, presented a “green face” to the world through sport, and implement Agenda 21 for sustainable development all over the world.

All the available strategies that use sport as a tool kit for peace, culture and environment are examined in each chapter separately as to whether they are sufficient or not, and further recommendations are given.

Conclusions are enriched with general findings, thoughts and proposals referring to the whole study and purport to uphold the main issues analyzed. Based upon these findings, the strong interaction between sport, peace, environment, culture and education is underlined.

## **Introduction**

Sport, peace, and environment are considered to be structural parts and vital elements of our culture. These are terms that have an interactive relationship which can determine a group of people, a society, and a nation. Additionally, sport, culture (and education), and environment not only tend to be intimately connected with the Olympic Movement, but also constitute the “Three Pillars” of the Olympic Movement.

Nevertheless, it is rather necessary to define the above terms, in order to analyze sufficiently the chapter’s main issues.

To begin with, sport is a human activity, either recreational or competitive, which requires physical skill, aim, outcome, rules and organization. Sport in fact is a social practice undertaken for exercise and pleasure that needs not only, rules to establish but virtues such as education, respect and commitment in order for the practice to flourish<sup>1</sup>.

Peace, on the other hand, may be defined as a state of harmony and tranquil coexistence in a community or among communities or nations, devoid of violence and war<sup>2</sup>.

According to Darwinian principle, nature is always latent with conflict as a result of differing interests, competition for scarce resources and the need to survive. Potential for conflict will always exist among humans as well as among other living things. Therefore, what ensures peace is not the absence of tension, but the presence of justice, good governance and equitable conflict resolution mechanisms in societies, that ensure that human beings do not adopt the jungle law approach to resolving differences and conflict.

Furthermore, the term “culture” originally meant the cultivation of the soul or mind. It is a term that has many different interrelated meanings such as excellence of taste in fine arts and humanities, and the set of shared attitudes, goals, values, beliefs, and practices that characterizes a group, institution, or organization<sup>3</sup>.

A 2002 document from the United Nations Educational, Scientific and Cultural Organization (UNESCO) states that culture is the “set of distinctive spiritual, material, intellectual and emotional features of society or a social group and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs”<sup>4</sup>.

Last but not least, the term “environment” literally refers to the entire natural life on earth and the global ecosystem<sup>5</sup>.

Sports and mega sporting events such as the Olympic Games, in many cases can contribute to the promotion of peace, development of culture and protection of the environment, and may be an excellent adhesive regarding the interaction among these major concepts of human societies.

## Chapter 1: Sport and Peace



## 1.1 Sport, Peace and Politics in Ancient Times

Sport as a cultural phenomenon is part of every culture, past and present. No one can identify when sports began. In prehistoric art, hunters are depicted to pursue their prey but it cannot be known whether they were hunting in a mood of grim necessity or with the joyful abandon of sportsmen. Children on the other hand, always included sports in their play such as running and wrestling.

Organised sporting activity occurs in the early 3rd millennium BC, in the first urban civilizations of Mesopotamia and Egypt. Scripts and murals show that people at various events practiced archery, rowing, wrestling, boxing and equestrian sports, while they were entertaining themselves doing ball games and acrobatics. Impressive illustrations in Egyptians temples and tombs of the Pharaohs and their officials demonstrate the sporting activities of the Egyptians. Particularly interesting are the 400 reliefs of wrestling in Beni Hasan dating around 2000 BC, in which the detailed illustrations of handles prove the long tradition in the exact sport. It is not easy however to determine whether they practiced sport in a military or cult environment<sup>6</sup>.

Also, major sporting activity developed in Minoan Crete around the 2<sup>nd</sup> millennium BC. Many depictions of Minoan art such as the famous fresco from Santorin reveal the love Minoans had for boxing. But above all Minoans were fond of bull games. Minoan scripts portray Cretan boys and girls, testing their acrobatic skills against bulls and mingle sport with religion. The first “sport report” was founded in Book XXIII of Homer’s Iliad in the form of funeral games for the dead Patroclus, showing that games were organised for religious (worship a God) and rituals purposes (honour dead and alive heroes).

The most famous association of sports and religion was certainly the Olympic Games. The Olympic Games began the 776 BC, honouring the king of gods, Zeus, every four years.

During that four-year period named Olympiad, the youth prepared themselves physically, morally and spiritually so as to reach the crest of their abilities.

Sacred games were also held at Delphi in honour of Apollo, at Corinth in honour of Poseidon and at Nemea to honour Zeus. These four events were known as the *periodos* and great athletes, such as Theagenes of Thasos, prided themselves on victories at all sites. The extraordinary prestige accorded athletic triumphs brought with it literally accolades as in the odes of Pindar, visual commemoration in the form of statues of the

victors, material benefits such as cash money, and other privileges like free food for life, honorary citizenship, and political career.

Because of the enormous success of these sporting events along with the development of Greek civilization, many local, yearly games grew, influencing the life and creativity of Hellenes. Some of them, like the Panathenaic games, evolved into major sporting events, involving the arts, and history on a grand scale.

This great evolution of the ancient games had an enduring and close connection with the course of the sacred places that hosted the games. In these sacred places the art of architecture was developed in the form of enormously big temples, majestic shrines, beautiful arcades, extraordinary palaestras, gymnasiums and stadiums; the art of sculpture grew in the form of exceptional statues of Gods, heroes, and Olympian victors; education and literature evolved by the mouth of Greek philosophers and rhetoricians; the perception of the religious spectators and participators was affected, along with the politics of the Hellenic city-states that followed faithfully the oracles of the priests of Zeus at Olympia and Pythia at Delphi; Hellenic history flourished, not only with the establishment of amphictyony and adoption of the sacred truce, but mainly by forming leading personalities and influencing the ruling class<sup>7</sup>.

The Ancient Olympic Games were a tool of politics, a great opportunity for all Hellenes to meet at a neutral religious site and broker differences between the warring states.

This Panhellenic festival, as a divine command, along with the institution of *ekecheiria* (the Olympic Truce), united the Greek world and taught Greeks something about peace, by obliging them to settle their conflicts with reason and not with weapon, to treat others as equals and to tolerate, even appreciate their differences. It promoted democratic dialogue and consciousness, reconciliation and mutual respect. In other words, it was a gathering of city-states, not just a national festival, and thus similar to the present Olympian assembly of nation-states. Many political issues surrounding the modern Games, in fact, have antecedents in classical times.

For example, the boycott is not a modern conception. The most prominent of political decisions relating to the Olympics is whether to participate. Athens used the threat of non participation in protesting for a fine assessed against one of its athletes in the fourth century B. C. Also, then as now, Sparta was barred from the Olympics of 420 B. C. for violating the sacred truce.

Political activity in the ancient Games was in many contexts dependent upon civic identification. Although athletes did not officially represent their city-states, civic

identification was readily apparent and ties between competitors and city states were emphasized. These elements comprise much of what we term “nationalism” in modern Olympic Games.

Also, victory at Olympia brought prestige to city-states and their rulers, and political means to that success were not uncommon. Glaring example is Astylous, a great athlete from Croton who had won two events in the Olympic Games of 488 B. C. and was induced by Gelon, the despot of Syracuse, to compete as a Syracusan in the Games of 484 and 480 B. C., winning five events; and although, Gelon was pleased, the citizens of Croton got very infuriated and turned Astylus’s house into a prison.

Rewards for success were plentiful. Although the crown of olive branches was the only official Olympic award, athletes accepted material rewards for victory from their city-states; primarily monetary; tax exemption; and free food for life. Olympic winners were also, greeted and treated as war heroes; often became respected civic counsellors and military figures.

The Olympic festival went on till the time of Theodosius II (408-450 AD). Although after the destruction of the temple in Olympia the festival of the Eleians disappeared, in Greek tradition the Games of antiquity continued to be a living experience.

Despite the intervening years until the revival of the ancient Olympic Games in 1896, Olympism remained in the hearts and memories of the Hellenes. Sporting contests at religious festivals preserved unwritten laws and rules that followed the way the games of antiquity were organised. For the “Klephtes” and “Armatoloi” in the days of Turkish rule, as for the Byzantine borderers, the ability to perform well in sports was the essential complement to their moral ability<sup>8</sup>. Bravery, pluck and a love for liberty were accompanied by such skills of the body as fleetness of foot and accurate marksmanship. In the Age of Enlightenment, Greek literati like Rhigas Pheraios pointed up the continuity of the Olympic Games. In 1883, the Greek poet Alexandros Soutsos floated the idea of reviving the Games in a poem. This inspired a wealthy Greek businessman, Evangelos Zappas, who suggested them start up again. Around the same time, in 1838 the municipality of Letrini, an area near the ancient Olympia, decided to revive the Games, and hold them every four years. When the first modern Olympic Games were held in 1896, they were not in fact the first Games of that century. National Olympic Games were held in 1859, 1870, 1875 and 1889 (Zappas Olympia)<sup>9</sup>.



## 1.2 Sport, Peace, and Politics in Modern Times

Although IOC has claimed repeatedly that “the worlds of sports and politics should stay apart<sup>10</sup>” - a claim epitomised by Avery Brundage’s statement, (IOC President 1952-1972) that “sport has nothing to do with politics<sup>11</sup>”, Lord Killanin, (IOC President 1972- 1980) stated that “ninety-five percent of my problems as a president of the IOC involved national and international politics<sup>12</sup>”.

The interplay between politics and Olympic Games has been present in ancient and modern eras.

It should be evident by now that politics pervaded the ancient Olympic Games in a variety of ways. However, Pierre de Coubertin, the father of the modern Olympic Games, taking into consideration only the political and military neutrality of the city-state of Elis, used this as a base from which the myth of sport’s political autonomy sprang<sup>13</sup>. Subsequently, throughout most of its more than 100-year history, the IOC has claimed that the world of sport and politics should stay apart and that the Olympic Games should not be used by nation-states for political gains.

In reality, politics is an integral part of Olympics. Issues concerning states’ presentation, flags, assertion of national identity, recognition and boycotts of political regimes and promotion of social and economic values have accompanied the modern Games since their first edition in 1896. Eventually, this was acknowledged clearly by J. A. Samaranch (IOC President 1980-2001) who advocated a more pragmatic approach towards Olympics and politics: “The Olympic Movement is an integral part of society and therefore has a duty to come to terms with the public authorities<sup>14</sup>”.

The Olympic ideal seeks to promote mass participation in sport, personal excellence, fair play, equality, international understanding, and education for the youth of the world. These goals represent social values to which various governments and social groups may or may not subscribe.

Thus, promoting equality in sport or indeed education for everyone become political issues because they involve rational judgement, calculation and choices made by public authorities about how to prioritise resources and expenditure outcomes.

Finally, sport and politics are mutually constructive. To seek to isolate sport as an activity that stands alone in human affairs, untouched by politics or moral considerations and unconcerned for the fates of those deprived of human rights, is as unrealistic as it is self serving<sup>15</sup>.

Sport is increasingly linked to a multidimensional matrix of cultural, economic, environmental and political spheres in contemporary life. Within the context of

globalization, it is thus no surprise that we are witnessing an ever closer convergence of sport and foreign policy. In order to respond to novel social, political, cultural and economic pressures, states are increasingly turning to sport as a foreign policy instrument; and they cannot ignore the corresponding influence that global sport has on their core interests.

All countries participating in the Olympic Games, not just the hosts, have the chance to use the Games for political purposes. The Olympic Games and the Olympic Movement due to globalization represent great opportunities to attract world attention and to influence world political, social, and moral attitude. They are frequently used as a platform for political or ideological demonstrations:

- as a propaganda (promoting interior or international propaganda)
- as a positive diplomacy (winning prestige and recognition)
- as a protest (expressing an ideological or political protest)
- to enforce (imposing an ideological-political view)
- to protest (intervening in the process of human rights protection)
- and as a terrorist activity.

### **1. 3 Sport as a peace ambassador**

It is clear that sport, from play and physical activity to organized and competitive sport, can be a positive catalyst in society. It is a powerful and cost-effective way to support the development of peace objectives.

Apart from the fact that sport provides a forum of skills such as self-discipline, confidence, teamwork spirit and adherence to mutually agreed upon rules which are vital to the holistic development and education of young people, sport also unites and teaches the values of Olympism such as respect, tolerance, friendship, solidarity, equality, excellence, and fairplay; values that are essential and important in acceptance and dominance of lasting peace all over the world<sup>16</sup>.

Sport is much more than a form of entertainment. It is connected to broader public issues. Sport does not exist in a value-free, neutral, social, cultural or political context but it is influenced by all these contexts. It is actually an international language and a communication platform which, through programmes usually based on the “sport for all” model, crosses boundaries and bridges social and ethnic divides.

Over the years, sport has evolved into a powerful tool which can defuse political tensions between countries, create a space for democratic dialogue and foster reconciliation, build relationships and connect individuals to communities.

Additionally, sport contributes to:

- The maintenance of socio-psychological stability
- The inculcation of cultural beliefs and moves
- The harmonious integration of disparate individuals and diverse groups.

The IOC is more convinced than ever of the contribution of sport in the evolution and progress of humanity. Taking into account the popularity, the educational value and effectiveness of sport, IOC in turn uses sport to promote world peace and prevent conflict<sup>17</sup>.

According to the fundamental principles of the Olympic Charter “The goal of Olympism is to place sport at the service of the harmonious development of man, with a view to encouraging the establishment of a peaceful society concerned with the preservation of human dignity<sup>18</sup>”. To this effect, the Olympic Movement engages alone or in cooperation with other organizations, in actions to promote peace. The goal of the Olympic Movement is to contribute to building a better and peaceful world free of conflicts and wars, by educating youth through sport.

## **1. 4 Contribution of sport in conflict prevention throughout History**

### **1.4.1 Ancient Greece**

Olympism affected the cultural and educational system of Greece for centuries. The Olympic story is lost between myth and recorded history. In particular, Greece has experienced considerable change since the birth of the Olympic Games.

Ancient Greece itself was not a paradise of peace. Greek society was a rather militant society. In that helped the fact that the political make-up of Ancient Greece was a system of city-states. In spite of the common language, religion, ethics and customs, the cities of Greece had no political unity. They were autonomous states, consisting of the city proper and its rural hinterland, and in constant state of war. It should be noted that the most powerful ones did not resist the temptation to dominate others, and sometimes to enslave them. All these conflicts would eventually bring about the demise of Greek civilization.

At this point, it became necessary to find a way to prevent conflicts, stop wars and civil strife, and establish peace. Iphitos, the King of the Elians, asked the God at Delphi for a solution to those evils. It was prescribed by the Pythia that Iphitos himself and the Elians had to renew the Olympic Games. The Oracle also said that all free citizens should be permitted to travel to Olympia and participate to the festival without the risk of war. In order to be that possible, the institution of *ekecheiria* was set up (literally *ekecheiria* means “holding back one’s hands”).

By 776 BC, a treaty has been signed between the Greek city-states, according to which the area surrounding Olympia was proclaimed as sacred and invincible ground and decreed the cessation of hostilities for the duration of the Games.

