The history of the International Network of Pierre de Coubertin Schools goes back to 1997. At the 100th year Anniversary of the second Olympic Congress in 1897, the International Pierre de Coubertin Committee (CIPC) held their Congress, "Coubertin and Olympism - Questions for the Future" in Le Havre (France).

In the framework of congress the first Youth Forum of Coubertin Schools was organized.

Just in time for the anniversary meeting of the Coubertin Schools, the 10th Pierre de Coubertin Youth Forum in Pieštany (Slovakia) 2015, this analysis, based on three extensive evaluations on the International Network of Coubertin Schools, pursues the question to which extent this new model of implementing Olympic education can be successful, which advantages or limitations in terms of feasibility, effectiveness, and sustainability compared to traditional forms it exhibits. The results of the study on more than 20 Coubertin Schools clarify what Olympic education might do for the students’ preparation for their school leaving examination or in terms of personal development.

Ines Nikolaus, born in Suhl (Thuringia, Germany) in 1963, has been an English, French and Russian teacher at Coubertin Sports School Erfurt for more than 20 years. She organised numerous projects on Olympic education, initiated the Coubertin Pupils’ Prize in Thuringia and, being a CIPC Board Member, has been leading the World Network of Coubertin Schools since 2002.

Furthermore, she is a member of the IOC’s Olympic Values Education Programme II advisory group and organizes regional and international teachers-in-service trainings. In 2011 she obtained her PhD in Sport Science at Johannes Gutenberg University, Mainz.
Le Havre (France) 1997: The Award Ceremony

Lausanne (Switzerland) 2001: Excursion to the Swiss Alps

Genova-Arenzano (Italy) 2003: The participants before the Cross Country Run

Much Wenlock (Great Britain) 1999: Hiking in the Shropshire mountains

Radstadt (Austria) 2005: The forum community in front of Castle Tandalier

The CIPC President Prof. Dr. Norbert Müller
Ines Nikolaus

The CIPC’s International Network of Coubertin Schools
Ines Nikolaus

The CIPC’s International Network of Coubertin Schools- A Sustainable Model for an Olympic Education

International Pierre de Coubertin Committee / Comité International Pierre de Coubertin (CIPC)

Lausanne 2015
Foreword by the CIPC President

On the occasion of the 10th International Pierre de Coubertin Youth Forum in Piešťany (Slovakia) in the summer of 2015, the International Pierre de Coubertin Committee (CIPC) would like to express its delight about being able to present this collective report.

To the Olympic Movement, to schools included in the International Network of Pierre de Coubertin Schools as well as to all pedagogues interested in Olympic education: we would like to introduce results of an initiative which started in 1997 and which can be considered unique within the Olympic Movement receiving attention in a global context.

When we initiated the 1st Pierre de Coubertin Youth Forum in Le Havre in 1997, we did not dare to hope that one day we would be able to reach and include so many countries from all continents into Pierre de Coubertin’s, father of Olympia, educational concept.

During his visit in Le Havre, the former IOC-President Juan Antonio Samaranch greeted the idea of the Youth Forum with enthusiasm and sustainably supported it during his term of office; this excitement was also embraced by his successor Jacques Rogge and is now equally encouraged by the current President Thomas Bach.

The 10th Pierre de Coubertin Youth Forum takes place in Piešťany. The CIPC has proven its perseverance and has made this youth event a prioritized task also for the future. A fortiori, we intend to use this documentation to reveal what contentual value these Youth Forums contributed.

Since 1997, the author of the presented book, Ines Nikolaus, attended all Coubertin Youth Forums - initially, with the delegation of her school in Erfurt (GER) and since 2003 in a responsible executive position as commissary of the CIPC. The context of the book leaves no doubt about her being the driving force behind these events. Furthermore, she systematically evaluated contentual aspects of all Youth Forums, which first resulted in her PhD Thesis at the Johannes Gutenberg-University Mainz in 2011 supervised by Prof. Manfred Messing and Prof. Norbert Müller. On this basis, she is now presenting this new book.
As President of the CIPC, I would like to thank Mrs. Ines Nikolaus with all my heart for her great pedagogical commitment to the establishment and her continuous mentoring of the Pierre de Coubertin Schools.

Lausanne, June 2015

[Signature]

President of CIPC
Preface by the author

The following analysis is based on long-term studies about the Network of Coubertin Schools as part of my dissertation, which was accepted in 2010 by the Department of Social Sciences, Media, and Sports at the Johannes Gutenberg-University in Mainz, Germany. These were supplemented by the results of the third survey in 2013 subsequent to the 9th Youth Forum in Lillehammer (Norway).

Olympic education challenges the educator; yet it simultaneously, opens up, more than any other subject area, a multifaceted field of activity in the daily work with young people and enthusiastic emerging talents keen on sports. The key experience that started my work as an Olympic educator took place at the 1st Youth Forum of Coubertin Schools 1997 in Le Havre (France). Our school participated at this initial event and I, as a French teacher, was put in charge of the team’s preparation and chaperoning.

It was there that I met my future doctorate advisor, Prof. Dr. NORBERT MÜLLER from the University of Mainz and his former scientific assistant, HOLGER PREUB. This meeting shaped and solidified my future occupation in education and volunteer work in an enduring way. Already at the 2nd Youth Forum in Much Wenlock (1999), I was the contact teacher of our school to the CIPC and as a result was increasingly involved with both the content-related and the organisational preparations of the Youth Forums as well as the initial construction of an International Network of Coubertin Schools.

In 2000, I became a member of the CIPC. Two years later, I was entrusted with the department ”Coubertin Schools” at the CIPC Board.

At this point, I want to especially thank both of my long-standing mentors, Prof. Dr. NORBERT MÜLLER and Prof. Dr. Dr. MANFRED MESSING, who accompanied this entire evaluation study.

As a historian on sports and the current CIPC President, NORBERT MÜLLER led me to understand what Olympic education is able to achieve, considering the ambivalent character of Olympic sports today, and the various ways of implementation in the daily education programmes of children and youths that exist. In fact, it was him who first had the idea in 1996 to organise a Youth Forum. I thank him for the many years of cooperation on the CIPC Board in the collective development of the International Network of Coubertin Schools.

Prof. MESSING taught me that only thoroughness grounded in science and perseverance could lead to success. By providing numerous journal articles, he reminded me not to forget the broader picture. I thank him for his patience during our long professional conversations, and his steady encouragement to continue with the scientific work alongside my full-time career and volunteer work.
Indispensable support in developing such a worldwide Network was provided by my CIPC colleagues Dr. HERMANN ANDRECS (AUT), HELEN BROWNLEE (AUS), Dr. JUNKO TAHARA (JPN) and ROBERT MARXEN (GER), as well as the CIPC-Webmaster SEMIR KAMHAWI (GER), who actively secured the successful realisation of the Youth Forums over many years.

Special thanks go to the many directors and colleagues at the Coubertin Schools and the leaders of the national teams without whose creative and often time-consuming contributions, the Youth Forums and the cooperation within our Network would not have been possible. As representative for them, I would like to name the colleagues that were involved with the three surveys in 2005, 2007, and 2013: BETHANIE KEARNEY (AUS), GABRIELE DUERAGER, ILSE HARTL, STEFAN NUSSBAUMER, MARIO SARCELLETTI, ANDREA STOLZ (AUT 1), EVA MARIA POLLANY, Fr. Dr. BERNHARD MAIER, WOLFGANG SCHICKER, STEPHANIE WÖHRER (AUT2), CHANGMING LIU, GUOPENG SHI (CHN), OLGA KANTZILARI (CYP), MAGDALENA BUŠOVÁ, LIBUŠE SZUTÁKOVÁ, Dr. MIROSLAV VÁCHA, HELENA ZASADILOVÁ, (CZ), KASPAR KOOLMAN, OLEV SALUVEER, ULVI SARAPUU (EE), JEAN MARIE AUBERVILLE, SANDRA DELLA CASA (FRA 1), PATRICK ANGLADE, CYRIL GÉRAULD (FRA 2), KARIN LANGE, JÖRG TEXTOR (GER 1), KLAUS BÖTTNER, KONSTANZE BLÜMEL, EVELYNE HÜBNER, UTA RÜHLOW, DIETER WATTEROTT (GER2), MICHELLE BARTLETT, PENEOPE COOPER, CAROL JARDIN, ANDREW REECE, GEOFF RENWICK (GBR), KALLIOPI KOUROUPI, MAROULA KOUSSOUNADI, ANASTASSIOS BOUDOUVAS, KONSTANTINOS TSAKLIDIS (GRE 1), ALEXANDROS AGALIANOS, THEMISTOKLIS BATOUDAKIS, SAKIS DIAMANTOPOULOS, PENEOPE GALANOPOLLOU (GRE 2), FRANCA ARGENTI, ROSANNA LASPESA, DANIELA PONGIGLIONE (ITA), YOSHIMI NAKATSUKA (JPN), ROGER OGOLA (KEN), Dr. CHAN HO JEONG (KOR), MILAN BABOVIC, REFIK DEMOLLI (KOS), SARASVATHY ANNANDARAJAH (MAS), A URORE LACLOCHE, LOUIS STEEVE SINISKA, (MRI), ATLE BJERKE, JO HJERMSTAD, Øystein Killi, ERLAND SAN DVIK (NOR), SVETLANA SIVERTSEVA (RUS), SANDER VAN AARTRIJK, ANDRÉ LASERRE (SUI), MIROSLAVA DUBOVSKÁ, JANA KÜRTIOVÁ, IVAN LUKNAR, STANISLAVA ŠIMOVÁ (SVK), MAHMOUD BEN SALAH (TUN).

My sincere gratitude goes to all the participants of the Youth Forums in Radstadt, Tábor, and Lillehammer for the diligent completion of the surveys, which made the analyses of the Youth Forums possible in the first place.

I especially thank my pupil HANS KRUGENBERG for the numerous snap shots during the Lillehammer Forum as well as his indispensable support in formatting a couple of the original documents in the appendix.

Furthermore, I am indebted to ELIZABETH SLYUTER-MATHEW from the IOC Department for International Relations for her confidence in our Olympic

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education work in the Network of Coubertin Schools. I am grateful for the excellent cooperation over the past years, all of her support in organising the OVEP further education courses for teachers at the Coubertin Schools and in applying for financial grants for the execution of the Youth Forums.

In addition, I would sincerely like to thank my translators ELISA FLOß (GER) and HANNAH SALEY (CAN), who diligently translated a large part of the text into English and made the publication of this work in English possible in the first place.

Last but certainly not least, I am deeply grateful for the support of my family: my daughter, for the provision of the photos and my life partner, MAREK BOJAKOWSKI, for his contribution to various (art) projects of the Network. Lastly, I thank my parents, whose tolerance and support made my research project, alongside my career and being involved in a national and extensive international volunteer work, possible.

Ines Nikolaus

Erfurt, June 2015
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List of abbreviations

AOC  Australian Olympic Committee
CIFP  Comité International pour le Fairplay
CIPC  Comité International Pierre de Coubertin
CEO  Centre d’Etudes Olympiques
DOSB  Deutscher Olympischer Sportbund
DPCK  Deutsches Pierre de Coubertin Komitee
EDI  Educational Design International
EOA  Eesti Olümpiaakadeemia
EYOF  European Youth Olympic Festival
FOSE  Foundation of Olympic and Sports Education
Fig.  Figure (illustration)
IFs  International Federations
IOA  International Olympic Academy
IOC  International Olympic Committee
IOAPA  International Olympic Academy Participants Association
ISF  International School Sport Federation
ISOH  International Society of Olympic Historians
JOA  Japan Olympic Academy
NADA  National Anti-Doping Agency
NOA  National Olympic Academy
NOC  National Olympic Committee
ÖOC  Österreichisches Olympisches Komitee (NOC for Austria)
OVEP  Olympic Values Education Programme
PC  Personal Computer
PdC  Pierre de Coubertin
PdC Award  Pierre de Coubertin Award
PE  Physical education
Tab.  Table (chart)
UN  United Nations
UNESCO  United Nations Education Scientific and Cultural Organisation
WADA  World Anti-Doping Agency
WHO  World Health Organisation
YOG  Youth Olympic Games
Abbreviations used for the participating schools/delegations at the Youth Forums in 2005, 2007 and 2013:

AUS  Australia
AUT 1  Austria, Radstadt
AUT 2  Austria, Unterwaltersdorf
CHN  China, Beijing
CYP  Cyprus, Nicosia
CZE  Czech Republic, Tábor
EST  Estonia, Ülenurme
FRA 1  France, Bolbec
FRA 2  France, Nancy
GER 1  Germany, Berlin
GER 2  Germany, Erfurt
GBR  Great Britain, Much Wenlock
GRE 1  Greece, Pallini
GRE 2  Greece, Pyrgos
ITA  Italy, Savona
JPN  Japan, Tokyo
KEN  Kenia, Eldoret
MAS  Malaysia, Kuala Lumpur
MRI  Mauritius
NOR  Norway, Gausdal
KOR  South Korea, Daegu
KOS  Kosovo, Kamenica
RUS  Russia, St. Petersburg
SUI  Switzerland, Lausanne
SVK  Slovakia, Piešťany
TUN  Tunisia, Tunis
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Introduction: A call for Olympic education

PIERRE DE COUBERTIN once demanded: “Olympisme à l’école. Il faut l’encourager!” (“Olympism at school. It must be encouraged!”). However, what do we understand today with the term ”Olympism“, which COUBERTIN used and reformulated on many occasions?

And how are the Olympic ideals and values, established by COUBERTIN more than 100 years ago, currently implemented into every day school life?

Although a wide range of materials for schools and various interpretation models for Olympic education already exists internationally, very few approaches have been explored to date especially in analysing their objectives and didactic-methodical implementation on the basis of communicating Olympic values.

The educational mission of Olympism (as a collective term for “Olympic ideals/values/principles”, and in recent times “Olympic movement”) has, since Montreal 1976, been largely implemented as following:

1. Through increasingly complex Olympic educational programmes of host cities/countries of Olympic Games
2. Comprehensive, international Olympic educational programmes
3. National Olympic educational programmes, elaborated on and supported by National Olympic Committees and Academies
4. Models for sports-specific values education, usually conceived of as long-term projects.

However, Olympic education is only deeply rooted in curricular goals, educational standards, and is even recognised as an accredited school subject in a few countries.

In many cases, Olympic education is randomly implemented, despite the great number of already existing, appealing and well-prepared materials.

In many instances singular actions are all that remain and the reasons for this are manifold: From difficulties (predominately financial or logistic) in disseminating the materials, lack of time due to the great amount of learning material in the individual subjects, the lack of trained staff for implementation, too little awareness for its necessity and potential, but also

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quite often due to the lack of motivation to invest more time and energy. In addition, the materials occasionally do not reach the actual target groups or those implementing them, in most cases these are the pedagogues and coaches. The question of who actually should fulfill the role as “Olympic educator” remains unclear in many countries.

Another reason for the deficient prevalence of Olympic education lies in the fact that only few international empirical studies exist, which substantiate the effectiveness of projects in support of Olympic education, its use for the learning process and its potentials for a multidisciplinary and global learning approach as well as the development of one’s personality.

In the last two decades increasingly more international Olympic and sport-related Organisations and Institutions took up the educational challenges of the Olympic Movement.

As a result, the International Pierre de Coubertin Committee (CIPC), which has since 1975 undertaken the task to make the life and work of the founder of the modern Olympic Games known world-wide and to contribute to the dissemination of the Olympic ideals as initiated by him. In the mid-1990s the CIPC pursued a new course of action: The strengthening of youth work. The goal is then to acquaint young people with Coubertin’s ideas and to encourage them to implement those ideas practically.

In time for the anniversary meeting of the Coubertin Schools, the 10th Pierre de Coubertin Youth Forum in Piešt’any (Slovakia) 2015, this analysis, based on three extensive evaluations on the International Network of Coubertin Schools, pursues the question to which extent this new model of implementing Olympic education can be successful. It also investigates which advantages or limitations in terms of feasibility, effectiveness, and sustainability compared to traditional forms is exhibited. In doing so, not only the content-related dimension, meaning **WHAT** this new model can achieve in terms of Olympic education, is important. Rather, the question of **HOW** should also increasingly take a central focus. In addition, the questions of whether and to which extent particular framework conditions can support the process of Olympic education will be looked into.

Following a short definition of **Olympic education** (Chapter 2), the subsequent chapters will document numerous tendencies and achievements of Olympic education work during the biennial Youth Forums as well as at the schools of the Network itself.

Moreover, a comprehensive appendix will illustrate the work of the schools of the International CIPC Network. In addition to a short portrait of all the Coubertin Schools and national teams that took part in the surveys, a current list of all the schools of the Network, their participation in the nine CIPC Youth Forums, a brief chronology of the Network, as well as numerous original documents will demonstrate the Olympic education work.
2 Coubertin’s Olympic Idea as a valuable element in the education of the young generation in the 21st century

2.1 Coubertin’s conception of “Olympism” today

The term “Olympism“, dates back to Pierre de Coubertin (1863-1937), founder of the modern Olympic Games, who shaped the term (French “olympisme“) at the end of the 18th century. Numerous influences contributed to the moulding of Coubertin’s Olympic idea.

The foundation of an internationally binding description of the term Olympism is stated in the Olympic Charter in 1990, which includes the Fundamental Principle of Olympism.

The philosophic-pedagogical dimension of a modern Olympism is reflected especially in the following Paragraphs:

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

2 “The goal of Olympism is to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity.”

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6 IOC: Olympic Charter. In force as from 9 September 2013, 11.

7 Ibid.
COUBERTIN’s intended duty, to place sport everywhere in the service of the harmonious development of mankind (see Paragraph 2), is concretised in Paragraph 4 and simultaneously imbeds the principle of Renunciating every form of discrimination:

4 “The practise of sport is a human right. Every individual must have the possibility of practicing sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play…”

Though today, the IOC goes far beyond COUBERTIN’s demands and, since 1996, has anchored the Right to Sport as a human right in its Fundamental Principles of Olympism. In contrast to the Coubertin era, this principle today includes the participation of women and people with disabilities in sport activities, which is already deemed as self-evident in many parts of the world.

While the previous citations from the Olympic Charter already indirectly mentioned the Participation of the Youth in the development of a better and more peaceful world through the experiences of sport, this basic principle is emphasized even more in Chapter 1, Paragraph 2:

“...The goal of the Olympic Movement is to contribute to building a peaceful and a better world by educating youth through sport practised in accordance with Olympism and its values”.

Corresponding to COUBERTIN’s analogy of his “philosophy” as a “halo” that “[combines] all those principles, which contribute to the improvement of mankind”10, even here the specified principles of a modern Olympism allow sufficient room for new developments. One of the most important developments since the beginning of the 1990s, is the incorporation of environmental protection, as the third pillar of the Olympic Movement besides sport and art, since the beginning of the 1990s.

Moreover, it becomes clear that the displayed principles are not limited to the Olympic Games but can be applied beyond that to all areas of modern sports, in particular to sport education and, especially physical education lessons.

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8 Ibid.
9 IOC: Olympic Charter. In force as from 9 September 2013, 15.
Thus, it is no wonder that these basic principles, while serving as the principles for an Olympic education, are emphasized in various ways by authors of different countries.

2.2 The genesis of the term “Olympic Education”

The term “Olympic pedagogy” goes back to Pierre de Coubertin, although he initially spoke of “sport education” (“éducation sportive”) in his writings.

Coubertin first used the concept “pédagogie olympique” in his “Lettre Olympique” from 22.11.1918\(^{11}\). In 1922, he published an article with the title ”Pédagogie sportive“.

In 1975, Norbert Müller was the first to use and shape the term “Olympic Education”\(^{12}\), which was then introduced into sport pedagogy and Olympic research.

In 1992, the term “Olympic Education”, as submitted by Norbert Müller, was accepted by the “IOC Commission for the IOA” and implemented within the Charter just one year later by the IOC President J.A. Samaranch. Hereafter, the term was repeatedly used by the IOC and NOC officials.

First and foremost, Olympic Education for Coubertin meant a harmonious and all-encompassing education of man. This comprised of a physical as well as intellectual education of the youth and strove for a balanced relationship between the human capabilities of the body, his/her intellectual skills and the will.

As a result, Coubertin’s primary goal was to integrate sport into an inherent part of school education and make sport accessible to everyone:

“This Olympic pedagogy which I recently said was based at once on the cult of effort and on the cult of eurythmy [sic] – and consequently on the love of excess combined with the love of moderation – is not sufficiently served by being glorified before the world once every four years in the Olympic Games. It needs permanent factories…”\(^{13}\)


\(^{13}\) Coubertin, P. de: « The Olympic Idea », edited by: Carl-Diem-Institut an der Deutschen Sporthochschule Köln, published and copyright 1967, 55-56. In the original: « Cette pédagogie olympique dont je disais l’autre jour qu’elle reposait à la fois sur le culte de l’effort et sur le culte de l’eurythmie – par conséquent sur le goût de l’excès et sur le goût de la mesure combinés – il ne saurait suffire qu’on lui donne tous les quatre ans, aux Jeux
Furthermore, the “idea of peace between all peoples of the world” \(^{14}\), which Coubertin wanted to realise by re-introducing the Olympic Games, the meeting of young sportsmen from many nations every four years – as “ambassadors of peace”, formed an important aspect of his Olympic visions. In 1934, he added authority to his demands for an Olympic Education with the article titled « L’Olympisme à l’école. Il faut l’encourager! » (“Olympism at school. It must be encouraged!”).\(^{15}\)

Following COUBERTIN’s appeal, Olympic Education is formulated as one of the principle duties of the modern Olympic movement in the Olympic Charter, which is to be realised by the National Olympic Committees of the individual countries (see Chapter 1, Paragraph 1, quoted on page 3).

On the basis of COUBERTIN’s idea of an “Olympic Education”, numerous German and international authors have developed models of interpretation and proposals for the purpose of implementation.\(^{16}\)

They follow three different leading approaches. Firstly, authors from German-speaking regions favour a primarily historical-pedagogical approach, which is based upon the ideas and writings of COUBERTIN and his successors. These include, among others, the sport researchers HERMANN ANDRECS\(^{17}\), OMMO GRUPE\(^{18}\), NORBERT MÜLLER\(^{19}\), ROBERT GEßMANN\(^{20}\) and OTTO SCHANTZ\(^{21}\).
The second and more internationally preferred method is based on the Fundamental Principles of Olympism and the Chapters of the IOC’s Olympic Charter (two examples are DEANNA BINDER and WŁADIMIR RODITSCHENKO).
Similar to a bridge between these two approaches of interpretations, ROLAND NAUL chooses an integrated approach for his model of Olympic Education.

Irrespective of the particular approaches, the aforementioned authors all consider Olympic Education as a significant component of young people’s education, one that is inseparable from values education. Although with different emphasis or accentuation, terms such as holistic harmonious education, striving for excellence, fair play, mutual respect, and efforts in intercultural understanding recur often.

Yet only few empirical studies, which analyse the actual effectiveness of Olympic education programmes, exist. In order to offer these programmes an empirical backbone, KLAUS WILLIMCZIK’S demands for an educational Olympic pedagogy must be reinforced.24

It would lead too far to give a complete chronological presentation of the pioneering models of Olympic education here. In the present quantitative and qualitative analysis the seven individual values of Olympic education according to GRUPE/MÜLLER (1988, completed by point 7 in 20037) form the theoretical basis of:

1. “Self-awareness through sport;
2. Holistic, harmonious education;
3. The idea of human perfection through sports performance;
4. Conscious commitment to and respect for ethical principles in the practice of sport/respect for and tolerance of others, e.g. in the ideal of fair play;
5. Social encounters and understanding in sport;
6. The concept of peace and international understanding;

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7. Promotion of emancipatory developments in and through sport (e.g. involvement of athletes, emancipation of women, protection of nature, etc.)".  

Furthermore, the analysis is based on the didactic matrix for integrated Olympic education by NAUL (2007). It has been expanded by the author of the present study to include a fifth area of learning – *artistic creativity* – to cover the entire spectrum of Olympic education within the Network of Coubertin Schools. An extension of NAUL’s didactic matrix for an Olympic education by means of a fifth sphere of learning, that of *musical and artistic creativity*, is necessary for two reasons:

- **From a historical point of view**: COUBERTIN argued his whole life in favour of a close relationship between sport and art and produced numerous impressive cases of it himself (e.g. reference to his ideas for the ceremonies and ornamentation at the Olympic Games, the arts competitions or his ‘*Ode to Sport*’). As more recent research into sports history demonstrates, even this aspect of COUBERTIN’S work was of far greater importance than previously understood.

- **From a contemporary point of view**: now in an age dominated by technology where children and teenagers will often spend several hours a day in front of the computer, it seems common to no longer have time or the motivation to practice and explore one’s own artistic creativity unless perhaps on the computer. The computer’s artistic faculties may range from calligraphy, drawing, and to composition. However, as it is widely known, very few of these features on the computer, which actually attract the younger generation. Furthermore, occasionally and in the extreme case, it has been known for young people to completely isolate themselves from society in favour of using a computer for

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25 English translation of MÜLLER, N.: “Olympismus”, 415. There MÜLLER originally named eight Olympic values. Later he himself combined the fourth and fifth value as shown in the abovementioned list.


gaming or for social network purposes (e.g. the gunman from Winnenden).

On the other hand the media report almost daily of an increasing “cultural impoverishment” of people and a general *decline in culture*. In many homes one will no longer find a daily newspaper and for many families a trip to the theatre or an arts exhibition has become a foreign concept, in some cases unaffordable.

Thus, taking on this fifth sphere of learning as part of Olympic education (see Fig. 1) could be a pivotal contribution to achieving an *all-embracing, well-rounded education*. Furthermore, it could reintroduce children and teenagers to art and culture, allowing them to experience for themselves their own artistic creativity in relation to sports. In this way also helping them to develop both their artistic understanding and experience. If nothing else, art as well as sports can also lead some out of a path of social isolation and back into the community.

<table>
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<th>Orientations</th>
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<td>Educational Efforts</td>
<td>to exercise in effort</td>
<td>to share competition</td>
<td>to behave fairly</td>
</tr>
<tr>
<td>Social Conduct</td>
<td>to aspire self-perfection</td>
<td>to seek for good examples</td>
<td>to act in solidarity</td>
</tr>
<tr>
<td>Moral Behaviour</td>
<td>to adhere to rules</td>
<td>to accept values</td>
<td>to respect different cultures</td>
</tr>
<tr>
<td>Olympic Knowledge</td>
<td>to acquire knowledge</td>
<td>to understand Olympic values</td>
<td>to compare vision and reality of Olympic ideals</td>
</tr>
<tr>
<td>Musical and Artistic Creativity</td>
<td>to be active in the fields of music and the arts</td>
<td>to combine arts and sport in a creative way</td>
<td>to develop an artistic and aesthetic understanding/ feeling</td>
</tr>
</tbody>
</table>

Fig. 1: The expanded didactic matrix for integrated Olympic education (*NIKOLAUS* 2013, 366, based on *NAUL* 2007, 108 and *NAUL* 2008, 126)

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COUBERTIN already saw Olympic education as something that should not be limited to the competitive athlete, but as a tool in which he could reach all young people.\textsuperscript{30} By opening up the artistic sphere of learning, one immediately gains an opportunity to appeal to students who are less gifted in or less enthusiastic about sports as well as to interest them in Olympic themes and topics. Through this, the hope is to offer a base for learning about social interactions and moral behaviour.

The five spheres of learning for an Olympic education (see Fig. 1 on page 10), which run alongside one another in the didactic matrix, are therefore of equal significance. They are dependent on one another and they each work collectively in completing the other.

Therefore, Olympic Education is to be understood as a complex process, which can only be successful in its interplay of reciprocally conditional and through these mutually complementary five learning areas. The intended education of values for the promotion of personality development or even the impartment of a Philosophy of Life can therefore not be the sole duty of the school or club sport. It must instead epitomized through a collective pedagogical concern. This can only be realised by close and continuous cooperation between Olympic educators within the athletic, scientific, and artistic areas.

2.3 “Factories” and target audience of an Olympic education today

As mentioned above, Coubertin already demanded in 1918 ”permanent factories” for an Olympic Education. Today, more than 100 years since the development of Coubertin’s Olympism, a number of already existing institutions are able to take on the functions of such a factory for an Olympic Education, with which numerous target groups can be reached.\textsuperscript{31}

Proponents of Olympic education agree that the central factory can only be the School, since it offers all the necessary logistic, organisational, administrative, and staffing requirements for an Olympic Education. Additionally, a great sector of the population, namely the entirety of the students (a great number of young athletes among them) from all elementary and secondary schools, can be reached through the schools.

A second important factory constitute sport clubs and sport associations. Both provide a vital contribution in the education of values as well as aiding in the preparation for a career as an athlete on a highly competitive level. In terms of these top athletes who could take on an essential role model value

\textsuperscript{30} Cf. NIKOLAUS, I.: “Die Olympische Idee“, 2013, Chapter 2.2.1.
for the younger generation due to their frequent presence in the media, the authors determine the greatest deficits for an Olympic education. In the struggle for a fair and “clean sport”, more attention must be dedicated to this target group in the future.

Consequently, Olympic Education also focuses on the target group of potential Olympic educators. These include, in the immediate vicinity of children and youths: teachers, childcare workers and recreational educators; in the care of children, youths and future athletes on high competitive level: coaches, assistant instructors, referees, (sport) judges, officials from the clubs and associations, as well as support staff and volunteers on all levels of performance.

This assumes the need for qualified training of Olympic educators at the universities, colleges, institutions for teacher-training, but also the constant retraining of teaching staff at the universities and colleges as well as of the sport officials on the national and international levels.

Utilizing the enthusiasm for the “Olympics” offers for Olympic Education, in its differentiated forms and realised at different factories, should be accessible for all members of society. This applies to pre-school children and disabled people, who are often still viewed as marginal target groups today. Furthermore, the general public should be incorporated into the process of Olympic Education: parents and relatives who encourage the process of their child’s Olympic education as well as politicians, journalists, health professionals, managers, sponsors, etc., who pave the way, encourage Olympic Education, and who could fulfill the role of a multiplier themselves.

The overview on the following double-page spread illustrates the number of possible “factories” existing today as well as the interrelated complexity in their mode of operation. Due to quick progress in development and the already-mentioned complexity, it can only reflect one excerpt and should, to ensure clarity, emphasize above all the existing interrelations and modes of operation in connection to the analysed topics within the scope of this paper.

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32 Asserting claim to completeness is risky insofar that constantly new institutions, organisations, and commissions arise or already existing ones take up the theme Olympic Education into its directives out of the need to remain current (or even due to an international trend?). Having said that, a number of institutions, which placed this goal on their agenda, only kept their name in the end since no concrete or effective activities followed or were put in place.
3 The International Network of Coubertin Schools – an institution and a new CIPC concept for Olympic education

3.1 The Network’s origins

The history of the International Network of Pierre de Coubertin Schools goes back to 1997. At the 100th year Anniversary of the second Olympic Congress in 1897, the International Pierre Coubertin Committee (CIPC) held their Congress, “Coubertin and Olympism - Questions for the Future”, in Le Havre (France). Over the four-day congress, 150 participants from 40 different countries discussed about the future of the Olympic movement and considered the possibility of reviving the Olympic idea implemented by Coubertin.

Under the initiative of the CIPC and the framework of congress, six Coubertin Schools from four different countries were invited to an International Youth Forum for the first time. This Youth Forum similar to the ‘youth-camps’ during the Olympic Games was held not far from Mirville Castle, the family seat of the Coubertin family.

120 students competed in ‘Coubertin’s spirit’ for the ‘Carnet Coubertin’, a special prize created by the CIPC that consisted of a pin and a certificate. The competition results were then presented at the closing ceremony of the congress.

The congress described, in their final declaration, the successful running of the first Youth Forum of this kind as a “unique experience”. Due to such success and in order to continue promoting the ‘Carnet Coubertin’ worldwide, an international meeting of Coubertin schools will now be organised every two years by the CIPC, with the support of the IOC and the corresponding NOCs. The participants of the congress also expressed their hope that before the year 2000 there would be at least one school in every country that carries the name, Pierre de Coubertin.

So far this dream has not yet been attained and there are several reasons for this. They lie in the education systems of individual countries and/or their various national traditions. In some countries like Uruguay, it is not customary for a school to carry the name of a famous person, but rather to be distinguished only by numbers. In other countries, for example in Sweden, it is not accepted for schools to be named after foreign famous people. In

addition there are many schools in certain countries, that are sponsored by the Church and therefore do not favour names associated with secularism.

Today there are around 40 Coubertin Schools worldwide. These include grammar, comprehensive and also a large number of primary schools, particularly in France and Canada. Since the Le Havre Congress and the success of the first Youth Forum, the CIPC has intensified its youth work and is keen on finding schools worldwide that associate with the ideals behind Coubertin and would potentially carry the name.

