

Welcome to



SECOND INTERNATIONAL COLLOQUIUM
OF **OLYMPIC STUDIES**
AND RESEARCH CENTRES
02 - 03 AUGUST 2016 | PUCRS - PORTO ALEGRE - BRAZIL



PUCRS



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Welcome

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Undeniably the proximity of the date of the Games of the XXXI Olympiad, Rio 2016 in Brazil has led to different manifestations of public opinion. Invariably, the question is: "wouldn't the values directed to this mega event be better used on initiatives pointing straight to areas such as public health and education".

On the other hand, there are those who argue that this event may be generating important changes, including social. In terms of University environment are expected discussions that lead to the development of research and applied projects in partnership (or not) with spheres of public management, private initiative, the IOC and the Brazilian National Committee to unfold in the coming years. In this context, the Faculty of Physical Education and Sports Science of the PUCRS accepted the challenge of organizing the **SECOND INTERNATIONAL COLLOQUIUM OF OLYMPIC STUDIES AND RESEARCH CENTRES**, by the Olympic Studies Research Group of the University, which seeks the links between the themes of Olympic Studies and the dynamic of actions proposed by different sectors of the University and the National and International Community. This Colloquium represents a community/group action, thus, in this way we could not fail to highlight my colleagues who make up the entitled "Steering Group": Ian Henry (Centre for Olympic Studies and Research - Loughborough University), Nuria Puig (IOC Olympic Studies Centre) and Stephan Wassong (Olympic Studies Centre Cologne of the German Sport University Cologne), and the crucial support of the staff team of Institutional Events (PROEX PUCRS), especially Jaqueline Dornelles. We should also mention the support of the National Council for Scientific and Technological Development (Brazilian Government). We are very happy that, on the occasion of the first Olympic Games in South America, our University is receiving 45 renowned Researchers from 20 OSCs, from 15 countries. Finally, in a very particular way, we could not fail to mention our keynote speaker, the precursor of Olympic Studies in Brazil, Lamartine DaCosta, master in the art of research and sharing. You are all very welcome in Porto Alegre and we wish that this event represents an excellent opportunity for sharing knowledge, experiences and ideas.

Introduction

In the final session of the 1st International Colloquium of Olympic Studies Centres, which took place at Loughborough University in 2012, the value of holding such International Colloquia was clearly acknowledged, particularly because it brought Centre representatives together, promoted networking, fostered awareness of research and education related practice in the field of Olympic Studies, and provided opportunities for developing research and other forms of collaboration.

Thus, it was decided that future Colloquia should be held on a quadrennial basis, and should be associated with the host city or country of the forthcoming edition of the Games. It is now Brazil's turn and the Pontifícia Universidade Católica do Rio Grande do Sul will, through its Olympic Studies Research Group, host the second edition of this Colloquium in Porto Alegre City.

The themes proposed for the Colloquium follow on from those initiated at the previous event, or address matters arising from recent discussions such as those relating to the 2020 Agenda, and themes relating to on-going research carried out within and in cooperation between Olympic Studies Centres.

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Programme

DAY 1 Tuesday 02 August

09.30 - 10.15 Registration

10.15 - 10.45 Opening and Welcome - Carla Bonan - Vice President for Research, Innovation, and Development of Pontifical Catholic University of Rio Grande do Sul – Brazil / Luciano Castro – Director of the Physical Education and Sport Science Faculty of Pontifical Catholic University of Rio Grande do Sul – Brazil) / Nelson Todt - Local Organising Committee Chairman / Stephan Wassong - Steering Group Chairman

10.45 - 11.30 Keynote - Re-thinking Olympic Studies: An Overview of Collective Knowledge Production (1961-2015) - Lamartine DaCosta - Research Group in Olympic Studies – Rio de Janeiro State University - Brazil

Chair: Nelson Todt

11.30 - 11.45 Coffee Break

11.45 - 12.30 The IOC Olympic Studies Centre: Opportunities for Collaboration with the Academic Community - Maria Bogner and Nuria Puig - The IOC Olympic Studies Centre - Switzerland

Chair: Nelson Todt

12.30 - 14.00 Lunch

14.00 - 15.30 OSCs Presentations - Integrity and Good Governance in Sport

- Support the Implementation of Good Governance in Sport: A European project for National Olympic Committees and National Sport Federations - Thierry Zintz - Olympic Chair Henri de Baillet Latour & Jacques Rogge in Management of Sport Organizations at Université Catholique de Louvain – Belgium

- An Analysis of Meta-narratives in the Literature on Olympic Education and Sporting Integrity - Bo Ra Hwang and Colette Sisifo - Centre for Olympic Studies and Research at Loughborough University - United Kingdom

- Integrity and Sport Events - Paul Hover - Olympic Study Network at Mulier Institute - Netherlands

Chair: Otávio Tavares

15.30 - 16.00 Coffee Break

16.00 - 18.00 OSCs Presentations - Developments in Olympic Education

- Giving pedagogical directions to Olympism education: What research is telling us in New Zealand? - Ian Culpan - Centre for Olympic Studies at University of Canterbury - New Zealand

- Spreading Olympic Education for Tokyo 2020 - Hisashi Sanada - Centre for Olympic Research and Education at University of Tsukuba - Japan

- Olympic Studies Online Guide: Degree Programmes - Stephan Wassong - Olympic Studies Centre Cologne of the German Sport University Cologne - Germany

- 'In Pursuit of the 1908 Canadian Olympic Team': Historical Imagery and the Popular Construction of Sport Historiography - Courses, Seminars & Workshops - Michael Heine and Robert Barney - International Centre for Olympic Studies at University of Western Ontario - Canada

Chair: Alberto Reppold Filho

18.00 - 19.00 Posters Sessions & Networking

19.15 Conference Dinner

DAY 2 Wednesday 03 August

08.30 - 10.00 OSCs Presentations - New Initiatives and Existing Research about OSCs Research Issues

- Applied Olympism: Engaging Olympism in Action through Universal Design, Sport for Development and Human Rights - Eli Wolff - Olympism and Development Studies Centre at Brown University - United States of America

- Human and Social Development beyond the Olympic Legacy Space - Cora Burnett and Charl Roux- Olympic Studies Centre of the University of Johannesburg - South Africa

- Olympic Studies Centres of Barcelona: a synergy towards the knowledge of Barcelona'92 and its environmental dimension - Alberto Aragón Pérez - Olympic and Sports Studies Centre Joan Antoni Samaranch - Spain

Chair: Nelson Todt

10.00 - 10.30 Coffee Break

10.30 - 11.00 The Rio 2016 Education Programme "Transforma" - Vanderson Berbat - Education General Manager of Rio 2016 Organising Committee – Brazil

Chair: Nuria Puig



11.00 - 13.00 OSCs Presentations - Olympic Education and the Rio de Janeiro Olympic Games

- Social Sports Programmes' Technology - **Nelson Todt** - **Olympic Studies Research Group at Pontifical Catholic University of Rio Grande do Sul - Brazil**

- Investigating Transforma Programme: The Educational Initiative of Rio 2016 Olympic Games - **Otávio Tavares** - **Arete Olympic Studies Centre at Federal University of Espírito Santo - Brazil**

- Programa Segundo Tempo: an educational legacy of Rio 2016 Olympics - **Alberto Reppold Filho** - **Olympic Studies Centre at Federal University of Rio Grande do Sul - Brazil**

- Development and Networking - **Ana Miragaya** - **Olympic Studies Research Group at State University of Rio de Janeiro - Brazil**

Chair: Michael Heine

13.00 - 14.30 Lunch

14.30 - 16.30 Working Groups to Discuss Future Actions

Chair: Stephan Wassong

16.30 - 17.00 Coffee Break

17.00 - 18.30 Plenary Session - Future Actions

Chair: Stephan Wassong

18.30 - 19.30 Networking

19:30 Conference Dinner

Keynote

Re-thinking Olympic Studies: An Overview of Collective Knowledge Production (1969-2016)

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The objective of this contribution is to revise Olympic Studies as knowledge production, seen from a broad and an updated perspective, characterized by tendencies not only of knowledge but also of central themes of approach. For starters, the expression "Olympic Studies" is considered as an aggregation of various fields of knowledge related to the Olympic Games, to Olympism (values and basic concepts) and its theoretical and practical developments. As such, "Olympic Studies" put together disciplines such as history, philosophy, sociology, management, sports medicine, etc. for the interpretation of data, evidences and analyses. Starting from epistemological interpretations, this presentation focuses on Olympic Studies from the perspective of knowledge construction with the collaboration of a number of authors, from a bottom-up and knowledge management approach, in which the various types of knowledge are organized by theoretical comprehension and practical utility. In retrospect, the pathway of collaborative construction is revised by means of practical experiences which took place between 2002 and 2016 by Lamartine DaCosta and Ana Miragaya within the Olympic Studies Research Group located at Universidade Gama Filho, in Rio de Janeiro, and later transferred to Universidade do Estado do Rio de Janeiro - UERJ. Before that, two books of collaborative production were accomplished by Lamartine DaCosta. The first one, edited in Portuguese, was published in 1969, with Brazilian authors who analyzed the 1968 Mexico Olympic Games. This work put together 18 Brazilian authors, who made an ex post evaluation of the 1968 Olympic Games, within the themes of organization and the progress observed in the preparation of athletes. The second book, edited both in Portuguese and in English, was published in 1997, with international collaborators who interpreted the theme of environment from the perspective of the Olympic Games. This book gathered 16 international authors around the visions ex ante of the Olympic Games and of Olympism taking into account the challenges of environment preservation. The 2002 experience, conducted by DaCosta & Miragaya, focused on the theme of Sport for All, which only in part involved Olympic approaches, then combining interpretations of 87 authors of 16 countries, based on a template to guide the approaches. This option was not repeated in the collective works that followed so that more freedom could be given to interpretations, having only central themes as reference added to the experience of each author or authors. Henceforth, the purpose was to reach the basic orientation of knowledge management, which privileges not only explicit knowledge (theory) but also tacit knowledge (experience). Likewise, collaborative productions were organized in association with international entities of Olympic Studies. Along these lines, DaCosta & Miragaya promoted collective and collaborative works with the Olympic Studies Center of Barcelona - CEO-UAB in 2006 with 103 authors from 18 national and international universities ("University and Olympic Studies: Seminars



Spain-Brazil, 2006”); University of Mainz, Germany (“Legados de Megaeventos Esportivos - Legacies of Sport Mega-events”, 2008), adding 56 authors; Sport University of Beijing (“Olympic Studies Reader”, 2009) including 25 authors; Coventry University (UK) and 17 more universities, gathering 50 authors (“The Future of Sports Mega-events”, 2015); Sport University of Beijing-UERJ (Brazil), congregating 13 authors (“Olympic Studies Reader- Vol 2”, 2016); and Mainz, CEO-UAB, UERJ (Brazil) with the participation of 23 authors (“Olympic Idea Nowadays”, 2016). Finally, this presentation examines the possibilities of having international cooperative production represent the state-of-the-art of Olympic Studies, revisiting authors who have proposed to identify tendencies and main focuses of this area of knowledge by using other methodological paths, such as Landry&Yèrles (1991), Müller (1998), Fernandez Peña *et al.* (2011) and Chatziefstathiou & Henry (2012).

The IOC Olympic Studies Centre: Opportunities for collaboration with the academic community

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The objective of this paper is to present the IOC Olympic Studies Centre (OSC) and its role in supporting researchers and students interested in the study of the Olympic Movement, its history and ideals, and the impact of the Olympic Games on the various aspects of contemporary society and culture. This role is part of our mission of sharing Olympic knowledge through providing information, giving access to our unique collections, enabling research and stimulating the intellectual exchange related to Olympism in its largest sense. We hope that the presentation will provide an interesting snapshot from IOC perspective as to the growth and global reach of Olympic Studies in this day and age and provide useful information on our collections and services but also in regards to research funds and network opportunities available. Today the OSC is part of the of the Olympic Foundation for Culture and Heritage and is the result of a long journey that started with Pierre de Coubertin, the founder of the IOC and the modern Olympic Games, who shortly before his death said “I have not been able to carry out to the end what I wanted to perfect. I think that an Olympic Studies Centre would aid the preservation and progress of my work more than anything else”. The OSC was finally created by President Samaranch, and after some years of being mainly an information provider, we have now moved to being an essential service and knowledge provider for the Olympic Movement and the academic community. Due to our unique and rich collections of archives and publications and being an integral part of the IOC, we are the recognised source of reference for Olympic knowledge. This knowledge is about information, facts and figures, rigorously checked that tells the story of the Olympics of the past and can be used to shape the future. It is also about expertise of a team that helps all sorts of people in their search for the most up-to-date Olympic information. The OSC works closely with a vast and global network of academics that contribute with their expertise to specific projects and to enrich Olympic knowledge in general. This helps us to point our users to even wider and deeper sources of information. It assists the network members as well to enrich their contacts and follow the several worldwide Olympic studies initiatives. We create bridges between academics and professionals. Specifically, our two grant programmes are important means to strengthening the exchanges between the academic community and the IOC and to enrich Olympic knowledge. Through to the PhD students Research Grant Programme we support early career researchers and encourage them to include in their PhD thesis analysis on the Olympic phenomena. The Advanced Olympic Research Grant Programme aims to encourage established researchers to conduct projects in IOC priority fields of research. In fact, all our services and programmes share the objective of promoting Olympic related research. This is because we strongly believe that high quality and relevant academic analysis can and should inspire Olympic Movement professionals and play a very important role in enriching the dialogue between the Olympic Movement and society.

The Rio 2016 Education Programme "Transforma"

Cristiana Tepedino

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Transforma works together with public and private schools, creating opportunities for students up from the 1st grade to high school to:

- Experience the Olympic and Paralympic values
- Try new sports
- Get in touch with the Games



How the Games come to schools

Transforma offers training courses for four categories of multipliers, who carry the sports, experiences and Olympic and Paralympic values to the rest of the school.

How the entire school participates

School challenges: Approach themes related to the Rio 2016 Games and stimulate the students' creativity and bonding.

Experimentations of new Olympic and Paralympic sports: Nurture new interests in students during P.E. lessons and promote an active and healthy lifestyle.

Digital content: Educational material and digital environment for distance learning with courses and forums for any school in the country.

Transforma Sports Festival: Free and open event that promotes the experimentation of various Olympic and Paralympic sports. Transforma's proposal is to offer information, orientation and inspiration so that all schools in the country create and develop new lessons and activities that integrate the Games and their values to school routine. With Transforma, students and teachers are living the journey to the Rio 2016 Games!

Sports Training Courses: On-site workshops that train P.E. Teachers to practice and teach different Olympic and Paralympic sports in their lessons with equipment made with alternative material.

Transforma's numbers

- Present in over 9.000 schools in the states of Rio de Janeiro, Minas Gerais and São Paulo;
- 4 million students involved direct or indirectly;
- Since 2014 Transforma has opened over 7.000 positions in training courses;
- In that period over 40.000 hours of theoretical and practical courses were accomplished.

ORAL PRESENTATIONS

OSCs Presentations (Session 1) - Integrity and Good Governance in Sport

Support the Implementation of Good Governance in Sport: A European project for National Olympic Committees and National Sport Federation

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² Chaire Olympique en Management des Organisations Sportives

³ European Office of the European Olympic Committees

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1. Context - The project "Support the Implementation of Good Governance in Sport" (SIGGS) runs over 2015 and 2016 and was awarded a grant from the European Union. Its consortium consists of the EU Office of the European Olympic Committees (EOC EU Office), the Olympic Chair in Management of Sport Organizations at the Université catholique de Louvain, seven European national Olympic Committees and one sport and employment observatoire. It is supported by the International Olympic Committee (IOC). Good governance is increasingly becoming a core topic for sport organisations at all levels (Siekman et al., 2010; Henry et al., 2004; Shilbury et al., 2011; DOSB, 2015). Many reasons explain this trend, including the pressure on the proper use of public funds as well as the responsibilities of sport organisations towards their sports and other stakeholders. Furthermore, it has been shown that investing in good governance leads to an organisation with the right ethical behaviour, which is governed more efficiently, is more resistant to various risks and is more effective in reaching its objectives (Winand et al., 2011; Zintz et al., 2008; Zintz et al., 2011). Therefore, investing in good governance is investing in sporting success (Bayle et al., 2007). Although many high-quality codes and principles of good governance, directly or indirectly linked to sport, have been drawn up by various actors (IOC, 2008; IOC, 2014; EU, 2013) the actual implementation of these principles into the daily management of sport organisations is not self-evident (Geeraert, 2015; Breitbarth et al., 2015; Zintz et al., 2014). The SIGGS Project aims to contribute in bridging the gap between theory and practice by helping National Olympic Committees (NOCs) and national sport federations (NFs) with enhancing their governance by providing practical guidance on how to implement principles of good governance. It is developed as a consequence of a previous project "Sport for Good Governance" (S4GG, 2012-2013), and build on its experience. **2. Objectives** - In an educational perspective, a (1) self-evaluation tool was created in 2015 with the main view of analysing strengths and weaknesses in the implementation of good governance principles by NOCs and NFs. On the other hand, (2) action plans will be drawn up for each principle in 2016. These plans consist of a list of possible actions to increase the performance of the



organisation regarding this respective principle. The research team will analyse the needs of individual NOCs and NFs, based on the results of the self-evaluation tool. (3) Roadmaps will be drawn up accordingly, focussing on a number of key priorities and principles and will contain possible actions for these principles selected from the different action plans. In addition, national strategies will be developed including a list of key principles and key activities for the next years after the conclusion of the project. During the SIGGS Project, (4) national training sessions will be organised in the countries of participating NOCs. The aim of these sessions is to raise awareness on good governance and to provide practical guidance on the implementation of good governance principles. This abstract and the related presentation focus on the data collection process including the desk research to identify good practice examples, the implementation of the self-evaluation tool in an online version and the analysis of the results of the self-evaluation tool for each country. **3. Self-evaluation for NOCs and NFs** - The self-evaluation tool intends at identifying strengths and weaknesses of current management practices and therefore gives a better understanding of the challenges NOCs and NFs face. It provides an individual synthesis of answering NOCs and NFs situation towards good governance. The self-evaluation tool consists of a list of questions relating to various aspects of Good Governance. It is composed by 44 questions, divided under 4 Good Governance principles, namely (1) integrity, (2) autonomy and accountability, (3) transparency and (4) democracy, participation and inclusivity. For each question, the respondent must choose between five levels of answers: “nothing in place” (level 1), “emerging” (level 2), “developing” (level 3), “established” (level 4) and “embedded” (level 5). Based on responses, a profile graph of the overall situation as well as profile graphs for each principle is made available. **4. Outcomes** - The SIGGS Project outcomes consist of (1) raising awareness on good governance in sport in Europe (Siekman et al., 2010) and beyond, (2) transferring know-how and expertise between the project partners, (3) enhancing the governance of NOCs and NFs within and outside of the project group by creating tools that can be used by other NOCs and other NFs, (4) identifying experts and good practice examples in the different countries, (5) establishing national contact points for good governance and national networks to make national good governance activities more sustainable and (6) developing national strategies (sustainability 3 models) for the forthcoming years and start a process towards better governance that goes beyond the life time of the project. This “practical and customised” approach makes the SIGGS project unique.

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An Analysis of Meta-narratives in the Literature on Olympic Education and Sporting Integrity

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The research reported in this paper represents two related studies undertaken within the Centre of Olympic Studies and Research at Loughborough University. The studies are being developed in conjunction with work at the Centre of Olympic Research and Education (CORE) at the University of Tsukuba adopting a common methodology. The first study seeks to identify and evaluate the nature of the conceptualisation of Olympic education and the philosophies underpinning it in the literature on the Olympic movement, and to review Olympic education policy in practice. The analysis of literature on Olympic education is undertaken through a metanarrative approach to systematic review (Briner & Denyer, 2012; Wong, Greenhalgh, Westhorp, Buckingham, & Pawson, 2013) which seeks to define the various paradigms evident in the discussion of Olympic education and Olympic values. The second study focuses on identifying the meaning(s) of sporting integrity and integrity in sport also employing a systematic review of the literature and a metanarrative analysis of the themes within that literature. A significant motivation for the development of this second study was that although emphasis had been placed on priority given to meeting integrity requirements in Tokyo 2020's presentations about its bid, colleagues from the Olympic movement in Japan suggested that difficulties in translation into Japanese of the term "integrity" in sport had limited understanding. The Systematic Review approach was developed out of the need for evidence-based decisions concerning patient care. A systematic review aims "to find as much as possible of the relevant research to the particular research questions, and use explicit methods to identify what can reliably be said on the basis of these studies. Such reviews then go on to synthesise research findings in a form which is easily accessible to those who have to make policy or practice decisions" (EPPI Centre, 2015). The metanarrative method represents an extension of the systematic review methodology promoting a specific approach to the analysis of the findings of a systematic review. The development of the metanarrative review seeks to illuminate different paradigmatic approaches to a complex topic area by considering how the 'same' topic has been differently conceptualised, theorised and empirically studied by different groups of researchers.

Study 1: Olympism, Olympic Values and Olympic Education Policies

Although the development of Olympic education programmes remains a key goal for the IOC and thus for host cities and nations staging the Games, explanation of Olympic education as a concept and set of practices is relatively imprecise in the literature and the history of the concept and its implementation are relatively underdeveloped topics. Therefore, there is a need to map out the field to clarify the different interpretations and emphases of the philosophy and its operationalization in curriculum terms. In terms of the policy for implementing and evaluating Olympic education programmes, it is also significant to understand what Olympic education programmes consist of, what their pedagogical goals should be, whom they should target, how they should be evaluated and how successful they have been in meeting their goals. The aims of this study are to identify and evaluate the field of Olympic education and its roles in the Olympic movement and to review Olympic education policy in practice. It is intended that the conceptual framework developed from this element of the study will be used to directly inform empirical evaluation of Olympic education initiatives in Japanese contexts.

Study 2: An Analysis of the Meaning and Application of the Principles and Practice of Sporting Integrity: A Systematic Review and Meta-narrative Analysis

A scan through television, print and social media outlets will provide a plethora of illustrations where sport or those involved in sport are exhibited in a positive manner. However, positive evocations have increasingly become overshadowed by the integrity failures threatening the reputation of sport though such failures are often represented as occurring in separate sub-fields. There is thus a significant need to conceptualise the nature of these ethical failures in the sporting context and the relationship between them. There is also a need to establish where responsibility for regulation and control lie, and in particular to distinguish responsibilities of sporting organisations from those of governments and law enforcement agencies, or intergovernmental bodies and overlap between the two. It is intended that the development of a philosophical overview of the range of issues and behaviours covered in the literature pertaining to integrity in sport and sporting integrity, will provide a basis for analysing and evaluating where



such issues are being addressed or neglected. This map is also intended to inform directly an empirical investigation of how the exigencies of preparation for staging of the 2020 Games are impacting upon policy in relation to measures to maintain and enhance integrity.