Under the auspices of Zeus, *ekecheiria* was a prerequisite, essential condition for the Games, offering every four years a safe passage to Greek citizens to travel to Olympia. It was a truce from war and a great opportunity for all Hellenes to gather at a neutral religious site and broker differences between the warring states<sup>19</sup>.

During the *ekecheiria*, wars were suspended and armies were prohibited from entering Elis or threatening the Games. Legal disputes and the carrying out of death penalties were forbidden, and an amnesty was granted to those whom their cities had exiled. Any violation of *ekecheiria* was regarded as an affront to Zeus himself. Anyone entering the area of Elis armed, had to pay a heavy fine.

Although some infringements of the sacred truce were observed from time to time, *ekecheiria* was the most important customary law. As a free institution of the safeguarding of peace, *ekecheiria* became accepted and respected by all Hellenes. Over a period of more than a millennium, sport and truce contributed to the unity of conscience, thoughts and acts, and proved that the Olympic Games were a celebration of Greekness, human progress, Pan-Hellenic understanding and peace.

According to Nisiotis this festival was “a school of peace for the ancient Greeks”, by obliging them to settle their conflicts with reason and not with weapon, to treat others as equals, and to tolerate, even appreciate, their differences. Thus, it promoted democratic dialogue, reconciliation, mutual respect, and solidarity; some of the most important values of Olympism<sup>20</sup>.

The Olympics became the only source of inter-state legality in a society characterized by a perpetual state of conflict, and there is evidence to suggest it was universally respected, with only a few notable exceptions over more than 1200 years. The

observance of the Olympic Truce for 1200 years renders it as the most important principle of customary law respecting peace in the ancient world<sup>21</sup>.

Taking into consideration the aforementioned, sports and Olympism played an important role not only in the personality development, but also in the progress and evolution of the Greek society. Regarding the fact that the entire educational system of ancient Greece was based on the ancient *gymnasium*, it is logical that athletic festivals would be considered as the only path to unite Hellenes. Olympic Games, along with the other Pan-Hellenic Games (Isthmian, Nemea and Pythia), whose purpose and objective were the association, peaceful participation and coexistence of Greeks, contributed to building a society based on the rules of fair competition, equality, reconciliation and tolerance.

#### **1.4.2 Modern times**

Although, the modern Olympic Games were revived in 1896, the Truce remained dormant for a long time. In 1935, two years before Coubertin died, he included truce to the five principles of Olympism, along with the “religio-athletae”, “equality”, “knight hood and fairplay”, and “beauty”<sup>22</sup>.

Unfortunately, the Olympic Movement and Olympic Games suffered not only from boycotts from the very beginning, culminating in the boycotts of the 1970s and 1980s, but from I and II World Wars; and still, the whole world is flooded and suffering from conflicts, wars, famines, criminality and drugs.

At times, Olympics became a world stage of protest against political and social injustice. During the 1968 Mexico Games, the Americans Tommie Smith and John Carlos protested against racial inequality in their home while they were celebrating their winning in a demonstration of “Black Power” on the medal stand. In 1972 Munich Games 11 Israeli Olympians and one German police officer were killed by Arab terrorists. The 1976 Innsbruck Winter Olympics were the last Games at which the title Republic of China was used for the island Taiwan, as a result of the hostilities between Taiwanese separatists and People’s Republic of China. 40 nations withdrew their teams from the 1976 Montreal Summer Games because of the IOC’s refusal to ban New Zealand from the Games after their violation of the international sports ban on Apartheid South Africa (S. Africa).

50 countries protested against the Soviet invasion in Afghanistan in the 1980 Moscow Games and a dozen other countries alongside the Soviet Union and East Germany in the 1984 Los Angeles Games. The Seoul 1988 Summer Games exposed a militarized culture and many anti-government protests by students, thousands poor citizens and leftist intellectuals took place impeaching the Games for promoting a sport circus in putting weight on starving people.

Although the 1990s brought the fall of Communism and the reunification of Germany, the fear of terrorism became for one more time a reality in 1996 Atlanta Games when a pipe bomb exploded in the Centennial Olympic Park, killing a woman and injuring one hundred people. Fortunately, the new millennium brought the 2000 Sydney Games clean from boycotts, propaganda and terrorism, as well as greatly increased security measures.

For one more time, it can be assumed by the above that politics and problems are part of the Olympic equation. Taking into account the new political reality in which sport and the Olympic Games exist, IOC decided to revive the ancient concept of the truce with the view to protect, as much as possible, the interests of the athletes and sport in general, and to contribute to searching for peaceful and diplomatic solutions to the world's conflicts.

The objectives of the Olympic truce can be summarized as follows<sup>23</sup>:

- a. To highlight the ideals of Olympism as presented in the Olympic Charter, in particular:  
“The goal of Olympism is to place sport at the service of the harmonious development of man, with a view to promoting a peaceful society concerned with the preservation of human dignity” (*Fundamental principle of Olympism, No 2*) . “The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practiced in accordance with Olympism and its values”.
- b. To work to promote a culture of peace and peaceful coexistence and strengthen the UNESCO in the achievement of its noble missions in favor of human progress, universal peace and understanding among people and civilizations.
- c. To promote the idea of observing, within the framework of the Charter of the UN, the Olympic Truce individually and collectively during Games.

The first Olympic Truce project was launched in 1991, following the break-up of the Federal Republic of Yugoslavia and the creation of the UN Security Council Sanctions Committee against this country, as a result of which, in 1992, its Resolution 757 included “sport” as a sanctioned element for the first time since its independence. After several consultations, the IOC, as a centennial institution, opted to reaffirm its independence, defend the athletes’ interests, protect the Olympic Games and consolidate the unity of the Olympic Movement.

In 1993, the IOC launched an appeal for an Olympic Truce at the 1994 Games, which was endorsed by 184 Olympic Committees and presented to the Secretary-General of the UN. The UN restored the ancient tradition of the Olympic Truce, under which athletes from warring nations are granted safe passage to participate in Olympic Games. The Truce begins seven days before the start of each Olympic Games and continues until seven days after closing ceremony, reminding the world that sport offers an opportunity to bridge even the bitterest political divides.

Nevertheless, the modern Olympic Truce appears to be more ambitious than the Ancient One. Since 1993, prior to every Olympics, the Olympic Truce is being affirmed by the UN General Assembly through a symbolic Resolution entitled “*Building a Peaceful and Better World Through Sport*” and the Olympic Ideal. More recently, the Olympic Truce has been extended to include the Paralympics as well.

Also, over the past few years the UN General Assembly has adopted a series of resolutions on Sport for Development and Peace. The most recent, Resolution 61/10<sup>24</sup>, invites Member States, the UN system, sport-related organizations, the media, civil society and the private sector to collaborate to promote greater awareness and action to foster peace.

Furthermore, in order to promote peace and the Olympic ideal, the IOC established an International Olympic Truce Foundation (IOFT) in July 2000. Its headquarters are in Lausanne, with its symbolic home at the International Olympic Academy in Ancient Olympia. The emblem of the IOFT is a dove carrying in its beak an olive branch or *kotinos*. The IOFT seeks to promote peace, friendship and understanding through the Olympic Ideals and the ancient Greek tradition of the Olympic Truce, and with the help of all the inter- and non-governmental organizations, the educational and research programmes and media, to prevent conflict and elevate resolution through sport<sup>25</sup>.

With the development of the notion of the Olympic Truce, the idea that sport could promote peace became more prominent. Since December 2005 sport has been affirmed as a “beacon of hope” for peace building and development efforts throughout the world. Specifically, through sport programs<sup>26</sup>:

- Social inclusion is promoted
- Refugees, migrants, internally displaced persons, and asylum seekers are integrated
- Homeless people can be empowered
- Opposing groups come together
- Peace is established in post conflict situations
- An alternative is provided to participation in criminal gangs and armed militia.

In conclusion, peace is widely recognized as a fundamental pre-condition for development progress and sport can play the role of the powerful tool to prevent conflict and build peace. The Olympic Truce manages to “marry” peace and sport, and has the potential to play two key roles: Firstly, its application over the past decade has demonstrated its capacity to deliver practical results on the ground – from the delivery of humanitarian relief to the facilitation of dialogue between bitter rivals; secondly, and perhaps more important, at a time of growing crises of confidence in political institutions, the Olympic Truce reminds us of the power of idealism, and has the capacity to inspire a new generation and its leaders to make small but constant steps towards peace<sup>27</sup>.

### **1.5 Key Milestones in the emergence of sport as tool for development in the international agenda**

Sport is a worldwide recognized powerful tool to create peace by carving out space and time putting conflicts aside; by treating individuals as equals under the rules of the game; and by tolerating and even celebrating differences<sup>28</sup>. Also, sport will always create the culture of an arena of rivalry of sporting skills and a place where breaking of the human limits is always about to happen; an arena of rivalry of moral strengths and therefore a place where moral authorities can be created and searched; an arena of



rivalry of socio-cultural aspects; and a meeting place where traditions of various nations along with their culture, habits and social behaviors are created.

The many benefits of sport and physical activity are felt throughout society and not only enjoyed by the individual. Therefore, a crucial need for UN agencies, Governments and stakeholders comes to the surface - to integrate sport, play and recreation into policies and programmes concerning a wide range of sectors such as education, health, environment, and economic and social development.

Sport was recognized by the international community as a fundamental right in 1959 in the Declaration on the Rights of the Child (General Assembly resolution 1386 of 20 November 1959), and then in 1978 the UNESCO International Charter of physical education and sport described physical education and sport as a “fundamental right for all<sup>29</sup>”.

Sport for development and peace continues to evolve as a result of major international policy developments. The following chronological list summarizes the key milestones for sport as a tool for development and peace<sup>30</sup>:

*1922 – Establishment of IOC and UN International Labour Organization (ILO) institutional cooperation promoting the establishment of “district or local sport committees...for coordinating, harmonizing the activities of the various institutions providing means of recreation”.*

*1960 – First Paralympics held, following the Summer Olympic Games in Rome, Italy.*

*1978 – UNESCO General Conference adopts the International Charter of Physical Education and Sport.*

*1997 – Heads of State and Government of the European Commission focus special attention on sport during the Amsterdam treaty negotiations, during which it was stated that “the Conference emphasises the social significance of sport, in particular its role in forging identity and bringing people together”.*

*2001 – UN Secretary-General Kofi Annan appoints Mr. Adolf Ogi (former President of the Swiss Confederation) as the first Special Adviser on Sport for Development and Peace to enhance the network of relations between UN organisations and the sports sector.*

*2002 – The UN Secretary-General convenes the UN Inter-Agency Task Force on Sport for Development and Peace to review activities that involve sport within the UN system.*

*2003 – First International Conference on Sport & Development, Magglingen, Switzerland. The conference was the first international, high-level event on Sport & Development, involving participants from sports federations, governments, UN agencies, the media, athletes, business and civil society.*

*2003 – First Next Step conference: ‘International Expert Meeting on Development in and through Sport’, Amsterdam, the Netherlands. On a different level to the Magglingen conference series, the Next Step conference was established to target practitioners, mostly at the grassroots level, to share experiences and best practices in Sport & Development.*

*2004 – Roundtable forum: Harnessing the Power of Sport for Development and Peace, Athens, Greece. The roundtable forum was hosted during the 2004 Olympic Games in Athens and brought together political leaders and experts in development to discuss the potential of sport in achieving development goals. The roundtable forum laid the cornerstones for establishing the Sport for Development and Peace International Working Group (SDPIWG) creating a new policy framework for the use of sport for development and peace.*

*2005 – International Year of Sport and Physical Education (IYSPE) is proclaimed by the General Assembly of the United Nations.*

*2005 – The Sport for Development and Peace International Working Group (SDPIWG) is formed, with representatives from Ministers of Sport, Youth and Development from 15 countries, directors of UN agencies, and NGOs in the field of Sport for Development and Peace.*

*2005 – Second Magglingen Conference on Sport & Development, Magglingen, Switzerland.*

*2005 – Second Next Step conference, Livingstone, Zambia.*

*2007 – Third conference “The Next Step”, Windhoek, Namibia.*

*July 2007 – European Commission publishes a White Paper on Sport stating it will promote the use of sport as a tool for development in international development policy.*

*January 2008 – IOC and the UN agree on an expanded framework for action to use sport to reach the goals of the UN.*

*2008 – UN Secretary-General Ban Ki-Moon appoints Mr. Wilfried Lemke as the new Special Adviser on Sport for Development and Peace, after Mr. Adolf Ogi steps down.*

*2009 – First UN-IOC Forum on Sport for Development and Peace held in Lausanne, Switzerland.*

*2010 – sportanddev highlights Sport and Development at the 2010 FIFA World Cup.*

*2011 – Fourth Conference “The Next Step held in Trinidad and Tobago”.*

*2012 – Meeting of Experts in Sport and Development held at the Commonwealth Secretariat to develop guidelines on Sport for Development and Peace to be used through the Commonwealth.*

## **1. 6 Sport as a tool to prevent conflict and build peace**

Olympic Games and Truce have become tools for inspiring a culture of peace everywhere; and as Avery Brundage (former President of the IOC) once said: “The Olympic Games are never able to stop wars, however they can create a good example what they in fact are doing<sup>31</sup>”.

Likewise, Olympic Truce is an ideal that can still move the hearts and minds, and help people to take an active role in the pursuit of peace. Since its revival, the Truce has played an effective role in tackling conflict.

The Olympic Flame literally and metaphorically has passed through several areas that experienced conflict and has carried the message of the Truce all over the world. The positive effects of Olympic Truce have been highly symbolic. For instance, perfect symbolism of willingness for peace was in 2000 Olympic Games, the North and South Koreans’ unified participation in the opening ceremony, under a common flag. Yet, in many cases effects have been absolutely tangible. In 1994, the event of an IOC delegation led by Juan Antonio Samaranch in Sarajevo, allowed access to humanitarian relief to the local population. Similar impacts had the Olympic Truce throughout the years in many other countries, such as Afghanistan and Iraq. Nevertheless, excellent demonstration of the pacifistic impact of Olympism, even before the official revival of Truce, is the long and strong friendship between Jesse Owens and Luz Long that started in Berlin Olympics in 1936.

The work of the Truce encompass a wide range of factors: the Olympic Movement, the UN, national governments and their political leaders, athletes, the non-governmental community, the media and communications industry, sports networks, and the Olympic Games host cities.

Equally important, the potential of the Truce is enhanced by two factors: its home at the Olympic Games and its association with sport. It is clear that Truce has a strategically important alliance with sport to promote peace. It is helped by the popularity and influence of sport. Proof of this kind of power is found in the fact that politicians very often use sport as a domestic political tool.

Also, values that sport teaches to participants and spectators help to tackle the factors that contribute to the perpetuation of the culture of violence and conflict, which are embedded in all our societies.