Highlights of the CIPC’s youth work include the Youth Forums which take place every two years. After the first 1997 Youth Forum in Le Havre (France), others have followed in setting up programmes in places such as Much Wenlock (Great Britain, 1999), Lausanne (Switzerland, 2001), Genova-Arenzano (Italy, 2003), Radstadt (Austria, 2005), Tábor (Czech Republic, 2007), Olympia (Greece, 2009), Beijing (China, 2011) and Lillehammer (Norway 2013). In accordance with Coubertin’s promotion of ideas such as peace and friendship between nations, fair play, and mutual respect, representatives from Coubertin Schools come together and compete for the Coubertin Award (note Chapter 2.2). A range of workshops, discussion groups, and excursions to explore the host-countries all offer participants numerous opportunities to encounter young people from other countries, while simultaneously gaining Olympic knowledge. In this way, these young people can experience a week of international friendship in Coubertin’s spirit, which will continue to shape them over the many coming years.35

Starting from the very first Youth Forum, a number of contacts between the different schools have now developed. In addition to the rich and continuous experience of learning from one another during the biannual youth forums, the meetings have also inspired many exchange programmes and joint projects between schools in both sports and the arts.

Subsequently, a functional Network of Coubertin Schools has developed. This is a work that attaches great importance to Coubertin’s values of educating in a holistic, harmonious setting in different school subjects as well as gaining an Olympic education. The success of this network in teaching Olympic values, lies in the close cooperation and the great commitment of the head teachers as well as the colleagues responsible for such coordination.

For example, a group of teachers from four different Coubertin Schools have developed a teachers’ handbook called “Coubertin Academy”, in order to better implement the Olympic idea in the classroom. Within the framework

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35 See also FN 141, page 84.
of the three-year Comenius School Development Project, the exhibition entitled “Pierre de Coubertin – Life and Work of a Humanist”, created by students of the Pierre-de-Coubertin-Gymnasium Erfurt has now been translated into more languages to be used in the respective countries.\textsuperscript{36}

The CIPC supports the schools of the Network through its provision of specialised literature, film materials about Coubertin and the Olympic movement, publications on the CIPC website such as the newsletter, and through offering teachers-in-service-training. In June 2003 teachers from several Coubertin Schools were offered for the first time the opportunity to take part in the \textit{Educationists’ Session} at the International Olympic Academy (IOA) in Ancient Olympia. This specific form of teacher training was once again used in 2006 with the opportunity to train 10 more teachers from various Coubertin Schools. A highlight of this programme was the visit to the Coubertin School in Pyrgos. The participants observed how day-to-day lessons were organised in other Coubertin Schools as well as how Olympic education is practised and implemented in these particular schools.

In 2008 a third teacher-training session for teachers of Coubertin Schools took place as part of the \textit{Educationists’ Session} at the IOA. One of the main focuses in two of the workshops was the preparation for the seventh Youth Forum in Olympia, which was to be held in September 2009.

Since 1997 the number of schools brought together by the Network has steadily grown so much that the Network now encompasses five continents, with twenty-five representatives from across Europe, Africa, America, Asia, and Australia.\textsuperscript{37}

Currently only half of the schools in the network carry the name \textit{Coubertin}. Some have not yet completed the democratic process within the school community of choosing the name. For example, this is the case for Ülenurme Gümnaasium near Tartu in Estonia. On the contrary, there are other schools that are closely connected with the works of Coubertin, for example the William Brookes School in Much Wenlock (Great Britain). In fact, COUBERTIN was quite impressed by Dr. William Brookes who originally founded the \textit{Wenlock Olympian Games} in 1850, and later encouraged Coubertin with his idea of a reviving of the ancient Olympic Games.


\textsuperscript{37} An up to date list of all schools and representatives in the Coubertin-Schools Network can be found in the Appendix, p. 170.
Others became part of the Coubertin Network through personal ties. The *Don-Bosco-Gymnasium* became a part of the Coubertin Network through its Headmaster’s previous encounters and relationship with CIPC. Father Dr. Maier had been the Olympic Pastor for the Austrian National Team for many decades.

Australia also holds a special status as the winners of the Australian *Coubertin Award* from all states and territories are delegated to the Youth Forums. This model was also taken on by Mauritius in 2007.

One thing that binds all the schools together is the initiative to work according to COUBERTIN’s educational principles put in place and provided by the CIPC:
Criteria for schools seeking to gain the status of “Coubertin School”

1. The headmaster, staff and students should understand and acknowledge the importance of Pierre de Coubertin and his contribution. The school community should be encouraged to view him as an inspirational figure, with much to contribute to the development of young people in the world today.

2. The school should demonstrate the significance of Coubertin in clearly identifiable ways. For example:
   - Including a photo of Coubertin in the School Prospectus and/or Yearbook and explaining the pedagogical principles;
   - Installing a photo or a sculpture of Coubertin in a highly visible area of the school;
   - Incorporating Pierre de Coubertin, his ideas and his life in various subjects (e.g. history, languages, sports, citizenship, general studies), even where it is not a compulsory element of the curriculum;
   - Making special presentations about the life and work of Coubertin (e.g. on 23rd June, recognised as “Olympic Day”);
   - Organising special events that demonstrate the importance of Coubertin to the school;

3. The school should emphasise that Pierre de Coubertin was not only responsible for the rebirth of the modern Olympic Games, but was also an educational reformer, believing in the importance of bringing body, mind and will into harmony.

This leads logically to the profile of a Coubertin School:

4. Physical Education should have a specific significance in its overall educational values, aims and objectives. In addition to physical and intellectual education, cultural values (e.g. music, fine arts, literature, ethics, and traditional sports) should also be emphasised in the educational programme of a Coubertin School. A Coubertin School may be a school which specialises in sports, but it could also be a specialist performing arts school, as long as physical education is emphasised in order to ensure a coherent and harmonious over all education.

5. To put this spirit into effect, the “Coubertin Award” of the CIPC is crucial. It should be organised regularly at the school and as many students as possible should take part.

6. Once a year on the 1st December the Coubertin School should send a report of its Coubertin related activities to the CIPC General Secretary.

7. The CIPC will support the school through the provision of information and resources, including the writings of Coubertin, and also, if requested, through the provision of specific material (videos, documentation for the “Coubertin Award”, etc.). Every two years the school will be invited to participate in the International Pierre de Coubertin Youth Forum.

8. The naming of the school should be a celebration. Representatives of the CIPC, the family of Pierre de Coubertin and the National Olympic Committee of the country should be invited.

   The school should submit its proposal to the board of CIPC and a representative of the Coubertin family, in order to be granted authorisation to use the name “Pierre de Coubertin School”.

9. In order to achieve the official status of “Coubertin School” the school must be a member of the CIPC. The head or a delegate of the school will be a member of a working group that will be kept informed of and consulted upon the biannual International Coubertin Youth Forum.

10. Schools, that are still in the process of becoming the legal status of “Coubertin School”, may be recognised as “Observer School” for two years and this way send a small number of observers to the Youth Forum. After two years a final decision on the legal status of becoming a “Coubertin School” has to be made by the responsible school authorities.
3.2 The Pierre de Coubertin Award – Main focus of the Olympic education model during the Youth Forum

During the Youth Forums the core of the Olympic education are the competitions for the Coubertin Award. These competitions require long and thorough preparation from all participants.
The participants of the first Youth Forum were competing for the Carnet Coubertin, a badge with Coubertin’s portrait on it as well as a corresponding certificate. In the second Youth Forum, the prize was changed to the Coubertin medal.

The Coubertin Award covers five different disciplines representing the five Olympic rings
38. These five Olympic rings also pay tribute to Coubertin’s concept of a harmonious development of the entire human being: an education of the body, mind and will
39.

1. Social Performance
Participants must display some form of community service in the participant’s home country before the Youth Forum begins. Participants are usually engaged in things such as caring for elderly citizens, working as a sports instructor or trainer for younger school children. Other forms of volunteer work are also acceptable. The social performances must be confirmed by the head of school in the form of a signed document.

2. Olympic Knowledge Test
All pupils must individually complete a written test about the Olympic movement that lasts approximately 15 minutes. In addition to questions about the ancient as well as modern Olympic Games and the life and works of Coubertin, the test will include questions about the host cities of the Summer and Winter Olympic Games.

3. Sporting Performance
The sports test will completely be carried out in the spirit of Coubertin. Therefore, setting new records is not the ultimate goal, but rather to focus on striving towards one’s best personal achievement. Participants are encouraged to follow Coubertin’s ideas surrounding fairness and eurhythmy:

“What counts in life is not the victory, but the struggle; the essential thing is not to conquer, but to fight well. To spread these precepts is to help create a more valiant, stronger humanity, one that is also more scrupulous and

more generous.”

It is not just about winning, but rather about the willingness to take part in events, try one’s hardest, and put in the physical effort into having a fair fight which shows one’s true power. This also means fulfilling and reaching the required standards. During the fifth Youth Forum the sports competitions included four athletic disciplines: 60 metre sprint, long jump, shot put (3kg/5kg) and the 2000 metre cross-country run. For the first time this offered students from Sports Schools and students from schools with regular sports lessons a different kind of assessment.

4. Cultural Performance
All students are expected to present some sort of artistic performance in front of the other students and guests. This performance can be given as an individual or as a group. It can be in the form of a dance, a theatrical piece, or a musical recital. These performances must be well rehearsed and appropriate for the occasion.

5. Olympic Values
In a series of discussion groups, participants must explore the ways in which Olympic principles can be implemented in the everyday life of young people. They must deal with themes such as *Citius, altius, forius* (faster, higher, stronger), *striving for excellence*, *fair-play, amateurism and volunteering*, or *mutual respect and striving for peace*. Experienced members of the CIPC and the IOC join participants in these workshops. The results and conclusions of these discussions are then presented in the final meeting of the Forum. They are documented for further reference and work within the International Network of Coubertin Schools.

If the participant satisfactorily fulfils all the above categories of the *Coubertin Award*, he or she will be awarded the *Coubertin Medal* in addition

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42 Which is often misinterpreted: the *most important thing is to have taken part.*
to a certificate, at the closing ceremony of the Youth Forum.

The front of the medal displays a portrait of COUBERTIN and engraved on the back is COUBERTIN’s motto “voir loin, parler franc, agir ferme (see afar, speak frankly, act firmly)”.

Fig. 4: Pierre de Coubertin Medal (front)  
(designed by Karlheinz Oswald)

Fig. 5: Pierre de Coubertin Medal (back)  
(photos: A. Nikolaus)
4 A multi-year evaluative study of Olympic education in the schools of the International Network of Coubertin Schools

4.1 An Analysis of problems

“Olympisme à l’école. Il faut l’encourager!”[^43] (“Olympism at school. It must be encouraged!”), Pierre de Coubertin once demanded. Years later in the mid-1990s, as a response to this appeal, the CIPC started directing a large part of their activities towards youth work and began to pursuing a new path into the field of Olympic education. This led to the establishment of the International Network of Coubertin Schools.

In comparison to other schools that have included short-term or temporary programmes on Olympic education; some of the fundamental conditions, key differences and key advantages in the Network of Coubertin Schools is their closeness to the Olympic ideals. Adopting the name of “Pierre de Coubertin” not only means to taking on a label but rather an obligation to represent the Olympic values. This is demonstrated through a school that strives to offer an all-rounded education based on Coubertin’s fundamental beliefs regarding education, which is embedded in the mandate.

In contrast to the Olympic educational programmes that have been in place till now and have previously aimed at incorporating Olympic content into a variety of school subjects and interdisciplinary projects at schools within their own countries, a more innovative approach to this new concept has been taken into account and can be characterised by the following four key ideas:

a) **Internationality and multiculturalism**: there is now an ever growing number of participating schools from various countries all over the world

b) **Event character**: the organisation of a Youth Forum every two years, together with the opportunity to travel and stay abroad for all the participants

c) **Competitive character**: competitions for the ‘Coubertin Award’ as an ‘Intensive Course’ of Olympic education (here competitive is used in the sense of ‘ambitious’, focussing on youths who ‘welcome a challenge’, see page 20)

d) **An institutionalised framework**: co-operation regarding building, developing, and enjoying the benefits of an International Network.

Some crucial questions when conducting this present study were as follows:

- How did the formation of an international network occur?
- What developments has the concept undergone over the course of the last two decades? How has its potential been utilised and how will its potential be used for future Olympic education?
- What are the advantages of the Network concerning the organisation, effectiveness and the sustainability of Olympic education in contrast to traditional forms?
- What barriers or limitations does the concept face at present?

The aim of the first empirical survey in 2005 was to record what the actual state of Olympic education was in the individual schools of the Network. It was also intended to acquire information about these schools’ connections with Coubertin and the significance of their participation in the CIPC Youth Forums, as well as the significance of their membership in the International Network of Coubertin Schools.

Results of this first evaluative study intended to help optimise the organisation and overall success of the Youth Forum for both sides involved. This includes both the CIPC Organising committee as well as the schools that took part. Moreover, there is hope that the results of the study would help intensify cooperation within the Network when it comes to Olympic education within a long-term perspective.

As mentioned above, in addition to encouraging the strengthening of already existing relationships based on partnerships between the schools, a yearly growth in the Network has also been recorded. More and more schools worldwide are identifying with these goals and showing great interest in participating in the Youth Forum. A new record was reached in Radstadt in 2005. Fifteen delegations, from the eighteen initially planned, represented thirteen countries across three continents. Two years later the number of delegations had already reached twenty, coming from seventeen countries, and representing four different continents.

The ever growing number of delegations from forum to forum points to CIPC’s dedicated and thorough preparation for the event. The successful week long Youth Forum with 130-200 participants is only possible through the precise timing of events; meetings, and the strict discipline of all those taking part. The schools must also act responsibly when choosing suitable students to take part. These must be students who will be able to qualify and fulfil the required standards for all disciplines of the Pierre de Coubertin Award.

This always poses a great challenge for both sides. Strengthening the Network, fully utilising its benefits, and successfully continuing the tradition
of its Youth Forum can only be made possible if schools continually exchange experiences and make a personal commitment to the Youth Forum’s by way of designated teachers.

Support from students is certainly also encouraged. However, the main portion needed in preparation for a school delegation is ultimately the responsibility of the teachers, as the generations of students change each year as well as from forum to forum.

This preparation is not always easy for teachers to complete during the normal school day and requires the staff to invest a considerable amount of extra time. As a result, most schools in the Network will have at least one person who volunteers to be in charge and coordinates the work in cooperation with other schools.

The second study conducted in 2007 seeks to review any previously documented results and trace emerging development trends in the two-year comparison period (i.e., two youth meetings of Coubertin Schools). It also evaluates the effectiveness of measures introduced by the CIPC with the intention of strengthening cooperation and improving Olympic education in the International Network.

These investigations yield two dimensions in relation to the study of Olympic education:

I) A content-specific dimension according to the standards and values of Olympism:
   WHAT?
   - Sporting efforts
   - Social conduct
   - Moral behaviour
   - Olympic knowledge
   - Musical and artistic creativity

II) An organisational dimension: HOW?
   - Institutionalisation – the Network as a “learning organisation”
   - Internationality and multiculturalism
   - Event character
   - Competitive character
   - Long-term perspective.

With this, a survey of young participants in particular was intended to give a general overview of young people’s expectations, their personal preparation for the Youth Forum, their sporting activities, and their attitudes towards the

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Olympic movement. (For the original questionnaire, see Appendix p. 209-212).

The third study of 2013 seeks to review any previously documented results and to prove that the CIPC’s International Network of Coubertin Schools may be considered a **sustainable model for an Olympic education**.

The basic hypothesis for the present research is as follows: **An institutionalisation supports the implementation of Olympic education in the five different areas of learning, and makes long standing success possible.**

### 4.2 Current Research

While there are many studies available about the significance of the Olympic education in modern times as well as different models and various forms of its concrete realisation and about single national and international Olympic education programmes, the CIPC Youth Forum conducted in 2005 was the first empirical study of its kind.

Due to the specific nature of this institution, it has not been possible to rely on any empirical inquiries, experiences or results of similar networks/organisations. The focus of this research will enhance and bring the greatest progress to this field of research.

Nevertheless, comparable aspects can be drawn from a range of studies conducted in previous decades by the Olympic research team of the Johannes Gutenberg University in Mainz, regarding opinions and attitudes on the Olympic Games as well as understanding Olympic ideals. One of the studies about the dangers that threaten Olympic Games involved questioning tourists at the Games between Barcelona 1992 and Athens 2004. Japanese volunteers were also interviewed on this topic at the 1998 Winter Olympic Games in Nagano.

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Furthermore, the results of Keller’s (2007) interviews of sport students from Mainz University during the 2004 Sportjugend Pfalz Youth Camp in Athens, the interviews of German tourists at the Paralympics in Athens by Scholz (2007) as well as Ackermann’s (2007) comparative study of trips to the Paralympics made by Greek pupils from Olympia and Athens, could all be used as a basis for comparison in this respect.

Alongside the findings of the Olympic research team Mainz, a study of 12-15-year-olds from five European countries was conducted by Telama, Naul, Nupponen, Rychtecky and Vuolle. These findings, focused on general knowledge, attitudes to fair play and to the Olympic ideals and personal views on the Olympic champions, have also shown that there are interesting points of intersection between the behaviour of young people during free time and sporting activities and their charitable works48.

Monnin (2007) in his dissertation examined the practical implementation of Olympism in the everyday school routine of selected schools of various types in the region of Franche-Comté in France.49 Aspects of the results are comparable with the present evaluative study regarding Olympic knowledge and the way in which young people conduct themselves during sport as well as how the idea of an Olympic education as an integral part of the teaching programme, resonates with the students and teachers.

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5   Methods

The theoretical basis of the empirical studies carried out produces, on the one hand, the abovementioned interpretation model for Olympic education of GRÜPE/MÜLLER, (see Chapter 2, p. 8-9) and on the other, the didactic matrix for integrated Olympic education of NAUL, which has been expanded by the author to include a fifth area of learning – musical and artistic creativity – to cover the entire spectrum of Olympic education within the Network of Coubertin Schools (see p. 9-10 and Fig. 1).

This investigation has been carried out as an experimental field research\(^50\) in so far as real groups, consisting of delegations from several Coubertin Schools, were under investigation. This was carried out as a complete survey of all participants as well as the present directors and accompanying teachers of the Youth Forum in question.

The survey was carried out in a “natural environment”\(^51\), i.e. during a youth camp with familiar forms of teaching/learning, competitions and other activities.

5.1   Composition of the sample

Participants of the survey in 2005

All young participants in the 5\(^{th}\) Youth Forum as well as their accompanying teachers and present heads of school were requested to complete the questionnaire.

The present schools and delegations of the Network were as follows:

1. NOC of Australia (winners of the Australian Pierre de Coubertin Award)
2. BORG Radstadt (Austria)
3. Don-Bosco-Gymnasium Unterwaltersdorf (Austria)
4. Ülenurme Gymnaasium (Estonia)
5. Lycée Polyvalent Pierre de Coubertin Bolbec (France)
6. Coubertin-Gymnasium Berlin (Germany)
7. Staatliches Pierre-de-Coubertin-Gymnasium Erfurt (Germany)
8. 1\(^{st}\) Lyzeum Pierre de Coubertin Pallini (Greece)
9. 3\(^{rd}\) Lyzeum Pierre de Coubertin Pyrgos (Greece)
10. William Brookes School Much Wenlock (Great Britain)
11. Liceo Statale “Giuliano della Rovere” Savona (Italy)
12. Kipkeino School Eldoret (Kenya)


12. Gymnasium Kosovska Kamenica (Serbian part, Kosovo)
13. Shkolla e Mesme-Gjimnazi “Ismail Qemali” (Albanian part, Kosovo)
14. Gymnázium Pierra de Coubertina Piešt’any (Slovakia)
15. Gymnázium Pierra de Coubertina Tábor (Czech Republic)
16. Lycée Sportif Pierre de Coubertin d’ El Menzah Tunis (Tunisia)

All 95 pupils (46 boys and 49 girls) participated in the survey.

**Abbreviations (2005):**

- AUS    Australia
- AUT 1   Austria, Radstadt
- AUT 2   Austria, Unterwaltersdorf
- CZE    Czech Republic, Tábor
- EST    Estonia, Ülenurme
- FRA    France, Bolbec
- GER 1   Germany, Berlin
- GER 2   Germany, Erfurt
- GBR    Great Britain, Much Wenlock
- GRE 1   Greece, Pallini
- GRE 2   Greece, Pyrgos
- ITA    Italy, Savona
- KEN/TAN Kenya/Tansania
- KOS    Kosovo, Kamenica
- SVK    Slovakia, Piešt’any
- TUN    Tunisia, Tunis

**Fig. 7** provides an exact overview of the participants of the individual delegations. Besides the twelve “complete” teams with seven pupils each, three so-called “observer teams” with only two pupils took part.

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52 The Tunisian team did not come to the Youth Forum. Therefore, the head of school was asked to complete the questionnaire after the forum. Cf. explanation on the following page.

53 One exception is Australia, whose team is made up by the eight winners of the individual states and territories in the *Australian Coubertin Award*. Due to the fact that some delegations did not come to the forum, the remaining places were given to William Brookes School Much Wenlock (10 participants in total) and to Coubertin-Gymnasium Erfurt (9 participants in total).
In total 33 accompanying teachers and heads of school were interviewed. Thirty of them had taken part in the 5th Youth Forum in Radstadt. In order to present the results of the study more precisely, eight more heads of school, which were not present at the Forum in Radstadt were asked to join the survey. Only three of them fulfilled this request: the heads of the Don-Bosco-Gymnasium Unterwaltersdorf, the Lycée Sportif Pierre de Coubertin d’ El Menzah Tunis and the deputy head of Coubertin-Gymnasium Erfurt. Incorporating the answers by the head of the Tunisian Coubertin School was especially important as it marks the involvement of the only African Coubertin School to date. In this way it was also an advantage as it included the experiences of a third continent. In addition, the head of the Coubertin High School in Tábor (Czech Republic), host of the following Youth Forum, was interviewed.\textsuperscript{54}

\begin{figure}
\centering
\includegraphics[width=0.6\textwidth]{fig8}
\caption{Composition of the teachers in 2005}
\end{figure}

\begin{figure}
\centering
\includegraphics[width=0.8\textwidth]{fig9}
\caption{Composition of the teachers according to their nations (2005)}
\end{figure}

\textsuperscript{54} Interview with RNDr. Miroslav Vácha, Head of Gymnázium Pierra de Coubertina Tábor (Czech Republic), on 08.06.2006 in Tábor.
Participants of the survey in 2007

In a second survey, all young participants in the 6th Youth Forum in Tábor as well as their accompanying teachers and present heads of school were interviewed.

Again the number of participating teams had increased with 20 delegations coming from 17 countries taking part. For the first time representatives from four continents joined the forum community. Among the schools/delegations of the Network present were:

1. NOC of Australia (winners of the *Australian Pierre de Coubertin Award*)
2. BORG Radstadt Pierre de Coubertin (Austria)
3. Don-Bosco-Gymnasium Unterwaltersdorf (Austria)
4. Beijing High School Four (China)
5. Gymnázium Pierra de Coubertina Tábor (Czech Republic)
6. Ülenurme Gymnaasium (Estonia)
7. Lycée Pierre de Coubertin Nancy (France)
8. Coubertin-Gymnasium Berlin (Germany)
9. Staatliches Pierre-de-Coubertin-Gymnasium Erfurt (Germany)
10. William Brookes School Much Wenlock (Great Britain)
11. 1st Lyzeum Pierre de Coubertin Pallini (Greece)
12. 3rd Lyzeum Pierre de Coubertin Pyrgos (Greece)
13. Liceo Statale “Giuliano della Rovere” Savona (Italy)
14. Prof. Dr. Junko Tahara, Kokushikan University (corresponding CIPC-Board Member for Asia, Japan)
15. Kipkeino School Eldoret (Kenya)
16. Winners of the national Pierre de Coubertin Award, organised by the Mauritius Pierre de Coubertin Committee of (Mauritius)
17. Gausdal videregående skole (Norway)
18. Gymnázium Pierra de Coubertina Piešt’any (Slovakia)
19. Gyeongil Girls’ High School (South Korea)
20. Ecole Nouvelle de la Suisse Romande (Switzerland).

All 100 students (45 boys, 55 girls) took part in the survey.

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55 The Coubertin Schools from Tunis and St. Petersburg as well as a new Brazilian school had also been invited, but were not able to participate in the Tábor Forum due to different reasons.

56 One pupil (GRE 2) was ill and did not take part in the survey. There were no young participants from Japan.
Fig. 10: Composition of the participants (students) in 2007

Participants:
- male: 45
- female: 55
- total: 100

Fig. 11: Composition of the participants according to their nations (2007)

With regard to the different continents the participants represented, the following distribution may be noted:

Abbreviations (2007):
- AUS    Australia
- AUT 1  Austria, Radstadt
- AUT 2  Austria, Unterwaltersdorf
- CHN    China, Beijing
- CZE    Czech Republic, Tábor
- EST    Estonia, Ülenurme
- FRA    France, Nancy
- GER 1  Germany, Berlin
- GER 2  Germany, Erfurt
- GBR    Great Britain, Much Wenlock
- GRE 1  Greece, Pallini
- GRE 2  Greece, Pyrgos
- ITA    Italy, Savona
- KEN    Kenya, Eldoret
- MRI    Mauritius, Curepipe
- NOR    Norway, Gausdal
- KOR    South Korea, Daegu
- SVK    Slovakia, Piešťany
- SUI    Switzerland, Lausanne

Fig. 11 provides an exact overview of the participants of the individual delegations. In Tábor thirteen “complete”\textsuperscript{57} teams with seven pupils each and six “observer teams” with only two pupils took part.

\textsuperscript{57} One exception is Australia, whose team is made up of the eight winners of the individual states and territories in the Australian Coubertin Award. In 2007, Berlin sent a team of only four pupils.
In total, 34 accompanying teachers and heads of school were interviewed with 32 of them having participated previously in the 6th Youth Forum. Additionally, in a post-survey the head of the Pierre-de-Coubertin-Gymnasium Erfurt, who had been very active in projects on Olympic education after his participation in the 5th Youth Forum, was asked to answer the questionnaire.

As well, the answers of the deputy head of the youngest Coubertin School of the Network at that time, the Pierre de Coubertin Bundes-Oberstufenrealgymnasium Radstadt (Austria) were considered to be of special importance after its role in hosting the 5th Youth Forum and let expect a few of interesting developments at this school.

Due to the conservative return rate of surveys sent additionally to the directors of the Coubertin Schools that did not attend the 5th Youth Forum, the practice of surveying more school directors was waived in 2007.

Fig. 15 illustrates the composition of all accompanying teachers and heads of schools according to the represented nations. “Complete” teams were accompanied by two teachers and “observer teams” by one teacher. 

58
Participants of the survey in 2013

In 2013, a third survey was carried out among the participants of the 9th Youth Forum in Lillehammer along with their accompanying teachers. This time it was organised as a post-survey by mail/e-mail. In Lillehammer 19 delegations from 17 countries took part. Once again young people from four continents joined the forum. Among the present schools/delegations of the Network were:

1. NOC of Australia (winners of the *Australian Pierre de Coubertin Award*)
2. BORG Radstadt Pierre de Coubertin (Austria)
3. Don-Bosco-Gymnasium Unterwaltersdorf (Austria)
4. Beijing High School Four Pierre de Coubertin (China)
5. Pierre de Coubertin-Pancyprian Gymnasium (Cyprus)
6. Gymnazium Pierra de Coubertina Tábor (Czech Republic)
7. Ülenurme Gymnaasium (Estonia)
8. Coubertin-Gymnasium Berlin (Germany)
9. Staatliches Pierre-de-Coubertin-Gymnasium Erfurt (Germany)
10. William Brookes School Much Wenlock (Great Britain)
11. 1st Lyzeum Pierre de Coubertin Pallini (Greece)
12. Liceo Statale “Giuliano della Rovere” Savona (Italy)
13. Senior High School at Otsuka, Tokyo (Japan)
14. Kipkeino School Eldoret (Kenya)

One exception is the observer team from Switzerland. In 2007, the school administration of the Ecole Nouvelle de la Suisse romande was for the first time considering of changing the name of its school, originally rich in traditions, into “Pierre de Coubertin School”. Therefore also the head of school himself accompanied his school team to acquire further information on the Network of Coubertin Schools and to experience the atmosphere during a Youth Forum.

The Coubertin Schools from Tunis (Tunisia), Oaxaca (Mexico) and Nancy (France) as well as observer teams from Congo, Zambia and Rugby School (Great Britain) had also been invited, but were not able to participate in the Lillehammer Forum due to various reasons.
15. Senior Methodist Girls School Kuala Lumpur (Malaysia)
16. Winners of the national Pierre de Coubertin Award, organised by the Mauritius Pierre de Coubertin Committee (Mauritius)
17. Gausdal videregående skole Pierre de Coubertin (Norway)
18. Middle School N° 211 Pierre de Coubertin St. Petersburg (Russia)
19. Gymnázium Pierra de Coubertina Piešt’any (Slovakia)

In total, 96 youths (43 boys, 53 girls) took part in the 9th Youth Forum. 87 of them (91%; among them 37 boys and 50 girls) sent their completed questionnaires back to CIPC for evaluation. Fig. 16-18 provide an overview only of those pupils who had taken part in the survey.60

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**Fig. 16: Composition of the participants (students) in 2013**

- Participants:
  - Male: 37
  - Female: 50
  - Total: 87

**Fig. 17: Composition of the participants according to continents in 2013**

- Africa: 1%
- Asia: 3%
- Australia: 10%
- Europe: 86%

**Fig. 18: Composition of the participants (students) according to their nations in 2013**

<table>
<thead>
<tr>
<th>Country</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
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<td>4</td>
<td>10</td>
</tr>
<tr>
<td>AUT 1</td>
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<td>3</td>
<td>5</td>
</tr>
<tr>
<td>AUT 2</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>CHN</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>CYP</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>CZE</td>
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<td>1</td>
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</tr>
<tr>
<td>EST</td>
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<td>GB</td>
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</tr>
<tr>
<td>SVK</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

**Abbreviations (2013):**

- AUS Australia
- AUT 1 Austria, Radstadt
- AUT 2 Austria, Unterwaltersdorf
- CHN China, Beijing
- CYP Cyprus, Nicosia
- CZE Czech Republic, Tábor
- EST Estonia, Ülenurme
- GB Great Britain
- GER 1 Germany, Berlin
- GER 2 Germany, Erfurt
- GRE 1 Greece, Pallini
- GRE 2 Greece, Athens
- ITA Italy, Savona
- JPN Japan, Tokyo
- KEN Kenya, Eldoret
- MAS Malaysia, Kuala Lumpur
- MRI Mauritius
- NOR Norway, Gausdal
- RUS Russia, St. Petersburg
- SVK Slovakia, Piešt’any

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60 A 91% rate of return of the answers may be considered a rather good result for a post survey by mail/e-mail. 9 pupils did not complete the questionnaire (5 Australians, 1 Chinese, 2 Kenyans and a Mauritius participant.)
In 2013, 22 accompanying teachers and heads of school were interviewed. Twenty of them had taken part in the 9th Youth Forum themselves. The results of the two French schools (FRA 1 Bolbec, FRA 2 Nancy) were especially valuable since we celebrated the International Pierre de Coubertin Year in 2013.  

Fig. 21 illustrates the composition of all accompanying teachers and heads of schools according to the represented nations. In 2013, only one teacher accompanied “complete” and “observer teams”.

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61 At that time, corresponding member of CIPC Board for Asia, Prof. Junko Tahara from Japan, took part in the evaluation of the organisation of the Forum (question 27).

62 After the 7th Youth Forum in Tábor 2007 the CIPC decided to reduce the number of accompanying teachers from 2 to 1 for all teams to give more observer teams, especially from Africa and Asia, the chance to participate in a CIPC Youth Forum and this way to include more nations into the forum community.
5.2 Choice of methods for the data collection

For reasons of the complexity of analysis, two ways were used for the empirical data collection:

• The survey of all participants of the respective youth forums
• The survey among their accompanying teachers and the heads of schools.

Furthermore, the analysis of the knowledge tests and the certificates on social performances were included into the investigations.\(^{63}\)

The standardised questionnaires were each given in three languages: English, French and German. Approximately half of the participants/teachers had to complete them in a foreign language.\(^{64}\)\(^ {65}\)

Development and structure of the participants’ (students’) questionnaire

The students’ questionnaire comprise of 20 questions (Cf. original questionnaire in the Appendix, p. 209-212). According to the above-described subject of investigation, they make up seven central blocs of different sizes:

1. The preparation for a participation in the Youth Forum/expectations of the participant (questions 1-6)
2. The individual importance of different activities for the participant’s personality (question 7)
3. The personal attitude towards sports/own sporting activities (questions 8-9)
4. The dangers for the Olympic Movement from the participant’s point of view (question 10)
5. Personal experiences made during the Youth Forum (questions 11-13)
6. Evaluation of the organisation of the Youth Forum and importance of the own participation (questions 14-17)
7. Personal details (questions 18-20).