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Integrity and sport events

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Policy makers consider international (mega) sport events, including the Olympic and Paralympic Games, as meaningful vehicles for sport policies. However, the conviction that sport events can benefit the host country and offer value for money eroded the past years. This is for a substantial part caused by a lack of good governance, including immoral conduct and exorbitant demands of international sport organisations. This undermines the usage of the potential of sport events to generate positive societal outcomes. Some academics even make mention of a new evolutionary trend in sport, namely 'criminalisation' (Masters, 2015). The question arises what is needed to restore the public's confidence in and support for mega sport events. This study was carried out in the context of the Dutch presidency of the Council of the European Union (EU) in the first six months of 2016.

Aim of paper

The aim of this exploratory paper is fourfold. Firstly, to assess how integrity can be defined in terms of (mega) sport events and what relevant dimensions can be distinguished. Secondly, to present an overview of empirical evidence as regards to the prevalence of integrity incidents. This paper focusses on the bids for the 2022 Winter Games and the Glasgow 2014 Commonwealth Games, although the study reaches beyond these events. Thirdly, to quantify the development of the market share of the EU in the worldwide market of (mega) sport events. Lastly, to give direction to possible EU interventions to increase integrity.

Theoretical background

More than a few operationalisations of good governance are made by academics. Nonetheless, these are not made in the context of the organisation of sport events. Mainly based on the work of Geeraert (2015) and Chappelet and Mrkonjic (2013) an operationalisation aimed at event organisation is developed.

Methodology

A broad document analysis was completed, largely based on academic literature. In addition personal interviews were done with academics and industry experts. Results and implications Integrity is defined as the basic social obligations that organisers and stakeholders of sport events have to meet in order to be regarded by many people as honest, truthful and accurate. There are four dimensions: public value, transparency, democratic processes and checks and balances. The withdrawal of Oslo in the race for the 2022 Olympics was a result of a decision of the Norwegian government to not give a government guarantee for the Games. This was primarily caused by insufficient support from the local population who were afraid of escalating Games investments and had a negative attitude against the, in their opinion, excessive IOC-demands. This was not well received in Norway. The Glasgow 2014 Commonwealth Games can be evaluated positively, although the effects in the East End did not meet all social objectives. From 1976 the market share of the EU regarding hosting of the world championships in 24 types of sport was above a fair share as well as relatively stable (average 55%). The market share for Olympic Games fluctuates. The rise of Asian countries is remarkable, as well as the weak position of African countries. Significant is the diminishing position of the EU in the 'Big 4' world championships (soccer, cycling, swimming and athletics): 73 per cent of these championships took place in the EU between 1976-1985 against an expected 40 per cent in 2016-2025. Even if the role of the EU in sport is in its infancy, there are directions for fruitful interventions. EU member states can use their influence to warrant that the four dimensions of integrity are being met. They can support their national federations in this, and need to be explicit on their criteria for becoming involved. The EU can use their resources to establish common ground among nations, to exchange best practices, to initiate research and formulate guidelines, and to exert influence on international sport-organizations.

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OSCs Presentations (Session 2) - Developments in Olympic Education

Giving pedagogical directions to Olympism education: What research is telling us in New Zealand?

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The New Zealand Centre for Olympic Studies (NZCOS), University of Canterbury New Zealand (NZ) mission is to foster a critical understanding of Olympism and the Olympic Movement within New Zealand and beyond. This is achieved by promoting, facilitating and generating academic research, teaching and the dissemination of knowledge and information concerning the pedagogical, socio-cultural and sport and exercise science aspects of Olympism and the Olympic Movement. The New Zealand Centre for Olympic Studies values collaborating with international scholars and organisations. Examples of collaboration include; the German Sports University of Cologne, the Willibald Gebhardt Research Institute in Germany, the University of Peloponnese in Greece, the International Olympic Academy, The New Zealand Olympic Committee and the Global Forum for Physical Education Pedagogy. The aim of this oral presentation will be to share the findings from a selection of research initiatives that the NZCOS has been involved with in its quest to fulfil its mission. Research initiatives have focused on people's (teachers and physical education student teachers) knowledge of Olympism and the pedagogical approaches used to teach it. The presentation will involve briefly reporting on 3 projects. They are as follows:

1. Culpan, I. & Stevens, S. (2015). What Graduating Teachers [primary and secondary Physical Education (PE)] know and understand about Olympism and the Olympic Values.
2. Culpan, I. (2015). Olympism education: a critical repositioning.
3. McCone, A. (2016). New Zealand's physical education teachers' knowledge and teaching of Olympism.

The presentation will briefly outline the purposes of the three studies, the methodologies used and the key findings and arguments. In outlining these, a pedagogical analysis will highlight the significance of the research and provide possible direction for Olympism education both in NZ and beyond. This important analysis will argue that in these research projects teacher education, physical education in schools, and the pedagogies implemented, play a critical role in the examination of Olympism, its perceived relevance in education and possible pedagogical ways for implementation. The presentation will conclude by exploring how both teachers and physical education graduating teachers saw the need for adding a strong criticality to their pedagogical approach.

Spreading Olympic Education for Tokyo 2020

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The Centre for Olympic Research & Education (CORE) was established at the University of Tsukuba in December 2010 as the first IOC recognized Olympic Studies Centre (OSC) in Japan. The University of Tsukuba has over 100 years of tradition in developing Olympians, Paralympians and sports officials as well as school teachers, ever since Prof. Jigoro Kano, the founder of Judo and the first Asian IOC member, served as its principal. CORE has focused, in particular, on Olympic education and promoted theoretical research and practices in schools and communities. As the OSC in the host country of the Tokyo 2020 Games, CORE has realized the following projects and activities.

1) Domestic and International conferences

CORE has organized various conferences in collaboration with the Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan Olympic Academy (JOA) and so on. With guest speakers from Asian nations and the International Olympic Academy (IOA-Greece), CORE has discussed about promoting Olympic education with a global perspective. In addition, CORE has annually held domestic conferences regarding practical model lessons of Olympic Education in schools. The University of Tsukuba has 11 laboratory (attached) schools, from primary school, junior high school to high school, including 5 schools for children with special needs. Based on the practical reports of these schools, CORE has developed the curriculum of Olympic education in Japan.



2) Academic Contribution for the initiatives for Tokyo 2020 Games

CORE assumes important roles in creating Olympic education programmes for several initiatives. Firstly, the Director of CORE is a Councilor of The Tokyo Organizing Committee of the Olympic and Paralympic Games (TOCOG 2020) and contributes ideas as a member of the “Culture and Education Commission”. Secondly, the Director is also the Chairman of the Expert Committee on Olympic and Paralympic education of the Tokyo Metropolitan Board of Education. All public schools (over 2,000) have begun special modules for Olympic and Paralympic education in 2016. Furthermore, CORE has carried out a national project for spreading the Olympic movement on behalf of the Japan Sports Agency, which was established in October 2015 as the external bureau of MEXT. In collaboration with the Board of Education and pilot schools nationwide, CORE has created various practical model lessons and events.

3) Annual Journals

CORE has published annual archives: the “Journal of Olympic Education” since 2012. The journals include academic articles, practical lessons, reports of laboratory schools and feature contributions by notable professors. Each version has been published in Japanese and English. CORE’s current interest is the relevance of “Olympic education and inclusive education”. CORE attempted a joint P.E. class between a high school and a special needs education school for the mentally impaired. Students shared the educational value of “respect for others”. Another example is the Ekiden (long distance relay) of “combined” teams of different nations, generations, and disabilities. Participants shared Olympic values and Paralympic values through the event, which was organized by the Institute of Health and Sport Sciences, and Tsukuba International Academy for Sport Studies (TIAS). CORE hopes to exchange information and to communicate with other OSCs worldwide. As the host OSC of the next Summer Olympics in 2020, CORE will continue to contribute to the development of Olympic Studies in the future.

Olympic Studies Online Guide: Degree Programmes, Courses, Seminars & Workshops

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In the Olympic Agenda 2020 the importance of values is greatly stressed with the goal of safeguarding both the uniqueness of the Olympic Movement as well as its future-orientated development. Besides (academic) literature, Olympic study courses must be regarded as a significant tool to realize the IOC’s demand to expand on and spread the uniqueness of the Olympic values and thereby to have Olympism alive for 365 days per year as stated in the Olympic Agenda 2020. There are already Olympic study programmes available offered by, amongst others, Olympic Studies Centres, departments of universities, the International Olympic Academy, National Olympic Academies, National Olympic Committees, Coaching Academies, National Sport Federations and International Sport Federations. The Olympic related content, approach and profile of these programmes vary from each other as they aim at addressing different target groups. The same is true for the nature of the awarded qualifications which potential graduates can receive from the programmes. For example, one can distinguish between M.A. degrees, MSc. degrees, Executive Master degrees, diplomas and certificates. The aim of the project is the editing of an official online guide describing the nature and mission of each programme. The availability of this guide, which could be accessed as a document on relevant websites, could provide a coherent overview on study programmes offered. This could lead to a better orientation for people interested in programmes on Olympic studies. In addition to this advantage on the side of the consumers, the publishing initiative would lead to an increased global awareness of institutional activities in the field of Olympic Movement. In this way, the project would make a contribution towards the goal to improve an objective knowledge-building process on the Olympic Movement as stated in Recommendation 39 of the Olympic Agenda 2020. The intention of the project and its methodology will be detailed in the presentation. It will be demonstrated that both the collection of information on Olympic studies programmes offered by various institutions globally and the publishing procedure of the online guide can only be realized as a collaborative project of Olympic Studies Centres. Against this background the project proposal meets a central objective of the symposium.



'In Pursuit of the 1908 Canadian Olympic Team': Historical Imagery and the Popular Construction of Sport Historiography

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Narratives of and about sports in contemporary popular culture are inseparable from the visual representation of their contents. Sports are an inherently visual form whose focal point is provided by the depiction of the athletic body in motion. Visuality and the image are thus dominant narrative elements mobilized in popular culture in the construction of historical narratives of sport. The imagery of the Olympic Games, a dominant thematic space for the production of increasingly globalized narratives of sport, provide a topos frequently referenced in such construction. Conventional academic historiographies of sport, by contrast, tend to approach the image as a mere elucidating element of a narrative whose claim to historical veracity is founded on the treatment predominantly of written archival sources (Booth, 2005; Phillips et al., 2007). In this presentation, we examine the significance of historical images in the construction of a narrative of Canadian Olympic history that occurred at the interface of popular narrative of sports, and conventional academic sports historiography. Our case example concerns a photo of the 1908 Canadian Olympic team sent to the authors by a descendant of one of the athletes depicted in the photo, with a request for assistance in identifying the athlete in question. In the run-up to the 2010 Winter Olympics, this request was picked up by the Canadian sports media, and made known across the country. The research process subsequently expanded to involve the families of several other of the 1908 athletes; they formalized their own participation in the research by constituting, without the researchers' prompting, a Facebook group named, "Canada's First Olympic Family." The group's contribution to the research consisted primarily in the donation of visual materials, that is, scrapbooks and photo albums. The elements of an intertextual narrative that was produced in this process referenced, to varying degree, the significance of Canadian national identity, of sports performance, of the Olympic Games, and of familial belonging. The historical images that enabled the production of these narrative strands, can thus be queried for their polysemy in constructing meanings in popular narratives of sports, as much as for their representation of historical facticity relative to Canadian Olympic history. What makes the 1908 Games particularly interesting from a Canadian historical perspective is the fact the team representing Canada at the 1908 Games was the first to use the now ubiquitous maple leaf emblem as a symbol of Canadian identity in international sporting contexts. This emblematic expression of Canadian identity occurred at a time when understandings of Canadian identity underwent a process of reconstruction and redefinition, as Canada repositioned itself politically in the context of the British empire, seeking increasing independence from Britain. The analysis of the 1908 Canadian maple leaf initiative, set in national and international perspectives, has preoccupied a goodly portion of ICOS' research energy for the past several years. In-class lectures, scholarly conference research presentations, peer-reviewed published articles, and frequent media interventions provide but one example of how Olympic historical studies can engage both academic historiography and narratives of sport in popular culture.

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OSCs Presentations (Session 3) - New Initiatives and Existing Research about OSCs Research Issues

Human and social development beyond the Olympic legacy space

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The IOC's Agenda 2020 and publication of Olympism in Action provided the Olympic Movement with a meaningful voice in the UN General Assembly (since 2009) and proclaimed a global reach for development through sport. The IOC clearly positioned itself as a powerful agent and pledged delivery on six of the Sustainable Development Goals and the post-2015 Development Agenda. This represents a transformed approach deviating from rendering sport aid – first through the Comité d'Aide Internationale Olympique in 1961 (later transformed to become Olympic Solidarity), Olympic sport-focused humanitarian assistance (that started out as Olympic Aid in 1994), and the establishment of



Olympafrica centres in the 1990s. These centres are currently local custodians of “the expansion of Olympism” on the African continent. The Sport for Hope programme, with one of the two centres being the Olympic Youth Development Centre in Zambia (see Recommendation 24 of Olympic Agenda 2020), brought many disparate influences in search of a vibrant model for education and empowerment within countries that may never host an Olympic Games. Thus, it seems that the IOC should look beyond its own membership in search of strategic and implementing partners to bring about meaningful social transformation in a local context and utilise Olympic Games as platforms for advocacy. Olympic legacy programmes provide significant lessons despite the framing of nationalist and humanist sentiments by host countries, as has been the case of the 2000 Sydney Olympic Games (framing human rights), 2004 Athens Games (promoting the Hellenic heritage), 2008 Beijing’s Suzhi (quality) education, 2012 London’s International Inspirations, and 2016 Rio’s Olympic Education programme aimed at delivering access to sport participation to the most vulnerable children in the quest for social inclusion. Post-event sustainability remains an issue and Olympic scholars increasingly advocate for Olympic education and Olympism to find a place in the physical education curricula for sustainability and growth. They also critically reflect on the notion of uncritical universalism and the homogenising ideology underpinning neo-Colonial designed curricula. A constructivist paradigm located in physical and informal educational curricula, underpinned by a critical pedagogy seems a way of synthesising the current rather fragmented approaches that are further exacerbated by the Commonwealth Games Federation that has formalised SDP work as a central delivery pillar and is in the process of formalising the Commonwealth Games Foundation. It is against this background, that the UJ Olympic Study Centre has embarked on a national research project in collaboration with 14 South African Universities and UNICEF (in consultation with UNESCO) to conduct a situation analysis of Life Orientation, Physical Education, Life Skills, and school sporting programmes offered by a representative spread of South African schools (e.g. private schools, ex-model C-schools, township schools, rural quantile 1 schools, and schools for special populations). In this crowded policy space, the members of South Africa University Physical Education Association (SAUPEA), in collaboration with international scholars in the field, would develop a new physical education curriculum, open source material, and modes of delivery to quality physical education within a holistic educational framework. Articulation with Olympic Education, Olympism Education and insights from value-based education promoted by the Commonwealth Games and UN (Sport for Development and Peace) will be integrated into this paradigm. Other objectives include the development of a master plan and flexible delivery models, including monitoring and evaluation tools that will address the priorities of diverse stakeholders such as National Olympic Committees, national sport federations, and NGOs. The aim is to develop generic material and methodology for cross-cultural adaptation and ensure operational delivery models for indigenous, value-based physical education and activity programmes. These may serve as a ‘port of delivery’ for educational programmes for the 2022 Commonwealth Games in South Africa and other international sports competitions. It is further envisaged establishing a post-graduate inter-disciplinary research programme in which other Olympic Studies and Research Centres are invited to participate in producing meaningful knowledge in the Global South.

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Olympic Studies Centres of Barcelona: A Synergy Towards the Knowledge of Barcelona’92 and its Environmental Dimension

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The Fundació Barcelona Olímpica (FBO; Barcelona Olympic Foundation) organises every two years since 1995 the Fòrum Olímpic (Olympic Forum). This colloquium is managed by the FBO’s archive and research department: the Olympic Studies Centre Joan Antoni Samaranch (CEO-JAS). The Fòrum is based on lectures and conferences delivered by significant athletes and former Olympians, IOC personalities (Samaranch himself in early editions), sport managers, academics, journalists, entrepreneurs, etc. That first edition was held three years after the Games of the XXV



Olympiad in Barcelona and was the start of a series of biannual conferences, in an endeavour to work out into the various topical issues related to sport and the Olympic Movement. The FBO, which has organized the Fòrum Olímpic since then, was created some months after Barcelona'92 as the institutional successor of the COOB'92 (OGOC of Barcelona'92). It followed a resolution of the General Meeting of Shareholders of COOB'92 S.A., held on 9 February 1993, and constituted on 1 April 1993 as a private entity of cultural benefit. Consequently, it aims to disseminate the reality of the 1992 Summer Olympics as well as promote and investigate cultural, ethical, sports and any other type of values that fit within the Olympic spirit. That is why the CEO-JAS, which houses a library with a documental collection of more than 7,000 books, also organizes several cultural activities based on history of sports like the Fòrum Olímpic itself. Every edition has different main topics related with sports. Barcelona'92 was the theme at the beginning, later on the Fòrum was about women, Paralympics, doping, environment, economy, etc. The 11th Fòrum Olímpic, the latest edition, took place at the Barcelona Olympic Museum on 15 and 16 October 2015. The CEO-JAS chose "New Technologies and Sport" to be a fitting theme for this edition. The very next edition will take place in Autumn 2017. It means that it will be held during the 25th anniversary of the 1992 Summer Olympics. Therefore, the CEO-JAS is planning to celebrate the 12th edition around this special theme: 25 years after Barcelona'92 and the future of the Olympic Games. The organization has already begun in collaboration with the main institutional patrons of the FBO. We the CEO-JAS have the vision of preparing an event that will not be only focused in Barcelona'92 but mostly in the evolution of the Olympic Games after 1992. The purpose of this paper proposal is to inform scholars and researches about the 12th Fòrum Olímpic, conceived as an international networking activity for researchers and everyone involved within the Olympism. Above all, the presentation will invite the representatives of the Olympic studies centres to collaborate with the organizing process and to attend the Fòrum. The 12th Fòrum Olímpic will be last two days, each of them will deal with two subtopics: the challenges of future of the Olympics and the legacy of Barcelona'92. We are aiming conferences about the Agenda 2020 and its relevance for the future of the Olympic Movement. We will try to have a programme with representatives of the Olympic Movement, with previous host cities (like Sydney 2000 or London 2012) and with Olympic cities involved with Agenda 2020 (Rio 2016 that will already have lived experience, PyeongChang 2018, Tokyo in 2020, etc). The subtopic of the legacy of Barcelona'92 will be focused in the importance of these Games as pioneers for the introduction of an environmental dimension within the Olympic Movement. By the end of 2017, Alberto Aragón Pérez, coordinator of the CEO-JAS, will have to present his PhD thesis about the relation between the 1992 Olympics and the 1992 UN Conference on Environment and Development. Sustainability is a key word if we talk about the future of the Olympics, but this concept engaged the Games two decades ago in Barcelona. The CEO-JAS will have the 12th Fòrum Olímpic as a valid platform to submit the results of that thesis. As always, but most specifically in 2017, the Fòrum Olímpic is an international-oriented activity that aims to show the relevance of Barcelona'92 and the city of Barcelona for the world of the sports and the Olympics.

Applied Olympism: Engaging Olympism in Action through Universal Design, Sport for Development and Human Rights

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This presentation will explore the challenges and opportunities of applying Olympism in the contexts of universal design, sport for development and human rights. The authors will share the preparation, process and outcomes of working on three specific applied Olympism projects and initiatives. First, the authors will discuss an initiative to connect Olympism with universal design and inclusion to bring greater connectivity between the Olympic Movement and sport for people with disabilities. Second, the authors will examine work on the International Day of Sport for Development and Peace and efforts to bring Olympism and sport for development and peace to a wide audience throughout the world. Third, the authors will discuss working on an initiative to address the relationship between Olympism and athlete rights and the development of an athlete bill of rights. Through these three examples, the authors will further reinforce the significance of applied Olympism and future implications for work connecting research, policy and practice.



Social Sports Programmes' Technology

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According to a growing number of *scholars* (MINNAERT 2012; POYNTER 2008; LEME 2008) one of the great virtues of a mega event is that it creates a conducive political, economic and social environment to accelerate programmes for social development and urban regeneration in the host city. Mega events like the Olympic Games, despite strong identification with 'economic capital', are also catalysts for socio-cultural changes. This positive legacy springs from intangible factors, such as the ability to obtain continuous improvement in government structures, community engagement and the development of 'social capital', which foments public support for continuing innovation after the end of the Games. According to Bourdieu (1983), "social capital" is the expected collective benefits derived from the preferential treatment and cooperation between individuals and groups. Although, while in Brazil economic growth and income transfer programs are contributing to reduce poverty, in 2011 a sociogeographical research signaled that approximately 25 million children were in situation of social vulnerability (UNICEF, 2011). To better understand the use of the term 'social vulnerability' in this work I rely on the concept: an intermediate zone between integration and social exclusion. A vulnerable person is one whose personal environment is in a dangerous condition that could trigger a process of social exclusion (Fundación Luis Vives 2010). Being aware of this reality, government and civil society strive to find strategies for social cohesion and development, triggering growing number of programmes that use sport as a tool to minimize the effects of risky environments and social vulnerability (FUNDACIÓN LUIS VIVES, 2010; THOMASSIM, 2006). In order to enable the integration of individuals, social cohesion via Sports for Development Programmes gives opportunity experiences of ethical and aesthetic values for socializing (FIDELIS; MARQUES; OLIVEIRA, 2009; GUARESCHI; REIS; HUNING, 2009). In this context, it is necessary to understand that the sport itself has no function if it does not connect to Education and Teaching in a human development project (LENK, 2012). Scholars such as Weinberg and Gould (2001) believe that sport can have a significant social impact on children, their friends, their family, and the community in general. However, it is not just about 'playing ball'. It is necessary to 'humanise' children by providing meaningful experiences that allow people to learn and grow; encouraging creativity, solidarity and understanding of life as a whole and looking for a reduction of social exclusion, misunderstanding and oppression, among other issues. In dealing with these ideas the recommended values of Olympism (Olympic philosophy) may represent an important pedagogical alternative for social cohesion through sport. By associating sport with culture and education, Olympism proposes the creation of an attitude to life based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles (INTERNATIONAL OLYMPIC COMMITTEE, 2011). Thus, the Olympic Education, guided by its philosophy, has a great power of youth mobilization which may represent an educational alternative for Sports for Development Programmes. This research's overall objective is to study the sport as a mean of social cohesion of young people in social vulnerability situation in Latin American countries and its possible relationship with the Olympic values. The specific objectives are: to analyse existing documentation on Sports for Development Programmes related to the Olympic values; identify common elements in the investigated programs; and determine what common elements will support the creation of a Social Sports Technology, based on Olympism. The methodology yields an exploratory research divided into three moments: analysis of theoretical assumptions of Pierre Bordieu (1983), related to the sociology of sport, and further description of constituent elements of the sub-fields: social cohesion through sports and Olympism; identification and organization of documents on Sports for Development Programmes based in Latin American countries; and analysis of the sub-fields associated with the information obtained to the categories suggested by Bourdieu. Through this research we expect to find common elements that can be harnessed to develop transferable life skills to disadvantaged Brazilian communities through combining Olympic values and sport, configuring itself as a potential and innovative Social Sports Technology from collective needs in order to solve social issues.