Furthermore, in terms of communication, sport can be used as an effective mechanism for education about peace, tolerance and respect for the opponents, regardless of ethnic, cultural, religious or other differences. By bridging individuals and communities together, commonalities can be found. Its inclusive nature makes sport an effective tool to increase understanding and awareness about peaceful coexistence. Sport provides a neutral platform for people to meet and promotes interaction without seeking to cheat, deceive and exploit others. The rules in sport teach individuals how to play against and with others peacefully, defining the limits between acceptable aggressiveness and unacceptable violence.

Moreover, it is a fact that the international cooperation and development activities of a number of sports federations and organizations have steadily increased in recent years with programmes initiated such as the Olympic solidarity of the IOC and the Goal Programme of the Fédération Internationale de Football Association (FIFA). As early as 1922, the IOC and ILO established cooperation which was later reinforced through specific partnerships with other UN agencies and programmes, while the UN has used sport to ameliorate the living conditions of victims of conflict or natural catastrophe and in dealing with trauma cases for many years.

Yet, unfortunately, since conflict exists on every level (regional, international, interpersonal, racial, gender), peaceful societies are not created overnight. The UN Inter-Agency Taskforce for Sport for Development and Peace has created an inventory of sports initiatives, called the Millennium Development Goals (MDGs). The MDGs were established at the UN Millennium Summit in September 2000 and the target date for achieving them is 2015<sup>32</sup>.

Many of the MDGs were introduced in favor of the promotion of peace and development through sport. Usage of popular athletes and meetings is suggested to promote answers about reasons and solutions regarding the goal against poverty. The goal against child deaths can be helped through Truce that offers access to aid in war areas, as described above with the case of Sarajevo. Highly fundamental is the goal of building a “global partnership for development”, which can be achieved, as suggested, through sports networks that spread and help exchanges of information and pacifistic ideas and projects. Last, famous sportspeople and athletic events, along with educative and preventive actions, are expected to limit the most dangerous epidemic diseases.

In addition, over 120 initiatives have been identified so far, with examples from almost every country, and both developed and developing worlds<sup>33</sup>. These include “Right to Play”, a nongovernmental organization working towards improving the lives of the most disadvantaged children and their communities through sport for development; “Kick” an initiative for cooperation between Berlin’s police, social workers and sports organizations to benefit juvenile delinquents aged 12-20 from eight problematic and low-income neighborhoods; and “Futbol Futur” in Argentina, a programme which uses sports such as football and basketball to address crime and drugs.

Specifically, **sport** first of all is used to promote **social inclusion**; many sports programmes around the world are used inside and outside schools and include all people regardless of gender, ethnicity or ability. It is noteworthy the fact that girls usually have fewer opportunities than boys to participate in sports, play or recreation, or even to be given basic education. Since achieving education for all, girls around the world can be reached and offered equal opportunities for social inclusion.

For example, in Zimbabwe, the Institute for Development Studies and Practices (IDSP), a division of Commonwealth Games Canada, partners with provincial health units to deliver biweekly aerobics programmes to approximately 200.000 women. The project included discussions on women’s rights, basic health and parental issues, HIV/AIDS education and pre- and post-natal care.

In Romania, UNICEF through the education programme uses sport to increase school participation among the Roma community. This project aims not only children to attend school regularly which is a big problem for the Roma school children, but also to improve the gender balance.

In El Salvador, where communities are struggling with a legacy of gang violence in the aftermath of a prolonged civil war, the Scotiabank Salud Escolar Integral Programme uses sport, play and physical activity to teach life skills (non violent conflict) to primary and secondary school children.

Also, **sport** is used to **integrate refugees, migrants, internally displaced persons and asylum seekers**. Due to the fact that education for refugees is voluntary since they are not citizens in their host countries, sports programmes in refugee schools attract young people to school, and very often girls.

The Operation Reclaim Scottish Programme is using sport to integrate young refugees and asylum seekers, and divert them from drugs and gangs. In praxis a 17 year old Scot,

charged with racially assault, became friendly with asylum seekers with whom he played football, because he had to know them personally.

The Kingsway Court Health and Well-Being Centre in the United Kingdom (UK) links the provision of sport and physical recreation opportunities to other services for refugee and asylum seekers, including information and advice on men's and women's health, community development, English as a Second Language classes, and child care.

The Swansea World Stars football team, made up of refugees and asylum seekers, constituted itself as a competitive sporting team in a formal domestic league in Swansea area, rather than simply playing football within the group.

The Medley Youth and Community Project in the UK uses sport to bring together the local "host" British Asian community and the Kurdish refugees and asylum seekers, where as the Sport Link project in Charlwood in the UK uses sport to develop links between the refugees and institutions (medical institutions, leisure centers, and sports facilities).

The Norwegian Confederation of Sport and Olympic Committee supports sports programmes for persons with disabilities. In Zimbabwe, the Zimbabwe Olympic Committee and IDSP cooperatively assist disabled people to participate in a sport of their choice in order to help them improve motor skills as well as confidence.

The Bakuria Peace Camp in Georgia and the Summer Peace Camp in Bulgaria were established to help normalize people's lives from different conflict zones and rebuild a sense of security, community and hope.

The National Republic of Tanzania's Sport Development Department has been very successful in using sport to address conflict among refugee population. During the projects, refugee children from different groups are mixed in supervised sport and play activities, encouraging them to build friendships. Parents are encouraged to become involved and participate as well.

Since 1997, IOC and the UN High Commissioner for refugees (UNHCR) have been working in Bhutanese refugee camp in Nepal, offering sport and recreational activities for refugees. Through play, the programme aims to improve not only the quality of education in camps but to offer also psychological healing from the effects of the fights and the war.

UNHCR working with many partners such as the Non Governmental Organizations (NGOs), managed to provide sports and physical education programmes to Afghan refugees, in order to reduce aggression and violence, and to raise school attendance

rates. In Thailand, UNHCR coordinates friendly matches between refugee communities from the Tham Him camp and the local people from Suan Phung.

The positive effects of these exemplary programmes are breaking down barriers between asylum seekers and refugees, and the local population, improving relationships and building self-confidence and self-esteem among them, and most of all achieving psychological and social rehabilitation.

Furthermore, **sport** provides an **attractive alternative to participation in criminal gangs and armed militia** for young people who are seeking to make friends and build a positive direction in their lives.

In many communities criminal gangs and paramilitary organizations recruit abandoned, disaffected or homeless young people. Sport alongside teaching positive values such as cooperation, respect, fairplay, teamwork, practicing responsibility, and setting new goals can help youngsters learn about peaceful conflict resolution and develop life skills.

The Luta Pela Paz (Fight for peace) in Rio de Janeiro offers not only a boxing club to appeal the male gangs so that young people channel frustration there but also an opportunity to discuss about violence. In the regular tournaments the participants gain publicly respect, otherwise they could have gained by picking a gun.

Unfortunately, in crisis zones the youth are exposed in similar risks. Report of the UN Secretary-General on Children and Armed Conflict shows that thousands of children from conflict areas are abducted to serve as soldiers, servants, spies and sexual slaves with armed groups and militia. Sport for peace programmes may help young people to stay in their existing communities and adopt a more critical perspective regarding their own involvement in conflict and play a positive social role in the peaceful presence of their country on the world map.

Right To Play's SportWorks Chad program is applied in refugee camps and host communities and is used to improve health and build life skills among children. Under this program, special community play days are organized called "No Winner, No Loser" which is competitions that encourage the spirit of peace, friendship, mutual respect, and fairplay-basic values of Olympism.

Moreover, **sport** is used to **empower homeless people**. Homelessness may not be directly linked to peace-building issues, but accepting the fact that homeless people are challenged by the same forms of social exclusion as the refugees and asylum seeking,



then it can be assumed that homelessness may affect and challenge a nation's progress toward peace and generate conflicts at the local level.

The Homeless World Cup is an international football tournament attracting teams of homeless athletes from over 48 developing and developed countries in order to engage and assist homeless people from around the world and to help reconnect them to society by changing their own and other people's perceptions of their capacities. All participants must obtain their own passports and visas, a process that helps their re-socialization. Over 100,000 spectators attended the 2006 Cape Town Homeless Cup in South Africa.

The Homeless World Cup foundation's own research shows that 77 % of players involved change their lives significantly in the long term. It is remarkable the fact that homeless people being part of a team, are helped to take a more positive view on their own abilities, recover from losses, gain self-confidence and exercise personal responsibility.

Equally important, **sport** is used as **a bridge between opposing groups**. Sport can effectively help build confidence and trust between the opposing groups and advance the healing process. However, in order to successfully apply such programs and create bridges and positive relationships, one should consider the nature and the quality of the contact, the promotion of equal status, cooperation, and common goals.

Football4Peace is a sport project for Arab and Jewish children in Northern Israel which operates under the framework of neutrality and respect, trust and inclusion, building common goals and rewards during games.

The Open Fun Football Schools brought together teachers, instructors, trainers and children from different ethnic and social backgrounds in Bosnia-Herzegovina to promote social unity and democratic behavior through grassroots football. In praxis, an independent donor evaluation concluded that Open Fun Football Schools has established, in very sensitive areas, the first significant, post-war contacts between municipalities experiencing serious ethnic tension and antagonism.

The Open Fun Football Schools is a project of the Cross Culture Project Association (CCPA) which is a humanitarian organization responsible for developing and implementing cross-cultural projects for the promotion of reconciliation and collaboration at community or individual level.

However, elite athletes and coaches who attract the media and public attention can provide examples of working together through specially organized events in conflict

zones; the Peres Centre for Peace brought to Israel the football club Real Madrid to play a match against a mixed Israeli-Palestinian squad in order to communicate a strong peace message.

But except the organized sport initiatives for peace, it can be used as a bridge spontaneously. The Brezovica ski resort in Kosovo is a place for ethnic Serbs and Albanians, to come together, interact and enjoy themselves.

Also, the Surfers for Peace initiative is an example of how spontaneous gestures in sport can unite people from opposing sides. Specifically, in the midst of the Gaza during the 2007 summer, an 85-year-old Jewish surfer from Hawaii, managed to deliver 12 surfboards to the small, surfing community in Gaza. In the 1950s the exact surfer had introduced surfing to Israel and when he read a United States newspaper article about the difficulties the surfers had in Gaza working with poor equipment, got in touch with the “One Voice” (an Israeli/Palestinian conflict resolution organization) to transfer the boards. The excitement and joy of the Palestinian surfers, receiving the boards, was indescribable. Due to the enormously big media coverage of the project in the Middle East and the United States, the Surfers for Peace was created, an initiative that united one million Israelis and Palestinians in support of a peace settlement in the region.

Additionally, **sport** is used to **build peace in post conflict situations** and achieve **reconciliation**. Sport programmes can be used to advance peace in post conflict situations in order to establish reconciliation between the victims and perpetrators, rehabilitation of the survivors and reintegration of ex-combatants, build confidence and trust, create positive new shared identities among the opposing groups, build empathy, and promote healing through remembrance.

Sport initiatives including team sports such as basketball, football, baseball and cricket, individual sports such as long distance running, judo and boxing, or indigenous sports depending on the circumstances and the goals, usually are very effective and promising. The civil war in Cambodia brought a lot of pain and anger between the opposing parties. It was Cambodian National Volleyball League (Disabled) that contributed to the healing process between formerly hostile factions.

The civil war in Liberia ended in 2003, leaving thousands of amputees. Football is one of the ways the amputees attempt to rebuild their lives.

In January 2008, about 250,000 Kenyans were displaced by post-electoral violence following the disputed election victory of President Mwai Kibaki. In March 2008, the Shoe4Africa Peace run took place in Iten, Kenya with over a thousand school children.

After the race Kenyan stars led a parade of peace through the town with all the children singing and dancing behind, shouting “Amani Kenya” (Peace in Kenya).

In 1995, the final of the Rugby World Cup between S. Africa and New Zealand at Johannesburg’s Ellis Park Stadium demonstrated how powerful sports are in pulling a country together. Nelson Mandela allowed S. Africa to host the tournament and convinced his black compatriots to make the Springbok team their own, even though there was only one nonwhite player on the 15-man roster. The Springboks won the game and the whole country, black and white, came to dance and sing, united for the first time in its history. Mandela knew very well the political impacts sports could have and used sports wisely to unite S. Africa which had suffered severely due to the Apartheid.

And although the Apartheid has ended since 1990, its effects in the society still remain. The Bridging Divides Programme of the Peace Players International-S. Africa organization (PPI-SA) aims to break down race barriers, educate children about health issues, and provide alternatives to crime in the KwaZulu-Natal province. This program brings together children and youth from different backgrounds to play basketball and forge positive relationships that transcend race, culture and religion. Since 2000, PPI-SA has taught basketball to over 25.000 children; 7.000 boys and girls were involved in inter-community leagues, life skills clinics, court launches, tournaments and clubs, and . 2.000 young S. African adults were trained and employed as coaches and mentors. An external evaluation of this program concluded that it contributed noticeably to breaking down racial stereotypes and divides and that school and sport contexts provided the most favorable environments for multicultural mixing.

In 1996, in Kigali, following the 1994 Rwandan genocide, the Youth Sports Association established the Espérance community sports club to foster healing and reconstruction. Football for young people is used not only to develop their capacity to resolve conflict peacefully but also, as a forum for education on peace, health and human rights.

Furthermore, Rwanda every year hosts the Great Lakes Region Invitational Basketball Tournament in memory of Gisembe Ntarugera Emmanuel, a famous basketball player killed in the genocide. The tournament attracts many people and serves as a remembrance activity in an effort to ensure that it is never going to happen again.

In Sierra Leone, a war-torn region, the World Vision International’s Youth Reintegration Training and Education for Peace Project (YRTEP) uses football along

with dances and a confession process to help 45.000 youth affected by war to reintegrate into their communities.

In Somalia, UNICEF and UNESCO are working towards promoting peace through sport programmes that aim to rehabilitate and reintegrate young people living in post-conflict regions. The youth is trained in peaceful conflict resolution skills, encouraged and support inter-district and regional peace tournaments.

### **1.7 Criticism of the available strategies – Further Recommendations**

It is evidently a reality, that the world is facing increasingly demanding needs for sustainable human development, economic development, qualitative education, social inclusion, sustainable environment, and peace and communication. Lack of opportunity arising from social and economic exclusion can cause violence. Many of the factors leading to social exclusion are related to the lack of human and social capital: human capital is the skills, education, confidence, self-esteem and self respect, self organization, and employability, whereas social capital is the existence of community networks and civil infrastructure, sense of local identity, sense of solidarity, equality with community members, norms of trust, reciprocity and support.

On the other hand, it is acknowledged and worldwide accepted that sport is a universal language, a significant economic force, a cost effective tool for preventive medicine, a key component of social life, a “bridge” of cultural and ethnic divides, a compelling symbol of peace, and a core value organism.

It is also a reflection of modern society with all its negative and positive aspects; simultaneously, encompasses some of the worst human traits such as violence, corruption, hooliganism, cheating, and drug abuse. However, these negative aspects of sport do not overlay its potential positive benefits. Well-designed sport activities that incorporate the best values of sport, help individuals to build the values and communication skills necessary to prevent conflict in their own lives and reduce tensions on a community-wide level.

