



INTERNATIONAL OLYMPIC ACADEMY



*The Olympic Movement and AI:
Opportunities and Challenges*

65th INTERNATIONAL SESSION
FOR YOUNG OLYMPIC AMBASSADORS

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USING AI TO PROMOTE OLYMPIC VALUES: TOOLS AND STRATEGIES FOR YOUNG AMBASSADORS

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Abstract

In the digital era, promoting Olympic values requires a balance between preservation and innovation. This article explores how artificial intelligence (AI) can serve as a powerful ally for Young Olympic Ambassadors in reimagining the transmission of core Olympic principles—respect, friendship, solidarity, and excellence—in a globally connected world. The study outlines a pedagogical framework integrating AI tools for education, multilingual communication, storytelling, and digital campaign design. This article suggests practical exercises and collaborative reflections to help Young Olympic Ambassadors develop their own “Olympic Digital Action Plans”, leveraging AI to foster inclusive communities rooted in Olympism. The suggestions aim to bridge ancient Olympic ideals with contemporary technological possibilities, empowering youth to become creative and ethically engaged educators for the 21st century.

1. Introduction

The Olympic Movement has long relied on education to sustain and renew its humanistic mission. From Pierre de Coubertin’s early call for a “permanent pedagogy of peace” to contemporary programmes such as the Olympic Values

Education Programme (OVEP), the transmission of respect, friendship, solidarity, and excellence has been regarded as both an ethical imperative and a civic responsibility (International Olympic Committee [IOC], 2020). However, the landscape in which these values are communicated has undergone significant changes. Digital ecosystems governed by algorithms, predictive analytics, and generative models now shape how young people learn, socialise, and construct meaning. Artificial intelligence (AI)—once confined to specialist laboratories—has permeated everyday life, from personalised news feeds to adaptive learning platforms. This technological diffusion presents the Olympic Movement with a double-edged challenge: it threatens to commodify human interaction, but it also offers unprecedented opportunities to revitalise value-based education (Floridi, 2019).

Young Olympic Ambassadors stand at the fulcrum of this transition. As representatives appointed by the National Olympic Committees to inspire their peers, they are custodians of tradition and, simultaneously, architects of future practice. Their credibility depends not only on their understanding of Olympism but also on their fluency in the digital vernacular of their generation. Harnessing AI responsibly, therefore, becomes pivotal: when employed ethically and creatively, AI can personalise learning trajectories, remove linguistic barriers, amplify marginalised voices, and generate immersive narratives that render abstract ideals tangible (UNESCO, 2021). Conversely, unreflective adoption risks reinforcing biases, eroding critical autonomy, and reducing complex moral concepts to algorithmic slogans.

Scholarly discussion has only begun to map this terrain. Research on values education in sports rarely intersects with studies on AI-enhanced pedagogy, and even fewer contributions address how youth themselves might wield these tools. This article seeks to bridge that gap. It proposes a pedagogical framework—grounded in constructivist and humanistic principles—that positions AI as a dialogical partner rather than a didactic substitute. Drawing on concrete examples from generative language models, creative media platforms, and collaborative knowledge graphs, the paper demonstrates how Young Olympic Ambassadors can design, implement, and evaluate digital projects that both embody and disseminate Olympic values.

2. Olympic Education in the Digital Age

Since the early work of Pierre de Coubertin, Olympic education has been conceived as a holistic enterprise aimed at cultivating *l'esprit Olympique* through physical practice, intercultural encounters, and reflective dialogue (Coubertin, 1931). Its classic delivery model—face-to-face instruction augmented by experiential activities such as sports festivals, museum visits, or International Olympic Academy Sessions—assumed a relatively stable, place-based learning environment. By contrast, today's youth navigate an epistemic landscape in which knowledge is produced, circulated, and contested within algorithmically curated networks (Selwyn, 2021). The “digital condition” destabilises authority, accelerates the pace of information flow, and privileges multimodal, user-generated content. If Olympic education continues to rely solely on traditional methods, it risks becoming peripheral to the communicative lifeworld of its intended audience.