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Investigating Transforma Programme: The Educational Initiative of Rio 2016 Olympic Games

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Sport is widely understood as a means for education in values. In this context, it arises as an axiological metalanguage (DaCosta, 2012). One among various formats and possibilities in values education through sport is the so-called Olympic Education. One can define Olympic Education as a set of educational proposals through sport which take the Olympic Movement, its values, symbolism, history, heroes and traditions as references. According to Naul (2008), there are four distinct approaches to Olympic education: The “Knowledge-Oriented” approach seeks to explain the Olympic values by means of its historical and educational legacy. The “Experience-Oriented” approach emphasizes participation in “Olympic” festivals and competitions. The “Physical Achievement-Oriented” approach focuses on the idea that individual and social development occurs through performing and competing in fairness and mutual respect. Finally, the “Lifeworld-Oriented” approach “links the Olympic principles to children’s and young people’s own social experience in sport with their experiences in other areas of their lives” (2008, 119). However, some scholars have pointed to the lack of conclusive evidence of the effects of education through sport, while recognizing their educational potential (Bailey, 2005; Stegeman, Janssens, 2004; Stigger, Thomassim, 2013). Regarding the educational legacy of mega events Graver et al. (2010: 20) concluded that “because of a lack of consistent evaluation, it is difficult to precisely quantify the level of educational benefit delivered by any particular event”. However, the lack of assessment and sound evidences on the effects of education and development through sport does not seem to have become part of the concerns of the International Olympic Committee in relation to the legacy of the Olympic Games. On the contrary, one could find at the “Olympic Agenda 2020” a recommendation toward Olympic values-based education based on to include sport and its values in school curricula worldwide (IOC, 2014). The official Olympic Education programme of the Rio 2016 Olympic Games is called “Transforma” (Transform). Its stated educational aims are: [1] Experiencing the Olympic and Paralympic values, [2] try new sports and [3] to become connected with the Olympic Games. Transforma offers pedagogical materials through the web to school coordinators, PE teachers and tutors. In addition, the programme organize challenges and school festivals for experimentation of Olympic and Paralympic sports. According to available data, transforms reached 9146 schools in all states of the federation and intends to expand its reach, reaching four million students across the country by the Games. The aim of this paper is to critically exam Transforma questioning what are the theory and pedagogical approaches of the programme. To achieve this goal, we will take the four approaches to Olympic education proposed by Naul (2008) as a reference. The data analysis will consider the wider range of materials, using both quantitative and qualitative methods. The key issues in this study are: What are the objectives and aims of the programme? What are the theoretical and conceptual bases underlying the activities? How is the programme structured in terms of contents? What are the educational strategies implemented? And, how the results will be measured? Our hypothesis is that the actions taken by the program are concentrated in “Knowledge-Oriented approach and “Experience-Oriented” approach and that such phenomenon would limit their educational legacy.



Programa Segundo Tempo: An educational legacy of Rio 2016 Olympics

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The objective of this study is to discuss the Olympic values that permeate the pedagogical principles of the Programa Segundo Tempo (PST), an educational program carried out in areas of social vulnerability by the Brazilian Ministry of Sport (ME). The PST is directed to children and adolescents and aims to democratize access to sport practice, to stimulate social development, to promote citizenship and quality of life. As such PST is considered an important instrument for Olympic education in Brazil. Since 2007, the Ministry of Sport signed an agreement with the Federal University of Rio Grande do Sul, in order to structure a sport educational proposal and to apply it to PST as well as maintain a process of continuing education to all professionals involved in the program. The proposal focused on the principles of participation, tolerance, adversity, fair play, enjoyment, mental well-being, interaction, social inclusion and the exercise of citizenship, most of these in line with the principles proposed by the Olympic Education. This educational structure is the basis for the training of the Physical Education teachers who are the Nuclei and Pedagogical Coordinators. The pedagogical materials are available to the entire population at the ME website and hold 17 books with over 180.000 copies distributed throughout the country. So far, over twenty-nine thousand teachers have trained in presencial courses. In the past two years, it was also introduced distance education training combined with presencial. In addition, the project follows up on site 20% of all PST groups in the country. As a mean of continuous improvement of organized structures, the program maintains a process of pedagogical and administrative evaluation that subsidizes the ME about their weaknesses and strengths. In order to advance in the issue of social inclusion new evaluative actions are being proposed and should be applied from 2016. Therefore, this Program is mint to be a legacy of the Olympic Games 2016 in Brazil.

Development and Networking

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Olympic Studies (OS) is the name given to the set of studies of academic character that has the Olympic Games and/or the Olympic Movement in their various manifestations as themes, locus or standpoint of analysis of sport phenomena. In international terms today, Olympic Studies are generally carried out in universities and/or in institutions called National Olympic Academy-NOA, which also promote Olympic Education in their countries. When the NOA of Brazil was created in 1989, it chose to focus not only on the development of research teams in universities but also on the organization of national forums, dialogue with national and international centers, and publication of multi-author books. As a result of the application of this model, it is possible to consider that Olympic Studies in Brazil have been developed systematically, regularly and academically. After the first Olympic Studies Research Group in Brazil was founded by Prof. Lamartine DaCosta at Universidade Gama Filho in 1991, others have been developed in other parts of the country. The quantitative data related to the participation of Brazilian professionals in Olympic Forums indicate that approximately 400 professionals have constant interest in Olympic Studies while 130 researchers have continuous production in Olympic Studies in Brazil. According to the Academia Olímpica Brasileira, (Brazilian Olympic Academy), which used an international comparison pattern, Brazilian academic production occupies the fifth position in the world, coming after the United States, the tradition of the German and British Academies, and the recent Australian academy. The objectives of this presentation are then (i) to share a summary of the academic work produced by the Olympic Studies Research Group at former Universidade Gama Filho and its continuation at Universidade do Estado do Rio de Janeiro (UERJ) focusing on the organization of Olympic forums, the dialogue with national and international centers, and the publication of collaborative books and (ii) to introduce perspectives of future projects.



POSTER SESSION

Development periods of Argentine Olympic Sport

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There are several different characteristics to explain the historical development of the participation and results in Olympic Games of Argentina. Historical facts and social circumstances are presented in order to show the evolution from 1896 to the present day. The outstanding teacher Dr. José Benjamin Zubiaur (ARG) was the only South American representative at the Athletic Congress of La Sorbonne, held in 1894 in Paris at the birth of the Olympic Movement. Despite being one of the few founding countries of IOC, Argentina did not participate in the first modern Olympic Games in Athens 1896, and there's not an NOC for the next five Olympic Games. The Argentine Olympic Committee was created for the Games of Paris 1924. The first IOC Members Argentina were unable to achieve Olympic participation of Argentina, by failure of negotiations, or moved by other sports priorities, causing their removal as Members of the International Olympic Committee. Probably the trend of education physique-sportive was not even installed as a paradigm in the country, so the participation of Argentina in the Modern Olympic Games was not a priority, until the VIII^o Modern Olympics in Paris 1924. The achieving the Olympic Medals is chosen because it represents mutually comparable events, universal sport standard, quadrennial regular period, and at the same time allows confronts the positioning of Argentine sports, with other countries in the world and the continent. Argentina was present in a positive way in the Medal Tables since its first participation in Paris 1924. The analysis of each success shows the social and political importance of the State in the development of competitive sport, and relevance of School Physical Education. The Argentine Olympic medals from 1924 to 2012, clearly confirm the existence of different historical periods sport. There are at least three periods in which political and social influence is evident, and show that the best sports performance occurred during democratic governments. These political-sports times probed unequivocally negative influence had on the Argentine sport, de facto governments that occurred during various military dictatorships. In particular, 30,000 people known as "desaparecidos" (missing), from 1976 to 1982 when Argentine athletes failed to achieve any Olympic medal. At the beginning of the Argentine Olympic Movement there were institutional and political reasons that delayed the participation of the NOC of Argentina for the Games of the first six Olympiads. Contrary to what happened with other totalitarian governments, in Argentina it was very negative for the Olympic Sport. And between 1955 and 1982, frequent suppression of individual and constitutional rights, resulted in the exclusion of many young people to the development of high performance sport and destruction of the values of Olympism.

Brazil's international identity (re)construction through sports mega events: Olympic Games Rio 2016 Opening and Closing Ceremonies

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Recognition of Brazil as an emerging power generates renewed interest in the country in several aspects, including those regarding our identities and cultures. The building of a social identity is composed of affirmatives and negatives in the face of a series of questions and presents itself as a means to position individuals in the world through the knowledge they acquire about the existence of a collective person to whom they belong and with whom they identify (OLIVEIRA, 2006). Although subjected to multiple interpretations, authors such as Almeida (2007) and Gomes, Barbosa and Drummond (2001) assert that the Brazilian cultural identity is structurally defined by ambivalence and compromise between the traditional (e.g. the cordial, the personal, and the nation) and the modern (e.g. the individual, the government, and the law). Sports, as globalized events, produce specific meanings in distinct places as to what they evoke in a given community, establishing dialectic between local and universal places (MORAGÁS; RIVENBURGH; LARSSON, 1995). Nevertheless, as DaMatta (2006) alerts, such points of view, when taken individually, assume that sports have one and same meaning, expressing a common set of social plays. Consequently, what happens in the society of the watching subject is projected as a trace, disposition or tendency of the whole human species. Within this perspective, the scenario of major international sports events provides a context that fits for studies like this, since the massive stream of images and information allows us to think of a space that articulates the



universal and the local according to distinct meaning carriers. Sports ceremonies, especially the Olympics, are among the most well-known and influential forms of ritualization of modernity values (DaCOSTA, 2000; GARCIA, 2011; KLAUSEN, 1995). The Olympic Games bring together universal rites (the opening and closing ceremonies) and national-civic rites (the awards ceremonies with national anthems and flags) (DaMATTA, 2006). According to Hogan (2003), the narrative resulting from the ceremonies serve not only as affirmation of the national identity, but also as advanced national propaganda and an opportunity to promote tourism, international corporate investments, commerce and political ideologies. This statement, however, must be considered within a context in which sports events are, in part, a construct elaborated by the media, especially the ceremonies, which are held as much professionally organized shows (MORAGÁS; RIVENBURGH; LARSON, 1995). This research takes on a methodological perspective rarely present in production of knowledge regarding Physical Education/Sports Science in Brazil. Studies on identity in general, and in the particular scope of sports and physical activities, are fundamentally based on investigation of narratives and identity traits as from self-centered narratives. This is basically due to the fact that, as we have learned from Cuche (2002) and Hall (2005), the 'construct' of identities stem from defiance and choice, mostly conscious. In such a context, comparative approaches, typical of anthropological research, gain relevance (DaMATTA, 2006; OLIVEIRA, 2006) because they contrast cultural elements of distinct populations when seeking comprehension as from opposition. The project aims to amplify the knowledge and comprehension about narratives about Brazil and his identity elements from foreigners' point of view on the context of Rio 2016 Olympic Games. Will be analysed video television transmissions, saved by partners Olympic Studies Centres recognized by the International Olympic Committee, and texts from international newspapers, published as a consequence of the following events: Opening and Closing Ceremonies. The selection criteria for television transmissions and newspapers was countries participating of the event that has Portuguese, Spanish or English as their mother tongue. This study is characterized as a qualitative research, based on bibliographical and documental sources. It may be assumed that this research offers potential for scientific contribution, since it dislocates the core of the configuration of and narratives about national identity from an autochthonous scope to a heteroclitic discourse, i.e., as the "others" see us. This way, it opens further possibilities of comparisons between identity (self)narratives and those produced on the outside. As object for analysis, it may be said that sports sociology in Brazil has soccer as its canon object. Despite the existence of studies that have elected other sports modalities as object (e.g. BARTHOLO; SOARES, 2006), it is soccer the sport privileged as access venue to the understanding of our identity narratives. Thus, it must be pointed out that the input of the Olympic phenomenon in our data collection allows us to broaden the possibilities and themes for sociocultural research in the Sports Science, as well as increases the visibility and significance of other sports modalities that the Games may cause.

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Olympic Education in a sports for Development Programme in Brazil

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The objective of this project is to present a reflection about Olympic Education (OE) as an alternative of sports and leisure public policies in relation to social cohesion. This reflection is based on the concept that public policies are associated to a group of actions with own resources (financial and human), which involve a temporal (duration) dimension and some impact abilities. In this sense, public policies, as proposed by Sposito & Carrano (2003), are not limited to service implementation as they also include projects of different essences (ethic-policies and pedagogical), comprising different levels of relations between the state and the civil society constitution. Brazil is one of the nine most populous countries in the world that is committed to consider the education as a determinant factor for its development. Its large geographical size, population and economy result in an enormous potential to achieve this goal. However, this potential is limited by persistent inequality and discrimination (UNESCO, 2006). In this sense, some sectors seek to overcome these challenges through the eradication of illiteracy, improving the quality of education, reduction of environmental vulnerability, social conflict and violence, poverty, misery and exclusion, the promotion of cultural diversity and the generalization to the access of new information technologies and communication (UNESCO, 2006). Nevertheless, according to the National Household Sample Survey data (IBGE, 2003), it is estimated that currently about 15 million of Brazilian youths, aged from 7 to 17 years, live in 'social vulnerability. Education has become one of the most exciting and difficult issues for anyone studying the development of human beings. It is crucial for the idea of citizenship as well as for guaranteeing a modern and developed society. Thus, human values such as brotherhood, cooperation, community, union and division of property and information sound strange, outdated or without a sense of the utilitarian and pragmatic market, in this universe of understanding and real competitive behavior. In this sense, we are searching for a pathway leading to a harmonious and authentic human development, looking for the reduction of social exclusion, misunderstanding, oppression, among other issues. This pathway may be the OE, as Coubertin's intentions were especially directed to the pedagogical aspects of the sport and not, as many may think the achievement of brands and record breakings (IOC, 1997). The sport by itself does not mean anything if you do not link it to education, teaching and, without any doubt, the learning potential of a sportive spectacle for a human development project. From this point of view, the Olympism as a sponsor of a value system remains an ideological framework in service of human development; otherwise it would not have any usefulness. Thus, a proposed OE, based on the recommended values by the Olympism, may represent an important pedagogical alternative for issues of social cohesion through sport. The strategies for the development of an OE program have a differentiated and innovative meaning. This initiative seeks to provoke the discussion toward a concrete proposal for OE, assuming a pioneering initiative in this area in Brazil. The Tennis Foundation is a Sports for Development Programme, established on 2001, that aims to promote the development of children and adolescents from the most vulnerable communities, giving the opportunity, through disciplined and systematic practice of tennis, to rewrite a life project. The foundation is composed by seven nucleus divided into three towns, currently attending more than 600 children and youth (FUNDAÇÃO TÊNIS, 2008). The Tennis Foundation began to think that, for an effective social cohesion, it would not suffice just to provide a sport without the concern of an education through values. Thus, the partnership with the Brazilian Pierre de Coubertin Committee seeks to provide an educational input to the Tennis Foundation teachers and monitors, in which they could work with children the Olympic values, thus constituting an educational project aimed at social cohesion. In this context, the children and adolescent's reality who attend the Tennis Foundation was rethought, especially in order to address the Olympic values in the process of social cohesion. Up to the present moment, the results indicate that aspects related to friendship and respect are stronger in the habits of children after the completion of the teacher-training program. Perhaps the relevance of an OE may be attained, for a country that is going to host the Olympic Games in 2016 must understand that to develop an Olympic culture much more is needed than just the organization of this huge event. In fact, it necessarily demands the development of educational programs.

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Content validity of the "Olympic Values Inventory"

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This study justified itself by the encouragement of using procedures for evaluating results, through the Olympic Values Inventory (OVI) as a fundamental tool for a full development of programmes based on Olympic Education (OE). The OVI is an instrument that measures the Olympic Values: Friendship, Respect and Excellence. There are 41 items, divided into blocks. Each item is to be answered using a Likert scale type, which graduates importance levels from 1 to 5 (very little, a little, I do not know, important and very important). The general objective is to test the metric principles defined in content validity of the OVI. Following guidelines from the literature (PAWLOWSKI; TRENTIN; BANDEIRA, 2007; CRONBACH 1988; DASSA 1999; BALBINOTTI, 2005; PASQUALI, 2001; HILL; HILL, 2008) we can state, that only starting from valid and reliable instruments, it is possible to move forward in the study of values. Therefore, it is necessary to prepare an instrument that follows psychometric guidelines, obeying well defined methodological steps and rigorous procedures and having content validity as initial objective. Due to that, we used a validation method known as Content Validity Coefficient (CVC), established by Hernandez-Nieto (2002). It was created for watching over more adequately to the specific needs of validation of a given content (CASSEPP-BORGES; BALBINOTTI; TEODORO, 2010). The first phase of this study (qualitative) was composed of five evaluation judges. These judges are Masters or Doctors with notorious knowledge in the Olympic Studies area in Brazil. The evaluators are asked, as the recommendations of the specialized literature (HERNANDEZ-NIETO, 2002; BALBINOTTI, 2005; CASSEPP-BORGES; BALBINOTTI; TEODORO, 2010), about the clarity and the relevance of each item. Therefore, from these procedures and established correlations between the responses of the judges, it becomes possible to have a collection instrument with content data valid. The Inventory was sent for judges' analysis for two times. After the first evaluation, the results weren't satisfactory, however, from the comments of the evaluation judges, we could notice that there was a need for adjustments to some items. Such as duplication of questions, because of ambiguity, and the addition of negative questions, enabling a differentiated analysis of the same dimension. After correcting this issues related on the first evaluation, the OVI was sent for a second analysis and the results of the Content Validity Coefficient (CVC) regarding to relevance and clarity were satisfactory, considering that, to be a valid instrument at the point of view of content, it was necessary to carry out consecutive evaluations of judges until it reached the desired score (≥ 0.8). These results show that the OVI is an instrument that is ready to applied, concerning to its clarity and appropriateness of content items, enabling a better understanding and comprehension of the examining population (individuals participating of sportive-social projects from 12 years old). As further steps, it is intended to apply this instrument to the referenced population and therefore verify their difficulties in understanding the items. This step will be useful for the quantitative phase of the project, in order to calculate the exploratory and confirmatory factor analysis (reducing the items, evaluating how the items suit to the factors) together with the Cronbach's alpha. In Cronbach's alpha calculation, all of the correlations between each item score and total score of other items are to be calculated. So the items that are not heavily correlated with the others can be eliminated from the measure in order to increase its reliability (MARTINS, 2006; PASQUALI, 2001; HILL; HILL, 2008).

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The Acquisition of Olympic Vocabulary Through Learning Objects

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The idea of creating Learning Objects with the terms of an Olympic Sport arose from the need to create a material that included the theme of Olympism - which is little explored in Brazil. These Learning Objects for the acquisition of vocabulary can collaborate not only for English classes, but also for Physical Education classes. This paper aims to offer suggestions for the creation of Learning Objects for elementary school students as tools for teaching Olympic vocabulary in English and Portuguese. For the creation of Learning Objects, Volleyball was chosen for being the sport that is practiced in the Olympics that is present in the majority of students' school routines. The theme of the acquisition of Olympic vocabulary through Learning Objects came about thanks to the fact that Brazil will host the Olympics in 2016. To this end, we based our theoretical foundations in the research project developed by an interdisciplinary group of professors of the Faculties of Arts and Faculty of Physical Education at the Pontifical Catholic University of Rio Grande do Sul, called "The development of a lexicon of Olympic Sports in English / Portuguese: a legacy of the Rio 2016 Olympic Games." (TODT, N; PERNA, C & DELGADO, H.). The present study has also used a linguistic theoretical framework of language acquisition by Krashen (1985), especially the Input Hypothesis. The Learning Objects proposed in this paper seek to approach the teaching of technology, thus facilitating the acquisition of knowledge by the student and allowing the teacher to conduct more attractive and profitable classes. In addition, by working with Olympic vocabulary we may create conditions for students to be motivated to learn more about Olympism, its values and its culture. Yet, according to the Input Hypothesis, it is possible to focus directly on students' interest and give less emphasis to grammar. This is a crucial point because sometimes teachers focus only on the teaching of grammar in its traditional form making the process somewhat uninteresting, not favoring language learning due to lack of attention of students. Thus, the Olympic vocabulary learning through Learning Objects may increase the possibility to make learning more successful. The Learning Objects in this work were designed and tested by the authors. They are simple samples that can be done when we use authoring systems and vocabulary of an Olympic lexicon. In the future, we encourage the development of more Learning Objects with other sports that are part of the Olympic Games, which can be made available for the use of public school teachers.

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A Method to Establish the Current Situation of Elite Sport in Brazil

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The aim of this study was to develop a method of establishing the current situation of elite sport in Brazil, with a focus on Olympic and Paralympic Sport. The justification for such a study is that sport policy makers in Brazil have no precise information to formulate policy and take decisions about elite sport. The study took as a reference point the SPLISS (Sports Policy factors Leading to International Sporting Success) theoretical framework. The study is a joint project of the Brazilian Ministry of Sport and the Olympic Study Centre of the Federal University of Rio Grande do Sul, and is carried out with the aim to become a legacy of the 2016 Olympic and Paralympic Games for the future generations of Brazilian athletes.

Methodology

For the nine pillars proposed by SPLISS: financial support; governance, organization and structure of sport policies; foundation and participation; talent identification and development system; athletic and post-career support; training facilities; coaching provision and development; inter and national completion; and scientific research and innovation, specific instruments for data collection and analysis were developed to attend to Brazilian needs and characteristics.