The development of the participant’s questionnaire was based on empirical values. These values, critics by the schools of the Network and by CIPC regarding the organisation of the youth forums had not been documented or

\(^{63}\) Cf. NIKOLAUS, I.: *Die Olympische Idee*, 2013, (Chapter 5.3.3.2 on advantages and disadvantages of the chosen methods and Chapter 5.3.3.3 on validity, reliability and objectivity).

\(^{64}\) The questionnaires were revised by native speakers and it was proved by them whether they might easily be understood by students of this age group. The highest criterion was to guarantee an equivalence in meaning among all three versions.

\(^{65}\) 2005: CZ, EST, GRE 1, GRE 2, ITA, KOS, SVK ; 2007: CHN, CZ, EST, GRE 1, GRE 2, ITA, NOR, KOR, SVK. and 2013: CHN, CYP, CZ, EST, GRE, ITA, JPN, MAS, NOR, RUS, SVK.
categorised prior to 2005. They were collected during the first four Youth Forums and within an eight-year period of. 

Due to the specific nature of the subject of investigation described above, only very few parallels could be drawn to similar investigations. 

In 2007 and 2013 nearly identical questionnaires were used for surveying the participants. They only had to be slightly modified to align with the programme of the 6th or 9th Forum and the situation in Tábor or Lillehammer. The first two surveys in 2005 and 2007 were organised as a supervised interview on the last day of the Forum\textsuperscript{66}, the third one was carried out as a post-survey by e-mail/mail. 

In 2005 and 2007 a return rate of 100% could be reached and in 2013 91% of the participants completed the questionnaires. 

**Development and structure of the questionnaire for heads of schools and accompanying teachers**

In 2005 the questionnaire for heads of schools and accompanying teachers comprised of 25 questions (Cf. original questionnaire in the Appendix, p. 213-220). 

According to the above-described subject of investigation, they made up four central blocs of different sizes:

1. General information on the school/contact data (questions 1-4) 
2. Connection of the school to Pierre de Coubertin (appearance of school building/grounds and in regards to content) – Status of Olympic education at the school (questions 5-15) 
3. The importance of the CIPC Youth Forums and the membership in the International Network for the school community (questions 16-23) 
4. Evaluation of the 5th Youth Forum (questions 24-25). 

Concerning the content, the teacher’s questionnaires in 2007 and 2013 were nearly identical to the one used in Radstadt. Only slight modifications had been made according to the respective programmes and places. 

In contrast to the pupil’s questionnaire, the teacher’s questionnaire in 2007 focused on development trends within the two-year comparison period since the 5th Youth Forum in Radstadt (2005). In addition, an evaluation of the effectiveness of measures introduced by the CIPC with the intention of strengthening co-operation and improving Olympic education in the International Network was included. 

As a result, three additional questions were added to the teacher’s questionnaire:

\begin{quote}
\textsuperscript{66} At this moment the participants did not know whether they had successfully passed all five categories of the Coubertin Award and would be honoured with the Coubertin medal. The participants were not allowed to communicate with other girls or boys and could only ask the teachers for language help.
\end{quote}
Question 22: What positive/negative changes concerning the co-operation in your school have you noticed since the 5th Youth Forum in 2005?

Question 23: Is there a qualitative development regarding Olympic education visible at your school? If yes, what kind?

Question 24: After the evaluation of the 5th Youth Forum CIPC introduced a number of measures in order to improve the co-operation in our Network.
   a) Which of them can you spontaneously name?
   b) How would you evaluate them?

In the 2013 survey among accompanying teachers/heads of schools the additional questions 22 and 23 referred to the whole period since the school’s first participation in a CIPC Youth Forum.67

Question 7 asked particularly about the school’s activities and projects during the International Pierre de Coubertin Year.

In contrast to the surveys given in 2005 and 2007, which were carried out on the last day of the Youth Forum, the survey in 2013 was organised as a post-survey by e-mail/mail. Among the accompanying teachers the return rate of 100% was reached with all the three surveys.68 69

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67 Question 24 on the CIPC measures after the Radstadt Forum was left out.
68 The exceptions –subsequent surveys– were listed under section 3.3.3.1.
69 The author observed a feeling of being overwhelmed with demands from the interviewed adults. For some, it was the first time they attended such a Youth Forum and some of them were asked on a short notice to supervise students. Another reason is that school directors and accompanying teachers do not have a general overview of all the implemented projects and activities with regard to Olympic education, nor of all the educational materials used. For this reason, correspondence among the accompanying teachers of the team and feedback from other delegates was greatly valued.
6 Presentation and interpretation of the results –

The 5th International Youth Forum of Coubertin Schools was held in Radstadt, near Salzburg (Austria) from the 18th to 24th of September 2005. It’s motto was “Making Olympic Principles Work in the Life of Youth”. From 22nd to 29th September 2007 the small Czech town of Tábor was the site of the 6th International Youth Forum, which was celebrated under the motto “The Reality of Olympism in Schools”.70

Two more Youth Forums followed: the 2009 Youth Forum in Ancient Olympia (Greece) and the 2011 Forum in Beijing (China). This was the first CIPC Youth Forum organised outside of Europe. The results of the latter two are not included in the present study.71

Finally in 2013, after the 9th Youth Forum in Lillehammer (Norway), held from 10th to 18th August, a third empirical survey was led among the participants and accompanying teachers/heads of schools. Following the long history of the Norwegians in the Olympic Movement as well as their traditions and lifestyle of a Nordic nation, the motto of this forum was called “Youth and the Olympics – Sustainable Development and Closeness to Nature”.72

The core of the following reports will be the comparison of the three Youth Forums.72

In the course of this, tendencies in the development of the International Network of Coubertin Schools according to the key questions of the study, formulated in Chapter 2.3.1, are being deduced. In addition, advantages and limitations of an Olympic education in the schools of the Network are demonstrated within.

70 See programmes of the Youth Forums in the Appendix p. 175-176, 182-183 and 189-196.
6.1 The formation of the International Network

Chapter 2.1 introduced the onset of the International Network of Coubertin Schools in detail, which was first initiated in the form of a Youth Forum during the 1997 CIPC Congress – “Coubertin and Olympism – Questions for the Future” – in Le Havre. Starting from six delegations (out of four nations) at the Youth Forums, the number of participating delegates and nations had continuously increased until 2007. The delegations are as follows: Much Wenlock 1999: seven delegations (out of five nations), Lausanne 2001: ten delegations (out of eight nations), Genua-Arenzano 2003: twelve delegations (out of ten nations), Radstadt 2005: fifteen delegations (out of twelve nations), Tábor 2007: twenty delegations (out of seventeen nations), Olympia 2009: nineteen delegations (out of sixteen nations), Beijing 2011: twenty-two delegations (out of eighteen nations) and, finally, Lillehammer 2013 with nineteen delegations (out of seventeen nations).73

Thereby, the number of schools and their dedication to this Network had also continuously risen: these schools actively collaborated in the preparation of upcoming forums and of other diverse projects as well over the two year interval between venues; not to mention their contribution of numerous ideas and initiatives to strengthen the Network.74

6.2 Developments of the CIPC concept over the course of two decades and the use of its potentials for an Olympic education

6.2.1 Olympic educational aspects during the Youth Forums

The Youth Forums, which take place every two years, serve as the peak of the cooperation within the Network, incorporating the Pierre de Coubertin Award as the core of the Olympic education model during these CIPC Youth Forums (see Chapter 2.2). As already noted, this rests on the premise that continuous and long-term Olympic education is taking place at the participating schools.

The competitions for the Coubertin Award were further developed and continued to improve from forum to forum, in order to undertake a more effective Olympic education within the given limited time span. Qualitative improvements were emphasised over an increase in the respective activities

73 For the 2009, 2011 and 2013 Youth Forums, there were additional delegations invited. Due to difficulties in attaining necessary travel visas on time or for other internal school matters some could not participate (Cf. Chapter 2.3.3.1).
in order to avoid an overload in the programme and in order to create space for individual contact, thereby guaranteeing the ultimate experience of an international community.

To begin, the content-specific dimension should be placed at the core of the implementation process. This dimension will be further discussed in comparison to the research results of the Youth Forum in Radstadt 2005 (current status of Olympic education after five realised Youth Forums), the 6th Youth Forum in Tábor 2007, and the 9th Youth Forum in Lillehammer 2013.

According to the problems of the survey it comprises the following aspects:

1) A content-specific dimension according to the standards and values of Olympism:

   - Sporting efforts
   - Social conduct
   - Moral behaviour
   - Olympic knowledge
   - Musical and artistic creativity.

At this point, it is necessary to point out two reasons that limit the comparison of the three youth forums:

1. The participants (with some exceptions) do not constitute the same group of people, who were interviewed two years prior. As far as the directors and accompanying teachers are concerned, about half of the people had taken part in previous surveys.

2. The participating delegations varied throughout the three forums (cf. Chapter 5.1 and table 11, Appendix, p. 174).

This research, however, does not focus on the greatest accuracy but rather on identifying and documenting developmental trends within the comparison period.

a) Sporting efforts

In 2005, 18% of the participants (N=95) did not fulfill the average required of the Coubertin Award in the subarea of Sporting Efforts (see Fig. 22 on the following page). In 2007, however, this applied to a mere 1% (N=100) of the participants. One supportive factor in this positive trend could be the incorporation of a new discipline, swimming, into this category of the Coubertin Award.
Since the research on Youth Forums deals with different groups of participants, the positive result for Tábor should be interpreted as a reflection of a more focused selection of each school’s participants according to the long-term sporting norms, as announced by the organising committee. The preparation for the sporting performance took place foremost during physical education lessons. Beyond this, additional training modules were organised for over half of the candidates.

The comparatively large number of participants (13%), which did not fulfill the norms of the sport category in Lillehammer 2013, can be attributed to various factors including insufficient preparation in some isolated cases. The more frequented explanation is that some students arrived injured while others injured themselves during their stay in Norway, restricting their participation in the sporting events.

The length of the youth forum (one week) is too short, of course, to acquire basic-motor competences and to develop techno-motoric skills. A continuous and systematic learning serving as a constant improvement in individual performance has yet to be implemented in preparation to the Youth Forum. Nevertheless, the event offers an excellent opportunity to exercise in effort, and that within an international (!) competition - the prerequisite being each participant’s willingness to compete.

The sporting events of the Coubertin Award were intentionally set up not to place primary emphasis on setting new records, but to first and foremost highlight Coubertin’s ideas of fairness and eurhythmy (see Chapter 2.2). Even if winning is not an essential indicator for the successful graduation of this category, the performance factor does not disappear. The competitions require the willingness of the teenager to undergo physical challenges with the ultimate goal to achieve the required norms.

These students had been vigorously preparing themselves the entire year for the youth meeting and had their flight tickets purchased in advance. Without expectations to return with the much-prized medal, they had committed to this trip and would, by no means, pass on this international opportunity.
Three surveys revealed that the forum’s participants view the sport competitions as an essential pillar of the Youth Forum. In 2005, a little over half of the participants (58%) deemed the competition as important or very important. In 2007, more than three fourths (76%) and, in 2013, even 84% of the surveyed teenagers valued the competition to be important. Furthermore, the multifaceted sport options during the Youth Forums, even beyond the obligatory part of the Coubertin Award, offer enough learning opportunities for “collective competition” and for practicing fair behaviour.

Moreover, the surveyed teenagers listed various sport disciplines, that they practiced at home in their leisure time (2005: 42 kinds; 2007: 44 kinds; and 2013: 45 kinds). Most of these participants are active in more than one of these kinds of sport disciplines, albeit only partly in club- or competitive sports. Conclusions about the frequency and scope of these sport activities, however, were not possible.

A strong commitment for sports also refers to social performance results (see Fig. 23 on the next page). In 2005, half of the participants were assistant coaches in sport clubs or supported the organisation of sporting events. In addition, 3% functioned as referees. In 2007 and 2013, about a fourth of the participants already served as assistant coaches.

In conclusion, it can be observed that the preparation for the sports competitions on the part of the organising committee was given a great amount of attention provided that all delegations received the information on time. As well as on the part of individual schools in particular with regard to the selection of good athletes, the instruction and control of the individual preparation of the participant for the 6th or 9th Youth Forum was taken seriously, which paid itself off in the end.

b) Social conduct

As mentioned previously, social conduct is difficult to measure and cannot be analysed separately from the other learning areas of the Olympic education. Information about this learning area can be gathered from the social performance shown in preparation for the Youth Forum as certified by the school’s director, from the answers regarding the experiences made

\[\text{76} \] See Fig. 41, p. 97.

\[\text{77} \] Besides morning gymnastics there were plenty of daily leisure sports-activities available, from which smaller spontaneous tournaments have quite often developed.

\[\text{78} \] See the investigations of TELAMA et al.: Physical Fitness 2002, 29: in six countries, more than 75% youths (12-15 years old) found recreational sports important, respectively very important.

\[\text{79} \] Moreover, under “help for the community“ there were numerous denotations conceived, which have encompassed the students’ involvement in the organisation of different sports events of their schools or their community.
during the youth forums (Question 11) and from the assessment of the Youth Forum (questions 14-17).

![Fig. 23: Social performance for the Pierre de Coubertin Award (question 5)](image)

The comparison of the research results concerning the social performance, as submitted for the Coubertin Award, underlines constancy in the teenagers’ commitment. A majority of the respondents were even active in two or more disciplines. Although the distribution of the frequency varied in each discipline from 2005, 2007, and 2013, the certificates reflect continuous, partially long-term commitment\(^{80}\) rather than a singular accomplishment specific to the Coubertin Award.

Social conduct is further reflected in the experiences during the Youth Forums, which were considered to be important by the teenagers (cf. to the explanation of “moral behavior”, Fig. 24 on p. 47).

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\(^{80}\) TELAMA et al. arrived with similar results: They stated that volunteer work of youths, surveyed in six nations, added up 10% of their recreational sports activities; in addition, almost half of all teenagers (43.2%) ranked it as important, respectively very important (TELAMA et al.: Physical Fitness, 2002, 28f.) .
Consequently, social conduct is also tightly connected to one’s physical ability as a result of the interactions experienced through the physical encounters during the Youth Forum, which, through the interactions with Olympians, contributes to the searching for a role model and supports lifelong learning (Coubertin’s idea of striving for human perfection).  

The numerous submitted social performances demonstrate in particular, that the teenager’s acting in solidarity practiced through sport is transferred to other areas of daily life. It reflects the willingness of young people from different parts of the world to provide community service for the good of people in their regions and to help those in need. This, in turn, builds a foundation for moral behavior.

c) Moral behaviour

Moral behaviour in sport and daily life is based on the adherence to “written” and “unwritten” rules. As previously mentioned, at the Youth Forum moral behaviour is reflected in the behaviour towards participants from one’s own delegation as well as towards those from various countries and continents during the competitions for the Coubertin Award. Beyond that, moral behaviour is also reflected in all other collective and free time activities of the students, especially in the participation in the discussions around the Olympic values. Adherence to rules and acceptance of values are to be respected during all meetings.

A positive tendency is evident in reference to the discussions around Olympic values, as Fig. 24 illustrates:  

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81 For the particular aspect of “lifelong learning” concerns a lifelong process, a weeklong youth meeting can indeed appear supportive, and still deliver a decisive incentive for a prospective “acting in solidarity” (Ed. note).  
82 Note: Due to the practice of rounding up, the sum of the given data does not always equal 100%. For the purpose of maintaining oversight over the figures, multiple commas will be omitted in this paper.
Whereas in 2005 more than half of the surveyed teenagers considered the discussions on Olympic values as important or very important, in 2007 and 2013 almost three fourths regarded them as such. This indicates that, the teenagers were prepared both lingually and with background knowledge of the topics at their respective schools prior to attending the Youth Forums in 2007 and 2013. They had also thoroughly prepared for the assigned topic in preparation for the Youth Forum, and showed great interest in participating in the three discussion rounds during the Youth Forum. The efforts put forth by the CIPC to restructure this part of the competition paid off. In 2007 80% of the teenagers indicated that the quality of the discussion rounds were very good or good and in 2013 77% deemed the discussion rounds as such.\footnote{The CIPC took special care in preparing for this part of the Coubertin Award due to the experiences and critical comments during the 5\textsuperscript{th} Youth Forum in Radstadt. \textsc{HELEN BROWNLEE}, CIPC Board Member for Australia, developed a new procedural concept in preparation of the 7\textsuperscript{th} Youth Forum in Tábor 2007. First, the participants were split into groups of 10 with one representative per nation. These groups were then split in half, resulting in groups of five (analogous to the five Olympic rings). Within these groups of five, discussions around the themes were held. Each group of five included a native English speaker in order to help with communication and the subsequent summary of arguments. Particular emphasis was placed on the independence of the teenagers: every group appointed a secretary and a reporter, who were given the responsibility to lead the discussions and gather the results. These were first presented to the groups of ten and once results were further revised, they were presented to all the members of the forum in the plenary discussion. The multiple kinds of presentation types used were particularly impressive: from straightforward oral presentations to poems and even a fair-play song. Traditionally, the results of the discussion rounds were delivered in front of all participants and guests of the Youth Forum and remained one of the highlights of the closing ceremony. In Lillehammer 2013, the creative part of this section of the Coubertin Award was extended. The theme “Sustainable Development and Closeness to Nature”, which was
Furthermore, the implementation of a *Code of Conduct* in 2007 (especially the strict ban on alcohol and smoking for all participants) had positive effects and contributed to the promotion of a healthy lifestyle.  

Similar to the Olympic Games, sports and the arts (in addition to the other categories of the *Coubertin Award*) during the Youth Forums make up culturally connective elements that reject any form of discrimination. The utmost concern of the envisioned Olympic education concept is to develop *mutual respect* among the participants and *to respect others’ differences*. Thereby, the prospective friendly cooperation between the schools would set the groundwork for values placed according to COUBERTIN’S model of Olympic education, such as *international understanding*, *peace education*, as well as *advancement of emancipatory developments*.

The participant’s willingness to strive for these values was also reflected in the experiences they valued most during the Youth Forum.  

![Fig. 25: "What experiences you had during the Youth Forum are most important for you?" (question 11)](image)

The entries noted as having the top priority in all three Youth Forums consisted of *friendship with young people from other countries* (2005: 97%, 2007: 95%, 2013: 94%) and *learning about customs and traditions of other countries* (2005: 54%, 2007: 71%, 2013: 71%). Furthermore, the participants prepared beforehand at the home schools, was vividly displayed on posters by the delegations. The exhibition on-site comprised of around 40 posters.

84 Reliance on this positive experience was placed on all subsequent Youth Forums and for each situation on site, a binding *Code of Conduct* for all participants was developed.

85 Multiple answers were possible.
thought *team spirit in your own delegation* as significant (2005: 61%, 2007: 68%, 2013: 71%).

Interesting parallels to former research could also be found in the teenager’s answers about the dangers that threaten the Olympic Movement today and in the future:

![Fig. 26: "Which dangers -in your opinion- threaten the Olympic Games in the next 20 years?" (question 10)](image)

Although in some aspects the prospect for 2013 appears more optimistic, it is clearly evident that the teenagers of all three Youth Forums deem *doping* as the greatest threat to the Olympic Games in the near future (2005: 93%, 2007: 91% and 2013: 86%). Moreover, the participants considered increasing *commercialisation* (2005: 76%, 2007: 67%, 2013: 54%) and

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86 Similar results had already been stated in 1975 by Norbert Müller during an interview of participants in the IOA sessions. They considered “the experience of the international community” and “the friendship and the encounter with participants from so many countries” as a very valuable experience (see Müller, N.: "Die Olympische Idee Pierre de Coubertins und Carl Diems in ihrer Auswirkung auf die Internationale Olympische Akademie. Eine quellengeschichtliche Untersuchung. Dissertation at Karl-Franzens-Universität Graz 1975, 210 and 223; translation by the author).

87 Cf. Chapter 4.2.

88 Multiple answers were possible.
terrorism (2005: 76%, 2007: 69%, 2013: 41%) as significant threats. More than half of the teenagers saw an imminent threat in the *increased politicisation* of the Games as well as in the *genetic manipulation of athletes*.\(^\text{89}\)

The increase in *organisational costs* for the Olympic Games, according to the survey in 2013 (2005 merely 16%, 2007: 18% and 2013: 28%), is particularly striking. This observation reflects the large amount of media coverage on the cost explosion of international sporting events, especially seen with the preparations for the Olympic Winter Games in Sochi.

**d) Olympic knowledge**

The organising committee and the schools undertook a great amount of effort and numerous initiatives to optimise the preparations for the knowledge test in 2007. These included, among others: the student’s exhibition *Pierre de Coubertin – Life and Work of a Humanist*, currently available in 17 languages, the Download Centre [www.coubertin.net](http://www.coubertin.net), designed specifically for the schools, the Documentations for the 5th Youth Forum, as well as a copy of *Coubertin Academy*, which was sent to the schools in early summer of 2007.\(^\text{90}\)

Moreover, the increased use of the IOC-Programme OVEP\(^\text{91}\) (Olympic Values Education Programme) had a positive effect on the preparations of the participants in the knowledge area starting in 2009.\(^\text{92}\) Components of the programme and The Education Pack/Le Pack Éducatif YOG Singapore 2010 (CD-ROM) laid the groundwork for the development of the environmental theme during the 9th Youth Forum in Lillehammer 2013.\(^\text{93}\)

The fact that only half of the participants of a Youth Forum deem the advancement of knowledge about Coubertin and the Olympic Movement as significant (cf. **Fig. 25** on page 48) should not be considered negative. The work encompassing Olympic education at the Network’s schools has intensified over the last 10 years, expanding towards other school subjects as well as extracurricular activities and projects. As a result, a high level of


92 During the 2009 Youth Forum in Olympia, the first advanced training for all accompanying teachers took place. In November 2011, 25 teachers of Coubertin schools had participated in a three day OVEP-Workshop at the Fondation Coubertin in St. Rémy, near Paris.

quality has been reached, as the following chapter will show. In addition, the participants had prepared intensely for the knowledge test and acquired substantial knowledge about this topic, which guaranteed a good foundation for the completion of the competitions for the Pierre de Coubertin Award and provided a certain level of comfort in handling the Olympic topics. In other words, half of the teenagers already felt they were fairly well or very well educated on the topic.

Lastly, the results of the knowledge test illustrate the previous findings (cf. Fig. 27). Despite the fact that in 2005, seven participants did not successfully complete this part of the Coubertin Award, in 2007 it was only one, and in 2013 only two female participants.94 95

![Fig. 27: Number of participants who did not pass the knowledge test successfully](image)

<table>
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<tr>
<td>Lillehammer</td>
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</table>

**e) Musical and artistic creativity**

As is well-known, musical and artistic creativity is difficult to measure and is exposed to a considerable amount of subjectivity by the jurors. Therefore, starting with the 6th Youth Forum, the ranking list during the art competitions was waived.

The results of the three analyses confirm the delegations’ very good preparations in this area. This is also reflected in the significance the teenagers attached to this part of the competition for the Coubertin Award: 72% of all teenagers deemed this area as very important or important in 2005, in 2007 79%, and in 2013 74% (see Fig. 41, p. 97).

Particularly noteworthy was the variety of presentations in all Youth Forums (music presentations, dance, pantomime, scenic design, etc.). The participants showed herein, that they want to be musically-artistically active and (by choosing an Olympic topic) that they are able to connect sport

94 See the original questionnaires of the Knowledge Tests on pages 177-180, 184-187 and 197-207 in the Appendix.
95 For the first time, a specific version of the Knowledge Test, one that corresponded to the representative continents, was developed for the 9th Youth Forum in Lillehammer 2013.
and the arts, which surely contributes to their development of a cultural-aesthetical understanding and sensitivity.

Quoting Coubertin’s concept that the arts hold a significant place in the education of young people and that the arts and physical education should intrinsically be linked to one another, numerous other options to apply oneself creatively and artistically were provided for the teenagers alongside the art competitions for the Pierre de Coubertin Award during the Youth Forums. These included the traditional forum banners, on which all participants could be remembered and acquaint themselves with songs and dances and rock groups from the host countries. The popular international dances and social evenings were a highlight, where the participants could introduce dances, songs, and games from their home countries and encourage everyone’s participation.

Since Beijing 2011, the so-called Mini-Expos hold a central place during the Youth Forums. They offer opportunities for getting to know the arts and the culture of the participating delegations as well as for the participant’s own artistic exercise.

Last but not least, the opening and closing ceremonies contributed to the connection between the arts and sports within the scope of the Youth Forums.

96 COUBERTIN formulates the use of a cultural-aesthetic education as follows: « L’art éclaire l’intelligence, captive la pensée, incite l’ambition…» (Cf. COUBERTIN, P. DE: « L’art dans l’éducation », in: Textes choisis. Tome I: Revelation, 1986 [1901], 272). In the same article, he writes (ibid, 271): « …l’art n’est point du tout une ordure à superposer sur un objet terminé ; il fait partie de l’essence même de l’individu qui en éprouve les impulsions ; il peut le guider utilement dans tous sans progrès. » English. Version: “Art enlightens the intelligence, captivates thought, and incites ambition…” (COUBERTIN, P. DE.: “Art in education”, in MÜLLER, N. (Ed.): Pierre de Coubertin. Olympism. Selected Writings,158) and states in the same article “…Art is not some decoration to be superimposed on a finished object. It is part of the very essence of the individual who feels its impulse. It can guide him well in all his future growth” (ibid, 157).

On the basis of the English art theorist JOHN RUSKIN (1819-1900), COUBERTIN holds that “…the sense of beauty embellishes the life of the individual and perfects social life” (In the French original «… que le sens de la beauté embellit la vie individuelle et perfectionne la vie sociale », in: COUBERTIN, P. DE: « Décoration, pyrotechnie, harmonie, cortèges – Essai de ruskinianisme sportif », in: Textes choisis. Tome II: 1986 [1911], 517; English translation by the author). Thus COUBERTIN emphasizes the arts in his works repeatedly as an important companion in the education of adolescents.

In summary, the following picture results from considering all five learning areas of Olympic education for the implementation of the competitions for the *Coubertin Award*:\n
\[ Fig. 28: Number of participants who successfully passed all the competitions of the Coubertin Award \]

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<tr>
<th></th>
<th>Radstadt 2005</th>
<th>Tábor 2007</th>
<th>Lillehammer 2013</th>
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<tbody>
<tr>
<td>male (R.: N=46 T.: N=45 L: N=43)</td>
<td>78 76 77</td>
<td>98 95 96</td>
<td>91 83 86</td>
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<tr>
<td>total (R.: N=95 T.: N=100 L: N=96)</td>
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In 2005 more than three fourths of the teenagers successfully completed all five categories of the *Pierre de Coubertin Award*, and therefore were awarded the Coubertin Medal from the CIPC. In 2007 the number rose to 96% (!). Therefore, an overall positive evaluation of the work of Olympic education can be stated during the comparison period 2005-2007.

In 2013 10% fewer participants than in 2007 (at least 86%) fulfilled the norms of the *Pierre de Coubertin Award*. This can be explained by the fact that some participants could not compete in the sport competitions due to injuries (see p. 43). A constant, partially even greater commitment from the participants in comparison to 2007, could be observed in the other four categories of the *Coubertin Award*.

\[ In 2005, 10 boys and 12 girls from 95 participants did not meet the conditions for the *Coubertin Award* (two boys and two girls in two disciplines respectively). In 2007, one boy and two girls did not meet the requirements for the *Coubertin Award* due to a lack in social performance; another girl due to insufficient performance during the sport competitions as well as the knowledge test. In 2013, 13 participants (4 boys and 9 girls) could not completely fulfill the requirements of the *Coubertin Award*; of those, four boys and seven girls in the sport division, one girl in the division “Olympic knowledge”, and one more in both the sport and knowledge divisions. \]
6.2.2 Olympic education at the member schools

Numerous efforts were taken, not only by CIPC, to optimise Olympic education during the Youth Forums. The successful Youth Forum in Radstadt 2005 and the cooperation of the Network’s schools motivated the Coubertin Schools to strengthen the efforts in integrating Olympic education into their daily lessons. These efforts include:

a) An increase in a range of measures that demonstrate the bond between the school with Coubertin and the Network’s schools externally (through sculptures, exhibitions, student works, posters, or the Internet, see Fig. 29, p. 55)

b) A growing number of teaching staff at numerous Coubertin Schools involved with the work of Olympic education, especially at the three schools that have participated in the Comenius project “Coubertin Academy” (see Fig. 30, p. 57)

c) The integration of a considerably greater number of themes related to Olympism in various school subjects; even a doubling compared to 2005 is evident in some subjects (for example in the art and physical education lessons; see Tables 1a, b, 2a, b and 3a,b, pp. 60-65)

d) A visible increase in the use of Olympic themes in extra-curricular activities (see Fig. 31, p. 67)

e) An increased use of manifold international, national, regional, and self-made materials for Olympic education (see Fig. 32, p. 68f.)

f) Progress in the schools’ public relations activity.

a) The acknowledgement of Coubertin and of the close links within the Network at the schools:

As Fig. 29 shows, the schools place great value on emphasising the bond between COUBERTIN and the cooperation with other schools in the Network. This is in particular, with the schools’ exterior image, the school grounds and on the Internet. At the same time, the schools thereby offer a significant contribution to the promotion of Coubertin’s ideas to the public and to the introduction to his life’s work. Between 2005 and 2007, a clear increase in these efforts was visible.

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99 Multiple answers were possible.
2007: No reply by Japan, Kenya, Mauritius, Norway, South Korea and Switzerland.
2013: No reply by Australia, Japan and Mauritius.
Whereas in 2013 an increase in reference to a **bust/plaque** (2013: 78%) and in almost half of the schools (2013: **other** 44%) new forms\(^{100}\) of presenting their bond with Coubertin were visible, some slight declines could be observed. These apply particularly to the use of **exhibitions**, the presentations of **student works** and **wall newspapers**.\(^{101}\)

It is critical to note, that only about half of the schools document their association with Coubertin and the Network of the Coubertin Schools on the Internet. A lot of potential exists here in continuing to strengthen publicity for the schools.

**b) A rising number of Olympic educators at the majority of the schools**\(^{102}\)

**Fig. 30** on page 57 illustrates the number of colleagues applying the themes of Coubertin and his Olympic life’s work in their lessons or in extra-curricular activities.

While these results are only comparable to a certain degree due to differences in the structure and size of the schools, a number of basic tendencies can be inferred. In 2005, this work was done by only a small group of teachers in half of all schools (4-5 colleagues in both Greek Coubertin Schools, the newly appointed Coubertin Secondary School in

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\(^{100}\) Amongst others named were: museum, wall painting, and Students’ Charta.

\(^{101}\) It is necessary to note here that, for one, in 2013 three schools that did not yet carry the name Coubertin (CYP, JPN, and MAS) only attended the Youth Forum the second time; therefore, they did not provide information or just used a few forms for the expression of their bond. Moreover, multiple schools most likely placed the Coubertin school exhibitions under **posters**.

\(^{102}\) 2005: No reply from Australia, France 1 (Bolbec), Kenya and Kosovo.

2007: No reply from Australia, Japan, South Korea and Switzerland.

2013: No reply from Australia. Greece 2 and Tunisia did not take part in the survey 2013.
Radstadt and the Coubertin Secondary School in Berlin). A few more colleagues (7) embraced this task at the Don-Bosco Secondary School in Unterwaltersdorf, most likely motivated by the director of the school, who acted as the pastor of the Austrian Olympic Team. The number of dedicated teaching staff is considerably higher at the three schools that participated in the Comenius School Development Project "Coubertin Academy“ (Erfurt and Piešťany with each 10 teachers and Ülenurme with even 22!) as well as at Gymnasium Pierra de Coubertina Tábor (14 teachers), the host school of the 6th Youth Forum in 2007. Notably, a wider implementation can be observed among these schools.

With 20 teachers involved, Much Wenlock (Great Britain) also showed great commitment in this area. This is due in part to the strong involvement of the school in the yearly Wenlock Olympian Games and the cultivation of Dr. William Penny Brookes’ heritage. The answers of the Tunisian school (16 = 23% of the teaching staff), which is the training ground for Tunisia’s future top athletes, are unexpected. Strong commitment in this area is evident at the Italian school shortly before the Olympic Winter Games in Turin 2006 (23 = a fourth of the teaching staff).

In 2007, the newly joined Beijing High School Four gained attention for its role as the Olympic Model School, while preparing for the Olympic Games in Beijing 2008, with the help of 20 colleagues. Furthermore, an increase in Erfurt (from 10 to 15 colleagues), at the Greek school in Pallini, which applied to host for the 8th Youth Forum (GRE 1 from 4 to 10 colleagues), as well as a tripling (from 10 to 30 colleagues) at the Gymnázium Pierra de Coubertina Piešťany are visible.