To remain relevant, educators must shift from a transmissive paradigm—where values are delivered top down—to a participatory paradigm, in which learners co-construct meaning and act as prosumers of Olympic culture. Such a view resonates with sociocultural learning theories, which frame knowledge as emerging from collaborative activity and mediated discourse. Digital platforms, including AI-driven collaborative tools, can operationalise these principles by enabling young people to remix historical narratives, visualise ethical dilemmas, and engage in cross-cultural dialogue that transcends geographic boundaries.

Artificial intelligence does not merely automate existing educational practices; it offers qualitatively new affordances for Olympic pedagogy. Machine-learning models can analyse learners' interactions and interests to tailor content sequencing, formative feedback, and linguistic adaptation (Holmes et al., 2022). For example, a multilingual recommender system can present case studies of Olympic role models that align with a student's cultural background or sporting discipline, thereby reinforcing identification and relevance.

Moreover, AI-facilitated translation and speech-to-text technologies democratise access for participants with diverse linguistic repertoires—an essential feature in a movement founded on intercultural respect. Sentiment analysis engines embedded in discussion forums can prompt moderators when conversations drift into exclusionary or discriminatory language, thereby safeguarding the value of equality (UNESCO, 2021). Predictive analytics can

even help organisers design inclusive events by modelling participation scenarios that optimise gender balance and representation of minority groups.

While AI's potential is significant, its uncritical adoption can compromise the very values Olympic education seeks to uphold. The platformisation of learning—where commercial providers mediate educational experiences—may subordinate pedagogical aims to data-extraction logic (van Dijck et al., 2018). Algorithmic bias can reproduce structural inequities, privileging dominant languages or cultural narratives and thereby undermining the principle of universality. Finally, the seductive efficiency of AI-driven content creation risks reducing ethical deliberation to prefabricated slogans, thereby eroding the depth of critical reflection that Olympic education has traditionally cultivated.

Accordingly, educators must adopt a critical humanistic stance toward AI, foregrounding transparency, accountability, and learner agency (Popenici & Kerr, 2017). Ethical governance frameworks should be integrated into curricular design rather than being treated as peripheral compliance checklists.

To reconcile innovation with tradition, one should consider four key design principles. The first guiding principle is value-embedded design, which requires every learning activity to establish an explicit correspondence between the chosen AI functionality and a specific Olympic value. For example, an adaptive learning pathway can be structured so that the experience of incremental mastery mirrors the pursuit of excellence. Equally important is dialogical mediation: AI should serve as a scaffold for, rather than a substitute for, human dialogue. Chatbots may pose Socratic questions that tutors later unpack with their learners, ensuring technology catalyses inquiry rather than forecloses it. A third principle, cultural co-creation, encourages participants to localise global narratives by producing artefacts—such as videos, podcasts, or data visualisations—that weave regional histories into universal ideals, thereby reinforcing the Movement's commitment to diversity within unity. Finally, reflective data literacy demands that learners critically examine how their data are collected and processed, linking the practice of digital citizenship to the Olympic ethos of responsibility and fair play.

Pilot initiatives illustrate these principles in action. In Europe, for example, the AI & Olympism Hackathon paired Ambassadors with data science mentors to develop chatbots that answer ethics questions derived from historical Olympic controversies, yielding prototypes now used in after-school programmes. We are convinced that artificial intelligence—when harnessed through the above design

principles—can enhance the reach, depth, and inclusivity of Olympic education without compromising its humanistic core.

3. The Role of AI in Olympic Value Education

Artificial intelligence transforms traditional, one-size-fits-all instruction into an adaptive, learner-centred process that can honour the diversity of experiences represented within the Olympic Movement. Machine-learning algorithms, drawing on interaction logs and formative assessment data, diagnose each learner's prior knowledge, motivational profile, and preferred modality of engagement (Holmes et al., 2022). These analytics then power dynamic content sequencing: a student who demonstrates curiosity about Olympism's historical roots might receive primary source excerpts from Coubertin, whereas another who excels in visual learning could be guided toward augmented reality reconstructions of ancient Olympia.

Cultural responsiveness is equally important. Recommendation engines can privilege case studies featuring athletes or ethical dilemmas that resonate with the learner's regional sports traditions, gender identity, or socio-economic reality. By aligning instructional trajectories with personal context, AI encourages a deeper internalisation of respect, excellence, friendship, and solidarity because those values are encountered not as abstract slogans but as relevant, lived principles.