Results

A guide to the collection of basic information in different Brazilian databases about the sources and destinations of financial resources was developed. In respect to governance, organization and structure of sport policies a questionnaire was developed for members of the government and sport federations. The study also included a documentary analysis of the Brazilian sport legislation, since organization and structure of sport policies in Brazil are in great deal established in Federal, State and City laws. For participation, a questionnaire was constructed to survey the



level of participation of the Brazilian population in sport. In relation to talent identification and development system, athletic and post-career support, and coaching provision and development, questionnaires were formulated for athletes, coaches and sport federations. For sport facilities, a questionnaire was constructed for sport federations, with questions related to quantity and quality of training and other sport facilities, as well the characteristics of all sport equipment used by them. In this part of the study, computerized processing of georeferenced data were also used, which enabled the association of the location information of sports facilities to other information available in the project databases. In relation to the participation and performance of Brazilian athletes in national and international competitions, instruments for documentary analysis in electronic and non-electronic archives of Brazilian federations were developed. For sport science and innovation, a guide to the collection of basic information in Brazilian databases on science and technology was elaborated, and questionnaires to coaches, athletes, sport federations, and sport scientists were constructed.

Conclusions

A method of establishing the current situation of elite sport in Brazil was constructed. Whilst SPLISS proved to be an important theoretical reference, it was insufficient to deal with some peculiarities of the Brazilian sport system. The main difficulty was related to the important role played by legislation in the Brazilian sport context, which made it necessary to develop a very specific method to deal with such a situation.

Teaching Activities of the Olympic Studies Centre Cologne

Stephan Wassong, Ansgar Molzberger, Jörg Krieger, Caroline Meier

[Olympic Studies Centre - German Sport University Cologne - Germany](#)

E-mail: wassong@dshs-koeln.de

The Olympic Studies Centre at the German Sport University Cologne (OSC Cologne) was founded in 2005 and was established as a central research and teaching facility. The OSC Cologne's structure contains of four pillars as it serves as Olympic Research Centre, Olympic Teaching Centre and Olympic Consulting Centre, and incorporates the Carl and Liselott Diem-Archive (CuLDA). Professor Dr. Stephan Wassong (wassong@dshs-koeln.de) is the Director of the Olympic Studies Centre Cologne, its other staff members are Dr. Ansgar Molzberger (molzberger@dshs-koeln.de), Dr. Jörg Krieger (j.krieger@dshs-koeln.de) and Caroline Meier (c.meier@dshs-koeln.de). Since 2005, it has continuously developed its profile in research and teaching on a national and international level. This proposed poster displays the teaching activities of the OSC Cologne within various forms. First, it outlines the international part-time programme M.A. Olympic Studies, which has the support of the IOC. The advanced studies programme implements a high-level, interdisciplinary curriculum in Olympic Studies aimed at fostering the links between the academic and the Olympic world. It aims to provide students with an interdisciplinary knowledge about the Olympic Movement. Second, the staff members of the OSC Cologne also contribute intensively to the regular Bachelor and Master programmes at the German Sport University (GSU). All third year students have the possibility to participate in a complete module (six hours per week) on Olympic Studies. It entails the lecture "The Olympic Movement between Continuity and Transformation" as well as seminars on "The Olympic System: Governance of World Sport" and "Theoretical Approaches and Practical Relevance of Olympic Education". Third, the OSC Cologne also occupies a leading role in the implementation of the new fulltime degree programme M.A. International Sport Development and Politics at the GSU, which will begin in the winter semester 2016/17. This new programme aims at a comprehensive understanding of the structures, actors and conflicts within the international sport system. Staff members of the OSC Cologne will be responsible for the teaching in various modules in the programme. Fourth, within the framework of an international cooperation agreement with the University of Johannesburg that aims for the establishment of the first OSC on the African continent, the OSC Cologne acts as consulting institution. This also entails wide-ranging teaching and curriculum development responsibilities. For example, staff members of the OSC Cologne annually conduct workshops on relevant topics within the Olympic Movement, such as Olympic Education in 2015, at the University of Johannesburg. Finally, in addition to the illustration of the main teaching activities, the proposed poster also details the institutional collaborations related to the educational responsibilities of the OSC Cologne. Amongst them are the international Olympic Studies Centres that contribute to the delivery of the M.A. Olympic Studies: Loughborough University (United Kingdom), Autonomous University of Barcelona (Spain), the International Olympic Academy (IOA) (Greece) and the University of Canterbury (New Zealand). Whilst the OSC Cologne as the main operational institution is responsible for setting up and running the organisational, administrative and overall academic elements of the programme, the partner institutions are responsible for the delivery of one teaching module each. Institutional collaboration with the IOA is extended through the fact that Prof. Dr. Stephan Wassong has been an invited lecturer at the IOC in recent years. On a national level, the OSC Cologne collaborates with the German Olympic Academy as it



takes students to the IOA every two years. It also cooperates with the German Sport & Olympic Museum in Cologne for teaching purposes.

Research Activities of the Olympic Studies Centre Cologne

Stephan Wassong, Ansgar Molzberger, Jörg Krieger, Caroline Meier

Olympic Studies Centre - German Sport University Cologne - Germany

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The Olympic Studies Centre at the German Sport University Cologne (OSC Cologne) was founded in 2005 and was established as a central research and teaching facility. The OSC Cologne's structure contains of four pillars as it serves as Olympic Research Centre, Olympic Teaching Centre and Olympic Consulting Centre, and incorporates the Carl and Liselott Diem-Archive (CuLDA). Professor Dr. Stephan Wassong (wassong@dshs-koeln.de) is the Director of the Olympic Studies Centre Cologne, its other staff members are Dr. Ansgar Molzberger (molzberger@dshs-koeln.de), Dr. Jörg Krieger (j.krieger@dshs-koeln.de) and Caroline Meier (c.meier@dshs-koeln.de). Since 2005, it has continuously developed its profile in research and teaching on a national and international level. This proposed poster displays the research activities of the OSC Cologne. First, the poster details the archive project of the German Sport University Cologne that is coordinated by staff members of the OSC Cologne. Various institutions of the German Sport University Cologne (GSU), amongst them the CuLDA, the Central Library of Sports Science, the Institute of Sport History and the Press Office, have historically grown collections of material that documents the entire scope of sport and sport science. This includes archival collections on almost all iterations of the Olympic Summer and Winter Games, prominent national and international Olympic officials, the Olympic torch relay, the founding of the International Olympic Academy (IOA) and various Olympic sports. Since 2011, the OSC Cologne coordinates the ambitious project to professionalize the archival strategies. Currently, the focus lies on the creation of a pictorial four-volume book series on the archival material of the German Sport University with numerous illustrations. The first volume on the estates of various people has been published in 2014, the second volume on the Olympic Movement will be released in late 2016. Second, the poster outlines the research project on the influence of scientists on the global fight against doping in sport is conducted at the OSC Cologne. Based on multinational and multilingual archival research, the project outlines the technical developments in anti-doping, the accreditation of official anti-doping laboratories and the contributions of individual scientists to the international fight against doping. Third, the poster entails an overview on research at the OSC Cologne that explores the strategies that led to the establishment of the Sport For All Movement on the national and international level. Sport For All is a significant guiding principle of sport ministries, sport authorities and NGOs within and outside sports. The research focus is on the analysis of the personal and institutional networks that took hold to contribute to the promotion of sport for all in Germany and the recreation movement in the USA from the end of the 1920s onwards. Fourth, the poster shows the research project that currently investigates into the emergence of Sport and physical education in the programme of the UNESCO. Basing on archive material from the GSU, the UNESCO and the IOC, the questions when and how sport was introduced into the UNESCO programme are answered. Key players and leading organisations in this process are examined, while a special focus is on the role of the world sport organization IOC and its relationship to the UNESCO in the 1950s and 1960s. Fifth, the poster illustrates the proposed project of the editing of an official Online Guide on Olympic Studies. Numerous programmes on Olympic Studies courses already exist at both the university and beyond which offer study & learning opportunities on various aspects of the Olympic Movement and Olympic sport. However, there is no coherent overview on these educational activities within the field of Olympic Studies and the Online Guide aims to fill this gap. This publishing project would lead to an increase in the global awareness in public of institutional initiatives in the field of Olympic Education, which, amongst others, follows the goal to improve an objective-knowledge building process on the Olympic Movement. This is in accordance with Recommendation 39 of the Olympic Agenda 2020. Finally, the poster also emphasizes the institutional collaborations that could be made with the Online Guide on Olympic Studies programmes. Under the guidance of the OSC Cologne, other OSCs could be included in the process to collect information on Olympic Studies programmes from National Olympic Academies, National Olympic Committees, International Federations, National Sport Associations, the UN and its entities, Sport and Physical Education Departments and University and more. Moreover, the project allows for cooperation with the IOC's OSC as one could aim for an online publication on its websites.



The Olympic Studies Centre at the University of Johannesburg: South Africa: A new player in the network of Olympic Studies Centres

Charl Roux, Cora Burnett

Olympic Studies Centre of the University of Johannesburg – South Africa

E-mail: croux@uj.ac.za

The Olympic Studies Centre of Johannesburg (UJOSC) established in 2014, is situated in the Department of Sport and Movement Studies in the Faculty of Health Sciences. Currently the UJOSC is the newest member of the global Olympic Studies Centers family and the only center on the African continent. The aim of this UJOSC is to deliver on three main domains namely, research, education and training, networking and a resource facility. There is an additional focus on sport (for) development and strategic partnerships with development agencies such as UNICEF and other African-based universities to become a meaningful voice for and in the Global South. The UJOSC also adopted a pioneering role by sharing and distributing Olympic Education and Olympic Values into the African continent, whilst recruiting post-graduate students to generate meaningful knowledge drawing on indigenous knowledge systems. The presentation outlines the very short historical background and development of the UJOSC, key partnerships, main activities and current projects, as well as future development plans, and initiatives. It will be analyzed how future projects in Olympic Education and Olympic Sport Development could be realized in collaboration with other Olympic Studies Centers. Examples of collaboration between UJOSC and the OSC of the German Sport University Cologne will be provided in reference to a workshop on Olympic Education that was held in May 2015 and to the international conference Historical and Contemporary Issues in Olympic Studies. This conference took place in Johannesburg in December 2015. As a result the following conference proceedings has been published: Burnett, C., Wassong, S., Roux, K. & Krieger, J. (Eds.): Historical and Contemporary Issues in Olympic Studies. Johannesburg 2015.

DESCRIPTION OF CENTRES



Australian Centre for Olympic Studies - Australia

Director: Stephen Frawley

E-mail: Stephen.Frawley@uts.edu.au

Associate Director: Daryl Adair

Website: www.olympic.uts.edu.au

Established in 2005, the Australian Centre for Olympic Studies (ACOS) provides a national focus for Olympic studies in Australia. ACOS is situated in Management Discipline Group within the University of Technology Sydney Business School, having formerly been established with the University of Technology Sydney (UTS) School of Leisure, Sport and Tourism. The primary role of ACOS has been and still is to promote research, discussion and debate about the Olympic and Paralympic Movements. Over the past decade ACOS has hosted many visiting Olympic and Paralympic scholars such as Professor John Horne, Associate Professor Milena Parent, Professor Harry Arne Solberg, Professor Ian Henry, and Associate Professor Laura Misener. These visits have provided opportunities for collaboration between the international Olympic scholar community and have resulted in a number of publications including the following edited books: *Managing the Olympics* (Frawley & Adair, 2013), *Managing the Football World Cup* (Frawley & Adair, 2014), *Managing the Paralympics* (Darcy, Frawley, & Adair, 2016), *Managing Sport Mega-Events* (Frawley, 2016) and *Critical Issues in Global Sport Management* (Schulenkorf & Frawley, 2016). The core members of ACOS include: Professor Tracy Taylor, Professor Simon Darcy, Associate Professor Daryl Adair, Adjunct Professor Richard Cashman, Adjunct Professor Tony Veal, Dr Stephen Frawley, Dr Johanna Adriannse, Dr Nico Schulenkorf, Dr Ashlee Morgan and Dr Sarah Cobourn. ACOS's research agenda includes the management of the Olympic and Paralympic Games and associated global sport mega-events, such as the Football World Cup and Commonwealth Games. The early focus of research for ACOS was on the Sydney 2000 Olympic and Paralympic Games. Some of the studies to emerge from this work included Richard Cashman's highly cited book titled, *The Bitter-Sweet Awakening: The Legacy of the Sydney 2000 Olympic Games* (2006), Stephen Frawley's PhD research titled, *Organising Sport at the Olympic Games: The Case of Sydney 2000* (2010), and Richard Cashman and Simon Darcy's book called *Benchmark Games: The Sydney 2000 Paralympic Games* (2008). A sample of other research projects completed through ACOS include: Ashlee Morgan's study titled, *'The Gold Legacy': The Sponsorship Legacy for Host National Olympic Committees* and Janet Cahill's, *Running Towards Sydney 2000: Olympic Flame and Torch Relay*. In addition to the work outlined above the remit of ACOS also covers policies and programs dedicated to sport excellence; as these are critical in terms of the development of Olympic and Paralympic athletes. A related research focus is sport integrity. This includes recent debates around anti-doping policy



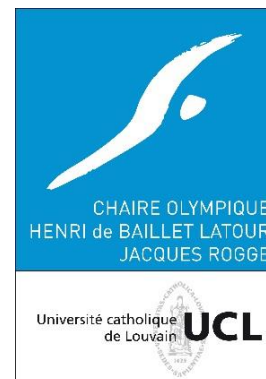
and implementation and the overall management and functioning of the World Anti-Doping Agency (WADA). ACOS also contributes to public education and debates about corruption and competition fixing. In 2015, for instance, ACOS hosted two highly publicised and attended seminars. One of these seminars titled 'FIFA in Crisis?' explored the governance scandal impacting the world governing body for football and included keynote presentations by Professor John Sugden and Professor David Rowe. Over the next decade ACOS intends to continue collaborating with international colleagues and produce quality sport mega-event research outputs.

The Olympic Chair Henri de Baillet Latour & Jacques Rogge in Management of Sport Organizations - Belgium

Leaders: Thierry Zintz & Annick Willem

E-mail: thierry.zintz@uclouvain.be

Website: <http://sites.uclouvain.be/chaire-olympique/>



Structure and organization

Two universities

Initiated in 2008, the **Olympic Chair Henri de Baillet Latour & Jacques Rogge in Management of Sport Organizations** is located

- At the Faculté des sciences de la motricité of the **Université catholique de Louvain (UCL)**, under the leadership of Professor Dr. Thierry Zintz,
- At the Fakulteit Geneeskunde en Gezondheidswetenschappen, Vakgroep Bewegings- en Sportwetenschappen, of the **Universiteit Gent (UGent)**, under the leadership of Professor Dr. Annick Willem.

One philosophy

The common interest for the Management of Sport Organizations is developed in two transversal directions. The Chair, at UCL, focusses on governance, organizational agility and strategies. At UGent, the focus is on the ethical aspects.

Three objectives

- Teaching: to have one invited professor, every year. The invited professor is selected on the basis of his experience in Olympic matters (history, ethics, economy, management, sport) and teaches to the Master students.
- Research: to develop a reflection and a scientific production related to the main topics, under the leadership of the two co-holders of the Chair.
- Service to society: the chair provides, upon request, analyses, studies and strategic developments to public authorities, sport federations and other stakeholders of sport. The Chair cooperates with Olympic and sport authorities, at national and international level.

Members and associated members at UCL

- Professor Thierry Zintz, Holder,
- Professor Jean-Louis Gouju, Université Paris-Est Créteil Val de Marne - Université Paris 12, Associated Member,
- Doctor Mathieu Winand, PhD, Lecturer at Stirling University (School of Sport and Exercise), Associated Member,
- Professor Benoît Seguin, Invited professor 2015-2016, University of Ottawa (Canada), Invited Professor,
- Emilie Malcourant, PhD Student,
- Simon Gérard, PhD Student,
- Géraldine Zeimers, PhD Student.

Note that the Chair is twofold and that a team also exists at the Universiteit Gent.

Doctoral research

- Emilie Malcourant: « The decision process in the World Antidoping Agency from a meta-organizational perspective » (2016),
- Simon Gérard: « The development of the Paralympic Movement: Towards an institutional explanation » (2016),
- Géraldine Zeimers: « Contextual factors influencing sport federations' decision to integrate concerns and actions on wider social issues (notably CSR) into their management and strategic management adaptations » (2017).

Applied research and service to society

European Research project "Support the Implementation of Good Governance in Sport" (SIGGS) (2014-2016) - Supported by the IOC and granted the EU

- Partner network: 8 NOCs (BE, NL, DE, PT, LT, SI, LX and TR) and their national sport federations.



- Project leader: EOC EU Office, EOSE, Leadership Academy DOSB and Olympic Chair Henri de Baillet Latour & Jacques Rogge in Management of Sport Organizations (UCL)
- Follow-up of the “Sport 4 Good Governance” (S4GG) Project: January 2012 – June 2013

European Research project S2A “From Strategy to Action: Supporting the professionalization of sport organizations through the definition of work-based competencies and the development of fit-for-purpose training for Sport Administrators”

- Erasmus+ KA2 – Cooperation for Innovation – Call 2015 Strategic Partnership for Vocational Education and Training. The S2A project is funded by the European Commission under Erasmus+ and has a total duration of 30 months starting from 01st September 2015 until 28th February 2018
- Project leader: EOSE and Olympic Chair Henri de Baillet Latour and Jacques Rogge in Management of Sport Organizations (UCL) + 12 partners

High Level group on Sport Diplomacy (Commissioner Navracsics) (2015-2016)

- Aim of the group => to assess the value of sport in EU external policies, and in public diplomacy in general. It is to identify how sport can help the EU reach its external political ambitions (e.g. easing relations with partner countries).
- Output => Strategic recommendations to the Commissioner in charge of Sport and to the Commissioner in charge of foreign policy of EU on « soft diplomacy » through Sport.

Expert Group on Sport Governance (Commissioner Navracsics) (2015-2016)

- Guiding Principles for the awarding procedure of major sport events, in particular related to democracy, human rights and labor rights
- Providing key actions to Member States and sport organizations to accelerate trends in favor of gender equality in sport. The implementation of these key actions could be monitored through an instrument such as a pledge board.



ARETE - Olympic Studies Centre – Federal University of Espírito Santo - Brazil

Coordinator: Otávio Tavares

E-mail: tavaresotavio@yahoo.com.br

Website: dgp.cnpq.br/dgp/espelhogrupo/9777646709237309

ARETE - Olympic Studies Centre at Universidade Federal do Espírito Santo is one of the leading research groups on Olympic Studies in Latin America. Created in 2006, ARETE has been distinguished by its performance in research and expertise to civil society organizations and local governments. Since its inception, its members has published a number of scholarly papers and book chapters in Brazil and abroad. It is also worth mentioning the partnerships developed with researchers from several universities in Brazil (Universidade Federal de Sergipe, Universidade do Estado do Rio de Janeiro, Universidade de São Paulo, Pontifícia Universidade Católica do Rio Grande do Sul) and abroad (University of Western Ontario, University of Mainz, University of Münster, University of Koblenz-Landau), as well as with the Brazilian Olympic Academy and the Brazilian Pierre de Coubertin Committee. We believe that our educational and research initiatives have the potential to create synergies between Olympic Studies Centres worldwide. In particular, one can name: In the area of education ARETE offers master and doctorate courses in Olympic Studies. The former has graduated 15 people since its creation and the doctorate, started in 2014, has a promising start. In this context it would be highly relevant to establish an academic collaboration with Olympic Studies Centres (researchers and / or doctorate students) from Brazil and abroad considering funding programs now existing or to be prospected. We are able to continuing to host visiting professors who can contribute to the education and research in Olympic studies, especially on the theme of Olympic education. In terms of research we are developing two investigations on Olympic education which could be empowered by a collaborative work.

- A. Evaluation of Rio de Janeiro 2016 Olympic education initiatives (Transforma 2016). This research interrogates the programme from a realist evaluation perspective and asks what are the theory, mechanisms and outcomes of the programme in the context of the Olympic Games as an educational project.
- B. Impact of Rio de Janeiro 2016 Olympic Games on Olympic and values education in South America. The organizers of the Rio 2016 Olympic Games argue that the Games in Rio could have impacts on the South American continent, inspiring sports and disseminating the Olympic philosophy throughout the region. The aim of this research is to critically analyse Olympic education initiatives in South America countries identifying relations and impacts of Rio de Janeiro 2016 Olympic Games on them.

A third ongoing project is one in partnership with The Olympic Studies Research Group at the Pontifícia Universidade Católica do Rio Grande do Sul (PUCRS) on the impact of sport practice as a ‘social technology’ for social inclusion. Despite common believe in sport as an effective educational tool some scholars have pointed to the lack of conclusive



evidence of the effects of education through sport, while recognizing their educational potential (Bailey, 2005; Stegeman, Janssens, 2004; Stigger, Thomassim, 2013). In Brazil there are a large number of public and private projects that use sport as a tool to promote social inclusion. However, there seems to be a lack of consistent evaluations of these initiatives. Thus, the aim of this project is to critically evaluate aims, strategies and outcomes of some selected projects toward social inclusion through sport.

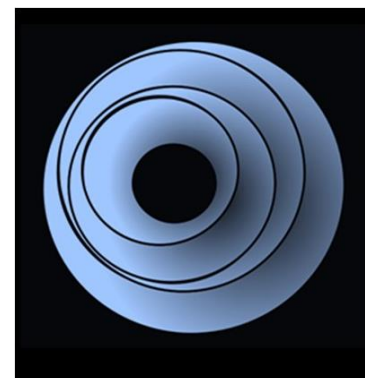
Research Group in Olympic Studies – Rio de Janeiro State University - Brazil

Coordinators: Lamartine DaCosta & Ana Miragaya

Head of PPCEE/UERJ: Nadia Lima

E-mail: ppcee.uerj@gmail.com

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Development and Networking

Olympic Studies (OS) is the name given to the set of studies of academic character that has the Olympic Games and/or the Olympic Movement in their various manifestations as themes, locus or standpoint of analysis of sport phenomena. In international terms today, Olympic Studies are generally carried out in universities and/or in institutions called National Olympic Academy-NOA, which also promote Olympic Education in their countries. When the NOA of Brazil was created in 1989, it chose to focus not only on the development of research teams in universities but also on the organization of national forums, dialogue with national and international centers, and publication of multi-author books. As a result of the application of this model, it is possible to consider that Olympic Studies in Brazil have been developed systematically, regularly and academically. After the first Olympic Studies Research Group in Brazil was founded by Prof. Lamartine DaCosta at Universidade Gama Filho in 1991, others have been developed in other parts of the country. The quantitative data related to the participation of Brazilian professionals in Olympic Forums indicate that approximately 400 professionals have constant interest in Olympic Studies while 130 researchers have continuous production in Olympic Studies in Brazil. According to the Academia Olímpica Brasileira, (Brazilian Olympic Academy), which used an international comparison pattern, Brazilian academic production occupies the fifth position in the world, coming after the United States, the tradition of the German and British Academies, and the recent Australian academy. The objectives of this presentation are then (i) to share a summary of the academic work produced by the Olympic Studies Research Group at former Universidade Gama Filho and its continuation at Universidade do Estado do Rio de Janeiro (UERJ) focusing on the organization of Olympic forums, the dialogue with national and international centers, and the publication of collaborative books and (ii) to introduce perspectives of future projects.