Sport, at the individual level, can reduce anxiety, stress and depression, foster physical and mental health, and enhance self-esteem and self confidence; and at societal level, can foster cooperation, tolerance, teamwork, fairplay, and social skills, and promote integration, community identity, and active citizenship. Sport can therefore be used as a

tool to build human and social capital and prevent conflicts in community and national level.

Many agencies, governments and organizations alongside the IOC make an incredible effort to protect human rights for sport, peace, education, health, and sustainable environment, and reinforce human beings with all the tools, values and life skills they need to live with dignity. Sport for Development and Peace initiatives are a great effort that help people overcome personal barriers, fight social exclusion (poor skills, poor health, and family breakdown) and provide an alternative point into the social and economic life of communities.

Nevertheless, there is a crucial necessity for more agencies, governments, organizations, and concerned stakeholders worldwide to get involved systematically, and affiliate policies and programmes in order to cope and suffice all these needs. By integrating and promoting sport and physical activity into these policies in a strategic, sustained and coherent way, the potential of sport as a tool for development and peace can become a reality.

## **Chapter Conclusion**

According to the UN website<sup>34</sup>, sport has been increasingly recognized and used as a low-cost and high-impact tool in humanitarian, development and peace building efforts. Sport is a human right. It is also a stress-free, educational activity and can be used as an effective mechanism for education about peace for all people around the world, regardless of ethnic, cultural, religious or other differences. Subsequently, sport is a useful tool to increase knowledge and awareness about truce and peaceful coexistence.

But someone could argue that sport, although effective and by nature apolitical, can also be a fragile peace building tool. It is true that sport is capable of igniting violence, nationalism and racism. Therefore, it is necessary to promote constantly the spirit of fairplay and tolerance at all levels of society.

To enable sport unleash its full positive potential, emphasis must be placed on carefully monitoring and guiding of sport activities, which should be inclusive and embody the best values of sport. Additionally, sport programmes should be held on neutral territory and in an environment where aggression can be controlled and reconciliation between opposing parties can be achieved.

Evidently, the practice of well-organized sporting activities is beneficial to people at all ages dowering them with essential values and life skills, it has a positive impact on the community and national level, and it can deservedly serve the role of peace ambassador. It has been previously referred that Ancient Greece itself was not a paradise of peace. Classical Greek society was at least as militant as ours, and the Olympic Games featured cultural and political rivalries just as bitter as those seen today.

But the modern Olympic truce appears to be more ambitious than the ancient one. Coubertin, the reviver of the Olympic Games, wanted to attach and enlarge the ideals of the ancient Olympic Games, among them the practice of ekecheiria, to a modern concern with world peace.

Sport becomes education and the latest results are reflected in the Olympic Games. Where the ancient Olympic Games had been a celebration of Greekness, the modern Olympic Games, important for the democratic dialogue and awareness in individuals and in countries, try to be a celebration of human progress, international understanding, friendship and peace.

The Olympic Truce becomes an expression of mankind's desire to build a world based on the rules of fair competition, humanity, reconciliation and tolerance; it epitomizes a bridge from the old and wise tradition to the most compelling purpose of today's world: the maintenance of international peace and the promotion of multicultural dialogue, cooperation and understanding.

The Olympic Games, alongside the Ekecheiria or Truce, the Flame and the Torch, together with the olive tree, managed to become universal symbols of peace and freedom, inseparable from the idea of peace and global coexistence.

## Chapter 2: Sport and Culture



## 2. Sport and Culture

The power of sport, and especially the power of Olympic Games, is exceptionally great. Sport, games and play evolved as part of the cultural process. Due to globalization and commercialization, Olympics have evolved to a mega sporting event, which reflects links among the social, political and economic influences on sport, embodying both homogeneity and difference within individual nation states and friendship and hostility between different nation states.

The Games, which are recognized worldwide as a mass communication phenomenon, are unique in their ability to bring together people from nations and cultures across the world bonded over a common Olympic dream.

Also, the Olympics are a cultural phenomenon, with a history spanning more than 100 years and supported by a global network of organizations with an educational and intercultural remit. What is less known, is that the Games also incorporate 100 years of Olympic cultural and arts programming and that such experience is playing a growing role defining or contributing to respective host cities' cultural policies.

However, blending sport with culture and education is not a new concept. Ancient Hellenes used to combine games with music and art festivals, alongside philosophical and political gatherings.

Olympism in ancient Greece promoted physical and moral qualities which are the basis of sport, "*arete*", "*kalokagathia*" and "*aien aristeuein*", and peace among the city-states with the Olympic Games. "*Arete*" includes the concepts of excellence, goodness, valour, nobility and virtue; "*kalokagathia*" is in order to create a man who is "*kalos*" (beautiful) and "*agathos*" (virtuous, noble); "*aien aristeuein*" includes the meaning of being the best and excelling over others.

Olympism for ancient Greece is an educational path that benefits the society and contributes to its progress. The ancient gymnasium and "*palaestra*" are two edifices that refer us to education, culture and character-building as a means of elevating the soul by exercising the mind and the body. Athletes through participation and contest become role models; they offer good example and their feats are the constants that guide humanity on its evolutionary course.

If by the term education, training, schooling, teaching, erudition, culture, and humanism are meant as its distinctive traits, then the ceremonial of the ancient Olympic Games in



Sacred Altis was the first form of Olympic education for athletes, spectators and pilgrims<sup>35</sup>.

The modern Olympic Movement was born out of a fundamental belief in the progress of humanity and the ability of sport to contribute towards this aim. People like Baron de Coubertin believed that Olympism through sport could promote values and produce a more rational state of affairs:

- To help develop better citizens through the building of character that accompanies participation in sports
- To demonstrate the principles of fairplay and good sportsmanship
- To stimulate interest in fine arts through exhibitions, concerts and demonstrations during the Games, and in so doing, contribute to a well-rounded life
- To teach that sports are played for fun and enjoyment
- To create international friendship and goodwill that will lead to a happier and more peaceful world<sup>36</sup>.

For most people the word “Olympism” is related to Olympic Games, either ancient or modern. However, for Pierre de Coubertin, Olympism was a state of mind, a philosophy of life which emphasizes the role of sport in world development, international understanding, and peaceful co-existence, social and moral education. It also contains values that build the character of youth, and visions which offer an ever-changing field of opportunity to everyone concerned<sup>37</sup>.

Furthermore, Olympism for Coubertin as a philosophy of life was a spiritual, mental and physical life experience in man’s constant effort to achieve moral and intellectual elevation; the encouragement to seek balance between body and mind as encapsulated in the ideal of “*kalokagathia*” (fairplay, sportsmanship).

His concern about the future of the Olympic Games and later developments in sport, made him define a new term that of *Olympic Pedagogy* based on the “worship of effort and the worship of *eurthymia*”. According to Coubertin, Olympic Pedagogy required “...permanent factories. The Olympic factory of the ancient world was the gymnasium. The Olympiads have been reviewed but the gymnasium of antiquity has not-as yet. It must be!”<sup>38</sup>. His ideas were the first seeds of Olympic education but his vision became reality many decades later.

Inspired by this tradition of gathering cultural and sporting events, the modern Games became the opportunity for exchange between cultures and Olympic education. The

IOC has acknowledged its particular responsibility in terms of promoting culture and Olympic education, and regards culture as the second dimension of Olympism, alongside sport.

Coubertin himself said, "Sport must be seen as a producer of art and an occasion for art. It produces beauty because it gives rise to the athlete, who is a moving sculpture<sup>39</sup>".

Towards that purpose, a Commission for Culture and Olympic education was created in 2000. Its role is to advise the IOC Executive Board on the policies that the IOC and Olympic Movement should follow in order to promote culture and Olympic education and, through its members, supports the IOC programmes and activities in this field.

The IOC has played an important role in the development of the culture and Olympic education agenda, by establishing a policy that seeks to provide greater resources to their promotion in and through sport at national, regional and international level, and particularly at the Olympic Games. This policy leans on two main objectives: it endeavours to flourish a productive relationship between sport and culture, encourages cultural exchange and promotes the diversity of cultures; and more important promotes the Olympic education with the support of other institutions which adhere to the values of Olympism.

In addition, the IOC has launched "Sport and Art Contest" in every forthcoming Olympic event. Artists from all over the world that have a recognised NOC can participate by entering either sculptures or graphic works. For example, the sport and art contest of the London 2012 Olympic Games have theme "Sport and the Olympic values of excellence, friendship and respect". Also, literature, photography and singing contests are taking place, highlighting and celebrating the link between Olympism and sport.

Furthermore, the IOC has propelled a series of programmes and activities, such as the World Conference on Sport, Education and Culture that contributes to raising awareness about the importance of culture and Olympic education. Held every two years, it brings together representatives from the world of sport, universities, NGOs, governments and intergovernmental organisations, as well as athletes and young people, to discuss related themes, agree on joint strategies such as the progress made in the field of education, culture and sport by the Olympic Movement and offer further recommendations.

Specifically, the 7th World Conference on Sport, Education and Culture took place in Durban, South Africa, in December 2010 under the motto "Giving a Voice to Youth". Youth from all cultural and religious backgrounds including young people from

indigenous and minority communities gathered in order to promote cross-cultural understanding and build bridges across cultures and religions.

According to the fact sheet, youth are both partners and stakeholders in today's efforts to foster dialogue and mutual understanding. The core message of the 2010 International Year of Youth is that the crucial role of youth in advancing intercultural understanding is increasingly recognized within the global development agenda. The key areas of intervention referred to the issues of multiculturalism embedding and cultural globalization awareness through the media and sports.<sup>40</sup>

Helping the work of the IOC, UN, UNESCO and the UN Alliance of Civilizations (UNAOC) promote values and principles relating to intercultural understanding and respect for diversity and also raise awareness among decision-makers and society about youth as key partners in advancing intercultural understanding locally and globally.

In addition, a series of legal instruments exist:

- the 1972 World Heritage Convention
- the 2003 Convention for the Safeguarding of Intangible Cultural Heritage
- the 2005 Convention on the Protection and the Promotion of the Diversity of Cultural Expressions
- the 2007 UN Declaration on the Rights of Indigenous Peoples
- and a great number of General Assembly resolutions about the importance not only of sport in achieving peace and development but of the youth also, as fundamental beneficiaries of sport

## **2.1 Youth Olympic Games**

Part of the cultural and educational marketing program that IOC follows is the YOG, a concept rather new, since the first YOG took place in Singapore in 2010. The YOG are considered to be the brain child of the President of the IOC, Dr Jacque Rogge. His vision is that the YOG will inspire the youths of the world to adopt sports in their everyday life and live according to the Olympic values of excellence, respect and friendship.

According to the "Factsheet YOG" of the IOC<sup>41</sup>, the YOG are a mega sporting event for the youth integrating education and culture, and encouraging universal representation. The main objectives of the YOG are as listed below:

- to bring together all the best young athletes of the world and celebrate
- to introduce them to Olympism and its values in a unique and innovative way
- to educate them and give them the opportunity to debate the challenges of society
- to exchange cultures in a festive atmosphere
- to raise awareness among young people about sport, the practice and the benefits of sport
- to reach young communities around the world and share the knowledge and experience from their participation in the YOG
- to act as a platform for initiatives within the Olympic Movement
- to evolve in the ultimate and high standard mega sporting event for young people

In the summer and winter YOG which alternate every four years, young athletes aged 15-18 years old have the right to take part. Living the YOG experience, they have the opportunity not only to become future Olympians but to become ambassadors for sport and the values learnt.

Alongside sports competition programme, is the Culture and Education Programme (CEP) where young athletes together with young people around the world share the Olympic values and discuss important themes linked to the practice of sport as well as to global and societal challenges. They learn about the importance of our ecosystem, environmental issues and green initiatives that can take back to their home countries; work in teams; go through confidence-building courses, physical challenges and adventurous activities, which bring out the values of teamwork, mutual respect and friendship.

This programme is running during the Games in the form of interactive workshops, forums and other various activities such as:

- *chat with Champions* (Champions as role models share their own personal experience about the Olympic values of excellence, respect and friendship through dialogue sessions with the young Olympians)
- *discovery activity* (Young Olympians through interactive workshops and exhibitions explore topics relevant to their goal of becoming champions in life)

- *community project* (Young Olympians blend with the local community organizations, participate in fun activities like circus arts and drumming, make friends, and learn about social responsibility)
- *world culture village* (Cultural booths representing each of the participants, offer visitors the chance to explore different cultures and take part in fun activities and traditional games)
- *arts and culture* (Consists of activities like musical performances, dance acts and inspirational Olympic-themed art work during the evening festivals which bring out the celebration of youth, cultures and friendships)
- *exploration journey and adventure* (Young participants through innovative workshops learn about the importance of our ecosystem, environmental issues and green initiatives that can take back to their home countries; they are forged to work together in teams, go through confidence-building courses, physical challenges and adventurous activities, which bring out the values of friendship, mutual respect and teamwork).

In Singapore, the CEP consisted of five themes: Olympism, skills development, well-being and healthy lifestyle, social responsibility, and expression. Through this programme, 3,600 athletes had the opportunity to learn about important sport and global topics, interact and build friendships, contribute to environment and society, and celebrate Olympism, Olympic values and diverse cultures of the world.

Following the 1<sup>st</sup> Summer YOG in Singapore, Innsbruck accommodated the I Winter O. G. from 13 to 22 January 2012; an international multi-sport event and cultural festival celebrated in the tradition of the O. G. where approximately 1100 athletes from 70 countries took part. Additionally, Nanjing (China) will host the second edition of the YOG in 2014.

## **2.2 Cultural Olympiads**

MacAloon (1982:98) states that “in one way or another, at one time or another, to one degree or another, nearly everyone cares about the Olympics. In scarcely 80 years the Games have grown from fin-de-siècle curiosity into an international culture performance of global proportion”. Participants, officials, athletes, dignitaries, press

technicians, support personnel and artists, all experience the cultural mix of individuals at the Games first hand.

Besides sports, the Olympic Games include in their programme the Cultural Olympiad. It takes as its theme “Sport is culture” and constitutes the core part of the IOC’s agenda. Its mission is to give to the world a demonstration of eternal links between Olympism and culture by placing the human being at the centre of all its understanding; to demonstrate the ideals and values of Olympism; to encourage new artists to promote the essential message of the Olympics and to facilitate international cooperation between artistic creators from the host city and other nations.

The cultural events usually continue through the end of the Games and include music, dance, theatre performances, fine arts exhibits and other events. Conferences, cinema, architecture, literature, photography, digital culture, archaeological exhibits and special awards to young creators will bring culture and art to athletes, spectators and viewing audiences around the world.

For example, the London 2012 Cultural Olympiad is considered to be the largest cultural celebration in the history of the modern Olympic and Paralympic Games<sup>42</sup>. Since 2008, the cultural Olympiad has featured programmes and projects inspired by London 2012. More than 16 million people across the United Kingdom (UK) have taken part or attended performances such as Peace One Day Global Truce, operas, theatrical plays, poetry and story telling events, free music stages, exhibitions, fashion and art collusion, dance, film, broadcast and digital, and carnivals. Also, the 25<sup>th</sup> of June was named the London Sport Day, celebrating the athletes and cultures of the world.