A number of decreases, however, can also be observed in 2007; at the schools of the Network in Estonia, Great Britain, and Italy, for instance.

In 2013, the front-runners were Much Wenlock103 with 62(!), Erfurt104 with 50 and Ülenurme105 with 45 colleagues. A steep increase can also be observed at the Norwegian Coubertin School caused by the orientation towards the 9th Youth Forum (35 =70% of the teaching staff). With 30 colleagues (=55% of the teaching staff), the teachers in Piešťany showed consistency in their high dedication to Olympic education.

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103 It is important to note the school’s multiplier role in connection with the Olympic Games in London 2012 and beyond.

104 With the adoption of an Olympic Day and a school-internal Pierre de Coubertin Award on the occasion of London 2012, which each receive a new edition in the Olympic years, as well as numerous projects in the Coubertin Year 2013, 90% of the colleagues were gained as Olympic educators.

105 The Network’s school in Ülenurme has since taken a leading role in Estonia in the organisation of national and international School Olympics at regular intervals.
Alongside the struggle to preserve their title as “Coubertin School“, in Berlin a clear increase in Olympic educators is also visible in 2013 (from 4 to 20
colleagues!), which dedicate themselves to numerous projects, sport shows, and Olympic themes during lessons. The commitment from Gymnázium Pierra de Coubertina Tábor remains consistent. Lastly, the Malaysian school, which joined in 2011 and received support from Olympic Outreach activities from the NOC and IOC, with 10 colleagues, as well the as the Cypriot school with 9 colleagues, deserve to be mentioned.

In 2013, a few declines can also be observed, such as in Beijing, Pallini (due to considerable financial cut-backs), Savona and Nancy (FRA 2).

In summary, it can be determined that Olympic education work is implemented by a large group of colleagues at almost half of the Network’s schools.

c) The use of Olympic-related topics in different school subjects

The tables 1a-3b on the following pages document in which school subjects and for which age groups themes about Coubertin and his life’s work are being used. This overview makes no claim to be complete. In addition, very little can be stated about the extent, duration and profundity of the conducted class sequences on Olympic themes.  

In general, it can be held that in the schools analysed, Coubertin’s ideas were not implemented in the following subjects: Mathematics, Chemistry, Physics, and Economics.

Overall, an increase in entries from 117 (2005) to 173 (2007), and finally, to 183 (2013) can be observed. While in 2005 Biology was named twice, in 2007 this subject was not named at all, and in 2013 it was named four times. Olympic themes served as subject matter only in a few isolated cases in the following subjects: Religion (2013: 4 entries, 2007: 5, 2005: 3), Music (2013: 6 entries, 2007: 7, 2005: 6) and Geography (2013: 7 entries, 2007: 8, 2005: 5 entries).

A first increase compared to the first enquiry can be seen in the following subjects: Ethics (2013: 12 entries, 2007: 9, 2005: 5 entries), Social Studies (2013: 7 entries, 2007: 10, 2005: 3) and Art (2013: 12 entries, 2007: 14, 2005: 7)


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106 For specific data and a comparison between the schools, see Chapter 6.2.1 and the short portraits of the schools in the Appendix pp. 120-169. In 2007 the delegations from South Korea, Japan and Switzerland did not provide data. The Australian delegation abstained from voting due to their special status and in their constant alternation of schools. Only one entry was provided by the first-time represented delegations from Mauritius and Norway. Therefore, the 13 delegations, which already participated in the 5th Youth Forum, are depicted, allowing for a comparison to 2005.

Again, the widespread use of Olympic education themes in many subjects at the three schools, which participated in the Comenius School Development Project “Coubertin Academy” and continue to operate as multipliers for Olympic education in their region, stands out strikingly. The forerunner is the Gymnázium Pierra de Coubertina Piešt’any with 28 entries, followed by the Pierre-de-Coubertin-Gymnasium Erfurt with 22 entries and the Ülenurme Gümnaasium with 14 entries108. A consistent and strong commitment is evident by the Gymnázium Pierra de Coubertina Tábor that hosted the 6th Youth Forum and has a total of 19 entries.


The considerable increase in entries at the Kenyan school is remarkable (2013: 15 entries, 2007: 14, 2005: one). This is mainly due to the dedication of the accompanying teacher, who made great efforts in the fields of arts, sport and science, in particular with the translating the Coubertin students’ exhibition into Swahili, by introducing Olympic ideas into the everyday instruction of his school. Since a few years, he has become active as the facilitator of the IOC’s OVEP-Programme in Kenya.

Despite the significant increase in entries for the use of Olympic-related topics in lessons at the schools of the Network, the overviews also reveal still-existing resources at the schools. This applies foremost to the artistic area, the native language lessons, and for some social science subjects. Furthermore, noticeable is that a majority of the instruction arranged around Olympic themes focus on the upper school classes (secondary level 2), although a variety of themes would certainly be appropriate for the junior (level classes secondary level 1).

107 Other foreign languages: in Tábor and Piešt’any Spanish and German, in Erfurt and Unterwaltersdorf Latin, in Savona German.

Tab. 1a: The use of Olympic-related topics in different school subjects, structured according to age-groups (year 2005)

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Age groups:

1: 10-12 years
2: 13-15 years
3: 16-18/19 years
Tab. 1b: The use of Olympic-related topics in different school subjects, structured according to age groups (year 2005)

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Age groups:

1: 10-12 years
2: 13-15 years
3: 16-18/19 years

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Tab. 2a: The use of Olympic-related topics in different school subjects, structured according to age-groups (year 2007)

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Age groups:
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2: 13-15 years
3: 16-18/19 years
Tab. 2b: The use of Olympic-related topics in different school subjects, structured according to age-groups (year 2007)

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Age groups:
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Tab. 3a: The use of Olympic-related topics in different school subjects, structured according to age-groups (year 2013)

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Age groups:
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3: 16-18/19 years
Tab. 3b: The use of Olympic-related topics in different school subjects, structured according to age-groups (year 2013)

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65
Nevertheless, the quantitative part should not remain the sole criterion of the analysis. As the examinations in Chapter 6.2.1 substantiate, great progress in Olympic education was made in the comparison period 2005-2013, which is also reflected in the results of the participants, especially in the knowledge test. Here also, following the spirit of COUBERTIN, it depends on finding the right balance. The desire to enrich as many lessons as possible with Olympic content can lead to an overload and a loss of interest by the students.

**d) The use of extracurricular activities for an Olympic education at the schools**

As Fig. 31 on the following page illustrates, the schools of the Network also use extracurricular activities alongside several school subjects to teach Olympic values. Also here there is a clear increase visible in reference to the first evaluation during the 5th Youth Forum in Radstadt. Unmistakably, the preparation for the Youth Forum holds a core function in the educational work. Since that time, sports festivals (94%) and project days on Olympic topics (almost two thirds), which are often organised for the entire school community, have become a highlight during the school year. Fortunately, the number of school clubs dealing with Olympic issues has increased since 2007 (2005: 33%, 2007: 44%, and 2013: 53%). Subsequently, these types of extra-curricular activities have firmly established themselves in half of the Network’s schools.

The use of project weeks by about one third of the schools remains fairly constant.

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109 Multiple answers were possible. 2007: No data from Australia, Japan, South Korea, Switzerland. 2013: No data from Australia, France 1 (Bolbec), Japan, Mauritius.
Fig. 31: "In which extracurricular activities are the themes of Coubertin and his Olympic life’s work used in your school?" (question 7)

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<thead>
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</thead>
<tbody>
<tr>
<td>Preparation for the forum</td>
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<td>94%</td>
<td>87%</td>
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<td>Sports festivals</td>
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</tr>
<tr>
<td>Project week</td>
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</tr>
</tbody>
</table>

**e) The intensified use of materials on an Olympic education**

Fig. 32 on the next page illustrates the variety of materials used by the schools of the Network for Olympic Education, especially in the preparations for the Youth Forums. A significant increase from 2005 to 2007 is evident here. Another increase until 2013 can be observed in the *further education for teachers* in applying and transferring Olympic values (2005: 43%, 2013: 82%). Motivated by these programmes, 82% of the Network’s schools now develop their own materials. At this point, almost two thirds of all Coubertin schools also use the *IOC-Programme* “Teaching Olympic Values”, which was first introduced to colleagues in a further education session in 2009 (see p. 50).

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110 2005: No data from France. 2007: No data from Australia, Japan, South Korea, Switzerland. 2013: No data from Cyprus, Japan, France 2 (Nancy), Mauritius. In a few cases, the accompanying teachers provided multiple answers. Only more accurately described materials were included in the list; most likely, more materials were used.

111 Apparently, the further education event at the IOA in July 2006, which enabled the participation of 10 teachers from different Coubertin Schools at the Educationists’ Session, was neglected by a few of the respondents (this applies to 63%; with the entry of China, altogether 69%).
Declines can be observed in the areas of international and national programmes. This could be due to the fact that meanwhile several schools prefer the IOC-Programme or self-developed materials.

1 International programmes on Olympic education (e.g. material from the Internet offered by host cities of the Olympic Games, brochures and films provided by the CIPC etc.)
Please specify: DVD "Pierre de Coubertin yesterday and today" (AUT2, CZ, EST, GER 1, GER 2, GRE 2, ITA, MAS, NOR, SVK), Websites host cities (EST, GER2, ITA), IOC-Website (CZ, GER2, ITA), www.coubertin.net and www.coubertin.ch112 (AUT 1,2, CHN, CZ, EST, F, GER1,2, MRI), "Etre champion dans la tête“ (AUT2), diverse literature by CIPC (KEN), materials on Olympic education Lillehammer ’94 (NOR), London 2012 and Sochi 2014 (GER 2)

2 the IOC-Programme OVEP (Olympic Values Education Programme) (AUT 2, CZ, EST, GER 1, GER 2, GRE 1, ITA, KEN, MAS, NOR, SVK)

3 Programmes from the NOC about Olympic education, including Coubertin and his life’s work
Please specify: books, brochures, posters, films (CZ, GER2, GRE 1, MAS), films and materials by the National Olympic Academy (EST, GER 2, CZ), CD by Kuratorium Olympische Akademie (GER2), Website of the NOC (CHN, ITA), materials on Olympic education Lillehammer ’94 (NOR), book ”Olympijska vychora“ by J. Grexa (SVK), Norwegian Olympic Museum (NOR)

4 Regional programmes about Olympic education, including Coubertin and his life’s work

Please specify: book “Know how” (AUT2), materials by DOSB (GER 1), brochure about the Coubertin Pupils’ Prize (GER2), annual seminar on Olympic ideals for pupils, organised by the IOA (one week) (GRE2), Homepage of the Comité Regional Olympique (FRA), Manual on Olympic history (CYP), “Visitez le Musée Olympique à Tartu” (EST), regional materials (MAS)

5 Teachers-in service-trainings on these topics (AUS, AUT1, AUT 2, CHN, EST, FRA 1, FRA 2, GER 1 GER2, GRE1, GRE 2, ITA, KEN, MAS, NOR, RUS, SVK)

6 Self-prepared materials

Please specify: AUT1, AUS, CHN, FRA 1, GRE 1, ITA, KEN, MAS, NOR, RUS, slide-show Olympia (AUT2, GER2), translation of the Coubertin Pupils’ Exhibition in Swahili (KEN), Internet research (AUT2, GER2), worksheets from "Coubertin Academy“ (AUT2, CZ EST, GER2, SVK), BOF-materials (GBR), exam texts (GBR, GRE2)

Through the listed media/activities, the acquisition of knowledge about Coubertin’s life and work as well as the development of the Olympic Movement could be secured for the teacher, the Olympic educator, and the student in this cognitive learning area. On this basis, it was possible to significantly increase the number of participants who successfully completed this area of the Coubertin Award from 2005 (Cf. remarks on p. 50-51).

The acquired knowledge was, in turn, the foundation for the understanding of Olympic ideals, the comparison of Olympic values with reality, and the social actions and moral decision-making behaviour that follow.

f) Progress in publicity

The individual schools and country representatives used and still use various options to present the results of their Olympic education work to the public. A review of the three surveys in 2005, 2007, and 2013, shows that progress was made by many of them.

Whereas in 2005 a total of 35 nominations were placed by all delegations, 44 were placed in 2007 and 61 in 2013.

Table 4 on page 71 displays the combined results of all three surveys. These results should serve as an overview for the various forms of public relation tools used to date.

As mentioned on numerous occasions, the limitations in comparing the three Youth Forums should be kept in mind during the analysis of the results. For
instance, new schools and country representatives joined, while others did not participate in every Youth Forum.\footnote{The delegation from KEN participated for the first time in 2005. According to the accompanying teacher, he only had little experience with Olympic education. This was the case in 2007 for the delegations from CHN, FRA 2, MRI, and NOR. In 2013, the delegations from CYP, JPN, and RUS participated in a CIPC survey for the first time. For all three delegations, it was the second time to attend a Youth Forum of the Coubertin Schools, for RUS after a 12-year break.}

Beyond this, it is worth mentioning that in 2005 and 2007 respectively, only two assistant coaches\footnote{Among the surveyed, in 2005 only four were directors and in 2007 three.} (one from each observer team) were interviewed. They were likely not aware of all the options used at their institution to deliver the results of their Olympic education work – even beyond the Youth Forums – to the public.

In 2013, however, only one assistant coach was interviewed respectively. Since the survey was sent per online mail, fortunately numerous heads of school supported the completion of the forms and, in turn, contributed significantly to the relativisation of the results.

Only the results for the schools/country representatives, which – as long-term members of the Network – participated in various Olympic education activities/events, were documented in the following.\footnote{This applies to all delegations which participated in the Lillehammer-Forum, the two French Coubertin Schools from Bolbec and Nancy, the Tunisian school from Tunis and the Greek Coubertin School Pyrgos.}

Although the three Youth Forums can only be compared on a limited basis, the following tendencies are evident:

1. By now all schools strive to make the results of their work on Olympic education available to the public; in almost three-fourths of them (74%), three to nine different options are used, at the rest of the schools one to two.

2. An increase in use of the Internet (only used by four schools in 2005, by seven in 2007, and by 13 – meaning more than half of all schools – in 2013).

3. In 2013, exhibitions/presentations in public buildings were organised and shown by four schools of the Network (CHN, EST, GER 2, SVK).

4. In 2013, the incorporation of social media into the dissemination of the Olympic education results is added.\footnote{Moreover, under the category other were listed: GER 1: teachers’ magazine, Pupils’ Charta, Sports Show with quiz; Art through construction; GER 2: touring exhibition ”Pierre de Coubertin – Life and Work of a Humanist”, Walk of Fame (Olympic medalists, former pupils of the school); Gallery “Winners of the Coubertin Pupils’ Prize”; NOR: national TV.}
Tab. 4: Forms of presentation used thus far to show the results of Olympic Education to the public (Question 14).

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<th>pupils’ magazine</th>
<th>school’s website/website of NOC</th>
<th>local press</th>
<th>event</th>
<th>presentation of a film</th>
<th>photo exhibition</th>
<th>exh. in public buildings</th>
<th>reports by pupils</th>
<th>reports by teachers/lectures</th>
<th>Day of open doors</th>
<th>social media</th>
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6.2.3 Advantages of the International Network of Coubertin Schools regarding the organisation, effectiveness and sustainability in Olympic education compared to traditional forms

Following the above dimension that focused on content, the second dimension that will be shifting to is:

II) The organisational dimension: [HOW?]

a) Institutionalisation – the Network as a “learning organisation“

b) Internationalism and Multiculturalism
c) Event character
d) Competitive character
e) Long-term perspective.

a) Institutionalisation – The Network as a “learning organisation“

The International Network of Coubertin Schools experienced increasing institutionalisation over the course of its 18-year existence under constant growth. The Network can, as EMRICH117 formulated for the Olympic centres118, be seen as a “learning organisation”, which, on the one hand, is subjected to the participants’ specific expectations, and, on the other hand, is only able to develop the offers of Olympic education, to improve its quality, and to optimise the cooperation between schools for mutual use, under a “steady feedback process”.

In contrast to an Olympic centre, a physical building, meaning headquarters from which the Network is organised and led, does not exist within the Coubertin Schools Network. The CIPC Board and the Coubertin Schools communicate via E-mail.

A second crucial difference to an Olympic centre is evident in the fact that neither a professional management board nor full-time employees exist. Rather, the entire work is done by the CIPC as well as the persons in charge at the schools on voluntary basis.


118  In Germany, Olympic Centres are defined as follows:

“Specific institutions and facilities give assistance to athletes and their coaches competing at the national level; in case of extra space and aid, assistance is available for those competing at the provincial level, too. The primary concern of these institutions and facilities is to provide valuable, sophisticated and high quality support by involving sports medicine, physiotherapy, kinesiology, and scientific research of social, psychological and nutritional factors. As such, at training sessions and at other main events, they provide particular assistance and support to those top teams in preparation for the Olympic Games. Additionally, a comprehensive regional coordination and management cares for developing high-performance in the main Olympic sports.”

http://www.dosb.de/de/leistungssport/olympiastuetzpunkte/ (24.08.2014)
A third difference to an *Olympic centre* pertains to the financial funds available. Due to the moderate, project-based yearly budget of the CIPC, support and activities of the Network are limited to:

- Organisation of the Youth Forum every two years,
- Information and downloads on the CIPC website\(^{119}\) and the website for schools\(^{120}\),
- Availability of scientific literature and films about Coubertin and the Olympic Movement as well as materials about Olympic education,
- Publication of articles from the schools in the CIPC’s Newsletter
- Course offerings for teacher’s further education (with support from the IOA and the IOC),
- Instruction for a school’s internal *Coubertin Award* and the provision of medals or pins
- Coordination of collective activities in the Network (ca. 5000 E-mails yearly, many more during a year a Youth Forum takes place).

The schools are highly interested in attaining membership in the Network of Coubertin Schools and trust this type of organisational model. This is reflected in the research results on the Network’s advantages and strengths. As a summary the most important of them shall be listed again:

- Opportunities of mutual exchange and getting to know the representatives of other countries and cultures, and subsequent reduction in prejudices,
- Use of a common value system, which is deeply imbedded into each school’s education concept,
- The opportunity to participate in the Youth Forums, which take place every two years, as a type of “intensive course” and competition in support of Olympic education as well as an exchange of experiences among colleagues,
- Function as a multiplier in spreading Coubertin’s ideas,
- Exchange of teaching materials,
- Support of Olympic education work through the CIPC with materials and through organisational help
- Development of various competence areas, especially self-competence, competence in subject matters (gaining knowledge about Coubertin and the Olympic Movement), social competence

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119 http://www.coubertin.org
120 http://www.coubertin.net
and the facilitation of foreign language competence during common activities.\textsuperscript{121}

The research results from the three analysed Youth Forums prove that this new concept is successful. The “organization” has “learned” through the constant feedback from the schools and could, in this manner, achieve first successful results.

On the one hand, this is reflected in the more targeted selection of participants and effective measures in preparation for the Youth Forums according to the assistant coaches’ experiences. On the other hand, the process is also reflected in the participants’ very self-critical answers towards the prearrangements (see Fig. 35a-g, pp. 80-83).

\textit{Preparations for the Youth Forum according to the accompanying teachers’ experiences}

Although more new schools and new representatives of other nations joined in the last few years, it is evident that the schools and country representatives carefully choose the participants of their teams according to the various performances required for the \textit{Pierre de Coubertin} Award. In one third of the schools the accompanying teachers target eligible students and speak to them directly. Meanwhile, in almost half of the schools, internal competitions take place within the schools to determine eligible representatives for the Youth Forum (Lillehammer 2013: 47\%) (see Fig. 33).

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{fig33.png}
\caption{"How did you choose the participants of the Youth Forum at your school? (question 15)\}
\end{figure}

1. All students at this age group could apply. Students who applied first had priority.
2. Qualified students were approached by accompanying teachers and asked to participate.
3. All students of the corresponding age group could apply for admission; the selection follows an in-school competition.
4. Other\textsuperscript{122}

\textsuperscript{121} See Fig. 42 on p. 98.
\textsuperscript{122} Australia sends the winners of the \textit{Australian Pierre de Coubertin Award} of the eight federal states/territories. Mauritius sends the two winners of the \textit{National Pierre de Coubertin Award}. Other schools/delegations award students for outstanding performance.
As Fig. 34a reveals, the preparations\textsuperscript{123} for the Youth Forums are a long-term endeavor.

![Fig. 34a](image)

1 during the course of a whole school year.
2 during a project week.
3 in the summer holiday before the Youth Forum.
4 in self-study by the participants
5 other forms\textsuperscript{124}

In almost two thirds of the schools (Lillehammer 2013: 66%), the preparations lasted a whole school year. Moreover, almost half of the accompanying teachers and heads of school believed that the participants’ thorough self-studies were indispensable. These were especially true for those disciplines of the Coubertin Award, in which the participants had to generate individual performances (knowledge tests, social and athletic performance).

Since the Youth Forums in Beijing 2011 and Lillehammer 2013 took place for some schools during the summer holidays, about a third of the schools (2013: 33%) focused on using the vacation period before the Youth Forum for preparation. Only a few of the schools organised these within the framework of a project week (2005: 13%, 2007: 21% und 2013: 17%).

As mentioned in the previous chapter, greater importance was attributed to the Olympic education work at the schools, especially after the forum in Radstadt 2005.

Nevertheless, an especially intensive preparation of the participants for the knowledge test at the Youth Forums is essential. This took place in various ways at the individual schools.\textsuperscript{125}

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\textsuperscript{123} Multiple answers were possible.

\textsuperscript{124} Other forms: via E-Mail (AUS), during the last six months before the Forum (GRE1, KEN), through extra-curricular activities (CHN, JPN), in the context of an Olympism Workshop (MAS), not specified (2005: KOS, FRA; 2007: JPN; 2013: CYP).

\textsuperscript{125} Numerous multiple answers. Most schools/delegations combined more than one form.
Alongside the participants’ personal time for preparation during their self-study programme, the delegations also used films and lectures by accompanying teachers (2005: 88%, 2007: 63% and 2013: 78%) and discussions with knowledgeable conversation partners (2005: 50%, 2007: 47% and 2013: 44%). The prevailing use of the Internet has decreased slightly over the last years (2005: 63%, 2007: 58% and 2013: 44%). Stories from the experience of / instructions from participants of previous meetings gained more importance (2005: 44%, 2007: 47% and 2013: 61%).

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126 In 2013, two further forms were named: group work (RUS) and literature studies (SVK).
The following picture illustrates the participants’ preparations for the required **sports performance**\(^{127}\):

![Fig. 34c: "How did you prepare the students of your school team for the required sporting achievement?" (question 16c)](image)

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</table>

1. in the framework of sport lessons.
2. through possible extra-curricular training sessions.
3. only the good athletes are included in the school team.
4. participants are responsible for the sporting achievements themselves.
5. other forms

The preparations for the sports performance occurred primarily during physical education lessons (numerous disciplines of the sport competitions already belonged to the obligatory curriculum requirements in the respective countries). Furthermore, additional training sessions were provided for more than half of the candidates. This was the case for 83% of the participants in 2013. Finally, many schools delegated the preparations to the participants as their personal responsibility (2005: 44%, 2007: 32% and 2013: 50%).

Regarding the **preparation for social performance**\(^{128}\) at home, the methods varied at the Youth Forums as evident under analysis. In preparation for the Forums in Radstadt 2005 and Lillehammer 2013, about two thirds of the schools and country representatives let the participants choose a social performance for the *Coubertin Award*, which they would have to come up on their own. In the first two surveys from 2005 and 2007, more than half of the schools (2005: 56%, 2007: 58%) indicated that, “Social engagement is one of the chosen criteria for inclusion in the school team and must be produced over a long period of time”. In 2013 barely one third (28%)\(^{129}\) believed so. While in 2005 close to half of the delegations (44%) chose a common *group service project*, in 2007 only 37% and in 2013 33%.

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\(^{127}\) Multiple answers were possible.

\(^{128}\) Multiple answers were possible. No entry from CYP in 2013.

\(^{129}\) Here it is necessary to bear in mind that new schools joined in 2013 (ed. note).
Fig. 34d: "How did you prepare the students of your school team for the required social achievement?" (question 16d)

1 The school team selects a group service project (e.g. cleaning up a park, renovation of a school club, organisation of a sports competition for young students etc).
2 Social engagement is one of the chosen criteria for inclusion in the school team and must be produced over a long period of time (e.g. coaches, members of the Red Cross, members of school councils etc.)
3 Every participant chooses for himself, which social activities he would like to do.
4 Other forms

In summary, from forum to forum, the individual schools paid more attention to ensure that every participant provided a personal performance item in this area of the Coubertin Award

A similar dynamic in the preparations for all three Youth Forums can be observed in the category of artistic performance

Fig. 34e: "How did you prepare your school team for the arts performance?" (question 16e)

1 It was created/prepared by the school team; the programme was rehearsed under the supervision of a teacher/mentor.
2 Participants of previous meetings helped out during the rehearsals.
3 The students created the pieces/choreography themselves and practised them without assistance from teachers.
4 Other forms

130 In 2005 and 2007 AUT 2 and KEN emphasised that social achievements are especially embedded in the school’s profile. Among other things, in 2013 were mentioned: Project day (AUT 1), two weeks of mandatory community service (AUT 2) and eighty hours of mandatory community service (CHN).
131 See remarks on pp. 44-45.
132 Multiple answers were possible.
The majority of the assistant coaches/heads of school (2005: 81%, 2007: 79%, 2013: 78%) indicated: *It was created/prepared by the school team; the programme was rehearsed under the supervision of a teacher/mentor*. In more than a third of the schools (2005: 38%, 2007: 26%, 2013: 39%) the students created the pieces/choreography themselves and practised them without assistance from teachers. Furthermore participants of previous meetings helped out during the rehearsals.\(^{133}\)

**Preparations for the Youth Forum from the participants’ point of view**

The teenagers evaluated their preparations for the Youth Forums in a very self-critical manner on all three surveys.

An analysis of the information prior to departure clearly shows that the participants confirmed being better prepared from forum to forum (see Fig. 35a on the following page). In 2005 75% of the participants and in 2007 76% of the participants indicated that the information was very good or good, in 2007 93% deemed so (!).\(^{134}\)

\(^{133}\) In order to relieve the accompanying teachers and teams of the extensive preparations for a Youth Forum, the organisation of the art competitions were changed in view of the 10\(^{th}\) Youth Forum in Piešťany 2015. Hereafter, teams will no longer arrive with an elaborately styled show, in part with the support of professional choreographers or theatre instructors, expensive costumes and backdrops, or technically perfected Multimedia performance. In preparation for the 10\(^{th}\) Youth Forum, the participants will be notified in due time for selecting one of 10 art workshops offered at the meeting (Pantomime, International Choir, Dance, Design of the Forum Banners, Visual Arts, etc.). The organisers expect the participants to create a ‘product’ or a show within three sessions, which will be presented at the end of the Forum. **One representative per country and for each art workshop** is to take part. In this way, the Youth Forum is further enriched by the opportunity for more international encounters and greater cooperation through art. Fortunately, several art and music teachers from the ranks of long-term accompanying teachers and from the host school immediately committed to function as the leaders of these workshops.

\(^{134}\) It is important to note that all schools/delegations are supposed to receive the same information prior to departure. Presumably, this was not the case for all of the participants by the persons responsible. Since a few delegations decided to participate on short notice, the teenagers received some of the information late or not at all.

Based on experience from the Radstadt Forum 2005, the CIPC placed more emphasis on having better communication with the schools of the Network. During the preparatory workshop in July 2006 in Olympia (one year prior!), where representatives from 10 Coubertin Schools attended, the programme for the Youth Forum 2007 was presented. The requirements for the Coubertin Award were stated precisely, and organisational details were discussed. Moreover, each school received a newsletter from the organising committee at least once a month explaining the up-to-date state of preparations. Already in the spring of 2007, the host school set up a regularly updated forum website with important information about the upcoming Youth Forum. Information about the Youth Forum was therefore not lacking. Presumably, there was some neglect in passing along information to all the teenagers in the group, something that also occurred prior to the 6\(^{th}\) Youth Forum.
An important component for the success of an international Youth Forum of numerous nations is the preparation in languages for both conference languages, English and French. Also in this area, a positive development is evident in the period of investigation over the three Youth Forums (see Fig. 35b)\textsuperscript{135}.

While in 2005 half of the participants (51%) felt very well or well prepared in terms of language. In 2007 it was almost two thirds (63%) and in 2013 71\%\textsuperscript{136}.

The participants and their accompanying teachers always look forward with

\textsuperscript{135} Due to slight rounding errors, the sum of the entries does not always equal to exactly 100\%. To maintain clarity in the figure, multiple decimal places were not used.

\textsuperscript{136} It is interesting that despite sharing English as their mother tongue, in 2005, three Australians and four British participants felt they had insufficient linguistic competence. This could be interpreted as an expression of admiration and respect towards those, who spoke outstanding English as a foreign language; or as a desire to learn a foreign language. Three other British students refrained from the answer. In 2007 the two youngest participants (12 and 13 years old) from Kenya, a French and a Greek participant and an Australian student belonged to those students who answered as having insufficient linguistic competence. In 2013, an Australian expressed similar concerns of having insufficient linguistic competence.
eagerness and curiosity to the presentation of the individual schools (has been organised as a Mini-Expo since Beijing 2011).

As Fig. 35c illustrates, this part of the preparatory activities are handled with great care by each delegation, which is also reflected in the opinion of the participants:

The majority of the participants rated these as very good or good (2005: 83%, 2007: 67%, 2013: 89%).

The strengthened efforts to convey Olympic knowledge and Olympic values at the Network’s schools are also reflected in the participants answers referring to the preparations for the knowledge test (see Fig. 35d): the majority also saw themselves as very well or well prepared (2005: 72%, 2007: 70%, 2013: 76%). Merely every fourth teenager indicated the preparations in 2005 and 2013 as mediocre or even worse and in 2007 about every third.137

137 This primarily applied to the representatives of the five delegations, that participated in a Youth Forum for the first time.
An evaluation of the preparations for the discussion rounds (see Fig. 35e) shows a continuous increase in the participants’ degree of satisfaction during the comparison period. In 2005 only a third of all the teenagers assessed this area as very good or good. After the organisational restructuring of this part of the competition in 2007 (see notes on p. 47), more than half (51%) gave the same positive feedback and in 2013 more than two thirds (69%). A significant contribution to these results were the continued education courses for the accompanying teachers (in cooperation with the IOA and the OVEP-Programme of the IOC), the use of materials from the “Coubertin Academy“ and OVEP (see p. 50f.), and the creative implementation by the way of a poster exhibition in Lillehammer.

A similar tendency in reference to the preparations for the sport competitions is also evident. While in 2005 about half of the teenagers (53%) viewed their preparatory measures for this area of the competition as very good or good, in 2007 this increased to two thirds (66%) and in 2013 to 79% of the participants (see notes on p. 43f.).

A rather homogeneous picture across all three Youth Forums can be determined by looking at the preparations for the art competitions. About half of the participants confirmed very good preparations (2005: 53%, 2007: 47%
and 2013: 56%) and about a third of them good (2005: 31%, 2007: 30 % and 2013: 33%). Only a select few were of the opinion that their team was sufficiently or insufficiently prepared.

As the information in this chapter demonstrates, the success of the international youth meetings of the Coubertin Schools lies primarily in the goal-oriented and continuous preparations of each school team. The progress achieved thus far results from the long-term membership of the majority of schools in the Network, the know-how of the accompanying teachers, who have contributed for many years, their cooperation and constant engagement as well as their participation in multiple international continued teachers-in service-trainings.

Beyond that, the collaboration with CIPC, especially in the year prior to the Youth Forums, was strengthened; the status of Olympic Education and the organisation of the Youth Forums were regularly evaluated. Most notably in reference to the preparations towards the Youth Forums, the institution learned from a continuous feedback process.

On the other hand, this was supported by the schools themselves by way of an intensified Olympic education work, joint projects with other Coubertin Schools between the biannual Youth Forums and the inclusion of former participants into the preparatory measures and activities.

Two crucial conditions promoted the long-term functioning of the Olympic Education model: 1) It is an extremely cost-efficient concept 2) It relies solely on the enthusiasm and commitment of all persons involved. Herein lie the concept’s limitations, however; these will be discussed at the end of this chapter.
b) Internationality and multiculturalism

The concept of the Network of Coubertin Schools, in which the Youth Forums act as the central point, is based on the current knowledge of multicultural and intercultural teaching and learning styles, which incorporates all areas of learning.