Olympic Studies Research Group

Pontifical Catholic University of Rio Grande do Sul - Brazil

Director: Luciano Castro

Coordinator: Nelson Todt

E-mail: gpeo@pucrs.br

Website: www.pucrs.br/fefid/fefid-olimpica/grupo-de-pesquisa-em-estudos-olimpicos/

The Olympic Studies Research Group (OSRG) of Pontifícia Universidade Católica do Rio Grande do Sul was founded in 2002 and was established as a central research and teaching facility. The OSRGs is composed by a group of researchers, including Dr. Nelson Todt, the Coordinator of the Olympic Studies Research Group and President of the Brazilian Pierre de Coubertin Committee (BPCC), its other staff members are Dr. Luciano Castro, director of the Physical Education and Sports Science Faculty, Dr. Alessandra Scarton, Dr. Cristina Perna, Dr. Paula Puhl and Dr. Ricardo Pereira. Since 2002, it has continuously developed its profile in research and teaching on Olympic Education on a national and international level. The research group mission is to promote the development of research projects focusing on the generation and advancement of knowledge, innovative approaches and intellectual property into Olympic Studies. The OSRG has a combination of PUCRS researchers, undergraduate students, graduated students and invited researchers, all organized around areas of research and each of them having different leadership positions. The OSRG has a book collection and documentation service available to the entire academic community and the public interested in the Olympic Studies. The collection covers different areas of Olympic Studies with books, journals and educational support



materials (CDs and DVDs), thus contributing to the personal, scientific, technical and professional development of students and the community. The OSRG of PUCRS has a strong relation with the Brazilian Pierre de Coubertin Committee in order to disseminate the Olympic Values and the Olympic Education among future teaching professionals and active teachers. The group has an educational initiative that aims to add Olympic Education pedagogic strategies in Sports-for-Development Programmes in Brazil. The objective of this initiative is to present a reflection about Olympic Education as an alternative of sports and leisure public policies in relation to social cohesion. Thus, the partnership with the Brazilian Pierre de Coubertin Committee seeks to provide an educational input to Sports-for-Development Programmes' teachers and monitors, in which they could work with children the Olympic values, in order to constitute an educational project aimed at social cohesion. In order to evaluate the efficacy of Olympic Education in Sports-for-Development Programmes in children and teenagers' educational and citizen formation process, the group created and validated an inventory based on the Olympic Values, the Olympic Values Inventory. This study justify itself by the encouragement of using procedures for evaluating results, through the inventory as a fundamental tool for a full development of programmes based on Olympic Education. The centre counts with national and international partnerships with different institutions, among them: The German Sports University Cologne (GSU); the Kaiserslautern University of Technology (KUT); the Universitat Autònoma de Barcelona (UAB); and the Universidade Federal do Espírito Santo (UFES). The Olympic Studies Research Group at the Pontifícia Universidade Católica do Rio Grande do Sul (PUCRS) in partnership programme with the Arete Olympic Studies Centre at UFES has a project that aims to study the impact of sport as a 'social technology' for social inclusion. In partnership with the KUT the group has a field research to be executed during the Modern Pentathlon competition in Rio 2016 Olympics. This project aims to define the profile of Modern Pentathlon spectators and their involvement with the Cultural Olympiad. Furthermore, the group has two projects with the Olympic Studies Centre of the UAB: (1) "Observatory of Sport and Social Cohesion". The Observatory with a strong multidisciplinary approach, intended as a meeting point and a forum for exchange of the international community, especially Latin American, how many institutions and individuals are interested in the field of sport as a tool for social cohesion; (2) The international image of Brazil through the mega sport events: FIFA World Cup in 2014 and Olympic Games in 2016. The main Project consists of the content analysis of the media and study of the evolution of the international image of Brazil through the mega sport events in the country in 2014 and 2016. The OSRG intends to consolidate and expand its research projects studies in educational, social and cultural aspects of the Olympic Movement, thus contributing to building the cultural legacy of the 2016 Olympic Games.

The International Centre for Olympic Studies - The University of Western Ontario - Canada

Director: Michael Heine

E-mail: mheine@uwo.ca

Website: <http://www.uwo.ca/olympic/index.html>

The Centre

The International Centre for Olympic Studies (ICOS) at the University of Western Ontario was formally established in 1989. Its primary mission is the generation, support and dissemination of academic scholarship focused specifically on the socio-cultural study of the Olympic and paralympic phenomena. ICOS commenced operations in early 1990, focussing initially on the establishing of an infrastructural and archival foundation. As one of two official Research Centre's in the Faculty of Health Sciences, ICOS' facilities are now is located at Western University's Health Sciences Building. ICOS' activities by now extend across several dimensions:

- publication of the Centre's official peer-reviewed scholarly journal, *Olympika*
- organization of biennial International Symposia for Olympic Research, and publication of Symposia *Proceedings*
- organization of several scholarly Lecture Series
- maintenance of archival collections, and administration of an Olympics-related library
- graduate student support and supervision

Olympika. International Journal of Olympic Studies

Published annually since 1992, *Olympika* has now reached volume 24. Each issue contains four to five original academic or scholarly contributions, and several book reviews. *Olympika* also maintains an active schedule of journal article reviews; these are mostly organized and authored by graduate students, providing an opportunity for initial visibility in an internationally recognized scholarly journal. In keeping with ICOS' positive stance on open-access





policies, past issues of *Olympika* can be accessed without restriction in electronic format at the online library of the LA84 Foundation.

ICOS International Symposium for Olympic Research and Symposium Proceedings.

Since 1992, and during each Olympic year, ICOS has hosted the *International Symposium for Olympic Research*. While the Symposium is usually hosted at the University of Western Ontario, joint hosting was shared with the University of New South Wales in Sydney, Australia (2000); with Capital University of Physical Education, Beijing, PRC (2008), and with the Federal University of Espírito Santo, Vitória, Brazil (2016).

Archival Collections and Library Holdings

Supported by Western's Faculty of Health Sciences and the School of Kinesiology, ICOS maintains a Resource Room that holds a reference library of over 4,000 Olympics-related volumes and provides research and study space for students, local and international researchers. The Centre's archival holdings are partly housed at the ICOS Resource Room, partly at Western University's official Archives. Prominent among archival holdings are a microfilm copy of the Avery Brundage Collection; the document and paraphernalia collection donated by Canadian Olympic administrator, James Worrall; the research file collection recently donated by professor emerita (University of Toronto), Helen Jefferson Lenskyj; and a permanent exhibit of donated Olympic paraphernalia—from stamp and coin collections, to pieces of art, and even a victory podium used at the 1984 Los Angeles Olympic Games! (It is presently on long-term loan to the U.S. Olympic Committee.)

Lecture Series

The Centre organizes several Public Lecture Series involving leading scholars from across the world who speak on subjects dealing with Olympic philosophical, historical, and socio-cultural matters. The Lecture Series recognize scholars and administrators who have made significant contributions to Olympic research or the advance of the Olympic and paralympic idea: Greek Olympic educator, Dr. Ioan P. Ioannides; John Howard Crocker, often referred to as one of the founders of the Canadian Olympic movement; and Earle F. Zeigler, whose prolific output spans the areas of sport history, philosophy and management. The more than sixty-five invited speakers have represented the gamut of scholarly knowledge, administrative influence, and political energy; they have ranged from classicists such as Kathleen Coleman and Zahra Newby, to cultural historians such as John J. McAloon; from Olympic critic Andrew Jennings and activist Laura Robinson, to IOC members Carol Anne Letheren and Richard Pound, among many others.

Graduate Student Support and Supervision

Finally, ICOS has become the longstanding home of Olympic-related studies conducted by undergraduate students, as well as theses and dissertations completed by both Master's and Doctorate candidates, both from Canada and abroad. Drawing on historical, philosophical, qualitative, and sociological methods of inquiry, the more than thirty Master's Theses and doctoral dissertations have investigated topics spanning extending from organizational studies of NOC structures, to historical and philosophical investigations. Present graduate projects investigate topics as diverse as the Olympic legacy of U.S. president Gerald R. Ford, and the impact of the Olympic phenomenon on Canadian Aboriginal physical activity practices.



The Centre for Olympic Studies - Beijing Sport University - China

Director: Hai Ren

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The Centre for Olympic Studies of Beijing Sport University was set up 1994, supported by the Chinese Olympic Committee as well as the university. Currently the Centre are mainly working in the following areas:

Teaching

To offer course, Olympic Movement at both undergraduate and graduate levels in the University which contains about ten thousands of students in various categories. The text book used for the undergraduate level is the *Olympic Movement*, edited by this center in collaboration with major physical education institutions across China.

Olympic literature collection

To run a section of Olympic literature in cooperation with the University Library.

International cooperation

Beijing Sport University has various exchange programs signed with its counterpart universities around the world and Olympic subjects are often a part of the programs, which enables the Center to get Olympic scholars in share their research outcomes and explore new idea to the current Olympic issues. Collaborated with Dr. Lamartine Costa & Dr. Ana Miragaya, Brazil, the Center published Olympic Studies Reader vol.I. 2009, and Olympic Studies Reader vol.II. 2016. The Readers have both English and Chinese versions.



Social Service

The Center got involved the educational activities in the Youth Olympic Games 2014 and Beijing's bidding for 2022 Winter Olympics. The Center has involved in research and consulting works in current sport reforms in China, participated in designing National Sport Development Plan (2016~2020) and renewing the National Fitness Program.

Research

There are various studies related to the Olympic issues worked out and the following is the doctoral dissertations worked out in this Center from 2002 up to now.

- 2002 - Dong Jie, The impacts of the Olympic Games on host cities' economy
- 2004 - Wang Jun, Research on the history of Olympic visual images - Ru Xiuying, Research on organizational change and development of the International Olympic Committee - Zhao Changjie, Research on the theory and practice of the Olympic marketing strategy
- 2005 - Sun Baoli, The historical evolution of humanistic values of the Olympic movement
- 2006 - Chen Liji, A study on the developmental conception of the Olympic Movement
- 2007 - Niu Jin, Historical evolution of opening ceremonies of the Olympic Games
- 2008 - Zhang Lei, Olympic education and primary and secondary schools -- Based on the practice of Beijing Olympic education - Wang Runbin, Evolution of nationalism and the development of the Olympic Games
- 2009 - Li Xiangdong, Practical exploration and theoretical research of sports human settlement: a case study of Olympic Garden in Beijing - Gao Xia, Research on the historical evolution of Olympic Village - Zhang Maomao, A study on the development of sport broadcasting in China -- a review Beijing Olympic Games
- 2010 - Guo Zhaoxia, Research on the history evolution of Olympic education - Zhao Haiyan, Research on cultural heritage of 2008 Beijing Olympic Games
- 2011 - Shao Yuhui, Research on the protection and development of intangible cultural heritage of Beijing Olympic Games in 2008 - Yang Yuhua, Developmental research on the Olympic Park based on city design theory
- 2015 - Ho Xinghui, Opening ceremonies of the Olympic Games and cultural identity in visual communication.

Humanistic Olympic Studies Center - Renmin University of China - China

Director: Huling Feng

Deputy Director: Li Shuwang

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"Humanistic Olympics, Green Olympics, Scientific Olympics" are three important concepts of the Beijing Olympic Games. Humanistic Olympic Studies Center at Renmin University of China was established under the direction of Liu Qi, Secretary of Beijing Municipal Committee of CPC and President of BOCOG. It is a research institute which is responsible for studying humanistic Olympic theories and participating in Olympic practices. It has lots of experts and scholars in the fields of philosophy, sociology, cultural studies, journalism, sports, economics, management, information resource management from both home and abroad and young volunteers. The center has become "the most capable assistant and adviser to BOCOG." At present, the main research direction of the center is to study the public participation of the Beijing Winter Olympic Games.

1. Chronicle of events

- October 21, 2000, Humanistic Olympic Studies Center founded
- September 2004, The name "Beijing Humanistic Olympic Studies Center" was awarded by Beijing Planning Office of Philosophy and Social Science and Beijing Municipal Commission of Education
- June 24, 2007, Juan Antonio Samaranch, Honorary President for Life of the International Olympic Committee was invited to attend "International Forum on Beijing Olympic Games" which was organized by the center. He was awarded Honorary Professor of Renmin University of China
- September 30, 2008, the center was awarded "The Beijing Olympic Games and Paralympic Games Eminent Group" by the Central Committee of CPC and the State Council

2. Major activities

- Undertake the project of Olympic Games Impact (OGI) entrusted by IOC and the project of Paralympic Games Impact (PGI) entrusted by IPC
- Undertake around 30 projects entrusted by National Social Science Fund and BOCOG
- Organize International Forum on Beijing Olympic Games from 2003-2008



- Educational training and evaluation of Olympic volunteers, officials and other service staff

3. Research subjects

- Olympic Games Impact(OGI), entrusted by IOC
- Paralympic Games Impact(PGI), entrusted by IPC
- Humanistic Idea, Social Value and National Cultural Image Construction of 2008 Beijing Olympic Games, National Social Science Fund
- Research on Significance of and Experience from the Beijing Olympic Games, National Social Science Fund
- Study on the public participation of the ice and snow sports in the Winter Olympic Games in Beijing.

4. Books

- Feng Huiling et al.: The Humanistic Values of the Beijing Olympics, China Renmin University Press Co., LTD, 2009(Chinese version); McGraw-Hill Companies (English version)
- Wei Na et al.: A Reader of the Beijing Olympics Volunteer, China Renmin University Press Co., LTD, 2005
- Li Shuwang et al.: Appreciation of the Olympic Games and Field Etiquette, China Theatre Press, 2007

5. Important academic results

- Olympic Games Impact(OGI)

Olympic Games Impact(OGI) refers to the general impact of Olympic Games on the host city as well as the host country in terms of society, culture, economy and environment. In 2001, IOC decided to add another part into the final report of the Olympic Games which were normally comprised of three parts-bidding documents and analysis, Olympic ceremonies and introduction to preparation work. The fourth part is to describe the impact of the Olympic Games on the host city as well as the host country in the areas of environment, society and culture, and economy. In September 2001, the first OGI project in the history of Olympic Games was initiated. Professor Zou Ji was named as chief expert. In June 2003, by means of bid, Renmin University of China was chosen by BOCOG as the leading execution organization of OGI project. The research group did consecutive surveys and studies on 171 indexes within 8 years, and based on that it finished Research Report on the Impact of 2008 Beijing Olympic Games. The report introduced detailed information of the Beijing Olympic Games and it is China Chapter in the history of international Olympic Games.

- Paralympic Games Impact(PGI)

In 2007, with the advocacy and support of IOC and IPC, BOCOG, China Disabled Persons' Federation and Renmin University of China launched "Paralympic Games Impact"(PGI) project.

PGI project is of exploration meaning. It described and illustrated seven indexes which were proposed by IOC and IPC with first-hand materials collected by means of survey. It particularly evaluated the impact of preparation and host of Paralympics on disabled people in China.

6. The suggestions adopted by BOCOG

- Conceptual explanation of "Humanistic Olympic"
- Proposal for the Beijing Olympic Games' training plan
- Proposal for improving Beijing citizens' behavior
- Proposal for the Beijing Olympic Games' communication strategy
- Proposal for the Beijing Olympic Games' field etiquette

Scholars

Professor Feng Huiling: Vice President of Renmin University of China, Director of Humanistic Olympic Studies Center. Research areas: information management, higher education, Olympic culture

Professor Wei Na: Deputy Director of Humanistic Olympic Studies Center, Professor at School of Public Administration and Policy. Research areas: public administration, volunteer organization and volunteer service of the Olympic Games, Olympic culture.

Professor Zhong Xin: Member of OGI project, Professor at School of Journalism and Communication. Expert reviewer of International Journal of Sports Communication. Eminent official of IBC operation team and eminent staff of BOCOG 2008.

Professor Li Shuwang: Deputy Director of Humanistic Olympic Studies Center, Deputy Director of Sports Department at Renmin University of China.

Research areas: sports sociology, Olympic culture.



Located in the main campus of Nantong University, Jiangsu. The center has been in the charge of Professor CHANG Sheng and Professor LIU Jun, having a staff of 37 people, including 7 professors, 20 associate professors, 9 doctors and 17 master tutors.

Research direction:

- (1) Olympic Education
- (2) Chinese sports ideology and culture;
- (3) theory and practice of physical education;
- (4) theory and method of school physical education;
- (5) the martial arts and the national traditional sports culture;
- (6) human sports science.

Sports Science College of Nantong University, as the supporting institute of the center, possesses 1 master degree authorization point of physical education and training, 2 undergraduate majors of physical education and Social Sports. The college has a staff of 106 people, including 8 professors, 56 associate professors, 10 PhDs, 2 PhD candidates and 51 masters. Many of the teachers have won the fifth place in Olympic Games, the champion of World University Games, the champion of the National Games, the world-class athletes or the national-class athletes. And some of the teachers had umpired in the Olympic Games, the Asian Games, World University Games and other major international competitions. In 2012, a paper by Professor Chang Sheng was selected to the 30th Olympic Games Science Conference held in London and he participated communication of the conference, and in 2013 he was invited to attend the first exhibition ceremony of the Samaranch Memorial Hall. Regarding undergraduate teaching, we offer the Olympic course. We infiltrate the research on Olympic movement into the graduate education, regularly held forum for graduate students, discussing issues of the Olympic movement. Teachers of our college published a lot of academic papers about the Olympic Games, such as "Thought on Olympic insurance development in China" by Huang Gui, "Rational thinking on Taijiquan development on the post Olympic era" by Lu Lanfeng, "Research on the relationship between the Olympic movement and Regional Culture" by Huang Gui, "Research on countermeasure of Chinese Olympic Games Insurance Development" by Huang Gui, "On commercialization of the Olympic Movement" by Wu Jian, "the motivation of commercialization of Olympic movement development" by Wu Jian, "The cornerstone of the modern Olympic movement development" by Jiang Jianhua, "Relation between sports development strategy and the Olympic Strategy" by Yan Meiping, "Analysis on the Chinese men's basketball game in the 27th Olympic Games" by Li Xinjian. In 2003, approved by the Jiangsu Provincial Department of Education, Nantong University recruited the first batch of five high-level athletes. In 2010, approved by the Ministry of Education, Nantong University was qualified to recruit athletics and fencing high-level athletes nationwide. Each year, students in the high-level sports teams of fencing track and field took part in many events at home and abroad such as World University Games, National Collegiate Fencing Championships, Jiangsu Province Track and field championship of college students, Jiangsu Province Track and field championship tournament events and obtained excellent results. Other school sports teams participated in events like University Taekwondo Championship of Jiangsu Province, international Taijiquan exchange competition in Jiaozuo China, Jiangsu Province, physical- education-major colleges and universities campus football league competition and The National College handball championships and also obtained excellent results. Xue Juan, a graduate of our college, had broken the world young women's Javelin record in 2004 and 2008, and was selected into Chinese delegation to attend the 28th Olympic Games and the 29th Beijing Olympic Games. The center has a professional laboratory, including sports human science experiments and testing center, physiological laboratory, biochemical laboratory, physical education teaching psychology laboratory and sports psychology laboratory. In past five years, the center obtained 2 national-level projects, 10 provincial-level projects, 53 municipal-level projects, 5 horizontal topic subjects, with which the total funds reached more than 140 million yuan. The center staff issued more than 390 papers, including 141 papers CSSCI (embracing extended ones), 6 academic monographs. And they won 2 provincial and ministerial level scientific research awards, 4 city departmental level research awards.



Oceania Sport Information Centre (OSIC) – Fiji

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The Oceania Sport Information Centre was established in 1997, as a joint project of the International Olympic Committee (IOC), Oceania National Olympic Committee (ONOC), the Australian Sport Commission, UNESCO and the University of the South Pacific (USP). OSIC is the only Regional Sport Information Centre in the world that has been receiving special funding from the International Olympic Committee (IOC) through its Olympic Solidarity Program.

OSIC provides services to a wide range of clients most of whom are members of ONOC. This includes, Guam, Papua New Guinea, Nauru, Samoa, American Samoa, Tonga, Vanuatu, Fiji, Republic of Marshall Islands, Federated States of Micronesia, Tuvalu, Solomon Islands, Cook Islands, plus other members of USP. Members of the general public and other educational institutions can also use our service upon special arrangements. Much of OSIC's work is supporting the National Olympic Committees in the Oceania region.