### **2.3 Olympic Symbols, Opening and Closing Ceremonies**

The modern Games has established many symbolic ideas which people relate directly to the cultural ideas of the Games. Olympic symbols such as<sup>43</sup>:

- The **“Olympic Flag”** designed by Baron de Coubertin around 1913, depicts five rings which represent the different continents of the globe (Africa, America, Asia, Australia, Europe). It made its debut at the 1920 Antwerp Olympic Games. The five rings are considered to be globally the strongest brand.
- The **“Olympic Motto”**, Citius, Altius, Fortius (faster, higher, stronger).

- The “**Olympic Flame**”. It was first used in 1928, kindled in the host city of Amsterdam. After 1932 Los Angeles Games, the Organising Committee of the Berlin Games conceived the idea of rekindling the sacred flame with a torch lit by the rays of the sun, a ceremony that took place in Ancient Olympia. Professor Carl Diem had the idea to have carried the flame from Olympia to the host city by torch relay. Once the flame arrives at the stadium during the opening ceremony of the Games, usually well-known athletes or sport figures carry it around the track before climbing a flight of steps where they then light the cauldron, which burns continually until the end of the period of the Games.
- The “**Olympic Medals**”
- The **doves**, released at the opening ceremony of the Games to spread the word to the countries that the Games are now open.
- The “**Olympic Anthem**”.

It is clear that all these Olympic symbols have entered into the public’s consciousness. However, besides the Olympic symbols, opening and closing ceremonies of the Games and medal ceremonies are as well part of the cultural consciousness of Olympics fans.

The Opening Ceremony is a celebration showcasing the best of the host nation, whereas the closing ceremony is a celebration of the athletes’ achievements in the Games. There are certain elements that must feature in every ceremony, as outlined in the Olympic, and cannot be changed by the host nation. Rather reasonably, some of the elements harken back to the Ancient Games; for example the prominence of Greece in both closing and opening ceremonies, and the crowning of the winners with olive wreaths in 2004 Olympics.

As Coubertin’s initial vision of modern athletics featured both athletic competition and artistic achievements, the opening ceremonies typically include<sup>44</sup>:

- **Receiving the Head of the State** of the host country by the President of the IOC
- **Raising of the host nation’s flag** and performance of it’s national anthem
- **Artistic displays** of music, singing, dancing, and theatre representative of the host countries history and culture
- **Parade of Nations**; participating athletes march into the stadium, country by country with Greece entering first, due to its historical status as it gave birth to the Olympics, while the host nation marches last

- **Speeches;** after all nations have entered the stadium, the president of the Organising Committee make a speech followed by the IOC president. In turn, the latest introduces the representative of the host country who officially declares the opening of the Games
- **Olympic Flag and Anthem;** the Olympic flag carried horizontally into the stadium and hoisted as the Olympic anthem is played
- **Olympic Oath;** all athletes and judges circle a rostrum, declaring that they will compete and judge according to the rules of their sport
- **Torch and Cauldron;** the torch is brought into the stadium passed from athlete to athlete to the final one who ceremoniously lights the cauldron.

In contrast to the opening ceremonies, the closing are simple and plain, without pompous grandeur, governed more by tradition than official mandate<sup>45</sup>:

- **Artistic Performances**
- **March of the Athletes;** flag bearers from its participating country in the Games enter the stadium and behind them march all athletes without being grouped
- **Three Flags, and Speeches;** three national flags are hoisted one at a time, the flag of Greece in the middle pole, the flag of the host country on the left pole and the flag of the country hosting the next summer Olympics on the right pole. Following this ceremony, the president of the Organising Committee and then the IOC president give a speech and formally close the Olympics while symbolically the Olympic flag is given to the Mayor of the next host city
- **Extinguishing of the Flame;** the flame is extinguished while the Olympic Hymn is played.

## 2.4 Torch Relay

The Olympic flame is a powerful Olympic symbol, whereas the torch relay is the most spectacular and symbolic Olympic ceremony. It was first introduced at the 1936 Berlin Games and since then it has become integral part of the Olympics.

Although the torch relay has no predecessor in antiquity, its origins lie in ancient Greece, where fire was kept burning throughout the celebration of the ancient Olympics inside the temples of Zeus and Hera. For ancients, fire had divine connotations; for modern humans the Olympic torch relay marks the symbolic celebration of the Games;



it is a great symbol of peace among the five continents of earth; symbolizes the Olympic ideals of friendship, pursuit of excellence, solidarity through sharing and global togetherness; a flame that warms the hearts of all athletes, participants, spectators, viewers of the Olympics<sup>46</sup>.

In current times, it is ignited several months before the opening ceremony of the Games at the site of Ancient Olympia. Eleven women, representing the “Vestal Virgins” and dressed in ancient Greek robes, perform a ceremony in which the torch is kindled by the light of the sun. The high priestess then presents the torch to the first relay runner. The flame passes from runner to runner, travelling across the globe.

It is remarkable in how many inventive and imaginative ways the flames travels. In 1960 Rome Olympics, the relay was televised for the first time. In 1976 Games the flame was transferred to a radio signal. In 2000 Sydney Olympics, the flame made its first underwater journey. In 2004 the first global torch relay was undertaken a journey that lasted 78 days and covered a distance of more than 78.000 km in the hands of some 11.300 torch bearers, visiting Africa and South America for the first time. But the record of maximum travel in the history of modern Games belongs to the 2008 Beijing torch relay. The 2008 Beijing Olympics Torch Relay covered the longest distance (137,000 km) of any Olympic torch relay since the tradition begun in 1936 Berlin Olympics. The relay also included an ascent with the flame to the top of Mount Everest, with people from different ethnic origins in China, carrying the flame to the highest peak of the world<sup>47</sup>.

On the other hand, the Beijing Olympic torch relay is a glaring example that demonstrates how intertwined sport and human rights are; although the torch was specially designed to embody the concepts of Green Olympics, the 2008 Beijing Olympic Games Torch Relay aroused tumult around the world, making the Olympic torch a symbol of either support or protest for and against the People’s Republic of China. The mobilization of the army by the Chinese authorities in Tibet and the violent incidents in the state invited much criticism over human rights violations and Beijing’s hosting of the Olympic Games. The Torch Relay saw protests in many cities along the route. The protest was especially notable in the US and many European countries such as Britain and France. In Asia, the torch relay was carried out amidst high security. In later segments of the relay, large-scale counter protests by overseas Chinese became prevalent.

## 2.5 Sport and Olympic Education

Pierre de Coubertin said “Olympism tends to bring together as in a beam of light, all those moral principles which promote human perfection”<sup>48</sup>. For him the Olympic Games were an external motivation, every four years, for the world’s youth to present the results of its education through sport in the spirit of Olympic ideals.

Coubertin though, did not use the term “Olympic education”, but referred initially to “sporting education”. He understood sport as an educational instrument – a school of moral chivalry, purity, and physical force. “Olympic education” is a term which first appeared in sports education and Olympic research only in the 1970s (cf. N. MOLLER 1975b).

As early as 1900, and not exclusively within schools, Coubertin had been encouraging the idea of making sport accessible to adolescents and even to older people as a newly discovered part of a complete education (cf. COUBERTIN 1972). He identified the four important teaching areas: muscles (physical), understanding (social), character (moral) and conscience (mental) which are very important domains of modern Olympism, by means of physical activities, sports competitions, in school lessons, as well as in other settings of daily life. He also, pursued universal pedagogical goals that are still to be found as the fundamental principles of the Olympic Charter.

The fundamental principles of the Olympic Charter among others contain three paragraphs that describe the educational Olympic task:

- *“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 ethical principles”* (IOC, 2004, p.9)
- *“The goal of Olympism is to place sport at the service of the harmonious development of a man, with a view to promoting a peaceful society concerned with the preservation of human dignity”* (IOC, 2004, p.9)
- *“The practice of sport is a human right. Every individual must have the opportunity of practicing sport, without discrimination of any kind, and in the*

*Olympic spirit which requires mutual understanding with a spirit of friendship, solidarity and fairplay. The organisation and management of sport must be controlled by independent sports organisations” (IOC, 2007, p.11).*

These paragraphs clearly describe goals for education in sports and through sports, and present Olympic values such as pursuit of excellence, joy of effort, fair play, respect (respect for other human beings, for one’s work and efforts, for the rules, for other cultures and traditions, and for the idea of fairness), and the harmonious development of the intellectual, mental and physical virtues of man.

Also, in the Olympic Charter one can find a whole catalogue of Olympic values. Some of them are considered to be solidarity, striving for excellence, friendship, preserving human dignity, co-existence, multiculturalism, voluntarism, equality.

Sport and Olympism are essential for the healthy development and evolution of society and one of the main factors that help Olympism to grow and flourish in the moral, social and cognitive domains of human personality is Olympic education. The latter is a dynamic, multilevel educational process, which is part of general education with different targets of population, in order to teach Olympic values through sport and culture and to promote the common interests of human society, such as peace, friendship and progress<sup>49</sup>.

Olympic education, through sporting, social and cultural activities, not only creates conscientious, active citizens who can be useful to society, but also it accomplishes activation of the ancient heritage to seek balance between mind and body as encapsulated in the ideal of “*kalokagathia*”.

An Olympic Education Programme usually:

- Promotes the significance of Physical Education in schools
- Extends the boundaries of school education. The educational innovations (interthematic, experience-based approach) have contributed to the cooperation among teachers in the schools
- Prepares society to welcome the Olympic Games
- Provides an opportunity to all young people to become acquainted with and talk about the educational values of sport and Olympism, and experience them through specific procedures

- Promotes the training of teachers and opened new vistas for schools with subjects that arouse children's interest
- Makes education richer by blending it with sport and culture
- Encourages and motivates the development of teaching manuals containing innovative ideas for both teachers and pupils
- Encourages cooperation with the disabled people and the organization of joint events with their associations
- Encourages the use of new practices and technologies in education.

The methodology for the implementation of Olympic education programs is usually based on three main teaching methods<sup>50</sup>:

- **Learning activities**, which are mostly, contained in the Olympic education manuals. In this material one can find references to the history of the Olympic Movement, the Olympic principles, the Olympic symbols, and the Olympic Charter. This material consists of films, books, electronic publications, board games and compact discs.
- **Artistic activities** such as modelling, painting, sculpture, sketching, artistic creation, drama, dance, song, music. The combination of visual and cultural activities, the creation of an Olympic corner or Olympic museum in the school promotes it as a centre of cultural creation
- **Kinetic activities** are the core of Olympic education. They include all activities that take the form of a contest or game, as well as other kinetic activities through which young people acquire social skills and experience the Olympic principles.

In schools, most of the Physical education curricula concentrate on motor development with some attention paid to learning skills and even less to giving knowledge or shaping attitudes. Transfer of Olympic moral principles into school curricula seems to give a chance to bring back the real value of sport and physical culture in more general sense making it again a constructive part of civilization culture. Olympic education can be a complementary part of holistic education.

Various subjects such as history, art, music, literature, geography can be related to Olympism and the fact that it is relatively fresh concept associated with the present day makes it very attractive school subject.

The main goals of an Olympic curriculum are:

- To develop competent, literate and enthusiastic persons
- To develop self- responsibility and the ability to persevere in the pursuit of goals
- To work effectively within a group toward common goals
- To know and respect differences among cultures and ethnic and racial groups; to value diversity; to become predisposed to work toward a more peaceful world
- To know and respect the value and beauty of the human body in motion; the aesthetic value of working together in competition.

Olympic education is part of many countries school curricula. For example, in Greece the first timid attempts to train teachers in Olympic education and Olympism were made by the International Olympic Academy (IOA) in the 70s in ancient Olympia. A few hundred educationists from all over Greece attended seminars to learn about Olympism. The isolated responses from the schools, mainly on the teachers' initiative, were not enough to support by the IOA's pioneer work to introduce Olympic Education in the school curriculum in Greece.

In 1889 the IOA, in cooperation with the Secondary Education Directorate of district of Elis and the regional authorities, launched an Olympic Education Programme in its facilities aimed at selected students. Each year 100 pupils, 14-16 years old, are still attending even today the 7-10 day seminars. This particular Olympic Education programme has often associated with the environmental education programme.

Athens bid first for the Centennial Games of 1996 and later for those of 2004 has rekindled the Olympic Education in the programme of Greek schools. In 1995, the Olympic Education manual "Keep the Spirit Alive" was published in English to serve as an education manual for National Olympic Academies.

Following the awarding of the 2004 Olympic Games to Athens, in September 1997, the IOA had its first contacts with the Ministry of Education and Religious Affairs for the introduction of Olympic Education in the schools. Some time later, the "ATHENS 2004" Organizing Committee, through its Olympic Education Directorate, took over

coordination among the different bodies involved for the implementation of the programme in Greece.

Athens 2004 Games played a significant role in the implementation of Olympic values in school's curricula and in sport clubs, and a great opportunity for Olympism to flourish in Greece. Many PE teachers not only were initiated and trained in the course of Olympic education, but in turn influenced teachers of other school subjects to include topics of Olympic education in their teaching. They all helped to promote the cultural heritage of Olympism through activities and Olympic education.

But in 2006, the Olympic Education programme, although it was highly esteemed by students, parents and teachers, was removed from the Greek school curricula (probably due to lack of money). Today, Olympic education is not anymore included in the Greek national curriculum; however, even informally continues to be a part of all those teaching physical education teachers who were introduced to it, and work either in schools or in sport clubs<sup>51</sup>.

Another example of Olympic education is given by the Czech Republic where universities together with the Czech Olympic Academy are jointly taking part in formulating the content of the curriculum for Olympic education at primary and secondary schools.

Also, in New Zealand Olympic education is introduced through the national physical education curriculum.

It is obvious that many countries around the world and not only the ones that hosted the Games, are ambassadors of sport and Olympic education and give great effort to teach the Olympic values as part of their national curriculum in schools, universities and sports clubs.

### **2.5.1 IOC steps for the promotion of Olympic Education**

One of the steps taken by the IOC to effectively promote Olympic education was founding and opening the International Olympic Academy (IOA) in 1961 in ancient Olympia. Since then, IOA has carried out extensive work in Olympic Education. Its educational programmes, which are based on four main axis (scientific academic training, artistic, sport and social activities), are value adding and illuminating: International Sessions for educators, for young participants, Joint Sessions of National

Olympic Academies (NOAs) and National Olympic Committees (NOCs), Joint international Sessions for Presidents or Directors of NOAs and officials of NOCs, for sport journalists and for Olympic medallists, Postgraduate Seminar and the Master's Programme Degree in "Olympic Studies, Olympic Education, Organisation and Management of Olympic Events".

A second step taken by the IOC was the official promotion of Olympic Youth Camps to coincide with the Olympic Games.