National and international Olympic education programmes as well as those of the host cities of Olympic Games\(^{138}\) were primarily conceptualised to be implemented in the classrooms or the sports field of the individual schools as well as to get to know people from other nations and cultures. This took place only through texts, games, reenacted scenes, etc. The teenagers of the Network in fact have the possibility to encounter and to compete with young people of the same age from the partner schools and from the different continents. This concept, referred to by \textsc{Naul} as “experience-oriented didactic approach”\(^{139}\), is based on \textsc{Coubertin’s} idea of peace education, which can only be successful through combination of theoretical learning and personal experience.\(^{140}\)

This international atmosphere and the meeting of representatives from different cultures, will remain as a long-lasting experience during the Youth Forum or during another encounter of the Coubertin Schools. This was confirmed by the results of all three surveys (in 2005, 97\% of the participants indicated that the friendship to teenagers from other countries was their most significant experience; in 2007, 95\% also indicated this and lastly, in 2013, 94\%, see Fig. 25, p. 48) and by the accompanying teachers’ long-term observances.\(^{141,142,143}\)


\(^{139}\) \textsc{Naul}, R.: \textit{Olympische Erziehung}, 2007, 77f.


\(^{141}\) Contacts and friendship developed between the participants of different countries often last many years. Not seldomly, a private visit, even to Australia, followed. Four students from Erfurt (graduating year 2005), who had taken part in the Youth Forums in Lausanne or Genua-Arenzano, decided – highly motivated from the encounters – to stay in Australia or New Zealand under the \textit{Work and Travel} programme for one year upon graduating.

As can be observed by the author and the accompanying teachers, the open-mindedness toward Coubertin’s ideas and the willingness to get involved with projects on Olympic education, to operate as a multiplier for many years, even beyond the classroom, is sustainable. Olympic themes are often chosen for the required course work and in isolated cases they had been chosen as themes for the final exams. Still others were motivated through participating in the Youth Forum to apply for the Organising Committee of the Olympic Games or to take up the profession of a PE teacher.

Last but not least, former participants of the Youth Forums became volunteers in the following youth meetings: for instance, this was the case for the complete Tábor-Team from Pyrgos (GRE 2) during the \textit{7th} Youth Forum in Olympia as well as former participants from Norway and Australia at the \textit{8th} Youth Forum in Beijing. For the first time, the host
Participants also embraced the cultural diversity that grew from forum to forum, believing it to be an enrichment. Above all, this was evident through the arts competitions where participants were not only respecting the foreign, but also trying out the foreign (African dances, songs, a few words in Chinese, for instance). In all of the three analysed Forums the newly joined delegations received much attention. In Radstadt 2005, the participants welcomed the African teenagers into the community; in Tábor 2007, the entertaining South Korean girls and the two Beijing boys were some of the most favourite conversational partners to have among the teenagers; in Lillehammer 2013, the excellent dancers from Malaysia and Mauritius as well as the Kendo-fighters from Japan were of great interest. Aside from the above, a very moving side of cross-cultural learning is facilitated by the Mini-Expo of the individual country representatives, which was introduced at the 8th Youth Forum in Beijing.

Internationality and multiculturalism are two fundamental prerequisites for the successful implementation of Olympic education in the Network of Coubertin Schools. Given the universal and “multi-compatible” character of Olympism, this concept appeals to students coming from various school types and cultural groups in order to significantly contribute to the communication of basic ethical values.

In the previous years, the process of Olympic education in the Network of Coubertin Schools profits particularly from the experiences of the participating accompanying teachers, who themselves belong to different cultural circles and would incorporate successful methods of cross-cultural learning.

c) Event character

A prerequisite for the international and multicultural character of this model for Olympic education is its event character. As mentioned previously, the Youth Forums organised every two years make up the core of the Olympic education of the Network of Coubertin Schools. Herein, the focus of this Olympic education model is placed on the preparation, execution, and evaluation of a concrete event.

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142 Cf. FN 86, page 49.
Already in the preparation phase, candidates are highly motivated as they anticipate taking part in an extraordinary youth meeting and to be able to experience something exciting and thrilling. For many teenagers and also for some accompanying teachers, it is the first time abroad or even the first time taking a plane. This adds to the excitement of such a meeting.

The evaluations of the participants and their accompanying teachers provide information on how the Youth Forum’s individual activities and the organisational form, which was perfected over the years, were received:

5th International Pierre de Coubertin Youth Forum in Radstadt (Austria) 2005 - Participants’ point of view

Tab. 5: How do you evaluate the following points of the Youth Forum? (Question 15) (N=95)
Representation based on averaged calculations

<table>
<thead>
<tr>
<th>Point</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Ø</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information provided about the Youth Forum and the Coubertin Award before your departure</td>
<td>95</td>
<td>1</td>
<td>4</td>
<td>2.33</td>
<td>.764</td>
</tr>
<tr>
<td>Information about the daily programme</td>
<td>95</td>
<td>1</td>
<td>4</td>
<td>1.68</td>
<td>.704</td>
</tr>
<tr>
<td>Sports facilities</td>
<td>95</td>
<td>1</td>
<td>3</td>
<td>1.67</td>
<td>.643</td>
</tr>
<tr>
<td>Meals</td>
<td>95</td>
<td>1</td>
<td>4</td>
<td>1.66</td>
<td>.738</td>
</tr>
<tr>
<td>Accommodation in general</td>
<td>94</td>
<td>1</td>
<td>3</td>
<td>1.66</td>
<td>.696</td>
</tr>
<tr>
<td>Several nations in one room</td>
<td>93</td>
<td>1</td>
<td>4</td>
<td>1.83</td>
<td>.842</td>
</tr>
<tr>
<td>Programme in general</td>
<td>95</td>
<td>1</td>
<td>3</td>
<td>1.81</td>
<td>.607</td>
</tr>
<tr>
<td>Timing (schedule) of the events</td>
<td>95</td>
<td>1</td>
<td>4</td>
<td>2.04</td>
<td>.784</td>
</tr>
<tr>
<td>Opening ceremony</td>
<td>95</td>
<td>1</td>
<td>4</td>
<td>1.83</td>
<td>.724</td>
</tr>
<tr>
<td>Forum newspaper</td>
<td>91</td>
<td>1</td>
<td>4</td>
<td>1.93</td>
<td>.742</td>
</tr>
<tr>
<td>Relations to young people from other delegations</td>
<td>95</td>
<td>1</td>
<td>3</td>
<td>1.51</td>
<td>.581</td>
</tr>
<tr>
<td>Quality of the discussions</td>
<td>94</td>
<td>1</td>
<td>4</td>
<td>2.3</td>
<td>.814</td>
</tr>
<tr>
<td>Excursion to Salzburg</td>
<td>95</td>
<td>1</td>
<td>4</td>
<td>1.56</td>
<td>.782</td>
</tr>
<tr>
<td>Arts competitions</td>
<td>95</td>
<td>1</td>
<td>3</td>
<td>1.64</td>
<td>.667</td>
</tr>
<tr>
<td>Excursion to Ramsau</td>
<td>95</td>
<td>1</td>
<td>3</td>
<td>1.51</td>
<td>.681</td>
</tr>
<tr>
<td>Social evening with school presentations</td>
<td>95</td>
<td>1</td>
<td>3</td>
<td>1.51</td>
<td>.563</td>
</tr>
<tr>
<td>Forum meets Radstadt</td>
<td>95</td>
<td>1</td>
<td>4</td>
<td>1.76</td>
<td>.740</td>
</tr>
<tr>
<td>Care of the host school</td>
<td>95</td>
<td>1</td>
<td>3</td>
<td>1.6</td>
<td>.642</td>
</tr>
<tr>
<td>Care of the organizing committee</td>
<td>95</td>
<td>1</td>
<td>4</td>
<td>1.66</td>
<td>.629</td>
</tr>
</tbody>
</table>

SD = Standard Deviation
**6th International Pierre de Coubertin Youth Forum in Tábor (Czech Republic) 2007 - Participants point of view**

Tab. 6: How do you evaluate the following points of the Youth Forum? (Question 15) (N=100)

Representation based on averaged calculations

<table>
<thead>
<tr>
<th>Information provided about the Youth Forum and the Coubertin Award before your departure</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Ø</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information about the daily programme</td>
<td>100</td>
<td>1</td>
<td>4</td>
<td>2.04</td>
<td>.828</td>
</tr>
<tr>
<td>Sports facilities</td>
<td>100</td>
<td>1</td>
<td>3</td>
<td>1.84</td>
<td>.677</td>
</tr>
<tr>
<td>Meals</td>
<td>100</td>
<td>1</td>
<td>5</td>
<td>3.02</td>
<td>.995</td>
</tr>
<tr>
<td>Accommodation in general</td>
<td>98</td>
<td>1</td>
<td>4</td>
<td>1.96</td>
<td>.657</td>
</tr>
<tr>
<td>Programme in general</td>
<td>98</td>
<td>1</td>
<td>5</td>
<td>1.88</td>
<td>.763</td>
</tr>
<tr>
<td>Timing (schedule) of the events</td>
<td>100</td>
<td>1</td>
<td>4</td>
<td>2.04</td>
<td>.816</td>
</tr>
<tr>
<td>Opening ceremony</td>
<td>100</td>
<td>1</td>
<td>4</td>
<td>1.85</td>
<td>.744</td>
</tr>
<tr>
<td>Tour through Tábor</td>
<td>98</td>
<td>1</td>
<td>4</td>
<td>1.80</td>
<td>.824</td>
</tr>
<tr>
<td>School presentations</td>
<td>99</td>
<td>1</td>
<td>5</td>
<td>1.77</td>
<td>.831</td>
</tr>
<tr>
<td>Excursion to Prague</td>
<td>100</td>
<td>1</td>
<td>3</td>
<td>1.32</td>
<td>.566</td>
</tr>
<tr>
<td>Arts competitions</td>
<td>100</td>
<td>1</td>
<td>4</td>
<td>1.34</td>
<td>.572</td>
</tr>
<tr>
<td>Quality of the discussions</td>
<td>100</td>
<td>1</td>
<td>5</td>
<td>2.00</td>
<td>.765</td>
</tr>
<tr>
<td>Relations to young people from other delegations</td>
<td>100</td>
<td>1</td>
<td>4</td>
<td>1.56</td>
<td>.686</td>
</tr>
<tr>
<td>Forum newspaper</td>
<td>100</td>
<td>1</td>
<td>5</td>
<td>1.75</td>
<td>.903</td>
</tr>
<tr>
<td>Care of the host school</td>
<td>100</td>
<td>1</td>
<td>3</td>
<td>1.64</td>
<td>.659</td>
</tr>
<tr>
<td>Care of the organizing committee</td>
<td>100</td>
<td>1</td>
<td>4</td>
<td>1.67</td>
<td>.652</td>
</tr>
</tbody>
</table>

SD = Standard Deviation
### 9th International Pierre de Coubertin Youth Forum in Lillehammer (Norway) 2013- Participants point of view

Tab. 7: How do you evaluate the following points of the Youth Forum? (Question 15)\(^{145}\)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>very good %</th>
<th>good %</th>
<th>satisfactory %</th>
<th>bad %</th>
<th>very bad %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information provided about the Youth Forum and the Coubertin Award before your departure</td>
<td>87</td>
<td>45</td>
<td>38</td>
<td>16</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Information about the daily programme</td>
<td>86</td>
<td>53</td>
<td>42</td>
<td>5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sports facilities</td>
<td>87</td>
<td>75</td>
<td>24</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Meals</td>
<td>86</td>
<td>30</td>
<td>40</td>
<td>26</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td>Accommodation in general</td>
<td>85</td>
<td>74</td>
<td>25</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Several nations in one room</td>
<td>85</td>
<td>75</td>
<td>21</td>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Programme in general</td>
<td>86</td>
<td>66</td>
<td>30</td>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Timing (schedule) of the events</td>
<td>83</td>
<td>43</td>
<td>43</td>
<td>12</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Opening ceremony</td>
<td>87</td>
<td>74</td>
<td>21</td>
<td>6</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Tour through Lillehammer</td>
<td>82</td>
<td>42</td>
<td>35</td>
<td>21</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Mini-expo of the schools</td>
<td>87</td>
<td>46</td>
<td>46</td>
<td>7</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Visit of the Olympic venues</td>
<td>87</td>
<td>64</td>
<td>30</td>
<td>6</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Arts competitions</td>
<td>86</td>
<td>56</td>
<td>36</td>
<td>5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Excursion to Kittilbu</td>
<td>87</td>
<td>74</td>
<td>24</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Quality of the discussions</td>
<td>85</td>
<td>24</td>
<td>55</td>
<td>19</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Relations between the young people from different countries</td>
<td>86</td>
<td>77</td>
<td>20</td>
<td>2</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Forum newspaper</td>
<td>86</td>
<td>66</td>
<td>29</td>
<td>5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Care of the host school</td>
<td>86</td>
<td>78</td>
<td>21</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Care of the organising committee (CIPC)</td>
<td>86</td>
<td>73</td>
<td>27</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Noticeable among all three Youth Forums is the exceedingly positive evaluation of the individual aspects and activities on the part of the participants, which were predominantly very good or good. ‘Bad’ gradings were given only in isolated cases.

As mentioned above (see p. 42), the teenagers, except in a few rare cases, get only one chance to participate in such a Youth Forum. Therefore, most of

\(^{145}\) Due to slight rounding errors, the sum of the entries does not always equal to exactly 100%. To maintain clarity in the figures, multiple decimal places were not used.
the participants cannot directly compare their experience with previous Youth Forums of the Coubertin Schools.\textsuperscript{146}

The accompanying teachers, are able to have such a possibility. A great number of them have taken part in the joint activities of the Network of Coubertin Schools. They have prepared the school’s team over a long period of time (generally over 6-12 months), as well as, accompanied the team to the Youth Forum. For these reasons, many accompanying teachers are able to directly compare the Youth Forums; they also gain insight into the entire organisation of this culminating point of cooperation, actively helping in the preparation of the competitions of the \textit{Coubertin Award}, and often dealing with unforeseen, last-minute complications. In contrast to the teenagers, they can at least estimate the organisational and logistical efforts taken up by the host school.

These experiences are also reflected in the accompanying teachers’ evaluation of individual aspects and actions of the respective Youth Forums:

\textsuperscript{146} For the comprehensive evaluation of the individual Youth Forums on the part of the participants and the accompanying teachers, see \textbf{Fig. 36-38} p. 93.
### 5th International Pierre de Coubertin Youth Forum in Radstadt (Austria) 2005- Accompanying teachers’ point of view

Tab. 8: How do you evaluate the following points of the Youth Forum? (Question 25) (N=30)\(^{147}\)

<table>
<thead>
<tr>
<th>Information provided about the Youth Forum and the Coubertin Award before your departure</th>
<th>very good %</th>
<th>good %</th>
<th>satisfactory %</th>
<th>N./A. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information about the daily programme</td>
<td>70</td>
<td>30</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sports facilities</td>
<td>50</td>
<td>40</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Meals</td>
<td>93</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Accommodation in general</td>
<td>73</td>
<td>20</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Several nations in one room</td>
<td>40</td>
<td>47</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Programme in general</td>
<td>63</td>
<td>33</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Timing (schedule) of the events</td>
<td>30</td>
<td>57</td>
<td>13</td>
<td>-</td>
</tr>
<tr>
<td>Opening ceremony</td>
<td>53</td>
<td>37</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Excursion to Ramsau</td>
<td>70</td>
<td>23</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>Social evening with school presentations</td>
<td>57</td>
<td>43</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Forum meets Radstadt</td>
<td>57</td>
<td>30</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Arts competitions</td>
<td>57</td>
<td>33</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Excursion to Salzburg</td>
<td>57</td>
<td>23</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Quality of the discussions</td>
<td>10</td>
<td>57</td>
<td>23</td>
<td>10</td>
</tr>
<tr>
<td>Relations between the young people from different countries</td>
<td>70</td>
<td>27</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Relations towards colleagues from other delegations</td>
<td>57</td>
<td>43</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Forum newspaper</td>
<td>83</td>
<td>17</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Care of the host school</td>
<td>77</td>
<td>10</td>
<td>-</td>
<td>13</td>
</tr>
<tr>
<td>Care of the organising committee</td>
<td>90</td>
<td>10</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

\(^{147}\) Three colleagues from the Coubertin School Radstadt acting as principal organisers abstained from voting. Additionally, the answers to this part from the three directors, who were surveyed after the Youth Forums and were not present in Radstadt, are omitted.

\(^{148}\) Due to slight rounding errors, the sum of the entries does not always equal to exactly 100%. To maintain clarity in the table, multiple decimal places were not used.
### 6th International Pierre de Coubertin Youth Forum in Tábor (Czech Republic) 2007 - Accompanying teachers’ point of view

Tab. 9: How do you evaluate the following points of the Youth Forum? (Question 25) (N=30)

<table>
<thead>
<tr>
<th>factor</th>
<th>very good</th>
<th>good</th>
<th>satisfactory</th>
<th>bad</th>
<th>N./A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information provided about the Youth Forum and the Coubertin Award</td>
<td>60%</td>
<td>30%</td>
<td>10%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>about your departure</td>
<td>63%</td>
<td>33%</td>
<td>3%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sports facilities</td>
<td>43%</td>
<td>50%</td>
<td>7%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Meals</td>
<td>7%</td>
<td>43%</td>
<td>37%</td>
<td>13%</td>
<td>-</td>
</tr>
<tr>
<td>Accommodation in general</td>
<td>47%</td>
<td>33%</td>
<td>20%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Programme in general</td>
<td>53%</td>
<td>47%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Timing (schedule) of the events</td>
<td>47%</td>
<td>27%</td>
<td>27%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Opening ceremony</td>
<td>70%</td>
<td>20%</td>
<td>10%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Tour through Tábor</td>
<td>63%</td>
<td>23%</td>
<td>13%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Social evening with school presentations</td>
<td>63%</td>
<td>27%</td>
<td>10%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Excursion to Prague</td>
<td>67%</td>
<td>17%</td>
<td>17%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Arts competitions</td>
<td>90%</td>
<td>10%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Quality of the discussions</td>
<td>47%</td>
<td>43%</td>
<td>10%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Relations between the young people from different countries</td>
<td>77%</td>
<td>23%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Relations towards colleagues from other delegations</td>
<td>77%</td>
<td>23%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Forum newspaper</td>
<td>77%</td>
<td>20%</td>
<td>-</td>
<td>-</td>
<td>3%</td>
</tr>
<tr>
<td>Care of the host school</td>
<td>80%</td>
<td>13%</td>
<td>7%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Care of the organising committee</td>
<td>93%</td>
<td>7%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

---

149 Both Czech colleagues acting as principal organisers abstained from voting. Additionally, the answers to this part from both directors, who were surveyed after the Youth Forums and were not present in Tábor, are omitted.

150 Due to slight rounding errors, the sum of the entries does not always equal to exactly 100%. To maintain clarity in the table, multiple decimal places were not used.
Tab. 10: How do you evaluate the following points of the Youth Forum? (Question 25) (N=19)\textsuperscript{151, 152}

<table>
<thead>
<tr>
<th>Points</th>
<th>very good</th>
<th>good</th>
<th>satisfactory</th>
<th>bad</th>
<th>N./A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information provided about the Youth Forum and the Coubertin Award before your departure</td>
<td>84%</td>
<td>16%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Information about the daily programme</td>
<td>58%</td>
<td>32%</td>
<td>11%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sports facilities</td>
<td>84%</td>
<td>11%</td>
<td>5%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Meals</td>
<td>42%</td>
<td>42%</td>
<td>16%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Accommodation in general</td>
<td>74%</td>
<td>26%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Several nations in one room</td>
<td>95%</td>
<td>5%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Programme in general</td>
<td>84%</td>
<td>11%</td>
<td>5%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Timing (schedule) of the events</td>
<td>47%</td>
<td>47%</td>
<td>5%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Opening ceremony</td>
<td>79%</td>
<td>16%</td>
<td>-</td>
<td>-</td>
<td>5%</td>
</tr>
<tr>
<td>Tour through Lillehammer</td>
<td>37%</td>
<td>42%</td>
<td>11%</td>
<td>-</td>
<td>11%</td>
</tr>
<tr>
<td>Mini-expo of the schools</td>
<td>37%</td>
<td>42%</td>
<td>21%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Visit of the Olympic venues</td>
<td>84%</td>
<td>16%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Arts competitions</td>
<td>63%</td>
<td>26%</td>
<td>-</td>
<td>-</td>
<td>11%</td>
</tr>
<tr>
<td>Excursion to Kittilbu</td>
<td>95%</td>
<td>5%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Quality of the discussions</td>
<td>32%</td>
<td>47%</td>
<td>16%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Relations between the young people from different countries</td>
<td>74%</td>
<td>16%</td>
<td>11%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Relations towards colleagues from other delegations</td>
<td>68%</td>
<td>26%</td>
<td>5%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Forum newspaper</td>
<td>74%</td>
<td>21%</td>
<td>-</td>
<td>-</td>
<td>5%</td>
</tr>
<tr>
<td>Care of the host school</td>
<td>100%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Care of the organising committee (CIPC)</td>
<td>90%</td>
<td>5%</td>
<td>5%</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

\textsuperscript{151} Due to slight rounding errors, the sum of the entries does not always equal to exactly 100%. To maintain clarity in the table, multiple decimal places were not used.

\textsuperscript{152} The Norwegian colleague, acting as one of the principal organisers, abstained from voting. In addition, the answers to this part from the two French schools, which were not represented in Lillehammer, are omitted.
In conclusion, the following diagramme offers an assessment of the three Youth Forums:  

![Fig. 36: Evaluation of the 5th Youth Forum in Radstadt 2005 (questions 14 and 24)](chart)

![Fig. 37: Evaluation of the 6th Youth Forum in Tábor 2007 (questions 14 and 24)](chart)

![Fig. 38: Evaluation of the 9th Youth Forum in Lillehammer 2013 (questions 14 and 24)](chart)

The majority of the teenagers acknowledged the respective Youth Forum as very good (2005: 61%, 2007: 56% and 2013: 84%); in 2005 and in 2007 a little more than one third indicated it as good. In 2013 14% of the students answered with good. Very few participants evaluated the respective Youth Forum as all-round worse.

153 Due to slight rounding errors, the sum of the entries does not always equal to exactly 100%. To maintain clarity in the diagramme, multiple decimal places were not used.
An even superior evaluation is given by the accompanying teachers/directors: All three Youth Forums received a very good mark of more than 90% or more from them (in 2005 even 93%). The rest of the accompanying teachers acknowledged the forums as good (2005 and 2007: 7%, 2013: 11%).

In inquiring about whether the teenage participants would recommend the Youth Forum to others, many expressed the experience as unique.\textsuperscript{154}

Frequent reasons given for all three Youth Forums were the following: Yes, because it provides an opportunity to meet teenagers from other countries, it is the greatest experience of my life thus far, one can learn about Coubertin and Olympism, it was fun, it is an experience for lifetime, one can exchange experiences with other cultures, and it was a great language experience.

As the research demonstrates, the impressions, experiences and the atmosphere during the meeting as well as being a part of an international and multicultural community, remained an impactful memory.

This in turn provides the motivation for sustaining friendships that were made and sharing the experiences to the school community and the public. In this case students become a “multiplier“ or an ambassador for Coubertin’s ideals in their home schools and beyond.

Fig. 40 on the following page documents the most popular ways in which the Youth Forum’s participants plan to relay their ‘know-how’ upon returning to their home school.


\textsuperscript{154} In 2007 and 2013 each one girl abstained from a vote.
1 I want to keep in touch with my new friends and help to strengthen the friendship of our schools.
2 with a photo exhibition
3 I want to help to prepare the delegation for the next youth forum.
4 with a report for younger pupils
5 I want to present my video of the Forum.
6 with a report on the homepage of our school
7 with a report in the local press
8 I want to organise a repeat of our theatre play.
9 with a poster for the school building
10 with an article in the pupils’ magazine
11 I want to organise a discussion for my classmates.
12 Others 155

Further entries were: with a report in the local press, I want to organise a repeat of our theatre play, with a poster for the school building, with an article in the pupils’ magazine and I want to organise a discussion for my classmates.

Without a doubt, the impressions and experiences made during a Youth Forum contributed to the open-mindedness towards and understanding for the representatives of other countries and cultures in order to ultimately establish tolerance and mutual respect, which contributes to the development of one’s personality.

155 In 2013, the following, among others, were mentioned under other: report for the class, report for all the teachers, report for the whole school community, I want to teach Olympic values, social media.
**d) Competitive character**

A competitive character is already typical of the participants joining the Youth Forums. Many schools have substantially more candidates applying for the popular youth meetings than the number of spots available on the delegation teams. Therefore, quite a few schools have internal competitions in order to pre-select its participants. Already at this point, the participants are motivated to give their best and obtain further knowledge and expertise in order to secure one of the much coveted seats on the delegation team.

The multifaceted high demands of the Coubertin Award require intense and long-term preparation from the participants (possible substitutes are also required). Hence, an intensive Olympic education will first be implemented for a small group of students at the individual schools. The schools are increasingly opening these events for more students or use the once-tested teaching modules on other, often younger student groups.

Another means of preparation for the competitions for the Coubertin Award that occur directly before the Youth Forum is through teaching of Olympic themes during regular lessons. In this way all other students in the class can profit from them.

At some schools, it has become a tradition that future participants of the Youth Forums, as a form of ‘dress rehearsal’, hold presentations about Olympic themes, lead discussion rounds in the class, or present the well-rehearsed school presentations and art performances in front of their classmates. The competitive character becomes visible particularly during the actual youth meeting. The well-prepared teenagers want to compete with one another and want to measure themselves up against their peers from different

---

156 For instance, in Erfurt or a theatre competition to find the best theatrical piece/best actor or actress (for instance in Tábor).

Australia can already look back on a more than 20-year-old successful tradition of the Australian Pierre de Coubertin Award (cf. BROWNLEE, H.: “Sharing the Spirit”, Bankstown, 2002, 51-53; CAHILL, J.: “Olympic Education Programs in Australia on the Occasion of the Sydney Olympic Games”, in: INTERNATIONAL OLYMPIC ACADEMY (Ed.): Report on the I.O.A.’s Special Sessions and Seminars 2000, Ancient Olympia, 376). It has already established itself as a national competition and, since the beginning of its participation in the Youth Forums in 2001, serves as the single selection criterion for the Australian delegations. Following this example, Mauritius also organises a national competition every two years since 2007 and sends the winner to the CIPC Youth Forums. Within the framework of the educational programme for Tokyo 2020, Japan plans to hold a competition based on this model in 2015 as an initiative of the National Japan Coubertin Committee and will, for the first time, take part in the 10th Youth Forum with a complete team.

157 For example, the accompanying teacher of the Erfurt team incorporated the subject matter “Ancient Olympic Games” into their English and Latin lessons in preparation for the 7th Youth Forum in Olympia.
countries. This dynamic is also reflected in the answers to the significance of the individual competitions.158

![Fig. 41: Importance of the competitions for the Coubertin Award for the participants (question 7)](image_url)

In addition, the four disciplines of the Coubertin Award that are carried out on site offer many possibilities to give one’s all, meaning to exercise with effort. Fair behaviour, adherence to rules, acceptance of values, respect of others and acting in solidarity are self-evident for the participants.

**e) Long-term perspective**

Olympic Education in the Network of Coubertin Schools is designed as a long-term programme. After nine Youth Forums, one can surely see continuity and a tradition being built. As the explanations to the aforementioned aspects make clear, this does not only encompass each Youth Forum and their preparation and post-processing. Even more so, these serve as inspiration and motivation to integrate further teaching modules about Olympic themes into the regular curriculum as well as utilising extracurricular forms for Olympic education. The growing number of teaching staff, dedicating themselves to these themes and acting as ambassadors, the increasing number of projects and further meetings between the individual schools also strengthen this argument.

Three further aspects are illustrated by the following figures on pgs. 98-100:

1) **The personal belief of the accompanying teachers, that by means of the activities about Coubertin and his Olympic lifework, multifaceted competences in the learning process can be developed.**159

In general, the accompanying teachers prepare the members of their school’s team to participate in the Youth Forum and the various competitions for the

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158 The displayed research results are based on the student’s answers very important and important. See the detailed display in Chapter 6.2.1.

159 No reply 2005: AUS, FRA, KEN; 2007: AUS, MRI, KOR; 2013: AUS, CYP, JPN.
Coubertin Award. As experienced Olympic educators, they appreciate the activities on Coubertin and his lifework as a valuable contribution for developing several of the competences during the learning process. By this point, many of the educators are convinced of their necessity in order to successfully put the deep-seated principles of the school’s concept and the CIPC’s Criteria for Coubertin Schools (see p. 19) into practice and fulfil their role as Olympic educator with great commitment and enthusiasm.

Fig. 42: "How valuable are the activities about Coubertin and his Olympic life’s work?" (question 11)

1. They are not absolutely necessary.
2. They are helpful as an expansion of knowledge (general competence).
3. They improve independence and self-confidence of all participants (self competence).
4. They are suitable as a tool to learn many new methods and to obtain knowledge such as how to use new media effectively (method competence).
5. They are useful for developing team work (social competence).
6. They make cross-curricular lessons possible.
7. They are a long-term use in the preparation for A-levels and other studies.
8. Other

The first of the entries herein are the development of social competence (2005: 69%, 2007: 83% and 2013: 100%) and competence in subject matters, i.e. expansion of knowledge (2005: 69%, 2007: 80% and 2013: 83%). Beyond that, the majority of the directors and accompanying teachers consider these activities valuable for the development of self competence (2005: 79%, 2007: 80% and 2013: 61%), as well as their possible application for cross-curricular lessons (2005: 52%, 2007: 60% and 2013: 61%). About half of the respondents view these activities as suitable as a tool to learn many new methods and to obtain knowledge such as how to use new media.

Further assets mentioned were the possibility of political education (peace education), the international connection aspect, the contribution to the general character development, as well as the establishment of a good teacher-student climate. In 2013 possible improvement of the school’s profile and ensuring better cooperation with the community were added to the list.

Multiple answers were possible.
effectively (method competence) (2005: 45%, 2007: 67% and 2013: 44%).\textsuperscript{162} About a third of the accompanying teachers and directors value these practices about Coubertin and his lifework. They value the practices not only in terms of the development of various competences, but also as a long-term use in the preparation for A-levels and other studies (2005: 31%, 2007: 50% and 2013: 33%).

2) The growing importance that is being attached to an Olympic education at the schools of the Network

![Bar chart showing the reasons why people consider various activities on Coubertin and his Olympic life's work to be necessary.](image)

Fig. 43: “Why do people in your school consider various activities on Coubertin and his Olympic life’s work to be necessary?” (question 12)

- Radstadt 2005 (N=32)
- Tábor 2007 (N=28)
- Lillehammer (N=17)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Radstadt 2005</th>
<th>Tábor 2007</th>
<th>Lillehammer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. They are necessary because the life and work of Pierre de Coubertin are not well known in society.</td>
<td>31%</td>
<td>47%</td>
<td>56%</td>
</tr>
<tr>
<td>2. Our school’s name is a commitment. It is a major part of our school’s heritage.</td>
<td>53%</td>
<td>50%</td>
<td>89%</td>
</tr>
<tr>
<td>3. They can contribute to an integral upbringing of young people.\textsuperscript{163}</td>
<td>59%</td>
<td>88%</td>
<td>76%</td>
</tr>
<tr>
<td>4. The mediation of the Olympic values helps further social competence and as a result has a positive effect on the atmosphere in the school community.</td>
<td>88%</td>
<td>89%</td>
<td>13%</td>
</tr>
<tr>
<td>5. Other motives.\textsuperscript{164}</td>
<td>56%</td>
<td>76%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Fig. 44 on the following page provides an overview of the various reasons, why the schools deem the different activities about Coubertin and his lifework as essential and necessary. The most frequently used answers are in reference to Coubertin’s holistic educational approach: They can contribute to an integral upbringing of young people (2005: 88%, 2007: 86% and 2013: 88%); as well as the insight, that the mediation of the Olympic values helps further social competence and as a result has a positive effect on the atmosphere in the school community (2005: 56%, 2007: 89% and 2013: 76%).

Moreover, almost two thirds of the schools (2013: 59%) consider the name

\textsuperscript{162} It is important to bear in mind, that the technical conditions at the schools of the Network vary from country to country and from continent to continent.

\textsuperscript{163} Comment in the teachers’ questionnaire: “integral means: a balanced education of body and mind in Coubertin’s sense”.

\textsuperscript{164} In 2013, the following was included among others: foreign language training (SVK).
of their school as a commitment. In 2013 more than half of the schools/delegations (53%) gave the following reason for the activities’ necessity: They are necessary because the life and work of Pierre de Coubertin are not well known in society (2005: 31%, 2007: 32% and 2013: 53%).