Zentrum für Olympische Studien
Olympic Studies Centre
Centre d'Etudes Olympiques



Welcome at the
Olympic Studies Centre at the
German Sport University

Olympic Studies Centre Cologne – German Sport University – Germany

Academic and Managing Director: Stephan Wassong

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The Olympic Studies Centre (OSC) at the German Sport University Cologne (GSU) was founded in 2005 and was established as a central research and teaching facility. The OSC Cologne's structure contains four pillars, serving as an Olympic Research Centre, Olympic Teaching Centre and Olympic Consulting Centre as well as incorporating the Carl and Liselott Diem-Archive (CuLDA). Since 2005, it has continuously developed its profile in research and teaching on both a

national and international level. Prof. Dr. Stephan Wassong is the Director of the OSC Cologne. The other staff members include, Dr. Ansgar Molzberger, Dr. Jörg Krieger and Caroline Meier. On the teaching level, staff members of the OSC Cologne contribute intensively to the regular Bachelor, Physical Education and Master programs at the GSU. The OSC Cologne has also played a leading role in the installation of the new full-time degree program M.A. International Sport Development and Policy, which will run at the GSU from the winter term 2016/17. Staff members of the OSC Cologne will also be responsible for the teaching in various modules within the program. Moreover, the OSC Cologne is running the international part-time program M.A. Olympic Studies, which is officially supported by the International Olympic Committee (IOC). The advanced studies program implements a high-level, interdisciplinary curriculum in Olympic Studies aimed at fostering the links between the academic and the Olympic world. The OSC is the main operational institution of the program and is responsible for all of the course's organizational and overall academic elements. In the delivery of the teaching modules, it cooperates with several Olympic Studies Centres worldwide, such as Loughborough University (United Kingdom), Autonomous University of Barcelona (Spain), the International Olympic Academy (IOA) (Greece) and the University of Canterbury (New Zealand). Various research projects, which also have a high emphasis on national and international collaboration, are conducted at the OSC Cologne. First, staff members of the OSC Cologne coordinate the archive project of the GSU, which aims to professionalize the archival strategies of various institutions within the GSU that have historically grown collections. Currently, the focus lies on the creation of a pictorial four-volume book series on the archival material of the GSU. Second, research at the OSC Cologne explores the strategies that led to the establishment of the Sport For All Movement on the national and international level. The research focus is on the analysis of the personal and institutional networks that took hold to contribute to the promotion of sport for all in Germany and the recreation movement in the USA from the end of the 1920s onwards. Third, work is being conducted to investigate the emergence of sport and physical education within the program of the UNESCO. Whereby, the questions of when and how sport was introduced into the UNESCO program are to be answered. In this endeavor, key players and leading organizations in this process are examined, while a special focus is on the role of the IOC and its relationship to the UNESCO in the 1950s and 1960s. Fourth, a research project is examining the evolution of scientific knowledge within an international anti-doping community that coalesced during the second half of the twentieth century. It outlines the technical developments in anti-doping, the accreditation of official anti-doping laboratories and the contributions of individual scientists to the international fight against doping. Fifth, various already concluded projects dealt with



research and publication of multi-layered aspects of the Olympic Movement. In 2013, the OSC Cologne co-edited the book *Olympics. Past and Present* in collaboration with the Olympic Museum in Doha. In 2014, the academic program of the symposium “Pierre de Coubertin and the Future”, held at The Olympic Museum in Lausanne, was developed at the OSC Cologne in collaboration with the Comité International Pierre de Coubertin (CIPC). In January 2016, the identically named Congress publication was printed. Furthermore, in 2016, a special issue on “Olympic Perspectives” was published in the *International Journal of the History of Sport* together with the GSU’s partner universities from the University of Western Ontario (London, Canada) and Victoria University (Melbourne, Australia). Finally, the OSC Cologne has in recent years extended its activities by signing an international cooperation agreement with the University of Johannesburg. With the OSC Cologne acting as a consulting institution, this agreement aimed for the establishment of the first OSC within the African continent. In December 2015, the two institutions jointly organized an international Conference at the University of Johannesburg and published the edited collection *Historical and Contemporary Issues in Olympic Studies*. From 2016 onwards, the cooperation aims to publish an academic journal on Olympic Studies in order create a forum for academic exchange on Olympic Studies.



**The Israeli Center
for Olympic Studies**

**The Israeli Center for Olympic Studies – The Academy College at Wingate -
Israel**

Chairman: Efraim (Ziggy) Zinger
Website: <http://osc.wincol.ac.il/>

"Olympism seeks to create a way of life based on the joy found in effort, the educational value of a good example and respect for universal fundamental

ethical principles" - Pierre de Coubertin.

The Center for Olympic Studies, established by the Academic College at Wingate and the Israel Olympic Committee, is one of the 40 academic centers around the world identified by the IOC Olympic Studies Centre as being active in the promotion of Olympic studies.

The idea of creating the IOC Olympic Studies Centre can be traced back to the reviver of the Modern Olympic Games, Baron Pierre de Coubertin, who wrote: **“I have not been able to carry out to the end what I wanted to perfect. I believe that a center of Olympic studies would aid the preservation and progress of my work more than anything else.”** To aid the progress of Coubertin’s work, the aim of the IOC Olympic Studies Centre is to share Olympic knowledge through providing information, giving access to its unique collections, enabling research, and stimulating intellectual exchange. The idea underlying the establishment of the Olympic Studies Center in Israel is to combine scientific research and teaching at the Academic College at Wingate – a renowned academic center in Israel that engages in research, development and teaching of Physical Education and sport in Israel. The College is working in cooperation with the Israel Olympic Committee, the roof organization of sport in Israel, which operates under the Olympic Convention of the International Olympic Committee. Members include all the Olympic sport federations and associations, sport centers, Olympic sport teams and public figures. The executive committee works to disseminate Olympic ideals in the country, in cooperation with the Ministry of Culture and Sport, the Ministry of Education, the local authorities and other voluntary organizations in Israel. The Center for Olympic Studies at the Academic College at Wingate will serve as a leading institution for studies, research and dissemination of Olympic ideals in Israel.

Its objectives are:

- To promote research about the Olympic Games, the Olympic Movement, Olympic Sports and Olympism.
- To heighten awareness in the academic community and in the sports community at large about the Olympics, though international conferences, study days, academic publications and courses on Olympic topics.
- To cooperate with Centers for Olympic Studies around the world, and especially with the Center of the International Olympic Committee in Lausanne, Switzerland.
- To provide academic and professional information to decision makers and the public at large on relevant issues on the agenda of the Israeli public.

Efraim (Ziggy) Zinger – Chairman, Center for Olympic Studies

Dr. Haim Kaufman – Head, Center for Olympic Studies

Hilla Davidov – Olympism Project Manager, the Olympic Committee of Israel

Yarden Har Lev – Coordinator of the Center for Olympic Studies

Prof. Rony Lidor – President, the Academic College at Wingate

Gilad (Gili) Lustig – CEO, the Olympic Committee of Israel



Steering Committee Members:

Efraim (Ziggy) Zinger (Chairman); Dr. Moran Barak; Ilan Ben-Dror; Yoav Bruck; Uzi Dan; Hilla Davidov; Noam Gershony; Dr. Shlomit Guy; Dr. Haggai Harif; Yarden Har Lev; Alon Hochdorf; Dr. Haim Kaufman; Dr. Leonid Kaufman; Prof. Rony Lidor; Gilad (Gili) Lustig; Rogel Nahum; Miri Nevo; Barak Palatchi; Andy Ram; Esther Roth-Shahamorov; Moran Samuel; Orna Shai; Rahel Vigdorichik.

Olympics and Mega-Events Research Observatory (OMERO) –

University of Turin - Italy

Presidente: Piervincenzo Bondonio

Director: Egidio Dansero

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Website: www.omero.unito.it



1. History

The Olympics and Mega-Events Research Observatory (OMERO) is a research Centre of the University of Turin (UNITO). It was founded in 2003 and was re-established under new rules in 2012 as an interdepartmental research Centre, with the confluence of scholars of three Departments of UNITO, namely the Department of Cultures, Politics and Society (DCPS), the Department of Economics and Statistics “Cognetti de Martiis” (DESt), and the Interuniversity Department of Regional and Urban Studies and Planning (DIST).

2. Mission

The main original purposes of OMERO are planning and doing research, organizing symposia and seminars on Torino 2006, the XX Olympic Winter Games in their social, political and economic impacts. In doing so OMERO, by its very beginning, established and consolidated links with IOC and with existing Olympic Study centres in the international arena. Since some five years OMERO widened its research interests in the fields of event-induced local development, geography and sociology of sports, and tourism in its many aspects.

3. Initiatives and Partnerships

The activities of OMERO are best described through the main projects and partnerships realized so far:

- Some annual surveys (2002-2006) on attitudes of Turin' and Olympic Valleys' inhabitants about forecoming XX OWGs, realized on behalf of the City and the Provincial Administration
- Three international Symposia held in Turin: 1) “How a city can win or lose its Olympic Games” (May 2001, with the financial support of Torino Incontra, the meeting centre of the local Chamber of Commerce); 2) “Torino 2006, craving for Olympics. Questions and answers on the Games and their heritage” (February 24, 2005), in cooperation with local governments (Region, Province and City) and the association Torino Internazionale (at the time charged with the writing of the first strategic plan of the city of Turin): among foreign attendees were some well known international Olympic scholars like Richard Cashman (ACOS, Sydney), Jean Loup Chappelet (IDHEAP, Lausanne), Harry Hiller (University of Calgary), Holger Preuss (Johannes Gutenberg-Universität, Mainz); 3) “Torino 2006 – XX. Olympic Winter Games Symposium” (February 9, 2006), jointly organized with the Olympia Team (Mainz Universität).
- An analysis on the effects of Olympic Games realized for the Regional Tourism Observatory of the Piedmont Region
- “Culture and tourism as an effect of Olympic Games” (research realized on behalf of Torino Incontra, 2007) (anno?)
- “Turin, City of the Alps”, a research realized for TOROC (anno?)2008-2009
- “Culture and tourism as an effect of Olympic Games” (research realized on behalf of Torino Incontra, anno?)
- “Torino 2006 Winter Olympic Games. An Intangible to Tangible Legacy Case Study” prepared for IOC (2008)
- A Research funded by the Turin Savings Bank Foundation on the transformations of Olympic territories after the Games (2009)
- A research on the management of material Olympic heritages in Turin and in the Olympic valleys in the years 2007 and 2008 (on behalf of TOP, Torino Olympic Park, 2009)
- A research project on “Turin: Events, Tourism, Culture, and Economy”, funded by Torino Incontra (2009-2010), with 4 topics: 1) Tourists in Turin: problems, expectations and evaluations; 2) Turin, “new” city of culture and art, in comparison with other Italian cities; 3) Turin and the Alps: events and tourism; 4) meeting tourism in Turin.
- Surveys on “Tourists’ fruition, expenditure, and Customer satisfaction in Piedmont”, in the years 2007-2009, 2010 and 2011, funded by and in cooperation with Sviluppo Piemonte Turismo.
- A Research Project “Gran Torino”, with the financial sponsorship of Torino Incontra (2011-2012).



- A Research Project “Torino 2015. European Capital of sport”, on behalf of the City of Torino (2014-2015), with 2 Research reports on local policies for the sport, new city’ sport practices, mapping the sports in the city and economic impact of some 80 events of the rich program of Torino 2015.

The outcomes of the above mentioned activities are witnessed by 75 books (in Italian) edited, in turn, by OMERO’s tenured scholars (Luigi Bobbio, Piervincenzo Bondonio, Egidio Dansero, Chito Guala, Alfredo Mela, Sergio Scamuzzi, and Anna Segre), with essays of dozens of contributors, from Italy and abroad, and by about one hundred of papers, published by OMERO’s affiliates on books and journals in Italian, English, or French, and, Portuguese.



Centre for Olympic Research and Education (CORE) - University of Tsukuba - Japan

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University of Tsukuba has been entrusted with a national research project for the Olympic and Paralympic movement on behalf of the Japan Sports Agency from June 2015. The Center for Olympic Research and Education, has served as the base of operations for this project, working together with Kyoto, Fukuoka, and Miyagi Prefectures to research and study effective methods of promoting the Olympic and Paralympic Movement.

We have established three research tasks concerning this project:

1. Designing methods to disseminate nationwide awareness of the Olympics and Paralympics
2. Designing effective methods of Olympic and Paralympic education in accordance with each educational level
3. Designing effective training methods of Olympic and Paralympic education for teachers

For Research Task 1, we assembled Olympic and Paralympic Movement Promotion Consortiums in each prefecture. The consortium consists of representatives involved in prefectural government, education, media, business enterprise, and sports teams, to exchange ideas on methods and steps to promote the Olympic and Paralympic Movement. Also, as a result of their efforts, public forums were held in each prefecture, where the development of the Olympic and Paralympic Movement was discussed. For Research Task 2, we cooperated with each local government of education to establish Olympic and Paralympic Movement Promotional Schools in 71 schools across Kyoto, Fukuoka and Miyagi prefectures to practice the education. The information and problems were summarized in order to create a plan for an Olympic and Paralympic educational model. In the case of performing this project, the following five educational and promotional themes were set up for the activities in each Promotional School:

- To promote the educational values of Olympism
- To train volunteers who embody Japan's spirit of hospitality ‘OMOTENASHI’ for the 2020 Tokyo Olympic & Paralympic Games
- To raise awareness about the Paralympics and sports for people with a disability.
- To raise awareness of Japanese culture and distinct regional cultures, as well as advance intercultural and international understanding through sports
- To spread the enjoyment of sports

For Research Task 3, we held special courses in each prefecture for Promotional School teachers before and after our educational activities: Olympic and Paralympic Movement Promotional School Seminars and Olympic and Paralympic Educational Workshops. At the Promotional School Seminars, which served as advanced training for teachers, the practices of Olympic and Paralympic education both in Japan and abroad were explained, with a focus on introducing examples of lessons from Laboratory schools, University of Tsukuba. The follow-up workshops held group discussions aimed at exchanging information regarding activity content and subject matter at each Promotional School. Through these activities based on CORE research results, we gained useful, empirical knowledge on how to capitalize on the opportunity of the 2020 Tokyo Olympic and Paralympic Games to promote the Olympic and Paralympic Movement. Based on the results of this research project, we are going to develop our research and study activities very seriously, in order to spread the Olympic and Paralympic Movement across Japan. Specifically, we will focus on the construction of Olympic and Paralympic education in schools in cooperation with the Japan Sport Agency, Tokyo Organising Committee of the Olympic and Paralympic Games and the Tokyo Metropolitan Board of Education.



The Netherlands Olympic Study Network – Mulier Institute - Netherlands

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**THE
NETHERLANDS
OLYMPIC
STUDY
NETWORK**

The network is an initiative of the Mulier Institute and was founded in 2014. The network aspect in the name of the organisation refers to the intention to increase further cooperation with Dutch universities, the NOC and the NOA. The aim of the network is to coordinate this network and to be an active member of it. Four types of activities can be distinguished:

- To organise the network;
- To undertake and stimulate academic research into the Olympic and Paralympic Games, Olympism and the Olympic movement;
- To add to the dissemination of this knowledge through the setting up of a website (www.olympicstudynetwork.nl/), newsletters, seminars and conferences;
- To add to projects raising more interest in the Olympic and Paralympic Games, Olympism and the Olympic movement in The Netherlands.

The emphasis is on social-scientific aspects of the Games (socio-cultural, historic, economic, spatial, media). An independence of judgement forms the basis of the activities. Members of the steering committee are professor Koen Breedveld (Radboud University Nijmegen), Herbert Wolff (International Relations & Olympic Knowledge NOC*NSF), Nelleke Penninx (Senior Urban Planner, Physical Planning Department, City of Amsterdam). Paul Hover (Mulier Institute) is coordinator of the network.

Research

Consistently during its existence, the Mulier Institute has been involved in research projects on the meaning and effects of both major and small scale sports events. The last couple of years, this interest has grown considerably. A selection of our projects:

- Creating social impact from sport events (2016);
- Integrity and sport events (2016);
- Economic and social impact of the Start of the Tour de France (2015);
- Economic and social impact of the World Championships Hockey (2014);
- Meta-evaluation sport events in The Netherlands (2014);
- Economic and social impact of the European Youth Olympic Festival (2013);
- Meta-analysis of the Olympic and Paralympic Games 2012 (2013).
- Economic and social impact of the UCI Road World Championships Cycling (2012);
- Research-program 'measuring intangible effects of sport events' II (2013-2014);
- Research-program 'measuring intangible effects of sport events' I (2011-2012);
- Research program into the relationship between sport achievements and national pride (2007-2010);
- Research-projects for the Dutch Olympic Plan 2028 (2007-2009);
- Surveys into the support of the Dutch population for hosting the Olympic and Paralympic Games in the Netherlands (2008-2014);
- Development of guidelines for measuring effects of events on social impact, health and sustainability (2013).

Congresses

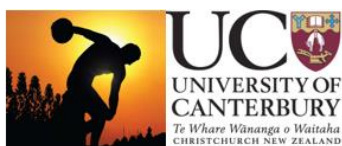
Every year researchers of the Mulier Institute present their papers during scientific congresses, including the annual conferences of EASM, ECSS and ICSSPE. We presented at the first International Colloquium of Olympic Studies & Research Centres at Loughborough University in 2012 as well. The institute organises seminars and congresses too. The Mulier Institute organised the European Association for Sociology of Sport (EASS) congress in 2014 and the World Congress of Sociology of Sport in 2009 (ISSA). Moreover, international seminars about the Olympics were organised. This concerns the seminar 'Intangible benefits of sports events' in 2013 (with professor John Horne and professor Marijke Taks) and 'The future of the Olympic and Paralympic Games' in 2015 (with Eli Grimsby, CEO Oslo2022 and Norbert Schütte, researcher Johannes Gutenberg University Mainz).

About the Mulier Institute

In 2002, Dutch sport researchers and sport scientists joined forces in the Mulier Institute, Centre for Research on Sports in Society.¹ The mission of the institute is to stimulate the coordination, synchronization and cooperation of fundamental and policy based scientific sports research in the Netherlands. The main tasks of the institute are the



monitoring of developments in sports, to comprehend and explain current (policy) issues and to communicate and discuss knowledge on sports and society. Several comprehensive research projects of the Mulier Institute are financed by The Netherlands Organisation for Scientific Research (NWO), the national research council in the Netherlands. The Mulier Institute has a staff of little than less 20 fte. Koen Breedveld is one of the directors of the institute. Besides from being the director he is professor of sport sociology and sport policy at the Radboud University Nijmegen. The institute is named after W.J.H. (Pim) Mulier (1865-1954), who may be regarded as the patriarch of Dutch organized sport. He was (partly) responsible for the foundation of the Dutch Football Association (KNVB), the Dutch Athletics Union (KNAU) and the International Ice-Skating Union (ISU) and was also one of the initiators of several major sporting events, such as the Eleven Cities ice-skating marathon and the International Nijmegen Four Day Marches.



New Zealand Centre for Olympic Studies
Putahi Akoranga Orimipia o Aotearoa

**New Zealand Centre for Olympic Studies – Putahi Akoranga Orimipia o
Aotearoa University of Canterbury – New Zealand**

Director: Ian Culpan

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Website: www.olympicstudies.canterbury.ac.nz/

Aims/objectives New Zealand Centre for Olympic Studies (NZCOS)

To foster the critical understanding of Olympism and the Olympic Movement, particularly as this understanding may contribute to the enrichment of the human experience through research teaching and dissemination.

Summary of selected research activities:

Research projects:

- Through Ian Culpan, the NZCOS has collaborated with Professor Roland Naul (Germany) and Adjunct Professor Deanna Binder (Canada) to negotiate a book publishing contract with Routledge to edit and international review of Olympic Education.
- The NZCOS (Ian Culpan and Susie Stevens – PhD student) and the New Zealand Olympic Committee have collaborated on a research project that determined *the knowledge and understanding physical education graduating student have of Olympism and Olympism education*. This project is funded by the New Zealand Olympic Committee.
- A NZCOS researcher is involved with a project with the Global Forum for Physical Education Pedagogy.
- Thesis completion: McCone, A. (2016). *New Zealand physical education teacher's knowledge and teaching of Olympism*. Master's thesis University of Canterbury.
- Thesis completion: Stevens, S. (2012). *Olympism practised through sport: An insight from youth*. Master's thesis University of Canterbury.
- Thesis completion: Nanayakkara, S. (2012). *Olympism in practice: An evaluation of the effectiveness of an Olympism education programme to resolve conflicts between primary school students in Sri Lanka*. PhD thesis University of Canterbury.

Attending and Presenting at International conferences and congresses.

- **Keynote address** Culpan, I. (2015) *Olympism education and pedagogy: A critical repositioning (Keynote Address)*. University of Johannesburg: South Africa.: Historical and contemporary issues in Olympic studies, 30 November-2nd December 2015.
- **Invited VIP address** Culpan, I. (2015) *Physical activity and healthcare: Capturing the potential or creating the problem. Invited VIP speaker*. National Taiwan University: Taipei: Taiwan. 6th International Conference on Nutrition and Physical Activity (NAPA), 21-25 October 2015.
- **Invited VIP address** to Culpan, I. (2015) *Sport and the political economy: Considerations for enhancing the human condition*. Delhi: India: 7th Asia Pacific Conference on Exercise and Sport Science. 14-16 October 2015. (Regrettably due to Visa difficulties I did not attend this congress).
- **Presenter** Culpan, I., & Meier, C. (2016): *Sport and the political economy: considerations for enhancing the human condition*. 16th International Conference on Sports: Economy, Management, Marketing and Social Aspects. Athens Institute for Education and Research May9-12. Athens.

Recent Publications (2015/16)

- **Culpan, I. (2015)** *Olympism education and pedagogy: A critical repositioning*. Johannesburg, South Africa: International Conference on Historical and Contemporary Issues in Olympic Studies, 30 Nov-2 Dec 2015. In Cora



Burnett, Stephan Wassong, Kobus Roux and Jorg Krieger, *Historical & Contemporary Issues in Olympic Studies*, University of Johannesburg. 18-35.

- **Culpan, I. and Stevens, S. (2015)** *Research Report: What Graduating Teachers [primary and secondary Physical Education (PE)] know and understand about Olympism and the Olympic Values*. Commissioned by New Zealand Olympic Committee, Auckland New Zealand.
- **Culpan, I. (2016)**. Olympism, Olympic education, and learning legacies. A Book Review. *Sport in Society Cultures, Commerce, Media Politics* 19(2): pp289-291. <http://dx.doi.org/10.1080/17430437.2015.1067769>.
- **Culpan, I., & Meier, C. (2016)**. Sport and the political economy: Considerations for enhancing the human condition. *Athens Journal of Sports: Athens Institute of Education Research on line* <http://www.athensjournals.gr/ajspo/forthcoming>

Other Initiatives

- International post-graduate teaching – German Sport University of Cologne (MA Olympic Studies) in Olympia Greece.
- Endorsement of the Global Forum for Physical Education Pedagogy.
- President of de la Federation of International D'Education Physique: FIEP (Oceania) International.
- Invited international judge for the Society of Sport Sociology to adjudicate on awarding the international price for excellence for young scholars.

Supervisions

- 17 Honours Students
- 2 Masters Students;
- 2 PhD students

International Scholar Collaborations

- Emeritus Professor Sheila Wigmore: Sheffield Hallam University UK.
- Professor Ludmila Fialova: Charles University Czech Republic.
- Professor Stephan Wassong: Director of the Olympic Studies Centre: German Sports University of Cologne.
- Professor Roland Naul: Institut für Sportwissenschaft Horstmarer Landweg University of Munster, Germany.
- Dr Ann Christin Sollerhead: Kristianstad University Sweden.
- Adjunct Professor Deanna L Binder: Institute for Values-Based Leadership, School of Leadership Studies: Doctoral Program, Faculty of Applied and Social Sciences, Royal Road University, Victoria, Canada.
- Professor Cora Burnett: South African Centre for Olympic Studies: University of Johannesburg: South Africa.
- Professor Kostas Georgiadis: University of Peloponnese and Director of the International Olympic Academy: Olympia, Greece.