IOC making the third step, considered necessary to establish NOAs. In 1983 IOC declared that each NOC, acting effectively as decentralised extension of the IOA, should found a NOA in order to promote Olympism. The dissemination of the Olympic Education and the Olympic Ideal and especially in the young people, as well as the development and the application of the educational principles of the Olympic Movement, are the objectives of the NOA.

However, since the 1984 Los Angeles Olympic Games, multimedia coverage of the Games has increased and their economic dimension has expanded out of all recognition. In the course of this mainstream development the traditional roots of the Olympic Games and the educational message propounded by the founder of the modern Olympics, have been pushed into the background and seriously overshadowed by doping scandals, and scandals about corrupt sports functionaries.

The IOC recognised that something more effective and better structured must be done to return the idea of Olympic ideals to Olympic reality, to restore the theory and practice of Olympism, and build an educational structure more suited to the needs of the day. Towards this purpose, IOC built and followed more steps for the promotion of Olympic education.

A significant fourth step was taken at the 1994 Paris Congress to commemorate the centennial of its foundation when it expressly demanded the long-term promotion of the Olympic ideals during the further development of the Olympic Games.

From 1994 on, the manuals published by the IOC to assist cities to bid for the Games have particularly stressed the role of education in any planned cultural programme. Since the 2002 Winter Olympic Games, each applicant city is not only required to offer an educational programme during the actual Games, but also beforehand, during the seven years period between the IOC's deciding vote and the actual opening ceremony of the Games. For example, Greece began its school educational programme and campaigns in 1998.

In 1995, the measures for encouraging Olympic education embedded in the application procedure for candidate cities prior to each celebration of the Games were further enhanced when the IOC proclaimed that year to be “Olympic Year of Culture and Education”. Other measures taken during the same year was the research study on Olympic ideals of Youth in Europe by the International Council of Sport Science and Physical Education. Also, an enlighten handbook called “Keep the Spirit Alive” was published for educators by the IOC’s Commission for the International Olympic Academy and Olympic Education.

In 2000, a new joint committee for “Culture and Olympic Education” was founded from the two existing IOC committees, the “Cultural Commission” and the “Commission for the International Olympic Academy and Olympic Education”.

Yet the IOC did not content with the above steps and adopted two more innovative strategies for the promotion of the Olympic values and education: the Olympic Values Education Programme (OVEP) and the YOG which both aim to prepare a generation of young athletes to have an ethical approach to sport, with strong values and principles.

According to the official website of the Olympic Movement, OVEP is a tool to maintain young people’s interest in sport, encouraging them to practice sport, and promoting the Olympic values. It consists of two parts: a teaching toolkit and a collect of initiatives around the world.

The Olympic Education Toolkit by Deanna Binder on behalf of the IOC (2007) as one element of the two-part OVEP emphasises on five principles that compose the “value catalogue”. These are the joy of effort, fairplay, the respect for others, the pursuit of excellence and the balance among body, will and mind.

The teaching manual as a reference document for teachers and educators encourages them to use the symbols (rings, torch and medals) and Olympic stories as part of a stimulating interactive programme. It respects the universality of the Movement by offering teaching tools which can be used all over the world.

As far as the second part of the OVEP is concerned (a collect of initiatives around the world), IOC asked the Autonomous University of Barcelona to produce an inventory of the Olympic education programmes and tools. The aim is to present a selection of different kind of educational initiatives implemented around the world. They are inspired by Olympic values and targeted to young people from 8 to 18 years old.

The IOC is aware of the amount and high quality of existing Olympic education programmes.



However, this is a work in progress: 21 initiatives have been listed so far. They come from NOCs, Olympic Academies and the World Anti-Doping Agency (WADA). The database will then give a more and more complete vision of real applications of Olympic values within educational programmes around the world and evolve to an inspiring tool for teachers and educators.

### **2.5.2 Program and activities of National Olympic Academies**

It is aforementioned that especially NOAs play a very important and constructive role for the promotion of sport, Olympism and Olympic education in every country that they are established, even in the far off. It is evidently that blending sport with culture and education through the activities of the IOA and NOA, Olympism will continue to play a leading role in disseminating its fundamental moral principles of respect for others, fairplay, democracy, equality and peace in the world.

A NOA operates as the IOA's transmitter and receiver for the promotion of the Olympic Charter's ideals through national Olympic education programs. It also encourages the practice of sport among all social and age groups and promote the idea of sport as a fundamental right.

These aims are achieved by the NOA by means of programs which were developed in collaboration with the NOC and other sports and educational entities in each country.

A NOA's program and action can be categorised in four general groups of activities. A NOA is usually activated in training and education. This includes philosophical, historical, but also administrative and technical issues of Olympism and is offered to all physical shareholders of Olympic values, such as athletes, physical education teachers, students and administrators themselves. Supplementarily to direct training and education, NOAs organize educational events like seminars, symposia and lectures, but also events that promote and help embedding of the Olympic values in the form of mini Olympiads, exhibitions and festivals. Publications are also extensively used as tool to communicate the Olympic history, values and spirit. Manuals and posters, but also whole books with history, information and Olympic messages are published and delivered to people with the cooperation of other communities of shared interests. NOAs, finally, in some cases achieve to establish totally new institutions that support their goals. These can be Olympic archives collections and libraries which usually

include both books and multimedia. Moreover, as even more emblematic achievements, NOAs have at times introduced Olympic museums and Centres for Olympic Studies in universities. In any case, NOAs follow, support and act in cooperation with the IOA.<sup>52</sup>

### **2.5.3 Other policies for the promotion of sport education**

According to the Olympic Charter, the practice of sport is a fundamental human right; every individual has the right to practice sport without discrimination of any kind, following the Olympic values of mutual respect, friendship, and fairplay. Towards this purpose, in 1959, the Declaration on the Rights of the Child was one of the first international instruments linking physical activity and education for children stating that “the child shall have full opportunity for play and recreation, which should be directed to the same purposes as education.”

Stressing the fact that physical education and sport should become reality for all human beings, in Paris, in 1978, UNESCO, the UN’s lead agency for physical education and sport, introduced the first landmark policy related to physical education. Titled, the International Charter of Physical Education and Sport, it declares that “every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality”<sup>53</sup>. It consisted of eleven articles:

1. The practice of physical education and sport is a fundamental right for all
2. Physical education and sport for an essential element of lifelong education in the overall education system
3. Physical education and sport programmes must meet individual and social needs
4. Teaching, coaching and administration of physical education and sport should be performed by qualified personnel
5. Adequate facilities and equipment are essential physical education and sport
6. Research and evaluation are indispensable components of the development of physical education and sport
7. Protection of the ethical and moral values of physical education and sport must be a constant concern for all
8. Information and documentation help to promote physical education and sport

9. The mass media should exert a positive influence on physical education and sport
10. National institutions play a major role in physical education and sport
11. International cooperation is a prerequisite for the universal and well-balanced promotion of physical education and sport.

During the 1990's, in Europe a serious decline in the presence of physical education occurred which led to the development of two World Summits on Physical Education; The first World Summit was held in Berlin, Germany in 1999 and the second in Magglingen, Switzerland in 2005. The outcome of each World Summit was an Action Agenda presented to Ministers responsible for Physical Education and Sport.

These initiatives solemnly prove the level of international policy interest, awareness of governments around the world and subsequent calls for action to promote and develop physical education world-wide.

The UN Inter-Agency Taskforce on Sport for Development and Peace advocates the use of sport to achieve each of the Millennium Development Goals. The taskforce recognises that education is central to the achievement of all goals and that sport makes a more effective contribution to the inculcation of fundamental human values, underlying the full development of people.

The role of sport as a key component of child development is highlighted by many international and national policies, along with the associated aspects related to sport, play and recreation, such as the right to participate, the freedom of expression and the right to be involved 'freely in cultural life and the arts' (as stated in the UN Convention on the Rights of the Child). This allows sport, recreation and play to be considered not only as a 'needs' based perspective, necessary component of child and youth development, but also as a 'rights-based' perspective.

However, there is still a large gap between the policies that are adopted by nations and the reality of physical education practices in schools worldwide. In some countries, physical education and sport are very well organised and implemented in school curriculums and sports clubs, but in others the practice of physical education is limited and almost annihilated.

## **2.6 Suggestions for the promotion of sport as a tool for culture and education**

Today, without the ideas and principles of Olympism, it is not possible to assess sport in its complex and rapid development, or to assess the evolution of society in the 20th and 21st centuries. It is undeniable that the Olympic Movement has an educational mission. Some of its values may seem unattainable. Yet the Olympic Movement has strong vision, thus offering educational opportunities to schools, sports clubs, associations, and the general public.

The great need to further and deeper promote sports as a tool for education and culture leads to specific points of attention and areas of future action. Issues of this kind are presented and suggested as follows:

- Olympism, the principles, values, and the relationship of Olympism to sport and culture should be an integral part of professional training for future teachers, coaches, and managers
- Sport activities should be designed to teach key skills and values and ensure the empowerment of marginalized groups such as women, disabled, refugees-sport as a “school for life”
- Olympism should also be featured in co-curricular activities in schools, colleges and universities in the form of sport associations and clubs
- Olympic education, as the Olympic Movement itself, should be linked with today and constantly search for new, permanent ways to initiate students into the cultural heritage of Olympism
- Olympic education should be included regularly and not occasionally in the formal school curriculum through integration and infusion into the various subjects that constitute the curriculum
- At a school level, physical education teachers should convey to children and young people the joy of movement through sporting activities and the best practice of sports and promotion of Olympism inside and outside sporting arenas following rules such as: self control and respect for the opponent while winning or losing; exchange of sporting and cultural traditions of various countries; caring about one’s own and other participants’ health and well-being; obeying written and unwritten rules, and accepting referee’s decisions; sportsmanship

among players and supporters of all sides; techniques based on experiencing and individual/group dilemmas solving in the physical education context which seem to be very much effective in moral development

- Equally important, the teaching approach of Olympic education needs to be practical and less theoretical; the more theoretical approach there is, the less effective moral education seems to be, especially among teenagers
- The IOC, NOCs and NOAs should systematically support university researches and educational capacities focused on Olympism, the Olympic Movement, and the Olympic Games. Cooperation between Olympic institutions and universities is beneficial, not only for the development of a deeper and more comprehensive interpretation of Olympism in historical and contemporary reflections, but also for the development of sports and social sciences, as well as for sport itself and its relationship with culture. The 13th Olympic Congress in Copenhagen in 2009 confirmed the importance and prospects of cooperation among the Olympic family and educational institutions
- The results of research activities in Olympism should be subsequently a predicate of education programmes and systematically developed in university concepts of Olympic education programmes. They may be applied as a separate educational subject or as a set of selected Olympic themes included in the content of education for social sciences and sports subjects.
- The social-scientific research information and knowledge on the benefits and role of sport in contributing to peace and development should be enhanced, as qualitative data and evaluation enable Governments to include sport more systematically in social and development policies.
- Master's programmes on Olympic Studies such as the "Olympic Studies, Olympic Education, Organisation and Management of Olympic Events" master's programme which opened in 2009 at the University of Peloponnese-Greece, are inspirational and beneficial whilst also increasing the professionalism of specialists in the Olympic Movement.
- More opportunities to lead active lives through Sport for All Initiatives
- Advancing education and peace through sport around the world
- Promotion of communication-based activities using sport at the national and local levels

- Encouragement of all actors such as sports organizations, athletes, Governments across all sectors, the UN, NGOs, NOCs, sports industry, research institutions, and the media, for development through sport
- Continuation of awareness raising and documentation of best practices. All relevant stakeholders should continue to inform, educate and raise awareness of the role that sport, physical and Olympic education can play in combating global challenges and unite people with different cultures and backgrounds from the entire world.

## **Chapter Conclusion**

Blending sport with culture and education is not a new concept. Sport, from play and physical activity to competitive sport, is part of every culture, past and present. It is a cost-effective tool to promote culture and education, since it is an international communication platform which crosses boundaries and bridges social and ethnic divides.

Olympic Games, Paralympics, YOG, Cultural Olympiads, Olympic Symbols, Torch Relay, Olympic Education Programmes, and Sports programmes, all have evolved into powerful tools which not only unite people from all over the world but also, encompass culture and promote education through sporting activities and events.

The modern Olympics with all the cultural symbols that enclose and the promotion of educational programmes on culture, human rights, environment, peace and development, have the ability to mold the youth of the world and influence governmental and no-governmental organizations to build a better world.

Hence, sport and physical education are no longer considered by the international community as luxuries in any society but rather as cross cultural tools to foster development and peace.

Recognition of sport and physical education as human needs and right, allow all human beings to benefit from activities adapted on the basis of locally assessed needs without any discrimination as to race, gender, religion, ability, and nationality.

The “adoption” of sport and physical education as complementary tools to contribute towards achieving the MDGs and the broader aims of development and peace, results in contributing to an atmosphere of understanding tolerance and cultural bridging. Sport is

definitely an ideally cross-culturing tool to be integrated in development, peace, health and poverty reduction strategies.

## Chapter 3: Sport and Environment





### **3. Sport and Environment**

Environment is today an issue of highest social concern. There are many environmental challenges that should be encountered. These include the climate change and global warming, the ozone depletion, air pollution, low of biodiversity, deforestation and desertification, fresh water scarcity, sea pollution, soil deterioration, waste and hazardous waste disposal and transport, chemical pollution, radioactive pollution, genetic engineering, natural resource depletion, and uncontrolled urbanisation.

However, the only species on earth that are able to affect ecosystems considerably are human beings. The influence of mankind on nature and its consequences are enormous and most of the times catastrophic. With the development of industrial civilisation and the growth of the human population, during the 20<sup>th</sup> century it became a fundamental need to protect earth's ecological system.

The first World Conference on Environment took place in 1972 in Stockholm, which led more than 100 governments to set up environmental ministries and agencies. The second World Conference on Environment and "Earth Summit" took place in 1992 in Rio de Janeiro and promoted the concept of "Sustainable development". Unfortunately there are countries that do not respect the effort that is done through these conventions, none the less do anything to protect environment.

All human beings should be part of the battle against the degrading planet and the sport family is one of the most concerned and active against this battle due to its fundamental values, the fact that safe sport needs clean environment and because young people are the most affected by the future of planet earth.

#### **3.1 The Environment and the International Olympic Committee**

It is a fact that the Olympic Games leave a large stamp on every host city and this impact has increased since 1984 as the Games have become larger involving more athletes and sports, and a greater sponsor and media presence.

According to the IOC, the roots of the Olympic Movement's active sustainability engagement can be traced back to the 1992 Earth Summit. When the UN convened that the landmark gathering in Rio de Janeiro, it became clear that sport could play a positive role in supporting the quest for an environmentally responsible approach. The Summit

was a global catalyst for environmental action, and the Olympic Movement at large heard and needed the call.