3) The long-standing co-operation with other educational partners

![Fig. 44: “Do you include other educational partners in activities involving an Olympic education?” (question 13)](image)

The continuous and deeply-rooted Olympic work at the schools has profited from the long-term cooperation with other educational partners. Since the first evaluation in 2005, more than half of the schools use the support of parents and families of the students as well as from trainers and assistant coaches. Additional important partners in the implementation of Olympic educational work at the schools include the representatives of regional sports associations. More than one third (in 2005 even 56% of all schools) can look back upon a long lasting cooperation with representatives of the local authority district/city. Beyond that, about one fourth of the schools were supported in the past few years by leaders of various school clubs and boarding school educators.

The long-term vision of or the ‘desire to hold onto’ this concept is also reflected in the increased efforts for attending further educational training and interexchange of teachers as well as the development of customised educational programmes for Coubertin Schools (see remarks on p.67-69)

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165 Among the 21 interviewed schools/delegations in 2013 only 11 held the name Coubertin. No reply by Australia, Great Britain, Japan and Cyprus.

166 In 2013 among them were mentioned: AUT 2: ÖOC; EST: other Coubertin Schools; MAS: Youth Olympism Volunteers; NOR: Norwegian Olympic Museum, NOC, National Sports Federations, YOG 2016 Lillehammer. RUS started a co-operation with the sports faculty of the University after their participation in the Lillehammer Forum.
6.2.4 Current limitations of this concept

Although the research results of the surveys conducted in 2007 and 2013 confirm the successful organisation and implementation of the 6th Youth Forum in Tábor and the 6th Youth Forum in Lillehammer, and prove a number of positive tendencies and successes in the Olympic education work at the schools, it would be premature to assume that nothing will stand in the way of the long-term success of this new concept of the CIPC.

Even if these events (with ca. 150 participants) belong to another dimension compared to the Youth Camps at the Olympic Games with a few thousand youths or the ca. 3,600 participants of the first Youth Olympics 2010 in Singapore, a few limitations to this concept become visible upon closer examination. They can be observed primarily in three areas:

- Financial
- Organisational
- Staffing limitations.

Financial limitations

At present, the CIPC, supported by the IOC, covers all costs for room and board, transport at the site, and all programme activities. The travel expenses to get to the venue, however, have to be paid for from the delegations’ own budget.

In the last few years, the search for suitable accommodations at moderate prices became more difficult to find. Further increase in the number of participants would lead to unaffordable costs for the CIPC, a small registered association with a tight yearly budget.

To have the schools carry the costs for room and board would not be a solution since, in the past, quite a few schools experienced problems with financing the travel expenses. Inevitably, then, only teenagers from financially strong households would be able to take part in the Youth Forum.

Similar challenges could be posed by the addition of more schools from other continents or hosting a Youth Forum on another continent. For example, the Beijing High School Four Pierre de Coubertin hosted the Youth Forum in 2011. Thus, for the first time, the CIPC Youth Forum took place outside of Europe, in the Olympic City Beijing, host of the Olympic Summer Games 2008. As a generous gesture from the school’s administration, the host offered the use of its boarding school at no cost.

167 Not all delegations were in the lucky position to receive financial assistance through the supporting association or other sponsors. The delegations from Pallini and Pyrgos, which received the entire travel costs to Tábor from the city or the school administration, were an exception.
during the summer break, which minimised the overall costs significantly. Moreover, the about 100 volunteers of the hosting school enthusiastically supported the smooth operations of the 8th Youth Forum.

The execution of the 9th Youth Forum in Norway, a very expensive country, posed particular challenges for the organisers. Due to a timely start on the preparations and the constant efforts of the organisational team at the site, especially from the lead organiser Alte Bjerke, the Norwegian NOC as well as the Authorities of the County of Oppland were obtained as partners in supporting the Youth Forum. On top of this, a number of other sponsors covered parts of the costs.

Last but not least, the exceptional volunteer work of the Community of Gausdal contributed to the overall success of the youth meeting.

**Organisational limitations**

The organisation of a youth meeting with about 150 participants and accompanying teachers requires a well-thought-out plan and precise timing, which must be strictly followed by all the participants of the forum community in order to ensure smooth operations. An especially important aspect of this is to bring everyone “under one roof” in order to avoid unnecessary transport times and enable regular contact between all forum participants.

Further growth of the community in the future may complicate the ability to find suitable venues with enough rooms, which are also needed in the case of bad weather conditions.

A larger number of delegations and participants could even require the restructuring of the competitions of the **Coubertin Award**. For instance, more competitions running parallel to each other would then be called for, which would, in turn, bring possible staffing issues. The arts competitions in Tábor, which allowed 19 delegations with performance times of 7-10 minutes each, constituted a big portion of the evening programme which lasted four hours. Even when given multiple breaks, participants cannot be expected to cope with such lengthy events as a result of the addition of further groups.

A first step in the restructuring of the competitions of the **Coubertin Award**

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168 Particularly in terms of competent speakers, contacts to top Norwegian athletes, and participants in the Paralympics.

169 Among others regarding the use of sports venues and cultural institutions in the region or the like. Further details about the Norwegian sponsors can be found in the Programme of the Lillehammer Forum in the Appendix p. 196.

170 On more than one occasion, the women of the community (including the head of school!) cooked at the High School Pierre de Coubertin Gausdal and took over the catering duties during the excursion to the mountains.

171 This was an important experience of the 4th Youth Forum in Genova-Arenzano, where a fourth of the participants were accommodated in a remote hotel, 3km away. This frequently brought about longer waiting times due to many transfers.
will be carried out in Piešťany through the organisation of about 10 cross-
national parallel arts workshops on site. They would be in the areas of
performing arts, music, dance, pantomime, etc.\textsuperscript{172}

Participants from non-EU countries were faced with a completely different
issue. Obtaining the required Visa was very difficult in 2007, which required
lengthy questions and explanations via telephone and in written form from
the CIPC Organising Committee at the appropriate embassies and agencies
abroad. The Chinese and Norwegian hosts tirelessly supported these efforts
in 2011 and 2013 respectively.

The Youth Forums in Radstadt, Tábor and Lillehammer proved that the
support by a host school is indispensible. Through the commitment of
countless volunteers made up of students and teachers, a perfect organisation
and a country-specific atmosphere (support through the school choir, the Big
Band, dance groups, etc.) were reached. Moreover, the Organising
Committee on-site took on numerous duties that would have been difficult to
carry out by the CIPC from abroad. These included consultation with the
local bus operators, organisation of the excursions and printing of T-Shirts
(through a sponsor). Furthermore, the inclusion of a larger group of students
from the host school was also possible through student referees at the sport
competitions, guides at the excursions, creation of a forum website as well as
the daily forum newsletter and viewers who made up the audience for the art
and sport competitions.

An alternative for further optimising the organisation would be to hold
individual Youth Forums – similar to the Asian and African Games – in the
respective continents (possibilities to that effect have already been discussed
by the CIPC Board). However, the particular appeal of a Youth Forum, the
convergence of many nations from different parts of the world, would be
partially lost.

Despite countless achievements in the organisation of the Youth Forums,
steady positive tendencies cannot be guaranteed. For instance, certain
setbacks have recently occurred: In the summer of 2008 (one year before the
7\textsuperscript{th} Youth Forum), the Coubertin School in Pyrgos cancelled its role as host
for the planned Forum in Olympia in September 2009 due to various
reasons. The CIPC Board decided, nevertheless, to hold the Youth Forum in
Olympia. This meant that a partner would not be on-site in Olympia and the
Forum would have to be organised completely from abroad.

Six volunteers (sport students and young PE teachers) were able to
compensate in organisation by cooperating closely with the CIPC, even
though improvisation was necessary at some points.\textsuperscript{173}

\textsuperscript{172} See explanations in FN 133, p. 79.
**Staffing limitations**

As already indicated in the chapter “Institutionalisation” (see pgs. 72-83), besides financial constraints, the current staffing limitations inhibit the growth of the Network of Coubertin Schools and an even closer cooperation between the schools. Here it is important to emphasise, once again, that all activities and efforts on the part of the CIPC as well as the Coubertin Schools themselves are performed on a voluntary basis.

Quite often, the responsibility for preparing and accompanying the delegation participants as well as for the evaluation and documentation of the attendance at the Youth Forum is placed on the accompanying teachers. Despite the enthusiasm of the teachers taking on additional tasks within the framework of cooperation is too much to manage over a long period of time (the schools are trying, however, to appoint a permanent contact person to the CIPC and to the partner schools).\(^{174}\)

Moreover, the duties given to the person responsible for the Coubertin Schools and the two to three CIPC Board members, upon whom the entire organisation of the Youth Forums lies, grew to being such a big task that doing this on a voluntary basis is hardly achievable in the long run.\(^{175}\)

Thus, one must critically evaluate that, primarily due to staffing issues, a few of the provisions for optimising cooperation, as initiated by the CIPC based on the evaluations of the 6\(^{th}\) Youth Forum in Tábor, were not able to be accomplished yet. These include the upgrading of the Forum-Homepage, which was developed by the host school in Tábor, as a platform for exchanging experiences, and the extension of the Download Center www.coubertin.net with additional material for Olympic education at the schools. Last but not least, even the documentation of the reports, which are yearly required according to the rules of procedure, could not be carried out because of staffing issues.\(^{176}\)

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173 Fortunately, unexpected help *was* given at the site through the Coubertin School Pyrgos, especially during the opening ceremony and, along with the former participants of the Tábor team, seven hard-working helpers during the entire Forum (see FN 109, p. 69). With no doubt, the two-day stay in Athens at the end of the 7\(^{th}\) Youth Forum, organised and sponsored by the Coubertin School in Pallini, left a memorable impression on the participants.

174 Generally, the representatives receive only slight reductions of hours if any at all.

175 At this point, special mention needs to be given to the tireless dedication and input of the CIPC representative, Robert Marxen, who was responsible for the organisation of the 8\(^{th}\) Youth Forum in Beijing and who mastered countless assignments in Olympia two years earlier and, therefore, contributed to the success of both forums.

176 These often require editorial and language processing, although they would be of great interest for a comprehensive documentation of the Olympic education work performed thus far (ed. note).
Until now, it should be apparent that the limits of growing this Network will be reached at some point; therefore, the implementation of a professional management team, similar to those of large sports associations, will be a necessary next step.
Conclusion and future prospects

After nearly two decades of intensive efforts on the part of CIPC to establish a Network of Coubertin Schools, one can confidently assert that the Network has developed into a stable institution acting as an exemplary centre of Olympic education.

Considering all aspects of the problem statement, both with regard to content and to its organisational dimension, the initially formulated research hypothesis “An institutionalisation supports the implementation of Olympic education in the five learning areas and facilitates long-term achievements” can be partially affirmed upon the analysis of all research results.

Thus, the results from comparing all three Youth Forums substantiate that the “learning organisation” of the Network of Coubertin Schools contributed to the content-specific dimension of Olympic education in all five learning areas (sporting efforts, social conduct, moral behaviour, Olympic knowledge, as well as musical and artistic creativity) to a significant extent both during the Youth Forums and at the individual schools. Quantitative and qualitative progress in Olympic education work became visible. Regarding the organisational dimension, the institutionalisation, the international and multicultural character, the aspects event character and competitor character all contributed to a more effective implementation.

Concerning the Long-term perspective, sustainable impacts, although not always exactly measurable successes, could surely be determined in contrast to previous models. It is also clear that further growth of the Network, despite positive developments, is constricted by various limitations, especially those of financial and staffing nature.

Even if the goal, formulated in the Final Declaration of the CIPC Congress in 1997 in Le Havre, stating that every country on earth should house a Coubertin School by the year 2000\textsuperscript{177}, could not be fulfilled, remarkable accomplishments could still be observed in the meantime. This is reflected not only in the growing number of schools (currently 25 on five continents), but also in the increasing interest of many countries to establish a Coubertin School, which can then become a participant in this Network. Fortunately, this interest came, in preparation for the Olympic Games in Beijing, particularly from Asian states, especially China\textsuperscript{178}, but also from Japan and later Malaysia. Regard Rio 2016, initial interests were received


from the Middle and South American states like Mexico, Brazil, and Argentina.

The schools value their membership in the Network and constantly aim to strengthen the cooperation with the partner schools while also serving as multipliers of Olympic education in their countries.

By now, the Youth Forums, with the Coubertin Award at its core, have developed into a type of ‘intensive course’ on Olympic education for the participants and into a platform of exchanging experiences among the colleagues. This allows them to act as Olympic educators in the time between the biennial Youth Forums and to develop and use their own customised materials for Olympic education.

In the Network of Coubertin Schools, Coubertin’s concept of a holistic education, meaning one which incorporates the body, mind, and will, in addition to his formulated Olympic ideals such as Fairplay, mutual respect, joy of effort, pursuit of excellence, friendship among the peoples and peace education are implemented into everyday school life.

Consequently, the international operation of the Coubertin Schools is an expression of the relevance of Coubertin’s ideas, which are being continued in the 21st century and are being modified and developed according to modern demands in the education process.

A reflection of first accomplishments is also the official recognition and appreciation of the efforts to disseminate Coubertin’s ideals on the part of the IOC, which has supported the development of the Youth Forums and continued education courses for the teachers at the Coubertin Schools for many years. Fortunately, the IOC’s interest to further develop the Network of Coubertin Schools through the new Director of the Department of International Relations was recently confirmed anew in the Fall of 2014 along with assistance from financial aid. This will support the attendance of participants, especially those of additional African states, in the 10th Youth Forum in Piešťany.

The development of the Network has also been in progress since the Forum in Lillehammer. Thus, in the Coubertin year 2013, three schools have once again chosen the name “Pierre de Coubertin”: one in Argentina, Brazil, as well as an elementary and secondary school in Poland.

The Membership of the CIPC in the Permanent Consultative Council of the Intergovernmental Committee for Physical Education and Sport (CIGEPS) of the UNESCO since January 2015, will most definitely offer new perspectives in disseminating Pierre de Coubertin’s Olympic ideals among the UNESCO schools of the globe and far beyond.

So the enlargement of their role as Olympic Model Schools to UNESCO schools in the respective regions and countries and an intensification of
discussions on Olympic values among youths might be one of the greatest challenges for all Coubertin Schools of our Network within the next years. This co-operation will hopefully let them find new long-term partner schools and perhaps potential members of our International Network of Coubertin Schools.\footnote{See MÜLLER, N.: Circular letter of the CIPC President to all Board Members on the New Membership of the CIPC in the Permanent Consultative Council of the Intergovernmental Committee for Physical Education and Sport (CIGEPS) of the UNESCO (23.02.2015)}

All in all an expansion of the Network in the near future is foreseeable since world-wide interest does exist. As explained in the previous chapter, however, it is becoming increasingly difficult to manage the entire operation and its countless tasks on a purely voluntary basis. Therefore, it will be necessary to find new or complementary forms of organisation.

**After nearly two decades of existence, the Network of Coubertin Schools has proven itself as a sustainable model for Olympic education!**
References

E-Mails

CHAPPELET, J.-L. (CIPC Secretary General)  
<Jean-Loup.Chappelet@unil.ch> (23.02.2015)

Coleman, S. (AOC) <Sheree.Coleman@olympics.com> (01.12.2014)

Films


Interviews

VÁCHA, M., Head of Gymnazium Pierre de Coubertina Tábor, Czech Republic (Interview by the author on 08.06.06 in Tábor)

RODITSCHENKO, W.S., Vice President of the NOC for Russia (Interview by the author on 07.09.2005 in Cologne)

SALUVEER, O., Head of Ülenurme Gümnaasium (Interview by the author on occasion of the International School Olympics on 21.09.06 in Ülenurme, Estonia)

TAHARA, J., Associate Professor at Kokushikan University, Faculty of Physical Education, Japan Pierre de Coubertin Committee, CIPC Board Member (Interview by the author on occasion of her visit at Pierre-Coubertin-Gymnasium Erfurt on 27.04.09)

Internet

http://www.coubertin.ch (former official CIPC website until 2014)

http://www.coubertin.net (Download Centre for Coubertin Schools)

http://www.coubertin.org (official CIPC Website since 2014)

http://www.dosb.de/de/leistungssport/olympiastuetzpunkte/ (24.08.2014)


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Appendix

1 Short portrait of the Member Schools of the International Coubertin Schools Network

Winners of the Australian Coubertin Award

Every two years the AOC honours eight of the winners from the individual states and territories in the Australian Coubertin Award with a participation in the CIPC Pierre de Coubertin Youth Forum.

Organiser: Australian Olympic Committee
Address: P.O. Box 1788, Royal Exchange NSW 1225
Country: Australia
Telephone: (61 2) 9247 2000
Fax: (61 2) 8436 2198
Website: http://www.olympics.com.au
E-Mail: aoc@olympics.com.au

Contact person: Mrs. Helen Brownlee, Vice President Australian Olympic Committee Helen.brownlee@olympics.com.au

How did the team become a member of the International Network of Coubertin Schools? because of a suggestion from Norbert Müller (CIPC); Mrs. Helen Brownlee is member of the CIPC Board

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180 Here only those schools/teams, that took part in the surveys and were related to the Youth Forums in Radstadt in 2005, in Tábor in 2007 or in Lillehammer in 2013, were included.
182 Sent by Mrs. Sheree Coleman, AOC, via e-mail (01.12.2014)
Participation in the Youth Forums:

- Lausanne (SUI) 2001
- Genua-Arenzano (I) 2003
- Radstadt (AUT) 2005
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013

Additional home stay after the Forum:

- Erfurt (GER) in 2001
- Berlin (GER) in 2003
- Tábor (CZ) in 2005
- Piešťany (SVK) in 2007
- Much Wenlock (GB) in 2009
- Erfurt (GER) in 2013

Fig. 46: The first Australian team at a Youth Forum: Lausanne 2001
(photo: B. Germeshausen)

Fig. 47: The Australian participants at the Tábor Youth Forum in 2007
(photo: Tábor Press Center)

Fig. 48: Cultural presentation during the 8th Youth Forum in Beijing 2011
(photo: H. Brownlee)
Fig. 49: Students in front of the school building

Address: Moosallee 7, A 5550 Radstadt
Country: Austria
School Website: http://www.borg-radstadt.salzburg.at
Telephone: 0043/6452 6035
Fax: 0043/6452 5242
E-mail: direktion@borg-radstadt.salzburg.at

The year the school was founded: 1967
The school has had the name since: 2006
Number of students: 218
Number of teachers: 29
Head of school: Dir. Mag. Andrea Stolz
Type of school: High School
State School
Sports profile: School with regular sport lessons according to the national timetable

How did the school become a member of the international Network of Coubertin Schools? Host School of the 5th Youth Forum
Participation in the Youth Forums:

- Radstadt (AUT) 2005
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013

Fig. 50: Coubertin Charity Run

Fig. 51: The Coubertin Corner in the entrance hall

Fig. 52: The School Orchestra performing the own composition of an Olympic Anthem during the 5th Youth Forum in 2005

Fig. 53: Austrian dances in Lillehammer 2013

Fig. 54: The team from Radstadt during the Award Ceremony in Ancient Olympia 2009

(photos: Pierre de Coubertin BORG Radstadt)
Don Bosco-Gymnasium Unterwaltersdorf

Address: Don Bosco-Straße 20, A 2442 Unterwaltersdorf
Country: Austria
School Website: www.donboscogym.ac.at
Telephone: 0043/2254 72313 13
Fax: 0043/2254 72313 20
E-mail: adm.gym.unterwaltersdorf@noeschule.at
gym.unterwaltersdorf@noeschule.at

The year the school was founded: 1914
The school has had the name since: 1991
Number of students: 528
Number of teachers: 65
Head of school: Until 2015: Father Dr. Bernhard Maier
Since 2015: Dir. Mag. Beatrix Dillmann
Type of school: High School
Religious School
Sports profile: School with regular sport lessons according to the national timetable

How did the school become a member of the international Network of Coubertin Schools? because of a suggestion from Norbert Müller (CIPC); Father Dr. Maier had been the Olympic Pastor of the Austrian team
Participation in the Youth Forums:
□ Lausanne (SUI) 2001
□ Genua-Arenzano (I) 2003
□ Radstadt (AUT) 2005
□ Tábor (CZ) 2007
□ Olympia (GRE) 2009
□ Beijing (CHN) 2011
□ Lillehammer (NOR) 2013

Fig. 56: Theater performance in Tábor 2007
(photo: Press Centre Tábor)

Fig. 57: Football tournament with Coubertin Schools from Radstadt and Piešťany
(photos: Don-Bosco-Gymnasium)

Fig. 58: The cultural programme for the Lillehammer Forum in 2013

Fig. 59: The team from Unterwaltersdorf during the Award Ceremony in Ancient Olympia 2009
(photo: CIPC Press Centre)
Beijing High School Four Pierre de Coubertin

Address: Jia 2, Xihuanchenggenbei Street, 100034 Beijing, China
Country: People’s Republic of China
School Website: www.bhsf.cn
Telephone: 0086-10-66175566
Fax: 0086-10-66175061
E-mail: liuchm@bhsf.cn

The year the school was founded: 1907
The school has had the name since: 2008
Number of students: 2700
Number of teachers: 300
Head of school: Mr. Changming Liu
Type of school: High School
State School
Sports profile: School with regular sport lessons according to the national timetable

How did the school become a member of the international Network of Coubertin Schools? Because of a suggestion from BOCOG
Participation in the Youth Forums:

- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011 (host school)
- Lillehammer (NOR) 2013

Fig. 61: Pierre de Coubertin Memorial with the signature of the IOC President
(photo: I. Nikolaus)

Fig. 62: The naming of the school in 2008
(photo: Beijing High School Four Pierre de Coubertin)

Fig. 63: Beijing 2011: Closing Ceremony of the 8th Youth Forum
(photo: A. Schöpke)

Fig. 64: Chinese dancer at the 7th Youth Forum in Ancient Olympia
(photo: CIPC Press Centre)
Pancyprian Gymnasium Nicosia

Address: Platia Archiepiskopou Kiprianou, 1016, Nicosia
Country: Cyprus
School Website: [http://lyk-pagkypron-lef.schools.ac.cy](http://lyk-pagkypron-lef.schools.ac.cy)
Telephone: 0035 722466711
Fax: 0035722430915
E-mail: lyk-pagkypron-lef@schools.ac.cy

The year the school was founded: 1812
The school has had the name since: 1896
Number of students: 520
Number of teachers: 85
Head of school: Mr. Solon Charalambus
Type of school: High School
State School
Sports profile: School with regular sport lessons according to the national timetable

How did the school become a member of the international Network of Coubertin Schools? because of a suggestion from Prof. Dikaia Chatziefstathiou (CIPC Board)
Participation in the Youth Forums:

- Beijing (CHN) 2011
- Lillehammer (NOR) 2013

Fig. 66: The Coubertin portrait in the gym
(photo: M. Bojakowski)

Fig. 67: The first team from Cyprus during the Award Ceremony in Beijing 2011
(photo: Press Centre Beijing)

Fig. 68: Lillehammer 2013:
The Cypriot participants enjoying winter sports
(photo: I. Nikolaus)

Fig. 69: Mini-Expo 2013:
The Cypriot stand
(photo: Olga Kantzilari)
Gymnázium Pierra de Coubertina Tábor

Fig. 70: The school building (photo: I. Nikolaus)

Address: Náměstí Františka Křižíka 860, CZ 39030 Tábor
Country: Czech Republic
School Website: www.gymta.cz
Telephone: 0042/038 1252136
Fax: 0042/038 1252920
E-mail: skola@gymta.cz
The year the school was founded: 1990
The school has had the name since: 1999
Number of students: 750
Number of teachers: 60
Head of school: RNDr. Miroslav Vácha
Type of school: High School
State School
Sports profile: School with regular sport lessons according to the national timetable

How did the school become a member of the international Network of Coubertin Schools? because of the name of the school
Participation in the Youth Forums:

- Lausanne (SUI) 2001
- Genua-Arenzano (I) 2003
- Radstadt (AUT) 2005
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013
Ülenurme Gümnaasium

Address: Tartu mnt. 5, Ülenurme, EE 61714 Tartumaa, Estonia
School Website: http://www.yle.edu.ee
Telephone: 00372/ 509 1527
Fax: 00372/ 750 2635
E-mail: kool@yle.edu.ee

The year the school was founded: 1984
The school has had the name since: 1994
Number of students: 767
Number of teachers: 52
Head of school: Mr. Olev Saluveer
Type of school: Comprehensive school
Municipal School
Sports profile: School with sport-oriented classes

How did the school become a member of the international Network of Coubertin Schools?
because of the importance of sport at the school and because of a suggestion from Reele Remmelkoor (Member of the Estonian Olympic Academy and of CIPC)
Participation in the Youth Forums:
- Genua-Arenzano (I) 2003
- Radstadt (AUT) 2005
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013

Host of International School Olympics:
- 2008
- 2010
- 2012
- 2014

Fig. 76 and 77: International School Olympics in 2012 and in 2014
(photos: Ülenurme Gimnaasium)

Fig. 78: Comenius Project
"Coubertin Academy": Visit of the Estonian Sports Museum in Tartu together with the project partners from four Coubertin Schools
(photos: Ülenurme Gimnaasium)
Lycée Polyvalent Pierre de Coubertin Bolbec

Fig. 79: The school building (photo: I. Nikolaus)

Address: 130 bis Rue George Clemenceau, F76210 Bolbec
Country: France
School Website: http://lyc-coubertin-bolbec.ac-rouen.fr:81/
Telephone: 0033/ 235 31 02 79
Fax: 0033/ 235 38 14 12
E-mail: 07629202@ac-rouen.fr

The year the school was founded: 1961
The school has had the name since: 1961
Number of students: 500
Number of teachers: 65
Head of school: M. Jean-Marie Auberville
Type of school: High School (Lycée)
State School
Sports profile: School with regular sport lessons according to the national timetable

How did the school become a member of the international Network of Coubertin Schools? Because of suggestion from M. Jacques de Navacelle
Participation in the Youth Forums:

□ Le Havre (FRA) 1997
□ Radstadt (AUT) 2005

*Fig. 81:* Castle Mirville near Bolbec – inspiration by the founder of the Modern Olympic Games – one of the sites of the first CIPC Youth Forum in 1997
(photo: Archives G. de Navacelle de Coubertin)

*Fig. 80:* Coubertin bust in the school hall
(photo: I. Nikolaus)

*Fig. 82:* Participants from Bolbec during the Award Ceremony of the 5th Youth Forum in Radstadt 2005
(photo: Press Centre Radstadt)
Lycée Pierre de Coubertin Nancy

Address: 5 rue Robert Schuman, F-5400 Nancy
Country: France
School Website: www.lyceecoubertin.fr
Telephone: 0033/ 38328 49 49
Fax: 0033/ 383 28 00 82
E-mail: lycée.coubertin@laposte.net
The year the school was founded: 1920
The school has had the name since: 2003
Number of students: 520
Number of teachers: 49
Head of school: Mme Sandrine Guillaume
Type of school: Vocational and Technical High School (Lycée professionnel et technique)
Private School
Sports profile: School with regular sport lessons according to the national timetable

How did the school become a member of the international Network of Coubertin Schools? because of suggestion from M. Jacques de Navacelle
Participation in the Youth Forums:

- Tábor (CZ) 2007
- Olympia (GRE) 2009

Fig. 84: The first team from Nancy at the 6th Youth Forum in Tábor 2007

Fig. 85: The school’s volley team during the charity volleyball tournament for the ELA association in 2012. 2,300€ were donated to the association fighting against brain diseases (photos: Lycée Pierre de Coubertin Nancy)

Fig. 86: The team from Nancy during the Award Ceremony in Ancient Olympia 2009 (photo: CIPC Press Centre)
Schul- und Leistungssportzentrum Berlin
Coubertin-Gymnasium

Address: Fritz-Lesch-Str. 35, D 13053 Berlin
Country: Germany
School Website: www.slzb.de
Telephone: 0049 030/983185205
Fax: 0049 030/983185209
E-mail: secretariat@slzb.de
The year the school was founded: 1973
The school has had the name since: 1993
Number of students: 1260
Number of teachers: 144
Head of school: Dr. Gerd Neumes
Type of school: High School
State School
Sports profile: A specialist sports school
How did the school become a member of the international Network of Coubertin Schools? because of the school’s name
Participation in the Youth Forums:
- Le Havre (FRA) 1997
- Much Wenlock (GB) 1999
- Lausanne (SUI) 2001
- Genua-Arenzano (I) 2003
- Radstadt (AUT) 2005
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013

Fig. 88: The Coubertin bronze plaque at the Coubertin Gym (photo: K. Lange)

Fig. 89: Cultural performance in Genova-Arenzano in 2003 (photo: I. Nikolaus)

Fig. 90: Participants from Berlin during the Award Ceremony at the 7th Youth Forum in Tábor (photo: Press Centre Tábor)

Fig. 91: Invitation to the annual Sports Gala (photo: K. Lange)
Fig. 92: School complex with boarding house and gym (photo: O. Kleinecke)

Address: Mozartallee 4, 99096 Erfurt
Country: Germany
School Website: http://www.sportgymnasium-erfurt.de/
Telephone: 0049 361 3481-421
Fax: 0049 361 3481-430

The year the school was founded: 1976
The school has had the name since: 1993
Number of students: 450
Number of teachers: 58
Head of school: Until 2013: Mr. Klaus Böttner
Since 2013: Mr. Joachim Rauch
Type of school: High School
State School
Sports profile: A specialist sports school

How did the school become a member of the international Network of Coubertin Schools? because of the school’s name
Participation in the Youth Forums:

- Le Havre (FRA) 1997
- Much Wenlock (GB) 1999
- Lausanne (SUI) 2001
- Genua-Arenzano (I) 2003
- Radstadt (AUT) 2005
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013

Fig. 93: Coubertin Memorial in the school yard
(photo: O. Kleinecke)

Fig. 94 and 95: 2nd School internal Coubertin Award 2014
(photos: Reporter Team Coubertin-Gymnasium Erfurt)

Fig. 96: Pupils’ exhibition
“Pierre de Coubertin – Life and Work of a Humanist”
(photo: I. Nikolaus)
**William Brookes School Much Wenlock**

![Fig. 97: School complex (photo: I. Nikolaus)](image)

<table>
<thead>
<tr>
<th>Address:</th>
<th>Farley Road, Much Wenlock, GB Shropshire TF 13 NB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country:</td>
<td>Great Britain</td>
</tr>
<tr>
<td>School Website:</td>
<td><a href="http://www.williambrookes.com">www.williambrookes.com</a></td>
</tr>
<tr>
<td>Telephone:</td>
<td>0044-1952-728900</td>
</tr>
<tr>
<td>Fax:</td>
<td>0044-1952-728918</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:head@williambrookes.com">head@williambrookes.com</a></td>
</tr>
<tr>
<td>The year the school was founded:</td>
<td>1952</td>
</tr>
<tr>
<td>The school has had the name since:</td>
<td>1970</td>
</tr>
<tr>
<td>Number of students:</td>
<td>959</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>62</td>
</tr>
</tbody>
</table>
| Head of school: | Until 2012: Mrs. Penelope Cooper  
Since 2012: Mr. Geoff Renwick |
| Type of school: | Comprehensive School  
State School |
| Sports profile: | School with regular sport lessons according to the national timetable |
| How did the school become a member of the international Network of Coubertin Schools? | because of the school’s connection to Dr. William Penny Brookes, founder of the Wenlock Olympian Games and supporter of Pierre de Coubertin in his idea to introduce the modern Olympic Games |
Participation in the Youth Forums:
- Le Havre (FRA) 1997
- Much Wenlock (GB) 1999
- Lausanne (SUI) 2001
- Genua-Arenzano (I) 2003
- Radstadt (AUT) 2005
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013

Fig. 100: Cultural presentation by British participants during the 6th Youth Forum in Tábor 2007 (photo: Press Centre Tábor)

Fig. 98 and 99: William Brookes School Much Wenlock: Welcome to the Olympic flame in 2012 and host of the International Dance project Encompass with participants from different Coubertin Schools (photos: WBS)

Fig. 101: The British team in Olympia 2009 (photo: CIPC Press Centre)
1st Lyceum Pierre de Coubertin Pallini

Fig. 102: School building (photo: Coubertin-Lyceum Pallini)

Address: 16 km of Marathon Avenue,
          GR-153 51 Pallini
Country: Greece
School Website: http://lyk-pallin.att.sch.gr/school-en.htm
Telephone: 0033/ 1666 53 16
Fax: 0033/ 1666 53 16
E-mail: mail@lyk-pallin.att.sch.gr
The year the school was founded: 1982
The school has had the name since: 1999
Number of students: 268
Number of teachers: 28
Head of school: Mr. Anastasios Boudouvas
Type of school: High School
               State School
Sports profile: School with regular sport lessons according to the
               national timetable
How did the school become a member of the international Network of
Coubertin Schools? because of a suggestion by Prof. K. Georgiadis,
               Dean of the IOA
Participation in the Youth Forums:

- Much Wenlock (GB) 1999
- Lausanne (SUI) 2001
- Genoa-Arenzano (I) 2003
- Radstadt (AUT) 2005
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Lillehammer (NOR) 2013