The Olympic ethos of *unity in diversity* cannot be fully realised if linguistic and cultural barriers restrict participation. AI-driven natural language processing offers a scalable solution. Neural machine translation models—fine-tuned on sport-specific corpora—provide near real-time subtitles for webinars, generate localised captions for video narratives, and even adapt idiomatic expressions to maintain rhetorical force across languages. Large language models (LLMs) can also recontextualise content: a passage on fair play written initially for European audiences can be reframed with cultural references familiar to learners in West Africa or the Pacific Islands, thereby enhancing relevance without compromising conceptual integrity. Furthermore, sentiment analysis tools can monitor intercultural discussion forums, flagging moments when dialogue drifts toward exclusionary language and prompting mediators to steer the conversation back toward inclusivity. The net result is a digitally mediated agora in which Ambassadors from disparate backgrounds exchange perspectives on Olympic

values in ways that promote empathy, shared understanding, and collective identity.

While personalisation and accessibility address *how* content is delivered, value acquisition ultimately depends on how learners interrogate and apply that content. AI can foster reflective inquiry by presenting simulated ethical dilemmas, generating counter-arguments, and co-authoring narratives that oblige learners to scrutinise their assumptions. In a conversational interface, for instance, an LLM might role-play a controversial figure—such as an athlete facing a doping allegation—thereby challenging learners to balance compassion, justice, and the principle of equality. Because the model can instantaneously switch perspectives, it exposes users to a plurality of moral standpoints, encouraging deliberation rather than dogma. Complementary analytic dashboards can visualise the evolution of argument structures within group debates, highlighting moments of consensus or persistent bias. Tutors can then intervene to deepen the discourse, thus preserving the human interpretive element crucial to Olympic pedagogy.

Collectively, these affordances position AI not as a technological panacea but as a relational catalyst that amplifies the pedagogical reach of Olympic education. When ethically governed and critically employed, AI enables learning experiences that are personalised yet communal, accessible yet rigorous, and technological yet profoundly human—qualities indispensable for cultivating Ambassadors capable of embodying and advancing Olympic values in the twenty-first century.

4. Tools and Platforms for Young Olympic Ambassadors

Contemporary Olympic education thrives when learners can generate, remix, and circulate content with the same ease that they consume it. The recent proliferation of user-friendly, cloud-based artificial intelligence tools has lowered the technical threshold for digital production, allowing Young Olympic Ambassadors to function simultaneously as learners, creators, and disseminators of values-based media. Below, four clusters of platforms illustrate how distinct AI affordances—text generation, visual design, argumentative mapping, and interactive presentation—can be harnessed to advance Olympism in culturally responsive and pedagogically sound ways.

Generative language models, such as ChatGPT, Microsoft's Copilot, and

Google's Gemini, provide a versatile engine for dialogical learning. By prompting these systems with historical vignettes, ethical dilemmas, or case studies from past Olympic Games, Ambassadors can generate Socratic question sets that scaffold peer discussion on fairness, inclusion, or the meaning of excellence. Fine-tuned conversation templates also enable the creation of lightweight chatbots capable of simulating interviews with iconic athletes or providing real-time, multilingual feedback on reflective journals. Because the underlying models are probabilistic, outputs must be critically reviewed; however, the iterative co-authoring process itself cultivates meta-cognitive awareness, encouraging students to interrogate the provenance of information and the potential for algorithmic bias.

A second cluster—Canva AI and Adobe Firefly—empowers Ambassadors to translate abstract values into compelling visual narratives. Through text-to-image prompts, learners can design posters that juxtapose archival photographs of the 1968 Mexico City podium protest with contemporary depictions of athlete activism, thus linking historical continuities of solidarity. Integrated brand kit features ensure that colour palettes and typography remain accessible across devices and visual impairment profiles, aligning with the Olympic commitment to inclusivity. Moreover, automated localisation modules overlay captions in multiple languages, enabling Ambassadors to deploy social media campaigns simultaneously in Swahili, Arabic, and Portuguese without incurring prohibitive translation costs—an essential capacity for global outreach.