The IOC was one of the first sporting organizations to raise environmental consciousness and present a 'green face' to the world through sport, and adopt in 1994 the environment as the third pillar of Olympism, alongside sport and culture. The green tradition was first set at the 1994 Lillehammer Games where the Organizing Committee set new standards for environmental sustainability and accomplished a cooperative relationship with the UN Environment Programme (UNEP) which continues today. Also, the same year environmental issues became the primary focus of the 1994 Centennial Olympic Congress in Paris. The Congress concluded to the creation of the IOC Sport and Environment Commission; a Commission that advises the IOC Executive Board on issues related to the protection of the environment and the sustainable development; also, it oversees an international awards programme to recognise good practises aimed to educate and encourage behavioural change.

Ever since 1994, IOC has been trying hard to promote the green agenda and ensure environmental sustainability in sport, as host cities is expected to deliver cleaner and greener Games. By amending the Olympic Charter, in 1996 a binding commitment was made to environmental responsibility which gave the concession to the IOC to promote sustainable development, support responsible concern for environmental issues and require that all Games are held accordingly.

Subsequently, the IOC added a paragraph on environmental protection to the Olympic Charter. *"The IOC's role with respect to the environment is: to encourage and support a responsible concern for environmental issues, to promote sustainable development in sport and to require that the Olympic Games are held accordingly"*, (Charter 1, Rule 2, Paragraph 13 of the 2011 Olympic Charter).

In 1999, during its 109<sup>th</sup> Session in Seoul, the IOC produced its own Agenda 21 for the Olympic Movement, modelled after the Earth Summit's Agenda 21 which includes, among others, broader approaches and policies for conservation and management of resources for sustainable development.

After the Rio Earth Summit, the Johannesburg World Summit on Sustainable Development 2002 was held to monitor the progress in the implementation of Agenda 21. The Johannesburg Plan of Implementation emphasized on the socio-economic dimension of the environmental debate and further focused on the integration of

sustainable development objectives encompassing the reconciliation of environmental, social and economic demands.

Another Summit took place on 20-22 June 2012 in Rio de Janeiro (RIO+20 UN Conference on Sustainable Development) where state and non-state actors met and discussed over the themes of green economy in the context of sustainable development and poverty eradication and the institutional framework for sustainable development.

Priority areas have been given to food security and sustainable agriculture; freshwater and sanitation; sustainable cities; blue economy and oceans; biodiversity, forests and other ecosystems; sustainable energy; social sector, green jobs and employment; green industry, material efficiency and waste minimization; and natural disaster preparedness.

But before the 2012 Summit, the 9<sup>th</sup> World Conference on Sport and the Environment with the motto "*playing for a greener future*" was held in Doha, Qatar on 2011, in preparation for Rio. Relevant stakeholders within the sporting world were consulted and informed of the IOC's commitment to promote sustainable development and respect for environment in and through sport ('Goal 7' of the UN Development Programme's MDGs).

Among other, the Doha conference agenda included ways to make sports events sustainable; ways to implement the Olympic Movement's own Agenda 21 at local and global level; the role of sport and Olympians in promoting respect for the environment; and how young people could be better involved and educated in environmental care through sport.

Hence, the programmatic content of the Doha Conference was a follow-up to the outcomes of the 8<sup>th</sup> World Conference on Sport and Environment in Vancouver (2009).

According to the Vancouver Conference Final Declaration the themes discussed were<sup>54</sup>:

- a. The current economic crisis is global, affecting everyone. While the crisis presents additional challenges, it also provides unique opportunities in which environmental and sustainable matters must remain the highest priority. The economy and the environment are to be dealt with together to enhance environmental sustainability.
- b. The importance of involving young people in the world of sport is acknowledged by all. The IOC's emphasis on this is shown by the launch of the first ever Youth Olympic Games in Singapore in 2010, with a significant educational component, including a strong environmental content. Early exposure to the best sustainable development practices and appropriate

education of future generations on environmental matters will have a lasting impact.

It is of great importance to refer that the Vancouver Conference concluded and recommended that NOCs play an increasing role in ensuring continuous involvement of the sports world in sustainable development. International Sport Federations are critical to advancing sustainability within sports organisations around the world. The Organizing Committees Olympic Games (OCOGs) are a key source of innovation in the planning, delivery and legacy of sport facilities and events. Corporate sponsors of the Olympic Movement continue to play a valuable role in creating sports events which mutually benefit sport, the community and sponsors.

Among others, in 1979 the IOC set up the Olympic Solidarity Commission with an up-to-date strategy to respond the fundamental interests and needs of the NOCs. It uses funds received from the commercialisation of the Games and redistributes them through diverse programmes according to the priorities of the NOCs and their Continental Associations.

According to the IOC, the programmes which are usually targeted to athletes, coaches, NOCs and the promotion of Olympic values are: World Programmes, which reinforce all areas of sports development; Continental Programmes, which are designed to meet the specific needs of each continent; Olympic Games Subsidies, which supplement the range of programmes and offer financial support to NOCs before, during and after the Games.

Besides the aforementioned programmes, the Olympic solidarity with the cooperation of the IOC Sport and Environment Commission developed a programme called “Sport and Environment”. During the 2009-2012 quadrennial plans, the programme aims to encourage NOCs to implement environmental considerations in their policies and activities and assist them to undertake specific measures in this field, using sport as a tool for sustainable development.

NOCs can therefore organise at national level initiatives such as educational activities, campaigns and seminars linking environmental awareness with the world of sport and projects integrating environmental aspects within sports events.

Last but not least, the Olympic Solidarity programme assists the NOCs which are selected to participate in the IOC Sport and Environment World Conferences.

### **3.2 Milestones for Sport and Environment**

It is implied by the above that sports and the IOC use over the years their influence alongside all available sufficient and effective means to sensitize people worldwide, to raise awareness and reach its environmental goals using education, regional seminars, conferences, workshops, toolkits, reference manuals and integration of environmental considerations in the organization of sport events.

Year 1992 was determinant for the ally of Sport and Environment, as in that year the “UN Conference on Environment and Development” (Earth Summit) that took place in Rio de Janeiro, published the Agenda 21. In the same year, the International Sports Federations and the NOCs signed the “Earth Charter” in Barcelona. Two years later, in 1994, the IOC included the environment as the third pillar of Olympism, alongside sport and culture and signed with UNEP a collaboration treaty to develop Sport and Environmental initiatives. In 1995, the “I IOC World Conference on Sport and the Environment” took place in Lausanne and in the same year the IOC took into consideration environmental issues in electing the city that would hold the Olympic Games in 2002. In a milestone year as 1999 the “Olympics Movement Agenda 21” was published in response to the 1992 Agenda 21 of the UN. In 2000 the MDGs were approved. In 2000 also, the Sidney Summer Olympic Games were called the “The Green Games”. Accordingly, in 2004 the Athens Olympic Games were obliged to satisfy certain environmental criteria and in 2008 specific measures for sustainable development were taken at the Beijing Olympic Games. In 2002, the UN introduced the “Task Force for Development and Peace” and in the following year, 2003, the “I International Conference on Sport and Development” took place in Magglingen. Along with the Olympic Games, other “green” mega sports events have taken place in the recent years. These include the 2006 FIFA World Cup with the “green Goal” project that took place in Germany, the 2007 Eurobasket “Green Basket” that was held in Madrid, the 2008 UEFA European Football Championship in which special concentration was given to environmental issues and more recently the 2009 Nairobi Football Cup “Play for the Planet: Play for Peace”. Finally, along with the international and global events, regional seminars on Sport and Environment have been taking place since 1997 across the world. The Milestones for Sport and Environment are presented analytically in the Appendix of the present thesis.<sup>55</sup>

### **3.3 IOC Agenda 21: Sport for sustainable development**

Agenda 21 was prepared by the IOC Sport and Environment Commission at its Session in Seoul, June 1999 and endorsed by the Olympic Movement at the Third World Conference on Sport and Environment in Rio de Janeiro, October 1999.

It is a theoretical and practical tool that demonstrates the commitment of the Olympic Movement to protection of the environment and the preservation of our ecological heritage, and sustainable development. It involves the members of the Olympic Movement and the sport family which share its values: the IOC, International Federations (IFs), NOCs, OCOGs, athletes, clubs, managers, coaches, sporting industries, and all individuals associated with sport.

The promotion of sustainable development became one of the fundamental objectives of the Olympic Movement, since it complies with the goals of Olympism, which are to place sport at the service of the harmonious development of man, and contribute to a peaceful and better world.

Environment and sport are similar connected. As Klaus Töpfer, Executive Director of the UNEP, said: “environment like sports knows no frontiers, no territorial borders. It does not recognize artificial distinctions between North and South or East and West. It is one and indivisible... and we are all members of the global environmental community<sup>56</sup>”.

UNEP supports Agenda 21 and collaborates with the IOC in the protection of the environment and enhancement of sustainable development, starting with the recognition that healthy athletes need a healthy environment to train and perform at their optimum level; active citizens and children need a healthy environment to do sports. That includes basic air and water quality standards, basic food and nutrition standards, and green space and facilities for sports and recreation.

Agenda 21 suggests not only to governors areas in which sustainable development could be integrated into their policies, but also to individuals acting ways to ensure that their lives play a part in this sustainable development.

The Olympic Movement’s action programme is built around three objectives: improving socio-economic conditions, conservation and management of resources for sustainable development and strengthening the role of major groups.

The improvement of socio-economic conditions includes:

- The values of Olympism and its action on behalf of sustainable development

- Combat of exclusion
- Change of consumer habits
- Health protection
- Human habitat and settlements
- Integration of the concept of sustainable development into sports policies

In addition, the conservation and management of resources for sustainable development contains:

- The methodology of environmental action for the Olympic Movement
- Protection of conservation areas and countryside
- Sports Facilities
- Sports equipment
- Transport
- Energy
- Accommodation and catering at major sports events
- Water management
- Management of hazardous products, waste and pollution
- Quality of the biosphere and maintenance of biodiversity

Last but not least, the role of major groups involves:

- The advancement of the role of women
- Promotion of the role of young people
- Recognition and promotion of indigenous people.

At the Third IOC World Conference on Sport and the Environment held in Rio de Janeiro, Brazil, on October 1999, all the participants agreed to implement the Agenda 21 in their policies and closely collaborate with the members of the Olympic Movement and the UNEP, as well as with all the governmental and non-governmental, national and international entities.

Also, at the conference it was agreed that special care should be given in all the different geographical, climatic, cultural, religious, economic and social contexts which are characteristic of the diversity of the members of the Olympic Movement and that education and training are the two important “allies” to raise awareness in environmental protection.

### **3.4 Sports, Environment and Available Strategies**

In each Olympic Games event the environmental bar is placed higher and higher. It is a fact that the areas that offer hospitality to the Games cannot escape unscarred. Such a big sports event inevitably brings environmental damage: arenas are built, roads and parking facilities are expanded, large numbers of people are transported and waste accumulates. The environmental effects may be difficult to avoid completely, but they can be minimized.

For example, the Lillehammer Winter Olympics (1994) also called ‘White-Green Games’, were the first Olympic Games with an environmental management system. It is the year that the IOC not only signed with UNEP a collaboration treaty to develop Sport and Environmental initiatives, but also included the environment as the third pillar of Olympism, alongside sport and culture.

The environmental considerations as success criteria for Lillehammer ’94 were to create environmental awareness, sustainable development and business growth and to take regional and environmental considerations into account in the construction of arenas. The Lillehammer Olympic Organising Committee (LOOC) managed to cooperate with environmental organisations, the Ministry of the Environment and other government departments, along with partners, sponsors and suppliers committed to environmental issues. The cooperation led to the success of LOOC’s work on environment<sup>57</sup>.

Some of the numerous environmental measures that were taken are: sport facilities blended with the surrounding landscape; usage of environmentally friendly materials such as stone and wood were used; energy effective solutions in relation to investments and operations were given priority; environmental requirements were included in all the contracts with the sponsors and suppliers; environmental audits were performed.

Also, the LOOC put together a folder with the title ‘Environmental documentation’ and passed all the knowledge and experienced gained to other potential host cities of Olympic Games.

Fortunately, the environmental work that Lillehammer ’94 initiated was followed up and developed. For the first time in 1995, the IOC values environmental approaches in the election of the city that should hold the Olympic Games.

In the 1998 Nagano Winter Games (Japan), sponsors and supporters following the example of Lillehammer ’94, demonstrated respect to environmental issues: KODAK disposed the chemical wastes generated by the company and other firms; COCA-COLA



provided 2,500 recycling boxes at Olympic venues and through out Nagano; XEROX provided copy machines that used recyclable cartridges, wrapping materials and plastics; TOYOTA provided 104 low-emission vehicles, 60 natural gas vehicles, 3 electric cars and 40 hybrid buses; McDONALD'S employees' uniforms were made from recycled PET bottles, and the company's sandwich wraps were made from kenaf (a grass product) instead of wood pulp.

Yet, the first Summer Olympics Games called "The Green Games" were the Sydney Olympics 2000. The Organising Committee of the Sydney Olympics cooperated with Greenpeace Australia and produced guidelines for the Olympic Village and Games. Sydney managed to introduce various energy saving and water saving technologies for Olympic facilities but most importantly, the Sydney Games set an example of how sustainable technological solutions could be introduced into Olympics design and planning.

The Salt Lake City Winter Olympic Games (2002) used zero air emissions for the first time whereas the Athens 2004 Summer Olympic Games were obligated to adopt environmental criteria. Hence, the Torino Winter Olympic Games (2006) had the Green Stamp from the UNEP, meaning ISO and EMAS certification.

Last but not least, the Beijing Summer Olympic Games 2008 took specific measures to reach a sustainable environment. Taking into consideration the fact that China owns 20% of the world's population and is a rapidly developing nation with developing energy and resource needs, it can be easily assumed that a lot of effort and work had to be done in the area of environment.

Beijing 2008 invested a lot of money (£3 billion) in pollution control and improvement of air and water quality. It was a big bet for Beijing to control pollution, at least during the period of the Games. Conferences and campaigns in resource-saving and environmental protection started taking place long before the Olympic Games. Speech contests were held in public for environmental issues and school children got involved in water-saving and tree planting campaigns. Windmills, hydrogen, natural gas, solar energy, environmentally friendly buildings and electric buses were used.

According to the Greenpeace report<sup>58</sup>, Beijing achieved and in some cases surpassed original environmental goals, but also, missed some opportunities that could have ensured a better short- and long-term environmental Olympic legacy for the city.

Specifically, the key achievements include:

- The introduction of state-of-the-art energy saving technology in Olympic venues (solar hot water, geothermal, and solar photovoltaic systems)
- Increase of new vehicle emissions standard to EURO IV in an attempt to improve air quality
- Addition of four new rail lines for the city and encouragement of public transportation
- 20% of the Olympic venue electricity used during the Games was purchased from clean wind sources
- Improvement of sewage and wastewater treatment plants and water reuse systems
- Usage of buses running on Compressed Natural Gas
- Sponsors delivered specific environmental commitments

On the other hand, the missed opportunities refer to the fact that water saving technologies could have been more widely applied to the rest of the city; some facilities still continue to rely on climate-damaging hydro fluorocarbons (HFC) technology; sponsors like McDonald's and Yili missed the opportunity to showcase significant numbers of climate-Committee and the municipal government created a positive legacy not only for the city of Beijing but for other Chinese cities too. The city infrastructure was upgraded and improved, and energy saving technologies in Games Venues was integrated<sup>59</sup>.