Russian International Olympic University - Russia

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**RUSSIAN INTERNATIONAL
OLYMPIC UNIVERSITY**



The Autonomous Non-Profit Organisation "Russian International Olympic University" (RIOU) was established on 21 October 2009 under the Memorandum of Understanding between the International Olympic Committee (IOC), the Sochi 2014 Organising Committee and the Russian Olympic Committee, and under a decree of the Russian Federation. The founders of the University are the Ministry of Sport of the Russian Federation, the Russian Olympic Committee (ROC) and Interros private investment company.

Mission

- To create a next generation university - the very best in the sphere of sports and Olympic education
- To prepare leaders for the Russian and worldwide sport industry
- To build modern research facilities for the Olympic Movement and Russian sport
- To keep and develop the Olympic legacy of the Sochi 2014 Olympic Games.

Staging a series of major international competitions in Russia, firstly the Sochi 2014 Olympic and Paralympic Winter Games, has revealed a great demand for a new generation of sports managers. The Russian International Olympic University has become a key institution in preparing professionals who will not only take part in organizing the most innovative Olympic and Paralympic Winter Games, but also to provide effective management of the sports industry nationally and internationally. RIOU is the world's first university dedicated to sport business education, offering unique programs infused with Olympic values and experiences. RIOU's activities concentrate on training specialists in



sports management for the Russian and international sports industry, and the Olympic and Paralympic Movements. The university's main educational product is a one-year Master of Sport Administration (MSA) course. RIOU also runs a wide range of short-term programs: career enhancement courses for retired athletes and sport officials from Russia's regional authorities, as well as seminars on Paralympic sports, barrier free environment and Olympic hospitality. RIOU's campus can accommodate up to 500 students at any one time. Among RIOU's professors are renowned Russian and international experts in sports management from Europe, Australia and North America. At the moment, RIOU is conducting the following researches aimed at establishing effective ways for promotion of Olympism and development of sports industry:

- 1) Leveraging the Olympic Games for building sport organisations' capacity. RIOU and Brunel University (UK), research team, have implemented the project jointly. The results were presented in London, at a conference in Brunel University and at the largest European conference in the field of sport management - EASM (Dublin, Ireland). Currently it is agreed with the IOC about the part of the grant, which is awarded for the translation of scientific report describing the results of the study into Russian and its dissemination amongst Russian sporting federations, ROC, other sporting entities.
- 2) The Past and the Present of the Olympics. In 2016, the research will be finalized and published in a form of collective monograph "the Olympic Games: history and modernity".
- 3) Sports and Olympic law: development of scientific and methodical bases. The expected result - development of the monograph "Sports law of the Russian Federation" – will be achieved in 2017.
- 4) Applied research on the creation of effective methods of work in sport industry. The expected result is a series of scientific articles that will be published by "Herald of the Russian International Olympic University", "Sports law", "Sports: Economics, law, management" and other selected magazines.
- 5) Scientific-practical exchange on issues of sustainable development of cities-capitals of the Olympic Games. Expected result (will be achieved by the end of 2017): organization of the conference and development of recommendations on sustainable development of cities-capitals of the Olympic Games.
- 6) Implementation of a pilot project "the Legal Environment of the Olympic legacy". The project will be launched in 2016.
- 7) Continuous monitoring on the use of Sochi 2014 Olympic legacy. Expected result: scientific and statistical database.
- 8) Implementation of dissertation research on the topic of the Olympic legacy and scientific exchange (in the framework of the agreement with the European Commission and the University of Patras (Greece) on the implementation of scientific-educational project "Higher Education Student and Staff Mobility".
- 9) Methodological study "Methodology and methodology research in the sports industry". Expected result – the manual – will be achieved by the end of 2016.

To support the researches two institutions will be established as structural branches of the RIOU:

- I. RIOU Center for Sochi 2014 Legacy: working group, consisted of RIOU and Sochi city Administration researchers, Olympic venues representatives was created. The first pilot project to gather information on the functioning of Olympic facilities in Sochi in the post-Olympic period is conducting at the moment. The first report was presented to the IOC in December 2015.
- II. RIOU Sports Law Center. The main objective is transformation of RIOU into an internationally recognized center specializing in research in the fields of sports and Olympic law.

Olympic Studies Centre - University of Johannesburg (UJOSC) – South Africa

Director: Cora Burnett

Charl J. Roux

E-mail: corab@uj.ac.za

Website: www.uj.ac.za/faculties/health/Sport-and-Movement-Studies/osc/Pages/default.aspx



After visits and consultations with colleagues at the IOC Olympic Studies Centre Lausanne Switzerland, the Olympic Studies Centre at the German Sport University in Cologne and the Olympic Studies Centre in Autonomous University of Barcelona, the Olympic Studies Centre of Johannesburg (UJOSC) established was in 2014. The UJOSC is situated in the Department of Sport and Movement Studies in the Faculty of Health Sciences and is currently the newest member of the global Olympic Studies Centers family and the only center on the African continent. The aim of this UJOSC is to deliver on three main domains namely, research, education and training, networking and a resource facility. Both, Prof Cora Burnett and Prof Charl J. Roux, are currently enrolled for the Master of Arts Olympic Studies and will DV complete their studies in 2017. The UJOSC



appointed Prof Stephan Wassong and his colleagues from the Olympic Studies Centre at the German Sport University in Cologne as consultants in establishing the UJOSC. In collaboration and with their guidance the following events were successfully presented. An Olympic Studies workshop was conducted in Johannesburg from the 27th to 29th May 2015. Dr Jörg Krieger and Ms Caroline Meier from the German Sport University were the key presenters and invited speakers from different countries who already have implemented Olympic Education and/or Life Skills programmes also shared their knowledge and expertise. This workshop was well attended by representatives from Higher Education Institutions, Sport and Recreation South Africa, Department of Basic Education, NGO's and UNICEF South Africa. From the 30th November to the 2nd December 2015 an international conference was also held in Johannesburg, with the theme: "Historical and contemporary issues in Olympic studies". Dr Sam Ramsamy, the South African IOC Member and Patron of the UJOSC with Ms Nuria Puig (IOC Olympic Studies Centre and the Olympic Studies Academic Community) addressed the delegates during the opening ceremony. During the following sub-themes invited key note and guest speakers shared their valuable knowledge, which was well received by all delegates.

1. Olympic Education, Values and Culture

- a. Prof Ian Culpan (University of Canterbury)
- b. Prof Kostas Geordiadis (International Olympic Academy)
- c. Prof Stephan Wassong (German Sport University)
- d. Prof Nelson Schneider Todt (Pontificia Universidade Católica do Rio Grande do Sul)

2. Governance of Olympic Sport: Actors, Development and Trends

- a. Dr Benoit Seguin (University of Ottawa)
- b. Dr Ansgar Molzberger (German Sport University)
- c. Dr Frank van Eekeren (Utrecht University)
- d. Prof Wim Hollander (University of Johannesburg)

3. Contemporary Challenges of the Olympic Movement

- a. Dr Sam Ramsamy (IOC Member in South Africa)
- b. Dr Ian Ritchie (Brock University)
- c. Dr Lindsay Parks Pieper (Lynchburg College)
- d. Dr Jörg Krieger (German Sport University)
- e. Dr Sven Schmedes (German Project Management India)

4. The Olympic Movement in Africa

- a. Prof Cora Burnett (University of Johannesburg)
- b. Dr Pascal Charitas (Université Paris Quest)
- c. Dr Donald Rukare (NOC Uganda)
- d. Mr Clement Chileshe (Olympic Youth Development Centre Zambia)

5. Olympic Practices in Africa

- a. Prof Yoga Coopoo (University of Johannesburg)
- b. Mr Ndeulipula Hamutumwa (Namibia)
- c. Ms Nadi Albino (UNICEF South Africa)

As a result the following conference proceedings has been published: Burnett, C., Wassong, S., Roux, K. & Krieger, J. (Eds.): Historical and Contemporary Issues in Olympic Studies. Johannesburg 2015.

There is an additional focus on sport (for) development and strategic partnerships with development agencies such as UNICEF and other African-based universities to become a meaningful voice for and in the Global South. UJOSC entered into a partnership with UNICEF in collaboration with 19 SA public universities in a research project on the status of physical education in South Africa. The UJOSC also adopted a pioneering role by sharing and distributing Olympic Education and Olympic Values into the African continent, whilst recruiting post-graduate students to generate meaningful knowledge drawing on indigenous knowledge systems. Several students are enrolled for Master's and two international students (one from Namibia and one from UK) are enrolled for PhD.



Centre d'Estudis Olímpics i de l'Esport J.A. Samaranch – Fundació Barcelona Olímpica - Spain

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The Barcelona Olympic Foundation (FBO), whose patrons include the Barcelona City Council, the Government of Catalonia, the Spanish Sports Council and the Spanish Olympic Committee, was created in 1993. It manages the



Olympic and Sports Studies Centre J.A. Samaranch, based in Barcelona. It aims to spread the reality of the 1992 Summer Olympics as well as to investigate and promote the cultural, ethical, sporting or any kind of values arising out of the Olympic ideals. The Centre is located at gate number 13 of the Barcelona Olympic Stadium, a location with stunning views to the Stadium as background to inspire researchers, educators and visitors. It preserves the bibliographic archive of Barcelona'92, which has a vital importance to keep alive the legacy of the Games. It also hosts the personal library of the former IOC President Joan Antoni Samaranch, who was born in Barcelona. The Centre contains other relevant collections such as the Official Reports and documentation from previous Olympic Games, books about Spanish sports clubs and associations, Olympic and sport stamps collection, IOC publications or reports of European and World championships hosted in Barcelona and Spain. In addition, it holds an audio-visual collection of images and videos and a special archive of sport-themed films. Aula d'Història (History's Classroom) is a platform coordinated at the Centre and promotes research projects and academic activities at universities. Its members are the Olympic Studies Centre of the Autonomous University (CEO-UAB), the University of Girona, the Institute of Physical Education (INEFC), the University of VIC and the University Blanquerna. A variety of activities related with historical episodes of sports and the Olympics have taken place under the support of this platform: 50th anniversary of Spanish participation at the 1964 Olympics, 60th anniversary of the 1955 Mediterranean Games in Barcelona, Samaranch as Sports Councilor of Barcelona, Guttmann as father of the Paralympics, the 1936 Workers' Olympiad of Barcelona, etc. The main objective of Aula d'Història is to reinforce the collaboration between Catalan universities in studies related to history of sports. The Olympic Forum is another relevant activity produced by the Centre. This has, among its main aims, the promotion and research of the cultural, ethical, sports and all kind of values that arise from the Olympic ideals. That is why, in 1995, a series of biannual conferences began, in an endeavour to delve deeper into the various topical issues related to sport and the Olympic Movement. The Olympic Forum has taken place at the Olympic Stadium, at the faculty INEFC and, since its inauguration in 2007, at the Barcelona Olympic Museum. The Olympic Forum's editions have dealt with sports related to subjects such as women, new technologies, economic management, schools, environment, Paralympics, etc. The Olympic Studies Centre J.A. Samaranch also promotes the research of sports through scholar books and works published by the FBO. The Centre manages the collection Aula d'Història: a series of articles, edited as short books, about the history of sports and Olympism in Barcelona and Catalonia before the 1992 Olympics. Moreover, the Centre has published monographs about topics like the 1955 Mediterranean Games, Samaranch before he became IOC President, Olympic journalists' biographies, the history of baseball in Spain, etc. Finally, this Olympic Studies Centre has always developed very close relations with our neighbors and colleagues the CEO-UAB. We are currently carrying out collaborative research initiatives among both groups. We aim to promote the legacy and knowledge of Barcelona'92 throughout our archives. For that reason, we have created the website barcelonaolimpica.net, a platform that arises from the need to coordinate the various sources of documentary legacy of the 1992 Olympics to give them a documentary unity, to facilitate its international access, and as an added value, to potentiate the promotion and transfer of knowledge services for the know how resulting from the 'Barcelona model'. Through this project, the city of Barcelona wants to be a pioneer and world leader city in the management and exploitation of the intangible legacies of the Olympics and sporting events.



Olympic and Sport Studies Centre - Autonomous University of Barcelona - Spain

Director: Emilio Fernández Peña

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1. History

The Olympic Studies Centre at the Autonomous University of Barcelona (CEO-UAB) is a university research centre promoted by the UAB in 1989, as a response to the challenge implicit in Barcelona's nomination as host city of the 25th Olympic Games. CEO-UAB has an interdepartmental nature within the UAB, with an interuniversity projection, and integrated into the UAB Research Park. The UAB is the first Spanish university in the **World University Ranking (THE WUR 2015-2016)**. The Centre is governed by the Catalan government (regional level), the Barcelona City Council (local level), the Barcelona County Council (provincial level), the Spanish Olympic Committee and the UAB. Since 1995, CEO-UAB also maintains a stable collaboration agreement with the IOC through the International Chair in Olympism (IOC-UAB).

2. Mission

CEO-UAB's mission is to enhance knowledge on how the Olympic values, the Olympic Games as a global event, and sport can contribute to create a better society. CEO-UAB acts as a mean to agglutinate, coordinate and take advantage of the synergies among the multiple and engaging actors involved in the sport field within the UAB and the society. It



also has a strong international scope and is an active member of the international network in Olympic studies and global sport, with collaboration agreements with universities world-wide, to support the development of practices and policies in the field of sport and the Olympics. To do so, its activity focuses on:

- Accomplish, foster and support research;
- Educate future professionals;
- Promote awareness and debate;
- Facilitate access to quality academic-based resources.

3. Initiatives and partnerships

CEO-UAB was created for the purposes of research, documentation, training and dissemination of information on Olympism and global sport. A selection of current and prospective activities and projects promoted by CEO-UAB is listed below:

Media and Sport area

- R+D project on violence, sport and social media (2016-2020 funding by the Spanish Ministry of Economy and Competitiveness)
- MOOC the Olympic Games and the Media (3rd edition in August 2016)
- Coordination of the media and commercialisation module at the Master in Olympic Studies (lead by German Sport University)
- Social Media Global Observatory (in collaboration with the USC Annenberg School for Communication and Journalism)
- PhD Students and international visitors
- Books and academic publications on social media and the Olympics

Event management and impact

- Barcelona Sport Events: information and knowledge management (2012- applied research)
- Mediterranean Games Tarragona 2017 Legacy Strategy (2015-16 applied research)
- Barcelona Olimpica: knowledge legacy platform on the Barcelona'92 Olympics.

Dissemination

- Portal of Olympic Studies and social networks
- Invited professors of the International Chair in Olympism
- Books and working paper series (digital repository)
- Library services

4. Resources

CEO-UAB holds a unique specialised collection on the Barcelona'92 Olympic Games, the Olympics (i.e. the Olympic Movement and the Olympic Games), and on the sporting phenomenon. Users can access more than 5,200 monographs and research documents, 89 journals, 725 videos, posters and images, in addition to the academic resources available as part UAB library system. CEO-UAB deals with enquiries from local and international users and offers a personalised service for international and UAB external researchers who want to visit the CEO-UAB, either to access the library resources, for an in-depth research stage or for a study intern.

Centre of Olympic Studies - University of Navarre – Spain

Director: Javier Trigo Oubiña

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The CEO (Centre of Olympic Studies) of the University of Navarre was founded the 25th of May, 2011. It depends on the Sports Service and was created in order to **foment the interest of the university community in Olympics and values of sport**. The CEO of the UNAV tries to integrate the most university disciplines as possible. Therefore, it tries to generate collaboration and interdisciplinary bonds with the different schools and faculties of the University of Navarre, as well as with people from Pamplona and the Regional Community of Navarre who is related with sport.

What are the Centres of Olympic Studies?

The CEOs have been created with the intention of extending the scope of action of the Spanish Olympic Academy, by making activities to disseminate the Olympic Movement together with the universities where this CEOs are. Presently, there are 25 centres in Spain. Among its **objectives** stand out secure the acquisition, preservation and dissemination



Universidad
de Navarra



of the Olympic heritage; promote and facilitate the access to written and audio-visual Olympic collections; provide services of investigation, analysis and creation of contents; promote academic activities related with Olympism; and stimulate synergies and collaboration between Olympic study and investigation centres. Besides, this centres seek to promote the collaboration with the Olympic Movement to secure that the global Olympic heritage is preserved and made available for everyone. In this regard, all the actions that we make are encompassed in two courses of action:

1. Relation University and Sport

- Involves the different centres of the University so that they assume the academic and educational dimension of sport in the development of its activities.
- Activities mainly directed at the university community

Within this group of activities, last year we organised the following:

▪ **Sports Talent Program**

- ✓ The most relevant program of the CEO
- ✓ It lasts all the academic course
- ✓ This is the fourth most specialised edition: 77 students
- ✓ Objective: the students who are enrolled can juggle their studies with their sports practice and career
- ✓ They receive nutritional and medical advice, personal advising and sports training
- ✓ Erasmus+ AGM+ programmes

▪ **Specialization Course in Sports Law**

- ✓ In collaboration with the Law Department: directed at professionals in law

▪ **Sports Nutrition Diploma**

- ✓ In collaboration with the Pharmacy Department
- ✓ Directed at dieticians who want to deepen their knowledge of this nutrition area

▪ **Architecture, sport and society course**

2. Diffusion of the Olympism values among the general population

- Actions directed at the general population who seek to disseminate the values of Olympism among the different areas of our surroundings.
- In the organization of activities they collaborate different Navarre entities, both in the public and private sector.

Within this group of activities, last year we included the following:

▪ **Olympic Sports Week**

- ✓ In collaboration with the Pamplona Town Hall and ANACOLDE
- ✓ Objective: bring the schoolchildren and the sports clubs closer to the values of Olympism to reach the general population of Pamplona
- ✓ IV edition. The previous one had 2.000 participants between all the activities
- ✓ Activities: painting contest, conferences, cinema

▪ **World Olympic Day**

- ✓ Directed at the Navarre population, with the objective of commemorating this date
- ✓ Last year it was the III Edition. The first one had 1.000 participants
- ✓ Involved in its organisation are the main official bodies of the Autonomous Region, as well as sports entities and private companies
- ✓ Sports Day directed at children

▪ **Breakfasts meetings on politics and sport**

- ✓ In pre-election period
- ✓ In collaboration with Radio Marca
- ✓ The presidential candidates expound their programs on sports policy
- ✓ Directed at professionals related with sports management: clubs, federations, etc

▪ **Stamp "Navarra Olímpica"**

- ✓ Directed at different schools, clubs and sports federations
- ✓ Convention of Accession, committed to the promotion of the values of Olympism in their entities
- ✓ Decalogue of the sports principles

▪ **Olympic Library**

- ✓ In collaboration with the Library Service of the University of Navarre
- ✓ Universal access to all the sports material through the CEO website
- ✓ Greatest collection of bibliographic resources related with sport in Navarre
- ✓ More than 100.000 bibliographic resources of sport and physical activity



The Olympic Studies Centre - University of Santiago de Compostela - Spain

Director: Xesús Pena

E-mail: presidente@estudiosolimpicos.es

Website: www.estudiosolimpicos.es

The Olympic Studies Centre (CEO) at the University of Santiago de Compostela (USC) was established on May 27, 2002, as a result of the initiative of Mr. Conrado Durántez, President of the Spanish Olympic Academy, Mr. Dario Villanueva, Rector of the University of Santiago de Compostela and Xesús Pena who will be its director.

Objectives

Among the main objectives of the CEO-USC include:

- To disclose the Olympism throughout society.
- To stimulate the Olympic education among students in all formative stages.
- To promote pure and applied research on the Olympic Movement.

Organization

The CEO-USC works associatively and thus constitute the meeting point for all those enthusiasts of Olympism who wish to collaborate in achieving our goals. It currently has 80 members throughout the Spanish territory. Its governing body is made up for: President: Xesús Pena - VP: Mariano Raskin - Secretary: David Acevedo - Staff Member: Samuel Baltar

Activities

To achieve our goals, the CEO-USC has made since its creation the following activities:

1. For Divulagation

- Creating the website: www.estudiosolimpicos.es

During the last Olympiad (2012-2016) the website of the CEO-USC it has been updated regularly with new content and international collaborations in Spanish. The most important data are:

www.estudiosolimpicos.es	2012	2013	2014	2015
UNIQUE VISITORS	75,000	58,000	62,000	46,000
No. VISITS	246,000	118,000	142,000	94,000
PAGE VIEWS	3,100,000	600,000	850,000	700,000
APPLICATIONS	4,800,000	1,300,000	1,300,000	1,200,000
TRAFFIC GENERATED	126 GB	25 GB	53 GB	56 GB

- Working on social networks:

The CEO-USC is present in the main social networks with steady growth. So, our page on [Facebook](#) has almost 5,000 followers and we have more than 2,300 in [Twitter](#). We are also present in: [Google+](#), [YouTube](#), [Instagram](#), [Tumblr](#), [Pinterest](#) and LinkedIn.

- Art Competitions for schools:

Drawing Contest. Two editions with an Olympic thematic. Participants: More than 300 students (age 4-12) from 17 schools.

Digital Sports Photography Contest. One edition with an Olympic thematic. Presented 32 photographs (age 12-18).

- I Olympic Day celebration in Galicia (NW Spain), 2015.

In collaboration with the three Galician Olympic studies centers. It was a public event opened to the entire society in the city of Pontevedra. It was attended by hundreds of people. Local Olympic journalist was awarded with the Pierre de Coubertin Medal for his promotion of the Olympic Values.

- Others:

In addition, there have been many contests on the CEO-USC social networks where numerous bibliographical material has been awarded to the winners. The last one under the hashtag: " [# SerOlímpicoEs](#) "

2. For Education



- Organization of the XXXVIII Session of the Spanish Olympic Academy at the University of Santiago de Compostela. 2006.
- Organization of the Summer School at the University of Santiago: "*Olympic Games and Olympism*". 2007.
- Lectures "*Road to London*". Online web meetings with Mr. Conrado Durántez and Mr. Mariano García-Verdugo. 2012.
- Lectures on "*Symbols and Olympic values*", by Mr. Conrado Durántez, in 6 high schools attended by more than 1,000 students. 2013-2014.
- The CEO-USC has a library with more than 100 books, provided by the Spanish Olympic Academy and its own funds (available online).

3. For Research:

- Main research lines:

Olympic values: social perception, promotion of Olympic Values, educational tools.

IOC Members: Historical composition, socio-political implications, election process.

- Participation in the **V World Congress of School Sport, Physical Education and Psychomotricity** as guest lecturer: "*Olympic values in school*".
- Investigation project in collaboration with the Centre for Olympic Studies at the University of Vigo on "*Perception of the Olympic Values in adolescents*" in which we will study what values linked with sport 1300 young people between 12 and 18 years.