The cultivation of critical discourse is further amplified by argument-mapping environments, such as Kialo and MindMeister, enhanced with AI add-ons. These platforms support structured debates in which propositions, counter-arguments, and evidence are visualised as dynamic node networks, rendering logical relationships transparent. AI-assisted summarisation can highlight rhetorical fallacies or surface underrepresented perspectives, prompting learners to refine their reasoning in line with the Olympic ethos of mutual respect and intellectual honesty. Research on digital deliberation suggests that visual scaffolds significantly enhance the depth and civility of online discussions compared to unmoderated comment threads, making them particularly suitable for emotionally charged topics, such as political expression in sports or gender equity in athletic governance.

Finally, platforms dedicated to interactive storytelling—such as Tome, Gamma, and Microsoft Sway—enable the assembly of multimodal learning modules that converge text, video, quizzes, and live data feeds. An Ambassador

might, for example, construct a “Solidarity Journey” presentation in Tome, beginning with an AI-generated 3D reconstruction of ancient Greek relay races. The narrative would then transition to user-submitted testimonies from refugee athletes, concluding with an embedded poll that captures audience pledges for community service. Automated analytics track engagement patterns, offering educators a dashboard through which they can iteratively refine narrative pacing and cognitive load. Crucially, these platforms require no advanced coding skills; drag-and-drop interfaces democratise authorship, allowing participants from resource-constrained contexts to contribute artefacts of equal technical sophistication to those produced in digitally privileged settings.



Prof. Emanuele Isidori, Vice-Rector of the University of Rome “Foro Italico”, explored how AI can be utilised to promote Olympic values in his lecture.

The confluence of these toolsets facilitates a pedagogy of production that aligns with constructivist principles and the Olympic commitment to universality. Text-based AI cultivates dialogue; visual AI galvanises emotional resonance; argument mapping AI sharpens critical thinking; and presentation AI orchestrates holistic narrative experiences. Nevertheless, the very accessibility that empowers Ambassadors also imposes an ethical imperative: Educators must guide learners

in responsible prompt engineering, intellectual property stewardship, and data privacy management. When such safeguards are embedded in instructional design, these platforms extend the arena of Olympic education from the physical gymnasium to a participatory digital commons—one in which every Ambassador can script, design, debate, and broadcast the timeless values of Olympism for a twenty-first-century audience.

5. AI-Based Olympic Learning Projects

A project-based learning (PBL) approach situates knowledge acquisition within authentic, goal-oriented activities that require sustained inquiry, collaboration, and public dissemination of results (Blumenfeld et al., 1991). When PBL is augmented by artificial intelligence, learners gain access to computational partners that can scaffold creativity, automate routine production tasks, and expand the reach of their outputs. The following four modalities exemplify how Young Olympic Ambassadors can employ AI to design projects that embody and transmit the Olympic values of respect, friendship, solidarity, and excellence.

5.1 Digital Storytelling

Narrative is a powerful conduit for value education because it aligns factual information with emotional resonance and moral meaning (Bruner, 1996). AI-assisted digital storytelling platforms—combining generative language models with text-to-image engines—allow Ambassadors to craft illustrated tales of athletes whose careers exemplify perseverance or fair play. A typical workflow begins with a prompt to an LLM requesting a culturally situated vignette about a little-known Paralympian; the generated outline is then refined through iterative questioning that probes ethical nuance. Visual elements are created in Canva AI or Adobe Firefly to match the narrative tone, while automated narration tools convert the final script into audio for accessibility. The resulting multimedia artefact can be hosted on interactive platforms where analytics capture user engagement, enabling educators to evaluate both cognitive and affective learning outcomes.

5.2 Chatbot Creation

Conversational agents provide learners with a low-stakes environment in which to question, rehearse, and internalise complex concepts (Winkler & Söllner, 2018). Using no-code frameworks such as Landbot or Dialogflow, Ambassadors can fine-tune large language models (LLMs) to simulate Socratic dialogue on topics like gender equity in sports or the ethical limits of performance enhancement. The design process involves curating a knowledge base grounded in authoritative sources—such as Olympic Charters, athletes' biographies, and scholarly articles—and engineering prompts that elicit reflective rather than prescriptive responses. Piloting with peer groups helps calibrate linguistic register and cultural sensitivity. Beyond disseminating information, chatbots cultivate digital citizenship; learners must negotiate issues of data privacy, bias mitigation, and intellectual property attribution, thereby linking technical proficiency to ethical responsibility.