Fig. 103: Portrait of Coubertin in the school building

(photo: Coubertin-Lyceum Pallini)

Fig. 104: The team from Pallini during the Award Ceremony in Olympia 2009

Fig. 105: Lyceum Pierre de Coubertin Pallini: Host of the 7th Youth Forum in 2009

(photos: CIPC Press Centre)
**3rd Lyceum of Pyrgos Pierre de Coubertin**

Fig. 106: Coubertin teachers visiting the School Museum  
(photo: K. Lange)

<table>
<thead>
<tr>
<th>Address:</th>
<th>Ölympion &amp; Kolliriou, GR-27100 Pyrgos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country:</td>
<td>Greece</td>
</tr>
<tr>
<td>School Website:</td>
<td></td>
</tr>
<tr>
<td>Telephone:</td>
<td>0030/ 26210 31238</td>
</tr>
<tr>
<td>Fax:</td>
<td>0030/ 26210 30164</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:library@3lyk-pyrgou.ilei.sch.gr">library@3lyk-pyrgou.ilei.sch.gr</a></td>
</tr>
<tr>
<td>The year the school was founded:</td>
<td>1989</td>
</tr>
<tr>
<td>The school has had the name since:</td>
<td>1995</td>
</tr>
<tr>
<td>Number of students:</td>
<td>240</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>35</td>
</tr>
<tr>
<td>Head of school:</td>
<td>Mr. Panagiotis Parras</td>
</tr>
<tr>
<td>Type of school:</td>
<td>High School</td>
</tr>
<tr>
<td>Sports profile:</td>
<td>School with regular sport lessons according to the national timetable</td>
</tr>
</tbody>
</table>

**How did the school become a member of the international Network of Coubertin Schools?**  
because of a suggestion by Prof. K. Georgiadis, Dean of the IOA and because it is situated near to Ancient Olympia
Participation in the Youth Forums:
- Much Wenlock (GB) 1999
- Genua-Arenzano (I) 2003
- Radstadt (AUT) 2005
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011

Fig. 107: Decoration of the school building with numerous paintings on Olympic topics
Fig. 108: Interview with the CIPC-President in the entrance hall
Fig. 109: Dancers from Coubertin School Pyrgos: Opening Ceremony of the 7th Youth Forum in Olympia
(photo: CIPC Press Centre)
Liceo Statale „Giuliano della Rovere“ Savona

Address: Via Monturbano, 8, I-17100 Savona

Country: Italy

School Website: [http://www.liceodellarovere.gov.it/](http://www.liceodellarovere.gov.it/)

Telephone: 0039/ 019 85 04 24

Fax: 0039/ 019 81 49 26

E-mail: segreteria@liceodellarovere.it

The year the school was founded: 1888

The school has had the name since: 1886

Number of students: 825

Number of teachers: 85

Head of school: Until 2014: Prof.ssa Graziella Rosso
Since 2014: Prof.ssa Daniela Ferraro

Type of school: High School

State School

Sports profile: School with regular sport lessons according to the national timetable

How did the school become a member of the international Network of Coubertin Schools? Because of a suggestion by the Italian Coubertin Committee
Participation in the Youth Forums:
- Genua-Arenzano (I) 2003
- Radstadt (AUT) 2005
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013

Fig. 111: Exhibition on the school’s participation in the Youth Forums

Fig. 112: Conference about Pierre de Coubertin on his 150th anniversary of birth by participants of the Beijing team

Fig. 113: Rehearsal for the Lillehammer Forum in 2013

Fig. 114: At the start in the Ancient Olympic Stadium in Olympia 2009

(photos: Liceo Statale “Giuliano della Rovere“)
University of Tsukuba Senior High School at Otsuka, Tokyo

Address: 1-9-1 Otsuka, Bunkyo Ward, Tokyo
Country: Japan
School Website: http://www.high-s.tsukuba.ac.jp/shs/wp
Telephone: 0081-3-3941-7176
Fax: 0081-3-3943-0848
E-mail: ynakatsuka2002@kza.biglobe.ne.jp
The year the school was founded: 1888
The school has had the name since:
Number of students: 739
Number of teachers: 43
Head of school: Mr. Ichiro Okawa
Type of school: High School
National School
Sports profile: School with regular sport lessons according to the national timetable
How did the school become a member of the international Network of Coubertin Schools? because of the suggestion from Prof. Junko Tahara, CIPC Board member
Participation in the Youth Forums:
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013

Fig. 116: Judo - a traditional sport at Senior High School at Otsuka
(photo: Senior High School at Otsuka)

Fig. 117: Kei Hoshino playing the piano during the Award Ceremony in Beijing in 2011
(photo: Y. Nakatsuka)

Fig. 118: The Japanese participants during the Mini-Expo at the 8th Youth Forum in Beijing in 2011
(photo: K. Lange)

Fig. 119: Participants from Tokyo presenting Kendo to the Forum community in Lillehammer 2013
(photo: H. Krugenberg)
Kipkeino School Eldoret

Address: P.O. Box 7771, 30100 Eldoret
Country: Kenya
School Website: [http://www.africanrelief.org/kip-keino-school-eldoret.html](http://www.africanrelief.org/kip-keino-school-eldoret.html)
Telephone: 00254/ 733 771 024
Fax: 00254/ 53 206 1981
E-mail: kipkeino@africaonline.co.ke

The year the school was founded: 1999
The school has had the name since: 1999
Number of students: 480
Number of teachers: 16
Head of school: Mr. Nicholas Chobong
Type of school: High School
Private School, supported by the state
Sports profile: School with regular sport lessons according to the national timetable

How did the school become a member of the international Network of Coubertin Schools? because of the name of the school and of the importance of sport at the school
Participation in the Youth Forums:
- Radstadt (AUT) 2005
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013
Gimnazija Kosovska Kamenica

Address: Cara Lazara 95, Kamenica/Kamenice, Kosovo
Country: Serbia and Montenegro
School Website: http://gimnazije.com/gimnazija_kosovska_kamenica
Telephone: Fax: E-mail:
The year the school was founded: 1964
The school has had the name since: 1995
Number of students: 438
Number of teachers: 35
Head of school: Mr. Trajan Arsic
Type of school: High School
State School
Sports profile: School with regular sport lessons according to the national timetable

How did the school become a member of the international Network of Coubertin Schools? because of a suggestion by Marc André Buchwalder, UN Representative, CIPC member
Participation in the Youth Forums: □ Radstadt (AUT) 2005
Shkolla e Mesme-Gjimnazi „Ismail Qemali” Kamenice

Address: rr. Adem Jashari, Kamenica/Kamenice, Kosovo
Country: Kosovo
School Website:
Telephone:
E-mail:
The year the school was founded: 1964
The school has had the name since: 1995
Number of students: 750
Number of teachers: 60
Head of school: Isa Jakubi
Type of school: High School
State School
Sports profile: School with regular sport lessons according to the national timetable

How did the school become a member of the international Network of Coubertin Schools? because of a suggestion by Marc André Buchwalder, UN Representative, CIPC member

Participation in the Youth Forums:
□ Radstadt (AUT) 2005

Fig. 126: The participants from Kosovo at the 5th Youth Forum in Radstadt 2005 (photo: Press Centre Radstadt)
| **Address:** | Jalan Cenderasari, 50480 Kuala Lumpur, Malaysia |
| **Country:** | Malaysia |
| **School Website:** | http://www.mgskl.edu.my |
| **Telephone:** | 0060 3 2692 6010 |
| **Fax:** | nskkpmkl@mgskl.edu.my |
| **The year the school was founded:** | 1896 |
| **The school has had the name since:** | 1896 |
| **Number of students:** | 610 |
| **Number of teachers:** | 51 |
| **Head of school:** | Mdm Shi Lee Lee |
| **Type of school:** | High School |
| **State School** |
| **Sports profile:** | School with regular sport lessons according to the national timetable |
| **How did the school become a member of the international Network of Coubertin Schools?** | because of a suggestion from Tay Li Neo, CIPC member |
Participation in the Youth Forums:

- Olympia (GRE) 2009
- Lillehammer (NOR) 2013

Fig. 128: The first Malaysian team during the Award Ceremony in Beijing 2011 (photo: Press Centre Beijing)

Fig. 129 and 130: Sports competitions during the school’s Olympic Outreach Program in 2013 (photos: MGSKL)

Fig. 131 and 132: The two Malaysian dancers during the Mini-Exp in Lillehammer 2013 (photos: M. Dubovská)
Winners of the Mauritius Pierre de Coubertin Award

Following the Australian example, the National Pierre de Coubertin Committee of Mauritius organises a biannual national competition among High School students. The best top students are honoured with a participation in the CIPC Pierre de Coubertin Youth Forum.

Organisor: Mauritius Pierre de Coubertin Committee
Country: Mauritius
Address: Mauritius Pierre de Coubertin Committee, P.O. BOX 1025 PORT- LOUIS
President: Mr. Giandev Moteea
E-Mail: gmoteea@mauritiuspost.mu

How did the team become a member of the International Network of Coubertin Schools? Because of a suggestion from Jacques de Navacelle de Coubertin, representative of the Coubertin family.

Participation in the Youth Forums:
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013

Fig. 133 and 134: The first team from Mauritius at the 6th Youth Forum in Tábor 2007 (photo: Press Centre Tábor)
Fig. 135: Donation of a collection of literature on Coubertin to the schools of the winners in 2007 (photo: Mauritius Pierre de Coubertin Committee)

Fig. 136: The team from Mauritius during the Award Ceremony in Ancient Olympia 2009 (photo: CIPC Press Centre)

Fig. 137: Great dancers from Mauritius at the 9th Youth Forum in Lillehammer 2013 (photo: M. Dubovská)
### Gausdal videregående skole Pierre de Coubertin

**Address:** Postboks 33, 2649 Østre Gausdal  
**Country:** Norway  
**School Website:** [http://www.opplandvgs.no/Gausdal-vgs](http://www.opplandvgs.no/Gausdal-vgs)  
**Telephone:** 0047 61224200  
**Fax:** 0047 61220284  
**E-mail:** Gausdal.vgs@oppland.org  
**The year the school was founded:** 1979  
**The school has had the name since:** 2009  
**Number of students:** 370  
**Number of teachers:** 50  
**Head of school:** Mr. Erland Sandvik  
**Type of school:** High School  
**State School**  
**Sports profile:** School with sport-oriented classes  
**How did the school become a member of the international Network of Coubertin Schools?** because of the suggestion from Robert Marxen, CIPC member
Participation in the Youth Forums:

- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013

2013:
Only four years later, the school hosted the 9th CIPC Youth Forum in Lillehammer

Fig. 141: Viking souvenirs at the Mini-Expo
(photo: I. Nikolaus)

Fig. 139: Norwegian participants demonstrating the "Telemark" at the 7th Youth Forum in Ancient Olympia (photo: CIPC Press Centre)

Fig. 140: Gausdal videregående skole became the first Coubertin School in Scandinavia in October 2009

Fig. 142: The Forum community in Kittilbu in the Gausdal mountains (photo: H. Krugenberg)
Middle School № 211 Pierre de Coubertin St. Petersburg

Fig. 143: School building (photo: Middle School № 211 Pierre de Coubertin)

Address: ul. Gorochowaja, 20,
Sankt-Petersburg, Russia 191186
Country: Russian Federation
School Website: http://211spb.ru
Telephone: 007 812 417 26 23
Fax: 007 812 315 98 96
E-mail: sch211@center-edu.spb.ru
The year the school was founded: 1860
The school has had the name since: 1999
Number of students: 400
Number of teachers: 36
Head of school: Mrs. Ljudmila Alexandrowna Babajewa
Type of school: Secondary School
State School
Sports profile: School with regular sport lessons according to the national timetable
How did the school become a member of the international Network of Coubertin Schools? because of the name of the school
Participation in the Youth Forums:

- Lausanne (SUI) 2001
- Lillehammer (NOR) 2013

Fig. 144: The first Russian team at Coubertin’s grave together with Geoffroy de Navacelle de Coubertin during the 3rd Youth Forum of Coubertin Schools in Lausanne 2001

Fig. 145: Russian dances at the Mini-Expo in Lillehammer 2013

Fig. 146: The Lillehammer team presenting their results of the 9th Youth Forum to the school community (photos: S. Sivertseva)
Gymnázium Pierra de Coubertina Piešťany

Fig. 147: The school building (photo: I. Nikolaus)

Námestie SNP c. 9, SK 92126 Piešťany
Slovakia
http://www.gypy.sk
00421/ 33 7621830
00421/ 33 7624007
riaditel@gypy.sk
1936
2003
650
55
Until 2014: Mgr. Iván Luknár
Since 2014: Mgr. Miroslava Hanková
High School
State School
School with sport-oriented classes
because of the name of the school
Participation in the Youth Forums:

- Genua-Arenzano (I) 2003
- Radstadt (AUT) 2005
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013

Fig. 148: Inauguration of a Coubertin bust on occasion of the 70th school anniversary in 2006 (photo: I. Nikolaus)

Fig. 149: The Slovak team during the Award Ceremony of the 7th Youth Forum in Ancient Olympia 2009 (photo: CIPC Press Centre)

Fig. 150: Lillehammer 2013: The Norwegian host school passes the baton to Gymnázium Pierra de Coubertina Piest'any, host of the 10th Youth Forum in 2015 (photo: S. Sivertseva)
Gyeongil Girls’ High School Daegu

Address: 1322-1 Bongdeok 3dong Namgu, 705-832 Daegu,
Country: South Korea
School Website: http://www.g-il.hs.kr
Telephone: 0082 16 851 4632
Fax: 0082 53 471 7784
E-mail: bkdsoc@hanmail.net
The year the school was founded: 1981
The school has had the name since: 
Number of students: 1700
Number of teachers: 95
Head of school: Mr. Kee Dong BAN
Type of school: High School
Private School
Sports profile: School with regular sport lessons according to the national timetable

Participation in the Youth Forums:
□ Tábor (CZ) 2007

Fig. 151: The two participants from South Korea during their cultural contribution at the 6th Youth Forum in Tábor 2007
(photo: Press Centre Tábor)
Ecole Nouvelle de la Suisse Romande

Address: Chemin de Rovéréaz 20, CH-1000 Lausanne
Country: Switzerland
School Website: http://www.ensr.ch
Telephone: 0041 21 654 65 00
Fax: 0041 21 654 65 05
E-mail: info@ensr.ch
The year the school was founded: 1906
The school has had the name since: 1906
Number of students: 575
Number of teachers: 70
Head of school: Mr. André Lasserre
Type of school: High School
Private School
Sports profile: School with regular sport lessons according to the national timetable

How did the school become a member of the international Network of Coubertin Schools? because of a suggestion from Dr. Renaud and Prof. Jean-Loup Chappelet, CIPC Board Members

Participation in the Youth Forums:
□ Tábor (CZ) 2007

Fig. 152: The members of the Swiss delegation during the Award Ceremony of the 6th Youth Forum in Tábor 2007
(photo: Press Centre Tábor)
Lycée Sportif Pierre de Coubertin d'El Menzah

Address: Avenue Mohamed Ali Akid, Cité Olympique
TUN-1003 Tunis

Country: Tunisia

School Website:

Telephone: 0021/ 671 785 846
Fax: 0021/ 671 809 648

E-mail:

The year the school was founded: 1989
The school has had the name since: 2003
Number of students: 356
Number of teachers: 70

Head of school: M. Hassen Gasmı

Type of school: High School (Lycée et Ecole préparatoire)
State School

Sports profile: A specialist sports school

How did the school become a member of the international Network of Coubertin Schools? because of the school’s name

Fig. 153: Tunisian and Slovak participants demonstrate their sport at the 4th Youth Forum in Genoa-Arenzano 2003 (photo: I. Nikolaus)
Participation in the Youth Forums:

- Genua-Arenzano (I) 2003
- Olympia (GRE) 2009
- Beijing (CHN) 2011

Fig. 154 and 155: The Tunisian theatre play during the arts competitions in Olympia 2009 (photo: CIPC Press Centre)

Fig. 156: The Tunisian team during the Award Ceremony at the 8th Youth Forum in Beijing 2011 (photo: A. Schöpke)
2 Updated list of the member schools/delegations in the CIPC Network of Coubertin Schools (2015)

At present the Network is comprised of 25 schools/representatives from Europe, Africa, America, Asia and Australia:

1. NOC Australia (Winners of the Australian Coubertin Award)
2. Pierre de Coubertin Bundes-Oberstufenrealgymnasium Radstadt (Austria)
3. Don-Bosco-Gymnasium Unterwaltersdorf (Austria)
4. Beijing High School Four Pierre de Coubertin (China)
5. Winners of the National Coubertin Award organised by the Congolese Pierre de Coubertin Committee (Congo)
6. Pierre de Coubertin-Pancyprian Gymnasium Nicosia (Cyprus)
7. Gymnazium Pierra de Coubertina Tábor (Czech Republic)
8. Úlenurme Gymnasium (Estonia)
9. Lycée Polyvalent Pierre de Coubertin Bolbec (France)
10. Lycée Pierre de Coubertin Nancy (France)
11. Coubertin-Gymnasium Berlin (Germany)
12. Pierre-de-Coubertin-Gymnasium Erfurt (Germany)
13. William Brookes School Much Wenlock (Great Britain)
14. Lyzeum Pierre de Coubertin Pallini (Greece)
15. 3rd Lyzeum of Pyrgos “Pierre de Coubertin” (Greece)
16. Liceo Statale “Giuliano della Rovere” Savona (Italy)
17. Winners of the National Coubertin Award organised by the Japan Pierre de Coubertin Committee (Japan)
18. Kipkeino School Eldoret (Kenya)
19. Senior Methodist Girls School Kuala Lumpur (Malaysia)
20. Winners of the National Coubertin Award organised by the Mauritius Pierre de Coubertin Committee (Mauritius Island)
21. Instituto Coubertin Oaxaca (Mexico)
22. Gausdal videregående skole Pierre de Coubertin (Norway)
23. Middle School N° 211 Pierre de Coubertin St. Petersburg (Russia)
24. Gymnazium Pierre de Coubertina Piešt’any (Slovakia)
25. Lycée Sportif Pierre de Coubertin d’ El Menzah Tunis (Tunisia)
3  Short chronology of the Network\textsuperscript{184}  \textsuperscript{185}

- **Summer 1996**: first contact to Coubertin Schools by CIPC
- **September 1997**: 1\textsuperscript{st} Youth Forum in Le Havre (France); introduction of the competitions for the *Carnet Coubertin* (Coubertin badge with certificate)
- **July 1999**: Project “In the footsteps of Dr. William Penny Brookes and Pierre de Coubertin” in Much Wenlock (participating schools: Much Wenlock and Erfurt)
- **September 1999**: 2\textsuperscript{nd} Youth Forum in Much Wenlock (Great Britain)
- **1999**: Nomination ceremony at Gymnázium Pierra de Coubertina Tábor (Czech Republic)
- **September 2001**: 3\textsuperscript{rd} Youth Forum in Lausanne (Switzerland)
  - Home stay of the Australian participants in Erfurt
- **July 2003**: 1\textsuperscript{st} Teachers-in-service training for teachers from Coubertin Schools within the framework of the Educationist’s Session at the IOA
- **September 2003**: 4\textsuperscript{th} Youth Forum at Genova-Arenzano (Italy)
  - Home stay of the Australian participants in Berlin
- **2003**: Nomination ceremony at Gymnázium Pierra de Coubertina Piešťany
- **March 2004**: Symposium “The Relevance of the Olympic Values” in Erfurt (participating schools: Unterwaltersdorf, Tábor, Piešťany, Much Wenlock, Erfurt)
- **September 2005**: 5\textsuperscript{th} Youth Forum in Radstadt (Austria)
  - Home stay of the Australian participants in Tábor
- **November 2005**: Donation of the bronze plaque “Membre du Réseau mondial des Ecoles Pierre de Coubertin” by CIPC Board Members to the Coubertin School Berlin

\textsuperscript{184} Due to limited space, schools and institutions are referred to by location.

\textsuperscript{185} An attempt of a comprehensive inquiry is not feasible for the reason that there were numerous shared initiatives between two or more schools.
July 2006  2nd Teachers-in-service training for teachers from Coubertin Schools within the framework of the Educationist’s Session at the IOA in Ancient Olympia
Visit of the 3rd Lyceum of Pyrgos Pierre de Coubertin

2006  Nomination ceremony at Pierre de Coubertin Bundes-Oberstufenhrealgymnasium (BORG) Radstadt (Austria)

July 2007  Europe Tour de Chance: participation of cyclists from Much Wenlock, Piešt’any and Erfurt at the Thuringian cycling tour around the castles

September 2007  6th Youth Forum in Tábor (Czech Republic)
Home stay of the Australian participants in Piešt’any

July 2008  3rd Teachers-in-service training for teachers from Coubertin Schools within the framework of the Educationist’s Session at the IOA in Ancient Olympia

2008  Coubertin Football Tournament in Unterwaltersdorf with participants from Piešt’any and Radstadt

May 2008  Nomination ceremony at Beijing High School Four Pierre de Coubertin (China)

September 2008  International School Olympics in Ülenurme with participation of students from Erfurt

September 2009  7th Youth Forum at the IOA in Ancient Olympia (Greece)
IOC Teachers-in-service training for the OVEP-programme
Home stay of the Australian participants in Much Wenlock

October 2009  Nomination ceremony at Gausdal videregående skole Pierre de Coubertin (Norway)

August 2010  International Summer Camp at Beijing High School Four Pierre de Coubertin (China) with participation of students from Gausdal (Norway)

July 2011  International Summer Camp at Beijing High School Four Pierre de Coubertin (China) with participation of pupils from Gausdal

August 2011  8th Youth Forum in Beijing (China)

November 2011  IOC Teachers-in-service training for the OVEP-programme at Fondation Coubertin in St. Rémy near Paris
July 2012  International Encompass Dance Project as part of the Cultural Olympiad of the London 2012 Olympic Summer Games (participating schools: Much Wenlock, Gausdal, Radstadt, Unterwaltersdorf)

September 2012  International School Olympics in Ülenurme with participation of students from Gausdal

August 2013  9th Youth Forum in Lillehammer/Gausdal (Norway)  
Home stay of the Australian participants in Erfurt

December 2013  Visit of a delegation from Ülenurme at Middle School N° 211 Pierre de Coubertin in St. Petersburg (Russia)

July 2014  Participation of a team from Gausdal in the Wenlock Olympian Games

September 2014  International School Olympics in Ülenurme with participation of students from Gausdal

September 2015  10th Youth Forum in Piešt’any (Slovakia)  
Home stay of the Australian participants in Unterwaltersdorf (Austria)
Tab. 11: Participation of the schools in the Youth Forums (till 2013)

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<th>Youth Forum</th>
<th>School</th>
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Only schools that participated in the surveys in 2005, 2007 and 2013, are included in this table. Besides there were further delegations whose schools are not members of the network anymore (the actual number of delegations is given in brackets).
Programme of the 5th Youth Forum in Radstadt 2005

Sunday, September 18th 2005
Arrival in the afternoon
19.00 Dinner
20.00 Get together in the gym hall
23.00 Lights out

Monday, September 19th 2005
6.45 Wake-up
7.00 Morning walk
7.30 Meeting of the group leaders
(1 student, 1 professor each)
8.00 Breakfast
9.00 Opening Session
Music
Welcome by the President of CIPC
Presentation of the participants, accompanying teachers and volunteers
Music
Welcome by the representatives of the province and town
Information about Coubertin Award and procedure
Music
Lecture by M. Geoffroy de Navacelle de Coubertin "Pierre de Coubertin, his family, his roots, his work"

Tuesday, September 20th 2005
6:45 Wake-up
7:00 Jogging along Enns-river
8:00 Breakfast
9.00 Discussion groups (Making Olympic principles work in the life of youth)
Topic 1: Citius, altius, fortius – the strive for efficiency
12.00 Lunch
13.00 Excursion to Ramsau (Glacier, Nordic Centre)
14.00 Sports activities (open air, gym hall, recreation room)
16.00 1st Discipline of PdC Award: Olympic Knowledge Test
18.00 Dinner
19.00 Meeting of group leaders
20.00 Olympic Film: "Chariots of Fire" / Winter Sports in Austria
23.00 Lights out

Wednesday, September 21st 2005
6.45 Wake-up
7.00 Morning walk
7.30 Meeting of the group leaders
8.00 Breakfast
9.00 2nd Discipline of the PdC Award “Sports Competition”
13.00 Lunch
16.30 Discussion groups, Topic 2: Fair play
18.00 Dinner
19.00 5th Forum meets Radstadt
23.00 Lights out

Thursday, September 22nd 2005
6.45 Wake-up
7.00 Morning walk
7.30 Meeting of group leaders
8.00 Breakfast
8.45 3rd Discipline of PdC Award „Arts Performance”
13.00 Lunch
14.00 Excursion to the City of Salzburg
15.15 Guided walk in the City
18.00 Visit to the Castle of Hellbrunn, Reception
21.00 Return to Tandalier
Programme

Youth Forum
5th International Pierre de Coubertin Committee (CIPC)
International Pierre de Coubertin Committee (CIPC)

Radstadt/Austria, 16.

"Making Olympic Principles Work in the Life of Youth"

Netanchor address:
C.P. 397 CH-1011 Lausanne - Suisse
Fax: +41 21 694 06 09
E-mail: jean-loup.chappelet@idheap.unil.ch

Friday, September 23rd 2005

6.45  Wake-up
7.00  Jogging along Enns-river
7.30  Meeting of the group leaders
8.00  Breakfast
9.00  Discussion groups, Topic 3:
12.00  Lunch
14.00  Sports activities/ preparation for
16.00  Closing ceremony with presenta-
Ion of PdC Awards
Some presentations of the
Art contest results of the
discussion groups
19.00  Dinner
20.00  Farewell Party
23.00  Lights out

Saturday, September 24th, 2005

6:30  Wake-up
7.00  Breakfast
8.00  Departure of the participants

The 400 years old castle Tandalier at Radstadt, the site of the Forum

Patronage:
Mag. Karl Schweitzer, Staatssekretär für Sport
Mag. Gabi Burgstaller, Landeshauptfrau von Salzburg
Josef Tagwerker, Bürgermeister von Radstadt

Tomas G. Sithole, IOC-Director of International
Relations
Dr. Leo Wallner, ÖOC-Präsident, IOC-Mitglied

Organizing Committee:
Univ. Prof. Dr. Norbert Müller, CIPC-President
Mag. Ines Nikolaus, CIPC Board Member
Dr. Hermann Andrecs, CIPC Board Member
Dir. Mag. Mario Sarcletti, BORG Radstadt
Mag. Andrea Stolz, BORG Radstadt
Reg. Rat Lois Kleindienst, Bundesschullandheim Radstadt
Reg. Rat Peter Rehnelt
Hof Stefan Scholz, HS 2 Schladming
AdDir. Eva Zacsek, BMBWK

Addresses:
The International Pierre de Coubertin Committee
C.P. 397 CH-1001 Lausanne - Suisse
Fax: +41 21 694 06 09
E-mail: jean-loup.chappelet@idheap.unil.ch
Homepage: www.coubertin.ch, www.coubertin.net

Programme
Radstadt: the site of the Forum

The 400 years old castle Tandalier at Radstadt, the site of the Forum
Coubertin Award
Olympic Knowledge Test

Before you start to answer the questions, please write down your name, the name of your school and the country you are from:

Name: ........................................................................
School: ........................................................................
Country (mother language): ...........................................

1. Which were the events of the Ancient Olympic Games? (Please tick the right events)
The Ancient Olympic Games consisted of the following events:
(  ) Running (  ) Pole vault
(  ) Pentathlon (  ) Long jump
(  ) Discus (  ) Hammer
(  ) Javelin (  ) Wrestling
(  ) Judo (  ) Boxing
(  ) Pancration (  ) Sailing
(  ) Swimming (  ) Horse Racing

2. To which God were the Ancient Olympic Games designated? (Tick the right answer)
(  ) Hera (  ) Zeus
(  ) Apollo (  ) Poseidon

3. Do the modern Olympic Games have the same number of sports like the Ancient Olympic Games? (Tick the right answer)
(  ) Yes (  ) No

4. Were women participating in the Ancient Olympic Games? (Tick the right answer)
(  ) Yes (  ) No

5. Was there TRUCE during the Olympic Games in ancient Greece? (Tick the right answer)
(  ) Yes (  ) No

6. Who was William Penny Brookes? (Tick the right answer)
(  ) An English Marathon winner.
(  ) A successor of Coubertin as President of the IOC.
(  ) Somebody who inspired Coubertin very much for the Renewal of the modern Olympic Games.
7. Who was the winner of the Marathon at the 1st Modern Olympic Games in 1896? (Tick the right answer)
   ( ) Carl Lewis  ( ) Abebe Bikila  ( ) Spiridon Louis

8. Who was Dimitrios Vikelas? (Tick the right answer)
   ( ) The Founding President of the IOC.
   ( ) The first Greek Olympic gold medal winner.
   ( ) A famous Greek football player.

9. In which year did the Olympic Torch Relay take place for the first time? (Tick the right answer)
   ( ) 1912  ( ) 1928  ( ) 1936  ( ) 1980

10. Who said the following words: “In these Olympiads the most important thing is not winning but taking part”? (Tick the right answer)
    ( ) An Anglican bishop  ( ) A European athlete who wasn`t able to qualify for the Olympic Games
    ( ) Pierre de Coubertin

12. Olympic Values are... (give 4 examples)
    1) ................................  2) ................................
    3) ................................  4) ................................

13. In which year did Coubertin become IOC President? (Tick the right answer)
    ( ) 1856  ( ) 1876  ( ) 1896  ( ) 1906

14. Which sport event did Coubertin introduce to the Olympic Games? (Tick the right answer)
    ( ) 200m sprint  ( ) Modern Pentathlon
    ( ) Decathlon  ( ) Pole Vault

15. In which year did Coubertin win a gold medal and what was it for? (Tick the right answer)
    ( ) 1908, Pole Vault  ( ) 1916, Javelin
    ( ) 1912, Literature  ( ) 1924, distinguished services to sport
16. What do the 5 rings on the Olympic flag symbolize? *(Tick the right answer)*

( ) Peace on earth
( ) The 5 continents of the world
( ) Unity of the 5 main countries
( ) The original 5 countries who participated in the Olympic Games
( ) 50 years Olympic Movement

17. In which cities were the last two modern Olympic Games held? *(Tick the two right cities)*

( ) Sydney
( ) London
( ) Paris
( ) Athens

18. In which year were women officially allowed to compete for the first time? *(Tick the right answer)*

( ) 1896
( ) 1900
( ) 1920
( ) 1972

19. What were three of the most important criteria by Coubertin to integrate athletic exercise for the masses? *(Tick the right answer)*

( ) Sufficient motivation, low costs and easy way of learning.
( ) Higher education, cost and availability.
( ) Mental well-being, physical prowess and being the best.

20. In which way did US athletes protest against race discrimination at the Olympic Games in Mexico 1968? *(Tick the right answer)*

( ) Boycott
( ) Protest by press conference
( ) Protest actions during victory ceremonies
( ) Protest banner during closing ceremony

21. Where did the Olympic Winter Games take place twice? *(Tick the right answer)*

( ) Chamonix / France
( ) Innsbruck / Austria
( ) Squaw Valley / USA
( ) St. Moritz / Switzerland
22. Which Olympic Games were for the first time broadcasted worldwide on TV? *(Tick the right answer)*

( ) 1956 Melbourne ( ) 1964 Tokyo
( ) 1976 Montreal ( ) 1988 Seoul

23. What does the abbreviation “IOC” stand for?
I ......................... O ...................... C .....................

24. What is the family name of the present IOC President?
..........................................................

25. Which town was elected as Olympic City to host the Olympic Games in 2012 some weeks ago? *(Write down the name of the city)*

..........................................................
Certificate of Performance

During the 5th International Youth Forum of the Pierre de Coubertin Schools at Radstadt (Austria) 18th – 24th September, 2005

Stelios Efraimidis

Name

from the school

3rd Lyceum of Pyrgos

Name and city of the School

has successfully fulfilled the four performance levels of the „Coubertin Award“:

Category 1 „Sports performance“, Category 2 „Arts performance“, Category 3 „Olympic knowledge“ and Category 4 „Social performance“.