In addition, our President has attended various Olympic forums, invited individually, but flaunting the representation of CEO-USC:

The CEO-USC has been present in the four congresses of Spanish Olympic Studies Centers held until today: Granada 2007, Cádiz 2009, Barcelona 2011, Noja 2013 and Granada 2016.

On November 13, 2014, the President of CEO-USC was elected member of the Spanish Pierre de Coubertin Committee belonging to the Spanish Olympic Committee.

Our President participated, representing the Spanish Olympic Academy and the CEO-USC, in the 12th Joint International Session for Presidents or Directors of National Olympic Academies and Officials of National Olympic Committees at the International Olympic Academy (IOA) in Olympia (Greece), 2014.

Finally, since February 2013, the CEO-USC was commissioned by the Spanish Olympic Academy to manage the green tab inside the website of the Spanish Olympic Committee which is dedicated to Olympism.

The IOC Olympic Studies Centre - Switzerland

Head of the OSC: Maria Bogner

Manager External Relations and Academic Programmes: Nuria Puig

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THE OLYMPIC
> STUDIES
CENTRE

The IOC Olympic Studies Centre is part of the Olympic Foundation for Culture and Heritage and is the result of a long journey that started with Pierre de Coubertin, the founder of the IOC and the modern Olympic Games, who shortly before his death said: "I have not been able to carry out to the end what I wanted to perfect. I think that an Olympic Studies Centre would aid the preservation and progress of my work more than anything else". The OSC was finally created by President Samaranch in 1982, and after some years of being mainly an information provider, we are now an essential and recognised service and knowledge provider for the Olympic Movement and the academic community. Our mission is to share Olympic knowledge by providing information, giving access to our unique collections, enabling research and stimulating the intellectual exchange related to Olympism in its largest sense. Due to our unique and rich collections of archives and publications and being an integral part of the IOC, we are the recognised source of reference for Olympic knowledge. This knowledge is about information, facts and figures that tell the story of the Olympic Movement and the Olympic Games. It is also about the expertise of a team who help all sorts of people in their search for the most up-to-date Olympic information. Our collections include:

- All official IOC publications since 1894
- IOC historical archives from 1894 (see archive access rules for full information)
- Official publications and reports by Organising Committees for the Olympic Games (OCOGs)
- Candidature files by candidate cities
- Games-time publications by International Sports Federations and National Olympic Committees
- Academic research publications
- Reference documents and fact sheets



- Thematic bibliographies, e.g. Olympic legacies, Marketing
- Olympic Games results and participation data
- Online resources: digital books, e-journals and other e-publications

Whatever your interest in the Olympic Movement, we'll help you find the information you need, quickly and easily. We're here to:

- Give personalised guidance to help you find what you need in our extensive library and archives
- Lend you books and publications
- Give you online access to our electronic documents
- Award research grants to PhD students and established researchers
- Connect you to our network of academic experts in Olympic studies

We work closely with a vast and global network of academics who contribute with their expertise to specific projects and to enrich Olympic knowledge in general. This helps us to point our users to even wider and deeper sources of information. It also helps the network members as well to develop their contacts and follow the various worldwide Olympic studies initiatives. We create bridges between academics and professionals. Specifically, our two grant programmes are important means to strengthen the exchanges between the academic community and the IOC and to enrich Olympic knowledge. Through the PhD students Research Grant Programme, we support early career researchers and encourage them to include analysis on the Olympic phenomena in their PhD thesis. The Advanced Olympic Research Grant Programme aims to encourage established researchers to conduct projects in IOC priority fields of research. Visit our webpage to find out all about the grant programmes. Finally, you can stay up-to-date with all the latest news from the OSC thanks to "On the Pulse", our quarterly newsletter available in English, French and Spanish. Want to subscribe? Just send us an email to studies.centre@olympic.org



**International Olympic Studies Centre – National University of Ukraine on
Physical Education and Sport - Ukraine**

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The International Olympic Studies Centre (Ukraine) was established under the name of the Centre of Olympic Studies and Olympic Education in 1994 on the basis of Olympic Sports Department at the National University of Ukraine on Physical Education and Sport (NUUPES) on the initiative of the Rector of the University and Head of Olympic Sport Department - Dr. Prof. V. Platonov. As it develops, the Centre gradually turned into a separate entity with a permanent expansion of spheres of activity and relationships with various organizations both in Ukraine and abroad. Since 1998, the undisputed leader of the Centre is the President of Olympic Academy Dr. Prof. M. Bulatova, which now combines governing the Centre with responsibilities of Head of Department for History and Theory of Olympic Sports at the NUUPES. The work of the Centre is actively supported by the National Olympic Committee of Ukraine and its President S. Bubka. The organizational work of the Centre is performed by two experts – a scientific worker and interpreter, and all main activities are carried out by 10 experts from scientific and teaching staff of Department for History and Theory of Olympic Sports, most of whom have got Ph.D. and D.Sc. academic qualifications.

The activities of the International Centre are being developed in three main areas: scientific, educational and publishing.

1. **Fundamental and applied researches:** The Centre conducts researches on: "Olympic education system in Universities and secondary schools", "Historical, organizational-methodological and legal fundamentals for realization of Olympic education in Ukraine", "Periodization of athletes preparation", "Historical background and social consequences of athletes participation in Olympic Games", "Problems of sports talent identification", "Women and Olympic sport", "Olympic environment", etc.
2. **Organization of international and national congresses, conferences:** On the initiative of the Centre in 1993 there was initiated conduct of annual international scientific congresses "Olympic Sport and Sport for All" under the IOC patronage, which each year gather not less 400 leading Olympic scientists. Annually for young scientists the Centre organizes such conferences as "Youth and Olympic Movement", Olympiad "Student and Olympic Sport", workshops for teachers of educational institutions, etc.
3. **Creation of favorable conditions and provision of information resources for preparation of scientific and pedagogical staff at Masters, Postgraduate and Doctoral courses:** In 1992 the NUUPES opened the academic



department "Olympic sport", and discipline "Olympic sport" has become an integral part of the University curriculum for Bachelor, Masters, Ph.Ds. and D.Sc. levels. The experts from the Centre regularly prepare methodical, informative and analytical materials on Olympic education and deliver them to educationalists through a scientific journal "Science in Olympic Sport" and publication of "Olympic Toolkit" manuals. The centre's researchers prepared and published more than 50 fundamental works on Olympic themes including: "Encyclopedia of Olympic Sports" in 5 volumes, "IOC Presidents: lives and deeds", "Golden pages of Olympic sports of Ukraine", "Encyclopedia of Ukrainian Olympic Sport", "Olympic constellation of Ukraine: Athletes and Coaches", "Cultural heritage of Ancient Greece and Olympic Games", "Olympic Games 1896 - 2012" in 2 books, "Butovsky A. Selected Writings in 4 volumes", "Kiev – 1913. First Russian Olympiad", "Riga - 1914. The second Russian Olympiad", "Encyclopaedia of Olympic Sports in Questions and Answers", etc.

4. Development and implementation of special programs to attract children and young people to ideals and values of Olympism in education and upbringing of younger generation:

- annual children's art contests and literature contests on topics of "Olympism"; quizzes "Connoisseur of Olympic sport";
- activity of All-Ukrainian network of Olympic education schools, which unites 262 general educational institutions from all regions of Ukraine;
- project "Olympic Book" made it possible to establish Olympic libraries in secondary schools throughout the country;
- contests of children's scientific works on Olympic themes;
- #OlympicLab project.

For school-age children the Centre published about 20 books dedicated to Olympic games and issued two sets of Olympic posters (each 10 pcs.) and 37 posters on history of Olympic sports; unified electronic manual "Olympic trip", containing a considerable amount of material on past and present of the Olympic Games, the Olympic Movement; multimedia game "Field of Wonders", board games "Olympic race" and "Olympic lotto", etc.

5. Cooperation with various international and national institutions: The International Olympic Studies Centre cooperates with more than 150 national organizations. The activities of the Centre are in the focus of Ministry of Ukraine on Education and Science, Ministry of Youth and Sports of Ukraine. The main inner partners of the Centre are National Olympic Committee of Ukraine, Olympic Academy of Ukraine and National University of Ukraine on Physical Education and Sport. The emphasis of international interests of the Centre's activities is its work in close cooperation with the IOC, Olympic Studies Centres, Olympic Museums, International Pierre de Coubertin Committee, International Olympic Academy, and National Olympic Academies. The results of the Centre's activities are highly appreciated by the IOC, IOA, ISOH, and other international institutions on Olympic sports and Olympic education: the IOC Olympic Order (Vladimir Platonov, 2001), the IOC Pierre de Coubertin medal, the IOC Art and Sport Trophy, the Trophy of the IOC President Thomas Bach (Maria Bulatova, 2010, 2015, 2015), the award of the International Olympic Academy – "Athena" (Maria Bulatova, 2012), "Vikelas Plaque" of the International Society of Olympic Historians (ISOH) (Maria Bulatova, 2014).

Centre for Olympic Studies & Research - Loughborough University – United Kingdom

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COS&R was founded in July 2006 and is a joint Centre of the University and the British Olympic Foundation. Its mission is: to promote, facilitate and conduct academic research into Olympism and the Olympic Movement; and to generate / disseminate an understanding of, and appreciation for, the ideals and values expressed through Olympism. The current Director of COS&R is Professor Ian Henry.

COS&R Research Themes:

Olympism, Olympic Values, the Olympic Movement and Interculturalism

- Sporting Integrity and the Tokyo 2020 Games – Professor Henry and Doctoral Researcher Colette Sisofo (in partnership with staff from the Centre of Olympic Education, Tsukuba University)
- Olympic Values and Olympic Education – Professor Henry and Doctoral Researcher Bora Hwang (in partnership with staff from the Centre of Olympic Education, Tsukuba University)
- Value systems, the Olympics and the political/cultural contexts in the Arab World - Dr. Mahfoud Amara



Evaluating Impact and Legacy Evaluation of the Olympic Games and Movement

- Meta-Evaluation of the Impacts and Legacy of the London 2012 Olympic Games and Paralympic Games – Professors Ian Henry and Paul Downward
- Evaluation of the Impact of the London 2012 Games in a Non-hosting region of the UK: the case of Leicestershire – Dr. Shushu Chen and Professor Ian Henry

Support for the Development of the Elite Athlete and the Elite Sport Support system.

- Adversarial Growth In Olympic Athletes: Dr David Fletcher, Dr Karen Howells and Dr Mustafa Sarkar
- Team Resilience in Elite Sport: Dr David Fletcher, Mr Paul Morgan, and Dr Mustafa Sarkar
- Mental Health and Well-Being of Olympic Athletes: Dr David Fletcher and Dr Karen Howells

Governance, Management and Leadership in the Olympic Movement

Performance Leadership and Environments in Elite Sport: Dr David Fletcher and Dr Rachel Arnold

The Olympic Games as a platform for place branding – Dr. Jamie Kenyon

Event brand consistency at the Olympic Games – Dr. Jamie Kenyon & Elisavet Manoli

Olympic Solidarity and the Governance of Social Solidarity in Olympic Sport - Professor Ian Henry and Dr. Marie-Therese Cuschieri

Paralympic Research Theme: Dr. P. David Howe

- Ethics of Paralympism
- Medical and Policy Discourses surrounding the Paralympic Games and Disability Sport
- Relationship between the IOC and the IPC
- Social history of the Paralympic Movement

PhD Studies

Recently completed PhD studies on Olympic related research supervised by staff affiliated with COS&R

- **Dr. Xiaoqian (Richard) Hu** (2015) An analysis of Chinese Olympic and elite sport policy discourse in the post-Beijing 2008 Olympic Games era
- **Dr. Shane Kerr** (2015) Paralympic Legacy: empowerment and inclusion for the disabled community?
- **Dr. Karen Howells** (2015) A Qualitative Exploration of Adversarial Growth in Elite Swimmers
- **Dr. Donna De Haan** (2015) Analysing the Olympic Experience: Equine Sports in the Olympic and Paralympic Games.
- **Dr. Paul Salisbury** (2014) An analysis of the decision-making process in the bids for three mega sports events.
- **Dr. Kyungsu Jung** (2014) The Governance of Olympic Sport Organisations.
- **Dr. Hyunjoo Cho** (2014) The Olympics and Divided Nations: North and South Korea.
- **Dr. Moran Betzer-Tayar** (2014) The Role of Women in Decision-making Positions in Olympic Sport: the Case of the Israeli Volley-Ball Association.
- **Dr. ShuShu Chen** (2014) The Legacy of the 2012 Olympics in a non-hosting region: A Case Study of Leicestershire.
- **Dr. Marie Therese Zammit** (2013) An Evaluation of the Impact of Olympic Solidarity 1980 - 2009.
- **Dr. Carla Silva** (2013) Sitting Volleyball and the advancement of capabilities for athletes with impairments
- **Dr. Paul Kitchin** (2013) Intellectual Disability and Cricket in the Community Initiatives
- **Dr. James Kenyon** (2013) Image impact and the social representation of the 2012 London Olympics.

Selected Examples of Recent Publications Relating to COS&R Research Themes

Alberto Testa and **Mahfoud Amara** (Editors) *Sport in Islam and in Muslim Communities*, Routledge, London, 2016.

Arnold, R., **Fletcher, D.** and Anderson, R. J. (2015). Leadership and management in elite sport: Factors perceived to influence job performance. *International Journal of Sports Science and Coaching*, 10, 285-304.

Arnold, R., Hewton, E. and **Fletcher, D.** (2015). Preparing our greatest team: The design and delivery of a preparation camp for the London 2012 Olympic Games. *Sport, Business and Management: An International Journal*, 5, 386-407.

Bush, A., Silk, M., Porter, J. and **Howe, P. D.** (2013) 'Disability [sport] and discourse: stories within the Paralympic legacy' *Reflective Practice*, Vol.14, 5 pp. 632-647.

Chen, S & **Henry, I** (2015) 'Evaluating the London 2012 Games' impact on sport participation in a non-hosting region: a practical application of realist evaluation' *Leisure Studies*, DOI: 10.1080/02614367.2015.1040827

Dawson, P., **Downward, P.** and Mills, T. (2014) Olympic news and attitudes towards the Olympics: A compositional time-series analysis of how sentiment is affected by events, *Journal of Applied Statistics*, 41(6): 1307–1314, <http://dx.doi.org/10.1080/02664763.2013.868417>.

Fletcher, D. and Streeter, A. P. (2016). A case study analysis of the high performance environment model in elite swimming. *Journal of Change Management*, 126, 1234-141.



- Ghadami, M & **Henry, I** (2015) 'Developing Culturally Specific Tools for the Evaluation of Good Governance in Diverse National Contexts: A Case Study of the National Olympic Committee of the Islamic Republic of Iran' *International Journal of the History of Sport*, Vo. 32, No. 8, pp. 986-1000
- Henry, I** (2015) 'The Role of Sport in Fostering Open and Inclusive Societies', Policy review and briefing paper commissioned by the European Parliament (IP/B/CULT/IC/2015_143), Brussels September 2015
- Henry, I** (2016) 'Evaluating Legacy of Mega-Sporting events: Lessons from the London 2012 Meta-Evaluation' *Journal of Global Sport Management* vol. 1, no, 1, DOI:10.1080/24704067.2016.1177356
- Henry, I** and Cuschieri, MT (2014) Olympic Engagement and the Use of Olympic Solidarity Programmes by Gulf Cooperation Council States, *International Journal of the History of Sport*, 31(14), pp.1707-1723.
- Howe, P.D.** and Silva, C.F. (2015) 'The Paralympic Games and the Agenda of Empowerment' in Jackson, D. Hodge, C., Molesworth, M. and Scullion, R., *Reframing disability? Media, (dis)empowerment and voice in the London Paralympics*. London: Routledge.
- Howells, K. and **Fletcher, D.** (2015). Sink or swim: Adversity- and growth-related experiences in Olympic swimming champions. *Psychology of Sport and Exercise*, 16, 37-48.
- Kerr, S. & **Howe, P.D.** (2016) 'What Do We Mean by Paralympic Legacy?' In G. Poynter, V. Viehoff & Y. Li, (eds.) *The London Olympics and Urban Development*. London: Taylor & Francis. p. 193-204.
- Morgan, P. B. C., **Fletcher, D.** and Sarkar, M. (2015). Understanding team resilience in the world's best athletes: A case study of a rugby union world cup winning team. *Psychology of Sport and Exercise*, 16, 91-100.
- Newman, H. J. H., Howells, K. and **Fletcher, D.** (in press). The dark side of top level sport: An autobiographic study of depressive experiences in elite sport performers. *Frontiers in Psychology*.
- Purdue, D.E.J. and **Howe, P.D.** (2013) 'Who's in and who is out? Legitimate bodies within the Paralympic Games'. *Sociology of Sport Journal*. Vol. 30(1): 24-40.
- Sarkar, M., **Fletcher, D.** and Brown, D. J. (2015). What doesn't kill me...: Adversity-related experiences are vital in the development of superior Olympic performance. *Journal of Science and Medicine in Sport*, 18, 475-479.
- Key personnel and associated researchers**
- Professor Paul Downward, Dr. David Fletcher, Dr. Borja Garcia, Professor Ian Henry, Professor Barrie Houlihan, Dr. David Howe, Dr. Jamie Kenyon, and Elisavet Manoli.

Olympism and Development Studies Centre – Brown University – United States of America

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BROWN

The Olympism and Development Studies Centre (ODSC) at Brown University was founded in 2010 and is part of the Royce Fellowship for Sport and Society and the Sport and Development Project, under the auspices of the Swearer Center for Public Service and in collaboration with the Watson Institute for International and Public Affairs at Brown University. The ODSC engages in research, education and training to bring critical thinking, engaged dialogue and scholarship to the study and teaching of Olympism, development, peace and human rights. The main initiatives of the ODSC include managing the Olympism Project, an online social media initiative; contributing to the planning and coordination of the International Day of Sport for Development and Peace; organizing the Muhammad Ali Center Athletes and Social Change Forum; and working with the Institute for Human Centered Design on the Inclusive Sports Initiative related to inclusion, diversity and human rights in the Olympic Movement, focusing on Principle 4 and Principle 6 of the Principles of Olympism within the Olympic Charter. Further, a focus of the ODSC supports undergraduate students working on Olympism-related engaged sport fellowships and applied research projects. Student projects have explored topics and issues including gender, race, sexual orientation, disability, refugees, environment, health, corporate social responsibility, and sport for development policy. Students selected for the fellowship are involved with experiential projects throughout the summer, and then participate in a series of seminars and conversations throughout the school year to connect their academic, athletic and civic interests for reflection and future actions. Students will often go on to expand their interests for thesis work, independent studies, further study and engagement in the field, creation of NGO's and innovative start ups, as well as for future employment. The ODSC collaborates and works with scholars, practitioners and policymakers throughout the United States and also internationally in the areas of Olympism and development, peace and human rights. The ODSC is an interdisciplinary initiative, and particularly interested in engaged and applied Olympism to connect theory with policy and practice. The



ODSC contributes to both academic and mainstream publishing outlets, including books, journals, conferences, as well as regular articles for the Huffington Post. Additionally the ODSC is frequently engaged in thought leadership in policy and agenda-setting forums in the United States and internationally. The ODSC aims to be a space to advance Olympism in action by creating a community for diverse stakeholders to work together at the intersection of research, policy and practice. An objective of the ODSC is to involve and include students in meaningful work that can contribute to the field, and to provide the voice for the next generation of youth leadership. The ODSC is in the process of developing a series of online webinars and discussion forums on the topic of Olympism and development, peace and human rights. The ODSC works closely with the United States Olympic Committee and the United States Olympians and Paralympians Alumni Association and is exploring opportunities for online Olympism education in a virtual web-ex format. The goal would be for these online forums to become available in the United States and internationally. Additionally, the ODSC is in the process of organizing the collection of work including articles, presentations and video to become available online to the general public. The ODSC is also looking forward to further exploring collaboration and partnership with OSCs around the world.



**Center for Sociocultural Sport and Olympic Research –
California State University – Fullerton – United States of America**

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The Center for Sociocultural Sport and Olympic Research (CSSOR) mission is to promote education and research concerning sport and the Olympic Games in their broadest cultural, social and political dimensions. CSSOR's goals include cross-disciplinary research on issues related to sport. Housed at the California State University, Fullerton, CSSOR serves not only the university community but also the citizens of Southern California, and international scholars through its research activities. The Center for Sociocultural Sport and Olympic Research has been recognized as an International Olympic Studies Centre by both the International Olympic Committee's Olympic Studies Centre and the United States Olympic Committee for its quality and commitment to research and academic activities. The Center for Sociocultural Sport and Olympic Research is committed to diverse, cross-disciplinary research that respects sport's significance in society. Though often disregarded as trivial pastimes, sport captures the public imagination. Sport's history reveals a durable and perennial social institution that reveals "a story we tell ourselves about ourselves." The center's members and advisory board include respected researchers from across academia and professionals supporting sociocultural aspects of sport. They represent a range of research interests, positions, and disciplines. There is no requirement that any members or advisory board members share a position or agree on an issue. Their strength is in their diversity and willingness to broadly converse. Scholars from the center have received numerous awards and recognitions for their various books, articles, and research activities. The goal of the center is widespread support and sharing of research and education that takes sport seriously and sincerely. CSSOR faculty regularly seek grants and fundraising to support education, research, and scholarly activities associated with its mission. It also organizes the dissemination of sociocultural research about sport and the Olympic Games through activities such as conferences, symposia, publications, and various forms of educational media. Annually, the center support university courses on the topic of sport and the Olympic Games within the sociocultural disciplines, including a study abroad opportunity for CSUF students to study in Greece. Last, its members engage in community outreach and service to promote a better appreciation for sport as a social and cultural phenomenon. By hosting conferences, community events, and supporting curricula on sport, CSSOR hopes to further the public conversation about sport. CSSOR continues to pursue new projects, funding opportunities, and support innovative research. Conduct research on sport and the Olympic Games in relation to human culture and society. This includes research in traditionally recognized humanities disciplines as well as certain social science disciplines, specifically: history, philosophy, communication, ancient and modern languages, literature, religion, and visual and performing arts, anthropology, sociology, cultural studies, and law. Given the CSSR's commitment to sport research, its members have committed themselves to sharing and disseminating their findings. Media requests are gladly entertained as each researcher's time permits. Members also maintain active publications, and when possible make them available through the CSSOR's website. For more information on the CSSOR, please contact one of its center directors: John Gleaves (Coordinator for Research and Grants), Matthew Llewellyn (Coordinator for Curriculum and Student Development, and Toby Rider (Coordinator for Conferences and Community Outreach).