5.3 Micro Documentaries

Short-form video is now a lingua franca of global youth culture. AI video synthesis platforms, such as Runway ML or Synthesia, combine script generation, voice cloning, and stock footage retrieval to streamline the production of documentaries. Ambassadors might script a three-minute feature on solidarity by tracing the journey of the Refugee Olympic Team, interlacing archival footage with AI-generated animated infographics visualising displacement statistics. Captioning is auto-translated into multiple languages, while sentiment analysis of viewer comments provides real-time feedback on affective impact. From a pedagogical standpoint, micro-documentaries integrate media literacy competencies—such as storyboarding, fact-checking, and visual rhetoric—with the critical examination of historical and sociopolitical contexts that shape Olympic narratives.

5.4 Multilingual AI-Driven Campaigns

The principle of universality demands that Olympic values resonate across linguistic and cultural boundaries. Neural machine translation APIs (e.g., DeepL, Google Translate Advanced) and tone transfer algorithms enable Ambassadors to launch synchronised social media campaigns that adapt idiomatic nuances

while preserving thematic coherence. For instance, a Twitter thread on friendship can be auto-localised into Arabic, Japanese, and Swahili, each version embedding culturally salient metaphors and athlete role models. Generative content schedulers like Buffer AI optimise posting times for regional peak engagement, whereas dashboard analytics disaggregate reach by demographic variables, allowing for iterative refinement. Such campaigns not only broaden the audience base but also model intercultural dialogue, a cornerstone of the Olympic Movement's peace-building mission.

5.5 Pedagogical Payoffs

Across these modalities, AI functions as an enabler rather than a determinant of learning. Digital storytelling nurtures empathy and moral imagination; chatbots scaffold dialogical reasoning; micro-documentaries develop critical media literacy; and multilingual campaigns cultivate global citizenship. Each project type demands teamwork, with roles allocated in research, design, production, and dissemination, thereby fostering leadership and collaborative competence. Crucially, the public-facing nature of the artefacts encourages accountability: Ambassadors must ensure factual accuracy, ethical representation, and respectful engagement with audiences. In doing so, they enact the Olympic values they seek to teach, transforming AI from a technological novelty into a catalyst of character formation and community building.

6. Conclusion: Building Communities of Olympic Values with AI

The Olympic Movement has always envisaged itself as more than a series of quadrennial spectacles; from Coubertin's earliest writings it has aspired to function as a transnational community bound by shared ideals of dialogue and peace. Artificial intelligence now offers a technological substrate capable of extending that community beyond the physical confines of Olympic venues or academy seminars, knitting together dispersed Ambassadors into a sustained, interactive network of practice.

At the most immediate level, advances in neural machine translation and speech-to-text recognition enable real-time, high-fidelity communication across more than 100 languages, effectively lowering the linguistic thresholds that have historically limited intercultural exchange. A synchronous webinar

on gender equity, for example, can now display rolling subtitles that preserve idiomatic nuance. At the same time, an AI-driven sentiment analysis layer alerts moderators to potential misunderstandings rooted in cultural semantics, ensuring that conversational threads remain respectful and inclusive. By rendering dialogue frictionless, AI does not merely facilitate information transfer; it creates the conditions for *reciprocal recognition*, a foundational prerequisite for any cosmopolitan learning community.

Beyond conversation, AI-enhanced collaborative workspaces, such as Notion AI, Miro with generative ideation features, or Google Workspace's Gemini integration, allow Ambassadors from different continents to co-author curricula, plan service projects, and iterate on media campaigns in real-time. Generative meeting summarisation tools automatically distil discussion outcomes, allocate tasks, and set milestones, thereby preserving collective memory and accelerating project momentum, as shown in Wenger's (1998) concept of "communities of practice", in which knowledge is co-constructed through sustained mutual engagement rather than disseminated unidirectionally.