Sustainability was a key component of the original London 2012 bid and in partnership with Bioregional and the World Wildlife Fund (WWF), established the concept "Towards a One Planet Olympics". London 2012 were the first-ever Summer Olympics and Paralympics to map its carbon footprint over the entire project; special emphasis was placed on encouraging walking, cycling and ensuring a long-term legacy. Carbon management, sustainable and accessible transport solutions, economic benefits of sustainability, ensures of the Olympic park legacy and the promotions of sustainable living were some of the stakeholders' highest priorities<sup>60</sup>.

For the Sochi 2014 Games, a Memorandum of Understanding (MOU) is signed between UNEP and the Sochi 2014 Organising Committee. UNEP will cooperate with and support various environmental activities of Sochi 2014, including the development and implementation of Environmental Action Plans that focus on the following four areas: Zero Waste Games (sustainable consumption, recycling and safe disposal), Climate Neutral Games (measure, reduce and offset carbon emissions), Games in Harmony with Nature (conservation of the unique ecosystem of the Sochi region and its sustainable

development by promoting healthy public engagement) and Enlightenment Games (educational arm of the Games).

Beside the Olympic Games, there are other major sporting events that attract people's attention and share the same environmental concerns. First of all, the 'Green Goal' initiative at the 2006 FIFA World Cup represented the first time in the history of football that environmental considerations were placed at the forefront of activities. It was a pioneering initiative that made the FIFA Cup 2006 entertaining and at the same time, environmentally-friendly.

The 'Green Goal' project (inspiration of the Local Organising Committee and the German Ministry of Environment with the generous support of UNEP and the private business) managed to cut greenhouse gas emission from transport and electricity generation during the month long tournament, defeated waste mountains, used rainwater for pitches, and created environmental awareness among fans<sup>61</sup>.

The 'Green Goal' initiative was also adopted by the 2010 FIFA World Cup in South Africa. Host City Cape Town's 2010 greening programme contributed to raise awareness, minimise waste, diversify and use energy efficiently, consume water sparingly, compensate for the event's carbon footprint, practice responsible tourism and construct infrastructure with future generation in mind. Some of the environmental actions that took place in Cape Town were the installation of energy-sufficient technologies, water saving devices, and recycling bins, development of pedestrian and bicycle facilities, and the implementation of indigenous gardening training programmes and tree planting campaigns.

Secondly, the Euro basket in Madrid (2006), also known as the 'Green Basket', followed the above mentioned strategies for the protection of the environment. Thirdly, the Commonwealth Games (Melbourne 2006) and the 2008 UEFA European Football Championship in Salzburg were organised with special attention to environment aspects.

To conclude, since 1992, when the earth Summit in Rio de Janeiro took place and the Earth Charter was signed by International Sports Federations and the National Olympic Committees in Barcelona, the Organising Committees of sporting events have been trying hard and systematically to offer environmentally-friendly events to public and fans.

### **3.5 Sufficiency of the currently available strategies - Further recommendations**

Sport represents a significant part of our lifestyle and is indeed indispensable. Among others, it promotes good health, provides means of social contact and opportunities for new experiences. Environment on the other hand, is the 'source of living', everything that surrounds us, such as land, water and air, and which affect directly every living thing on planet earth.

However, sport and environment were scarcely regarded as common bedfellows, until recently. It is now accepted that the relationship between sport and environment is interactively dependent. Sport can be a considerable cause of damage to nature due to facts like the infrastructure of arenas, the use of cars to travel to and from sports activities; noise and light pollution from sport, consumption of non-renewable resources such as metals and fuel, consumption of natural resources like water, paper and wood, ozone layer depletion and waste generation.

At the same time, sport cannot occur and develop in a polluted, damaged environment. Air pollution may cause respiratory illness and difficulty in breathing. Toxic chemicals, pesticides and water bacteria may cause severe physiological reactions. Noise pollution may cause stress. Climate change causes unpredictable weather patterns which make it difficult to engage in sport. Ozone layer depletion increases skin problems including cancer. Finally, habitat loss may lead to loss of natural areas to practice sport.

Countries hosting some of the world's most famous sporting celebrities enjoy the focus of global attention. Using the popularity of sports to promote environmental awareness and respect for the environment among the public, especially the youth, is a rather effective and efficient strategy.

Also, sport can make its own important contribution towards bringing about the model of sustainable development and thus to the implementation of Agenda 21 all over world. The coordinated combination of planning, educational and legal measures might not be yet sufficient and accepted by all countries, but it promises to be particularly successful. In general, the measures taken in order to protect the environment should be preventive or corrective; preventive meaning that all the necessary steps are taken to minimize environmental impacts and corrective in order to reduce effects, both during and after a sports event.

Nevertheless, as it was previously mentioned, there are still countries that do not comply with Agenda 21 and countries that take measures only before and during the sports event and not after. In this case cities bidding to host a sports event should prove that they comply with the environmental recommendations of the IOC for the Olympic Games or the relevant sports federation, along with environmental reports. Also, legal environmental measures applied worldwide should impose harsh penalties in case of no compliance with the specific laws.

Furthermore and based on the aforementioned issues and examples, a series of non legislative actions should be applied to the benefit of sports and environment. Some of these are suggested above:

- useless venues should be avoided and attention must be paid to the use of existing sports facilities
- sports equipment must be environmentally sound and recycled where possible
- public transportation should be promoted, along with non-pollutive transport (electric cars, bicycles)
- night events needing powerful lights can be avoided if possible and at a local level, sport facilities or events can be powered with renewable energy sources such as solar or wind energy
- hygiene conditions must be strictly observed, waste minimized and recycled systematically, and local farm products should be preferred
- activities and facilities that decrease water requirements should be promoted, and the treated water used for irrigation, bathroom services
- sport practice in natural ecosystems has to be done respecting some rules such as avoiding sport practice in conservation areas or in natural areas during the period of the fauna reproduction, choosing specially equipped trails for sport purpose, and never choosing to use for sport events a natural area that will suffer irreversibly.

One can say that there are no special innovative strategies for the protection of the environment during the organization of sports events worldwide, nationally, or regionally. On the contrary, there are only specific practical measures, rules, attitudes, and strategies that should be accepted, respected and followed strictly and systematically. The basic environmental philosophy is to think globally and act locally.

It is the responsibility not only of each organization but of each individual as well to ‘contribute to building a peaceful and better world’.

## **Chapter Conclusion**

Over the past decade, the relationship between sport and environment has rightly been promoted by global organizations as well as by national, regional and local governments. Sport has a big influence over people and throughout the world and major sports events are nowadays recognized as having a global environmental impact. Large numbers of spectators travel to and from these events, spend money, consume resources and generate waste. Food, water and energy consumption raises significantly.

Equipment, apparel and facilities, all have an “ecological footprint” – an impact on the natural environment. Building and managing a sport facility and operating a big event such as Olympic Games and FIFA Championships, uses energy and can contribute to air pollution, waste generation, greenhouse gas emissions, as well as to habitat and biodiversity loss, ozone layer depletion, soil erosion and water pollution.

Consecutively, these impacts raise concerns and these concerns must be transformed into responsible actions to minimize the impacts and build environmental awareness among host countries and visitors.

All stakeholders involved must cooperate in order to find effective and generally accepted solutions as each host country has its own needs, culture and attitude towards environment. All sporting organizations, famous athletes-role models, sport companies, media, sport managers, teachers have the power to influence in a positive, long-term way the environment.

Sport must be pursued in an environmentally sustainable manner with a healthy environment necessary for healthy sport. Participants must learn to respect and appreciate their natural environment and hence, become more willing to take a stake in community activities.

Olympic Movement’s ‘Agenda 21’ for sustainable development must be implemented practically by all countries and sustainability lessons learned in each host city should be passed on to the future hosts.

Ever after the 1992 Earth Summit, it is clear and globally accepted, that sport has the power to change attitudes and contribute to a cleaner and more sustainable world.

## **4. Conclusions**

Sport, culture and education, and environment are interrelated and very closely tied in a bond, promoting the progressive construction and welfare of the individual, of a community, of a nation, of the whole world.

In many circumstances, especially young people lack hope and confidence, as well as the practical means to change their situation. Sport is a medium to help build character, preparing young people to better meet the challenges of a competitive world.

Also, well-designed sports programmes work to assist meeting the objectives of sustainable human development, by contributing to economic and social development, as well as environmental sustainability.

Sport for development has emerged and continues to evolve in the dual role of cause and result of major international policy developments. And although sport is often denied in times of instability, it is proven to offer a sense of normality, especially for the youngest.

Sport can help build a better world. And although, as a reflection of society, it may encompass violence, corruption, discrimination, excessive nationalism, cheating and drug abuse, these negatives aspects of sport by no means outweigh its potential positive benefits.

Therefore, sport, as a universal language, can bridge social, ethnic, religious and gender divides, hence contributing to lasting peace and environmental sustainability. In the same time, as a cost-effective tool, sport can contribute to economic and social growth and development by imposing public health and bridging different committees together.

In addition, education is central to the achievement of all the Millennium Development Goals and sport has a natural place in education. Physical education is an essential component of quality education and an integral part of lifelong learning. Likewise, sport and physical education is a universal pillar to foster health, education and personal development.

However, physical education is increasingly marginalised in the education system. The primary reason of this phenomenon is that physical education is often considered as non-productive and non-intellectual and, hence, an essential component of education.

Sport and physical education should become reality for all human beings, making a more effective contribution to the inculcation of fundamental human values underlying people's full development.

Also, integration of sport in the natural environment inspires respect of the earth's resources and a concern to conserve them and use them to benefit the humanity as a whole.

Furthermore, cooperation between the international governmental and non-governmental organizations responsible for sports, stresses the importance for peace and friendship among people.

The United Nations and the International Olympic Committee have proved their ability to help Governments and stakeholders to harness the positive aspects of sport. Therefore, the International Olympic Committee has worked and achieved greater coherence among interested parties regarding sport for development, peace and environmental programmes.

Sport and mass sport events such as Olympic Games and Youth Olympic Games, have the beneficial potential to educate the youth of the world and promote their inclusion through sport practised without discrimination of any kind. The fulfilment of the potential is built on the values of the Olympic spirit, which requires human understanding, fairplay, tolerance, solidarity, and mutual respect.



## Endnotes

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## Appendix

### Milestones for sport and environment

#### 1992

- UN Conference on Environment and Development (Earth Summit) in Rio de Janeiro publishes Agenda 21
- International Sports Federations and the NOCs sign the Earth Charter in Barcelona
- Ecologist protests in Winter Olympic Games (Albertville)
- European Sports Charter (Rodas)

#### 1993

- Selection of Sydney as the host city of the 2000 Summer Games; Creation of commission to follow the environmental aspects

#### 1994

- Lillehammer Winter Olympic Games, the so called “White – Green Games” are the first Games with an environmental manage
- IOC and UNEP sign a collaboration treaty to develop Sport and Environmental initiatives
- IOC includes the environment as the third pillar of Olympism, alongside sport and culture (Paris)

#### 1995

- For the first time, the IOC values environmental approaches in the election of the city that hold the Olympic Games in 2002
- I IOC World Conference on Sport and the Environment, Lausanne, Switzerland

#### 1996

- IOC creates the Sport and Environmental Commission, Atlanta, USA
- The Olympic Setter changes in order to introduce environmental aspects during the 105<sup>th</sup> IOC Assembly

#### 1997

- II IOC World Conference on Sport and the Environment, Kuwait

- Regional Seminar on Sport and Environment, Barbados
- Regional Seminar on Sport and Environment, Samoa

#### **1998**

- Regional Seminar on Sport and Environment, Brazil
- Regional Seminar on Sport and Environment, Kenya

#### **1999**

- III IOC World Conference on Sport and Environment, Rio de Janeiro
- The Olympics Movement Agenda 21 is published
- Punta del Este Declaration (MINEPS III), Uruguay

#### **2000**

- Regional Seminar on Sport and Environment, Dakar
- Regional Seminar on Sport and Environment, Teheran
- MDGs are approved
- The Sidney Summer Olympic Games are called the “The Green Games”
- Code for sustainability in sport, Bratislava

#### **2001**

- IV IOC World Conference on Sport and Environment, Nagano

#### **2002**

- Task Force for Development and Peace is created by the UN
- First Olympic Games with zero air emissions, Salt Lake City
- Regional Seminar on sport and Environment, Beijing

#### **2003**

- Long-Term Strategy for Sport and the Environment of the UN Environment Programme, Michezo
- I International Conference on Sport and Development, Magglingen
- V IOC World Conference on Sport and the Environment, Torino

#### **2004**

- First Summer Olympic Games obliged to have environmental criteria, Athens, Greece
- Regional Seminar on Sport and Environment, Togo

#### **2005**

- VI IOC World Conference on Sport and the Environment, Nairobi
- Regional Seminar on Sport and Environment, Dubai
- II International Conference on Sport and Development, Magglingen

## 2006

- Regional Seminar on Sport and Environment, Kuala Lumpur
- Regional Seminar on Sport and Environment, Kingston
- Torino Winter Olympic Games with Green Stamp from the UNEP. ISO and EMAS certification
- FIFA World Cup, the “Green Goal” project, Germany

## 2007

- The Spanish Strategy on sport and Sustainable Development is launched
- Euro basket Green Basket, Madrid
- VII World Conference, Beijing

## 2008

- The Spanish Green Charter on Sport is launched
- Regional Seminar on Sport and Environment, “From Plan to Action in Asia”, Incheon, Korea
- Beijing Summer Olympic Games take specific measures to reach a sustainable environment
- Global Forum on Sport and Environment, Alicante, Spain
- The 2008 UEFA European Football Championship gives special attention to environmental aspects

## 2009

- VIII World Conference on Sport and Environment, Vancouver
- Regional Seminar on Sport and Environment for Latin American Countries, Medellin, Columbia
- Nairobi Football Cup, “Play for the Planet”: Play for Peace

## 2010

- Vancouver 2010 Winter Olympic Games are “Going Green”
- Global Forum for Sport and Environment, Nairobi, Kenya
- Singapore 2010 YOG, with strong environmental content
- FIFA World Cup, “Green Goal” project, South Africa

- XIX Commonwealth Green Games, Delhi, India. Relish of new ecological codes to underpin environmental improvement

## 2011

- IX World Conference on Sport and Environment, Doha, Qatar

## 2012

- First Winter YOG, Austria. Environment main pillar of the educational programmes of the Games
- World Environment day 2012 (5<sup>th</sup> of June)
- London 2012 Summer Olympic Games. Established the concept “Towards a One Planet Olympics”



**Olympic Games**



**Main International Milestones**



**Seminars and Conferences about Environment and Sport**



*(Emblem of the International Olympic Truce Centre)*