Artificial intelligence also expands the reach and durability of Olympic pedagogy by streamlining the creation and dissemination of open educational resources. Large language models can auto-generate learning objectives aligned with Bloom's taxonomy, recommend multimedia assets licensed under Creative Commons, and apply semantic web metadata that enhances discoverability across institutional repositories. Image captioning and speech synthesis algorithms ensure that resources are accessible to users with visual or auditory impairments, thereby fulfilling the Olympic commitment to equality and inclusion. Once published, these resources populate an ever-growing commons that Ambassadors can remix to suit local contexts—an iterative process that both decentralises instructional authority and enriches the collective knowledge base (UNESCO, 2019).

Taken together, these affordances enable the emergence of a *Virtual Olympic Academy*: a distributed, AI-enabled ecosystem in which Ambassadors engage in ongoing dialogue, co-create culturally situated learning materials, and collectively refine best practices for value education. However, the promise of such an ecosystem is inseparable from questions of governance and ethics. Algorithmic curation must be transparent, data ownership clearly stipulated, and infrastructural access equitably distributed to avoid reproducing the digital divides that the Movement seeks to bridge. When these safeguards

are incorporated, AI becomes not merely a toolset but a connective tissue that sustains the Olympic ethos across time zones, languages, and cultural imaginaries, transforming episodic encounters in Ancient Olympia into a continuous, border-spanning educational endeavour.

This paper argues that artificial intelligence when aligned with humanistic intent, can renew the pedagogical mission of the Olympic Movement for a generation steeped in digital culture. Beginning with the premise that value education must resonate with learners' lived realities, we have demonstrated how AI-driven personalisation, multilingual access, and dialogical simulation convert abstract principles—such as respect, friendship, solidarity, and excellence—into experiences that are adaptive, inclusive, and intellectually demanding. A survey of accessible tools and platforms demonstrated that young Ambassadors can now become producers of text, images, argument maps, and interactive narratives without specialised coding knowledge. At the same time, project-based exemplars illustrated the creative breadth of digital storytelling, chatbot design, micro-documentary filmmaking, and multilingual campaigning. Finally, by examining AI-enabled collaboration environments, we outlined how dispersed participants can coalesce into a virtual extension of the Olympic Academy, sustaining intercultural dialogue and co-creating open educational resources that outlive any single Session in Ancient Olympia.

The logical culmination of these insights is the “Olympic Digital Action Plan”—a personalised roadmap in which each Ambassador specifies the AI tools, pedagogical strategies, and community partnerships they will mobilise on return to their local contexts. Such plans transform learning outcomes into commitments, pairing concrete deliverables (for example, a bilingual chatbot deployed in a national youth sports programme or a data-driven campaign on gender equity) with measurable indicators of reach and impact. They also embed ethical governance: every action item must articulate data-privacy safeguards, transparency mechanisms, and strategies for mitigating algorithmic bias, ensuring that the technological means remain subordinate to the moral ends of Olympism.

In practical terms, these action plans herald three strategic gains for the Movement. First, they decentralise innovation, allowing culturally situated experiments to flourish in parallel and contribute to a global repository of best practices. Second, they cultivate a cadre of digitally fluent educators whose credibility rests on demonstrated expertise rather than mere rhetorical

commitment. Third, they establish a feedback loop in which learner analytics and community metrics inform continuous improvement, anchoring Olympic education in evidence rather than tradition alone.

Thus, the integration of AI does not merely modernise Coubertin's original vision; it re-animates it. By equipping young Ambassadors with intelligent tools and a critical approach to their use, we extend the Games' promise of peaceful encounters into the everyday spaces of social media feeds, collaborative dashboards, and augmented learning environments. The challenge now passes to these Ambassadors—and to the institutions that support them—to translate blueprints into practice, weaving a digitally mediated yet deeply human fabric of Olympism whose threads link playgrounds in Nairobi, classrooms in Lima, and community centres in Warsaw. If realised with vigilance and imagination, the Olympic Digital Action Plan will stand as proof that the spirit of Olympia can traverse algorithms as surely as it once crossed continents, inspiring a new era of global citizenship grounded in sport, education, and shared humanity.

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