Prof. Dr. Norbert Müller
President
Intern. Coubertin Committee

G. de Navacelle de Coubertin
Honorary President
Intern. Coubertin Committee

Dr. Hermann Andrees
Delegate of the Intern. Coubertin Committee for the Youth Forum

Fig. 157: Original participant’s Certificate, 5th Youth Forum Radstadt 2005 (CIPC Archives)
Programme of the 6th Youth Forum in Tábor 2007

Saturday, September 22nd 2007
Arrival in the afternoon
Creating of the Forum Banner
19.00 Dinner
20.00 Get together – first meeting of the groups
20.30 First teachers’ meeting
21.30 Lights out

Sunday, September 23rd 2007
07.00 Wake-up
07.15 Morning gymnastics/jogging
07.30 Meeting of group leaders
08.00 Breakfast
09.00 Lecture “Pierre de Coubertin, his family, his roots, his work”
10.30 Outdoor sports
12.00 Lunch
14.00 Departure to Tábor
15.00 Opening Session
17.00 Visit of Tábor
19.00 Dinner
20.00 Social Evening
23.00 Lights out

Monday, September 24th 2007
07.00 Wake-up
07.15 Morning gymnastics/jogging
07.30 Meeting of group leaders
08.00 Breakfast
08.30 Departure to Tábor
10.00 1st Discipline of the Coubertin Award: “Sports Competitions” (Track and Field, Triathlon and Swimming) 
12.30 Lunch in Tábor
14.00 Free time activities (table tennis, games, cinema) 
16.00 Presentation of the groups
19.00 Dinner
20.00 Disco
23.00 Lights out

Tuesday, September 25th 2007
06.30 Wake-up
07.00 Breakfast
07.30 Excursion to Prague, Sightseeing Tour of the Royal Way
17.00 Departure to Sezimovo Ústí
19.30 Dinner
20.00 Free time activities (table tennis, games, dancing)
23.00 Lights out

Wednesday, September 26th 2007
07.00 Wake-up
07.15 Morning gymnastics/jogging
07.30 Meeting of group leaders
08.00 Breakfast
08.30 Departure to Vávrovka
12.30 Lunch
14.00 Free time activities (table tennis, games, dancing)
16.00 Cross Country Training (part of the Coubertin Award)
19.00 Dinner
20.00 Concert of a popular Czech music group
23.00 Lights out

Thursday, September 27th 2007
07.00 Wake-up
07.15 Morning gymnastics/jogging
07.30 Meeting of group leaders
08.00 Breakfast
09.00 Discussion groups
14.00 Discussion groups
19.00 Dinner
20.00 Free time activities (table tennis, games, dancing)
23.00 Lights out
10.30 Volleyball Tournament, Ringo Tournament

12.00 Lunch

14.00 3rd Discipline of Coubertin Award: “Arts Competitions”

19.00 Dinner

20.00 International Dances

23.00 Lights out

Friday, September 28th 2007

7.00 Wake-up

7.15 Morning gymnastics/ jogging

7.30 Meeting of group leaders

8.00 Breakfast

9.00 Discussion groups

Topic 3: Fair Play

10.30 Preparation for the Closing Ceremony/ Sports activities

12.00 Lunch

13.30 Closing Ceremony with presentation of PdC Award

16.30 Departure to Tábor

17.00 Free time for shopping in Tábor

18.30 Departure to Housův Mill

Medieval Presentations and Dinner

Saturday, September 29th 2007

7.00 Wake-up

7.30 Breakfast

8.00 Departure of the participants

THE REALITY OF OLYMPISM IN SCHOOLS

Think Globally, Act Locally

PROGRAMME

22 -29 September 2007

Gymnázium Pierra de Coubertina

Tábor, Czech Republic

183
Coubertin Award

Olympic Knowledge Test

Before you start to answer the questions, please write down your name, the name of your school and the country you are from:
Name: ..........................................................
School: ..........................................................
Country (mother tongue): ..........................................................

1. Who was the founder of the Ancient Olympic Games according to a legend? (Please tick the right answer)
   ( ) Paris          ( ) Achill
   ( ) Heracles                                             ( ) Agamemnon

2. Which were the events of the Ancient Olympic Games? (Please tick the right events)
The Ancient Olympic Games consisted of the following events:
   ( ) Running ( ) Pole vault
   ( ) Pentathlon ( ) Long jump
   ( ) Discus ( ) Hammer
   ( ) Javelin ( ) Wrestling
   ( ) Judo ( ) Boxing
   ( ) Pancration ( ) Sailing
   ( ) Swimming ( ) Horse Racing

3. Which God were the Ancient Olympic Games dedicated to? (Tick the right answer)
   ( ) Hera                   ( ) Zeus
   ( ) Apollo                                             ( ) Poseidon

4. Where in Greece can you find the stadium of the Ancient Olympic Games? (Tick the right answer)
   ( ) in Athens                                            ( ) on Mount Olymp
   ( ) near Marathon                                   ( ) on the peninsula Peloponnes

5. Do the modern Olympic Games have the same number of sports as the Ancient Olympic Games? (Tick the right answer)
   ( ) Yes         ( ) No
6. Did women participate in the Ancient Olympic Games? (Tick the right answer)
   ( ) Yes  ( ) No

7. Was there TRUCE during the Olympic Games in Ancient Greece?
   ( ) Yes  ( ) No

8. In which year were the Ancient Olympic Games held for the last time? (Tick the right answer)
   ( ) 102 BC  ( ) 41 AD  ( ) 393 AD

9. Who was William Penny Brookes? (Tick the right answer)
   ( ) An English football player.
   ( ) Coubertin’s successor as the President of the IOC.
   ( ) Somebody who inspired Coubertin very much for the revival of the modern Olympic Games.

10. What was the distance of the Marathon that took place for the first time at the 1st modern Olympic Games in 1896? (Tick the right answer)
    ( ) Ca. 21 kilometres  ( ) Ca. 42 kilometres
    ( ) Ca. 63 kilometres

11. Who was Dimitrios Vikelas? (Tick the right answer)
    ( ) The Founding President of the IOC.
    ( ) The first Greek Olympic gold medal winner.
    ( ) A famous Greek football player.

12. The Olympic Fire is kindled in front of the temple of Hera in Olympia. How is it done? (Tick the right answer)
    ( ) With a match  ( ) With a huge parabolic mirror  ( ) With a gas lighter

13. Who said the following words: “In these Olympiads the most important thing is not winning but taking part”? (Tick the right answer)
    ( ) An Anglican bishop
    ( ) A European athlete who was not able to qualify for the Olympic Games
    ( ) Pierre de Coubertin

14. Olympic Values are... (Give 4 examples)
    1) ............................  2) ............................
    3) ............................  4) ............................

185
15. In which year did Coubertin become the President of the IOC? (Tick the right answer)
   ( ) 1856 ( ) 1876 ( ) 1896 ( ) 1906

16. Which sport event did Coubertin introduce into the Olympic Games? (Tick the right answer)
   ( ) 200m sprint ( ) Modern Pentathlon

17. In which year and event did Coubertin win a gold medal? (Tick the right answer)
   ( ) 1908, Pole Vault ( ) 1916, Javelin
   ( ) 1912, Literature ( ) 1924, distinguished services to sport

18. a. What do the five rings on the Olympic flag symbolize? (Tick the right answer)
   ( ) Peace on earth
   ( ) The 5 continents of the world
   ( ) Unity of the 5 main countries
   ( ) The original 5 countries who participated in the Olympic Games
   ( ) 50 years Olympic Movement

   b. What are their colours? (Write down at least four colours)
      1………………………………….. 2…………………………………..
      3. ………………………………... 4. ………………………………...
      (5. ………………………………...)

19. Which cities hosted the last two Olympic Summer Games? (Tick the two right cities)
   ( ) Beijing ( ) London
   ( ) Paris ( ) Athens

20. In which year were women officially allowed to compete in the Olympic Games for the first time? (Tick the right answer)
   ( ) 1896 ( ) 1900
   ( ) 1920 ( ) 1972

21. What were Coubertin´s three most important criteria to integrate athletic exercises for the masses? (Tick the right answer)
   ( ) Sufficient motivation, low costs and easy way of learning.
   ( ) Higher education, cost and availability.
   ( ) Mental well-being, physical prowess and being the best.
22. Which city has so far hosted the Olympic Summer Games twice? (Tick the right answer)
   (   ) Mexico City /Mexico
   (   ) Rome / Italy
   (   ) Tokyo / Japan
   (   ) Athens / Greece

23. Which country has hosted the Olympic Winter Games twice?
   (   ) Norway
   (   ) Germany
   (   ) Canada

24. Which Olympic Games were broadcasted worldwide on TV for the first time? (Tick the right answer)
   (   ) 1956 Melbourne
   (   ) 1964 Tokyo
   (   ) 1976 Montreal
   (   ) 1988 Seoul

25. What does the abbreviation “IOC” stand for?

I .........................   O......................   C......................

26. What is the family name of the present IOC President?

..........................................................

27. Which town will host the Olympic Summer Games in 2012? (Write down the name of the city)

..........................................................

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Figure 1.28: Original participant’s certificate, 6th Youth Forum Tábor 2007 (Tábor Press Centre)

HAŇA CHOTOVINSKÁ

22 - 29 SEPTEMBER 2007
in Tábor, Czech Republic

YOUTH FORUM
6th International Pierre de Coubertin

CERTIFICATE OF PARTICIPATION

International Pierre de Coubertin Committee & Commission Pierre de Coubertin

Original Certificate of Performance 2007
Programme of the 9th Youth Forums in Lillehammer 2013

Programme

LILLEHAMMER/GAUSDAL
10 -18th OF AUGUST 2013.

9th International Youth Forum
Pierre de Coubertin

2013
SATURDAY 10/8

Sport activities: Olympic Park.
“Warm up party”.

SUNDAY 11/8

07.00 Work out. Breakfast at the apartments.
Teachers’ meeting.

08.30 Official welcome of the delegations at The Norwegian Olympic Museum.

09.00 Norwegian Olympic Museum: Introduction/lectures.
“A brief introduction to the Norwegian way of life. Sustainable Development and Closeness to Nature”.
“Norway and its Modern Olympic History”.
Break

“Pierre de Coubertin’s Life and Work”.

11.30 Group A Visiting tour of the Norwegian Olympic Museum in groups.
Group B Creating the Forum Banner.Sport Activities.

13.00 Lunch at the apartments.

14.00 Group B Visiting tour of the Norwegian Olympic Museum in groups.
Group A Creating the Forum banner.Sport Activities.

18.00 Opening Ceremony at Håkons Hall

20.00 Dinner inside Haakons Hall. Music/dance, introducing Norwegian Folk Dances.
MONDAY 12/8

07.00 Work out.

07.30 Teachers’ meeting.

07.45 Breakfast. Preparing lunch package.

08.30 Visiting the Olympic Venues:
Group 1: Curling in Kristins Hall.
Group 2: Hunderfossen.

10.30 Group 1: Hunderfossen
Group 2: Curling in Kristins Hall

13.00 Group 1 + 2: Birkebeineren Cross Country Ski/Biathlon Arena

13.30 Walking back to Birkebeineren Hotel through “Lysgaardbakken Ski Jumping Arena”.

14.00 Group discussions at the apartments. Topic 2: Acting Through Sport.

16.00 Preparation for the MiniExpo

17.00 –18.30 MiniExpo. (Observer teams shall present a folk dance or a sport from their home country as their Art Performance for the Coubertin Award.

19.00 Barbecue.
TUESDAY 13/8

07.00 Breakfast. Preparing lunch package. Teachers’ meeting.
07.45 Departure for Jorekstad and Gausdal.
08.30 Sports competition 1: Swimming. Not compulsory.
10.00 Sports competition 2-3-4: Athletics: Shot put, 100m sprint, long jump. Swimming group will choose only 2 events.
13.00 Lunch package at school.
14.00 Knowledge Test at school.
15.30 Discussion groups at school. Topic 3: Environmental Impact of Sport.
17.30 Dinner at Gausdal vgs. PdC.
18.30 Technical check for the Arts competition. Gausdal Community Hall.
18.30 Observer Teams and teams waiting for rehearsal time: Sport activities in Gausdal Arena.
21.30 Departure for Olympic Village (Birkebeineren Hotel)
WEDNESDAY 14/8

07.00  Breakfast. Lunch package. Teachers’ meeting.

08.00  Departure for Gausdal.

09.00  Sports competition 5: Cross country Race. Compulsory for all participants.

11.00  Discussion groups. Topic 4: A World of Difference.

13.00  Lunch package at school

14.00  Sport Competition 6: Orienteering Compulsory for all participants.

17.00  Art competition 1.9 schools.

19.00  Dinner at school.

20.00  Art competition 2.8 schools – each school 7 minutes.

22.00  Departure for Olympic Village
THURSDAY 15/8

07.00  Work out. Teachers’ meeting
08.00  Breakfast.
09.00  Departure for Gausdal mountains.
10.00  Lectures at Kittilbu Museum.
13.00  Lunch at Kittilbu (traditional).
14.00  Outdoor activities. Group Performances.
18.00  Barbecue. Camp fire. Folk music and dances.
21.00  Departure for Olympic Village
FRIDAY 16/8

07.00  Work out. Teachers’ meeting

08.00  Breakfast/lunch package.


19.00  Dinner at the Olympic Village

20.00  Social evening

SATURDAY 17/8

07.00  Workout/Breakfast

08.00  Teachers meeting.

8.10-08.40  Information. Introducing The Norwegian Olympic and Paralympic Committee and Confederation of Sports.

09.00  Introducing Paralympic Sports: Budo, Athletics, Table Tennis, Boccia, Wheel Chair Basket, Sledge Ice Hockey.

13.00  Lunch at the apartments.

14.00  Preparing for the Closing Ceremony. Sports activities

15.00  Departure for Gausdal

16.00  Closing Ceremony.

18.30  Farewell party (dinner) at Gausdal Culture Center at school.
Coubertin Award
Olympic Knowledge Test

9th International Pierre de Coubertin Youth Forum
Lillehammer/Norway
August 10th-August 18th 2013

Before you start answering the questions, please write down your name, the name of your school and the country you are from:

Name: .............................................................
School: ............................................................
Country: ...........................................................
(mother tongue)

---

186 Elaborated by Robert Marxen, Honorary member of CIPC (CIPC Archives).
1. Pierre de Coubertin
   What do you know about Pierre de Coubertin?

   Your school is named after the French nobleman Pierre de Coubertin. As you all know he restored the Olympic Games at the end of the 19th century.
   What facts do you know about his life and work?

   1. Pierre de Coubertin was born
      in (year) ... **1863**
      Birthplace (city) ... **Paris**
      1 pt
      1 pt.

   2. What were the reasons for Pierre de Coubertin to restore the Olympic Games? Give three answers, please. Write only catchwords (no complete sentences).
      1. .........................................................
      2. .........................................................
      3. .........................................................
      4. .........................................................
      5. .........................................................
      1 pt
      1 pt
      1 pt
      1 pt
      1 pt

   3. Give the name of at least two important persons who had influenced Pierre de Coubertin in restoring the Olympic Games.
      1. **William Penny Brooks**
      2. **Père Didon**
      1 pt
      1 pt.

      In Coubertin’s conception of the Olympic Games not only sport played an important part but also competitions in arts. 1. Which arts did he introduce into the Olympic programme? Enumerate two of them.
      1. **Poetry**
      2. **Architecture**
      1 pt
      1 pt
      a. In which event did he himself take part and win the Olympic gold medal? Write down the year, the Olympic city and the event he took part in.
      1. **1912**
      2. **Stockholm**
      3. **Poetry**
      1 pt.
      1 pt
      1 pt

   Total points “Pierre de Coubertin” … (14)
As you know the Olympic Games of the Antiquity had considerably influenced Pierre de Coubertin in restoring the Modern Olympic Games. The picture below is showing the site of Ancient Olympia. Temples, sport arenas and training areas can be recognized. During your visit of the Norwegian Olympic Museum in Lillehammer you could see a similar model at the entrance of Hákon’s Hall (below).

Do you remember …

- … in which years the Olympic Games of the Antiquity started and ended according to the history books?
  Beginning .................. End .................. 2 pts

- … the length of the stadion in Ancient Olympia? (in feet or metres)
  .................. 1 pt

- … the interval (in years) between the Olympic Games?
  .................. 1 pt

- … what the winner received as a prize?
  .................. 1 pt

- … if women were allowed to participate?
  .................. 1 pt

- … the name of the Greek god who was worshipped in the huge temple? (See statue in the picture on the right)
  .......................... 1 pt
Here you can see events of the Ancient Olympic Games. Name them, please.

1.  
2.  
3.  
4.  
5.

You will be awarded an extra point, if you can name the combined event that consists of five separate events.

On the left there is a famous statue of a Greek athlete. In the statue ideals of the Greek antiquity are expressed. Which ideals can you spot? Enumerate at least two.

1.  
2.  
3.  
4.

Total points “The Olympic Games of the Antiquity” ...(17)
### III. The Modern Olympic Games

1. When and where did the first Olympic Games of Modern Times take place?
   - **Year** ........................................
   - **City** ........................................
   
2. The Marathon Race was introduced into the programme of the first Olympic Games of Modern Times.
   - What is the distance (in metres) of this long distance race?
     .............................................
   - Who was the first Olympic champion?
     ................................................
   - Which country did he represent?
     ................................................
   
3. The first African Olympic champion of the marathon race was a runner
   - From which country?
     ................................................
   - What was his name?
     ................................................
   - In which Games and year did he win the gold medal?
     City: ........................................ Year: ......................
   - What was interesting about his sports wear? (Tick the correct answer)
     Did he run ....
     () without any clothes?
     () barefooted?
     () in a uniform?

4. When and where was the Marathon race for women carried out for the first time?
   - **Country/City** ..............................
   - **Year** ........................................

5. He is one of the top athletes of Asia.
   - **What is his name?**
   - **Which country is he from?**
   - In which event did he win a gold medal?
   - Do you know a top athlete of your country?
   - **Name** ..........................
   - Event he/she was successful in. ..........................
6. The Paralympics

Shortly after the Olympic Games, the Paralympics are carried out. Do you know...

- ... who can take part?
  
- ... when and where the first Paralympics took place?

Here you see the mascot of the Paralympics in London.
What is his name?

There is one athlete who competed in the Paralympics 2012 as well as in the Olympic Games London 2012.

- What is his name?

- Which country is he from?

Total points “The Modern Olympic Games” ...(27)
### Symbols in the Olympic Games

1. The Olympic flag consists of five rings on a white background. What do the five rings represent? Give at least three answers. 1 point will be given for each answer (maximum 5 answers)

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</table>

2. When and where was the Olympic flame introduced to the Games for the first time? Year: .................. Host city: ...................................... 2 pts

3. Do you know where the Olympic flame is lit before it is transported to the host city? Answer: .................................................. 1 pt

4. Do you know other symbols that are important for the Olympic Games? You will be rewarded with 1 point for each correct answer (maximum 3 points will be given)

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</table>

Total points “The Symbols..” ...(11)
## The Olympic Mascots

The mascots, designed by the host cities of the respective Olympic Games, have become very popular signs of recognition. Allocate the following mascots to the cities. If you know their names, you will be awarded extra points. If there is a group of mascots, the name of the group or of one mascot is sufficient.

<table>
<thead>
<tr>
<th></th>
<th>Mascot-Number</th>
<th>Name(s)</th>
<th>Location</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>Lillehammer 1994/Norway</td>
<td>2 pts</td>
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<td>2</td>
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<td>Sydney 2000/Australia</td>
<td>2 pts</td>
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<td>3</td>
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<td>London 2012/United Kingdom</td>
<td>2 pts</td>
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<td>4</td>
<td></td>
<td></td>
<td>Athens 2004/Greece</td>
<td>2 pts</td>
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<td>5</td>
<td></td>
<td></td>
<td>Beijing 2008/China</td>
<td>2 pts</td>
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</tbody>
</table>

Total points for „The Olympic Mascots“… (10)
### VI. Olympic History of Norway

1. Beside Lillehammer one other city has hosted the Olympic Winter Games.
   Do you know its name and the year?
   - City ..........................  
   - Year ..........................

2. What motto dominated the Olympic Winter Games of Lillehammer in 1994?  
   (tick the correct answer, please)
   - ( ) More commercialization
   - ( ) Preserve the environment
   - ( ) Less woman participation

3. The Norwegians are very fond of winter sports. You see three winter sports. What do you call the events?

   - ........................................

   - ........................................

   - ........................................

   - ........................................
4. The „Viking Ship“
Here you see a huge arena built for an Olympic competition in 1994. Because of its shape it is called „The Viking Ship“.
Which events were carried out in it?

- Ice hockey
- Biathlon
- Speed Skating

Total points „Olympic History of Norway“ …(8)
### The Olympic Crossword

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</tbody>
</table>

0.5 pt each answer


2. What is the name of the period of four years associated with the Olympic Games of the Classical Greece?


4. Colour of the medal for the third place at the Olympic Games.

5. He has won 18 gold medals in swimming for the USA (family name)


7. The longest race of the Olympic Games.

8. Host country of the Olympic Games 2008

9. First name of a top star of 100m sprint.

Total points of crossword ... (5)
Pierre de Coubertin
Certificate of Performance

During the 9th International Youth Forum of the Pierre de Coubertin-Schools at Lillehammer/Gausdal (Norway) 10th – 18th August, 2013

Hans Jakob Krugenberg
from
Pierre de Coubertin-Gymnasium
Erfurt

has successfully fulfilled the five performance criteria of the Coubertin Award:

Category 1 “Social Performance”,
Category 2 “Olympic Knowledge”,
Category 3 “Sports Performance”,
Category 4 “Arts Performance”
Category 5 “Discussion on Olympic Values“.

Norbert Müller
President
International Coubertin Committee

Antoine de Navacelle de Coubertin

Ines Nikolaus
Board Member of CIPC
Responsible for Coubertin-Schools

Fig.159 : Original participant’s Certificate, 9th Youth Forum Lillehammer 2013
(CIPC Archives)
14 Original questionnaire for the participants in the 5th Youth Forum in Radstadt (Austria) 2005

5th Youth Forum of Pierre de Coubertin Schools in Radstadt (Austria) 2005

Please mark accurately with a cross or complete!

1. How did you learn about the 5th Youth Forum of Coubertin Schools?
   □ from a notice in the school building
   □ from an article in the pupils’ magazine
   □ from my class teacher
   □ our head of school/ accompanying teacher informed me about it
   □ Other ___________________________________________________________

2. Have you already heard about these meetings organised every two years?
   □ yes □ no

   If yes, from:
   □ participants of previous meetings
   □ an article in the pupils’ magazine
   □ notices/ documentations in the school building
   □ reports by teachers
   □ the Internet
   □ other

_________________________________________________________________

3. Why did you decide to take part in this Youth Forum? Please, mark each line with a cross!
   I wanted ...
   • ... to get to know young people from other countries. correct not correct
   • ... to learn something new about the participating countries and their cultures. correct not correct
   • ... finally meet representatives of our partner schools. correct not correct
   • ... to travel and get to know Austria. correct not correct
   • ... to learn more about Coubertin and Olympic history. correct not correct
   • ... to take part in the Coubertin Award and perhaps even win the Coubertin medal. correct not correct
   • ... to experience something exciting. correct not correct
   • ... to do sports with young people from many countries. correct not correct
   • ...Other reasons ______________________________________________________________________________________________

4. How do you personally evaluate the preparation of your school team? Please, mark each line with a cross!

   • concerning the information about the Youth Forum before the departure very good good mediocre sufficient insufficient
   • the preparation in languages very good good mediocre sufficient insufficient
   • for the school presentation very good good mediocre sufficient insufficient
   • for the Knowledge Test very good good mediocre sufficient insufficient
   • for the discussion groups very good good mediocre sufficient insufficient
   • for the sports competitions very good good mediocre sufficient insufficient
   • for the Arts Performance very good good mediocre sufficient insufficient
5. What community service did you undertake for the Coubertin Award?

6. Were you able to decide on your own kind of community service to practice for the Award?
   □ yes □ no

7. Which importance do the following points have during your stay in Radstadt?
   Please, mark each line with a cross!

<table>
<thead>
<tr>
<th>Importance</th>
<th>Very Important</th>
<th>Important</th>
<th>Not So Important</th>
<th>Unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>expansion of knowledge</td>
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<td>to reach the Coubertin medal</td>
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<tr>
<td>exchange of experiences with young people</td>
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<tr>
<td>understanding in a foreign language</td>
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<tr>
<td>getting to know other cultures</td>
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<td>sports competitions</td>
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<td>arts competition</td>
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<td>discussion groups about current Olympic topics</td>
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<tr>
<td>excursions</td>
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<td>recreation / relaxation</td>
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8. Which possibilities did you use to practice sports (excluding the competitions for the Coubertin Award)?
   □ Badminton/ Tennis □ Football □ Morning Gymnastics
   □ Individual Jogging □ Athletics □ Table tennis
   □ Others _________________________________

9. Which sports do you usually practice during your free time at home?

10. This week you participated in a number of discussion groups about current problems in the Olympic Movement. Which dangers – in your opinion – threaten the Olympic Games in the next twenty years?  Multiple answers are possible!
    □ rising commercialisation
    □ too many athletes
    □ too many representatives of the media
    □ too much effort to organise them
    □ rising politicisation of the Games
    □ exaggerated nationalism
    □ terrorism
    □ corruption of officials
    □ genetic manipulation of athletes
    □ doping
11. Which experiences you made during the Youth Forum are most important for you? 
*Multiple answers are possible!*  
- expansion of knowledge about Coubertin and the Olympic Movement  
- friendship with young people from other countries  
- learning about customs and traditions of other countries  
- feeling of success about understanding in a foreign language  
- self-confident presentation in front of a large audience  
- team spirit in your own delegation

12. How would you like to pass your experiences to others after your return? 
*Multiple answers are possible!*  
- with an article in the pupils’ magazine  
- with a report for younger pupils  
- with a photo exhibition  
- with a poster for the school building  
- with a report on the homepage of our school  
- I want to present my video of the Forum.  
- I want to organise a discussion for my class mates.  
- I want to help to prepare the delegation for the 6th Youth Forum.  
- I want to organise a repeat of our theatre play.  
- I want to keep in touch with my new friends and help to strengthen the friendship of our schools.  
- Others

13. What do you think: Why does the CIPC (International Pierre de Coubertin Committee) organise such a Youth Forum every two years? *Multiple answers are possible!*  
- to spread Coubertin’s ideas among the youth of today  
- to draw the attention to the real ideals of the Olympic Movement  
- to explain the participants the dangers which threaten the Olympics nowadays  
- to motivate to enjoy doing sports  
- to make the participants care better about their health in the future  
- to strengthen body and mind of the youth  
- that the participants can reach better marks in physical education  
- to bring the youth of the world together and to contribute this way to the maintenance of peace  
- to organise fair competitions for the youth

14. How do you evaluate the organisation of the Youth Forum?  
- very good  
- good  
- mediocre  
- bad

Please, name some areas/events you liked or disliked:  
**Positives:**
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

**Negatives:**
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
15. How do you evaluate the following points of the youth Forum? Please, mark each line with a cross!

<table>
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<tr>
<th></th>
<th>very good</th>
<th>good</th>
<th>satisfactory</th>
<th>bad</th>
<th>very bad</th>
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</thead>
<tbody>
<tr>
<td>information about the Youth Forum and the Coubertin Award before your departure</td>
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<td>several nations in one room</td>
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<td>programme in general</td>
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<tr>
<td>timing (schedule) of the events</td>
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<td>opening ceremony</td>
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<tr>
<td>excursion to Ramsau</td>
<td>□</td>
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<tr>
<td>social evening with school</td>
<td>□</td>
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<tr>
<td>presentations</td>
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<tr>
<td>Forum meets Radstadt</td>
<td>□</td>
<td>□</td>
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<tr>
<td>arts competitions of the schools</td>
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<td>excursion to Salzburg</td>
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<tr>
<td>quality of the discussions</td>
<td>□</td>
<td>□</td>
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<tr>
<td>relations to young people from</td>
<td>□</td>
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<tr>
<td>other delegations</td>
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<tr>
<td>Forum newspaper</td>
<td>□</td>
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</tr>
<tr>
<td>care of the host school</td>
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<tr>
<td>care of the organising committee</td>
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</tr>
</tbody>
</table>

16. Which special personal experience/adventure during the Youth Forum do you like to remember?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

17. Would you suggest pupils from your school to participate in the next Youth Forum?

□ yes, because

________________________________________________________________________

________________________________________________________________________

□ no, because

________________________________________________________________________

Finally some personal questions to you:

18. Your gender? □ female □ male

19. When were you born? (year) ____________________________

20. What country do you come from? ____________________________
Questionnaire for Head teachers and accompanying teachers to judge the value of Olympic education in their schools

School Name: Our school has had this name since:

Address: Country:

School Website (Homepage):

E-mail:

Founding of the School:

Number of Students: Number of Teachers:

Headmaster:

Name of Interviewee: Position:

Please mark accurately with a cross or complete!

I. General Questions

1. What type of school is your school?
   - Grammar School / High School
   - Comprehensive School
   - Vocational School
   - Special type of School Which? __________________________

2. Is your school a
   - State school
   - Private school / Religious school
   - Other institution?
   - Which type?
   - A Specialist Sports School
   - A school with sport-orientated classes
   - A school with regular sport lessons

3. How did your school become a member of the International Network of Coubertin Schools?
   - because of the name of the school
   - because of the importance of sport at the school
   - because of a suggestion from (name/ institution)
   - because of the following link to Pierre de Coubertin

4. In which of the following CIPC Youth Forums (carried out every two years) has your school partaken in? (Or will partake in!)
   - Le Havre (F) 1997
   - Much Wenlock (GB) 1999
   - Lausanne (SUI) 2001
   - Genua-Arenzano (I) 2003
   - Radstadt (AUT) 2005
II. Connection of the school with Pierre de Coubertin

a) Appearance of school building or school grounds

5. How does your school acknowledge the life’s work of Pierre de Coubertin or the close link between your school and the International Network of Coubertin Schools?

- With a bust / plaque / a portrait of the founder of the modern Olympic Games in the school building / on the school’s grounds
- With a showcase
- An exhibition
- A wall news-sheet
- Posters in the school building
- Internet presentation
- Students’ work  What type?
- Other  What type?

b) In regards to content: reflection of Coubertin’s ideas in the daily school life or in the school concept

6. In which subjects is the theme of Coubertin and his life’s work used?

<table>
<thead>
<tr>
<th>Subject</th>
<th>10-12 years</th>
<th>13-15 years</th>
<th>16-18/19 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother tongue</td>
<td></td>
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<td></td>
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<tr>
<td>French</td>
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<td></td>
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<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other foreign languages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
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<tr>
<td>Physics / Chemistry</td>
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<tr>
<td>Biology</td>
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<td>Geography</td>
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<td>History</td>
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<tr>
<td>Social Sciences</td>
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<td>Art</td>
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<td>Music</td>
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<tr>
<td>Ethics</td>
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<td>Religious Education</td>
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<tr>
<td>Economics</td>
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<tr>
<td>Sport(Theoretical)</td>
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<tr>
<td>Sport(Physical)</td>
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<tr>
<td>Other subjects</td>
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<td></td>
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<tr>
<td>Which?</td>
<td></td>
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</tr>
</tbody>
</table>

- Inter-disciplinary project
  Brief description:
7. For which extracurricular activities are the themes of Coubertin and his Olympic life’s work used in your school?

<table>
<thead>
<tr>
<th>Activities</th>
<th>for all students</th>
<th>for individual classes/students</th>
<th>not used yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>School clubs</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Which?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project day</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Project week</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Sports festivals</td>
<td>□</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Excursions</td>
<td>□</td>
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</tr>
<tr>
<td>Preparation of the Youth Forum</td>
<td>□</td>
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<td>□</td>
</tr>
</tbody>
</table>

Please describe some of these important activities as a class or a school and briefly include the duration and content.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

8. How many teachers in your school apply the themes of Coubertin and his Olympic life’s work in their lessons or extracurricular activities?

Number:

9. To prepare such topics / activities, the following are used:

- International programmes on Olympic education (e.g. material from the Internet offered by host towns of the Olympic Games, brochures and films provided by the CIPC etc).
  Which? __________________________________________________

- Programmes from the NOC about Olympic education, including Coubertin and his life’s work.
  Which? __________________________________________________

- Regional programmes about Olympic education, including Coubertin and his life’s work.
  Which? __________________________________________________

- Further education conferences for teachers on these topics.
- Self-prepared material
10. How would you evaluate the response to the use of Coubertin and his Olympic life’s work in lessons and activities in your school?

a) by the partaking students
- The offers are taken with enthusiasm.
- The offers receive a good response.
- The offers are only occasionally taken.
- The offers predominantly receive a lack of interest.

b) by the teaching staff

<table>
<thead>
<tr>
<th>Degree of participation in their realisation</th>
<th>Welcome to the offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>very broad realisation (in all subjects where useful)</td>
<td>very often</td>
</tr>
<tr>
<td>broad realisation</td>
<td></td>
</tr>
<tr>
<td>small circle of committed colleagues</td>
<td></td>
</tr>
<tr>
<td>most of the time only one colleague who puts it into action</td>
<td></td>
</tr>
</tbody>
</table>

Please only one cross per line!

11. How valuable are the activities about Coubertin and his Olympic life’s work? Multiple answers are possible!
- They are not absolutely necessary.
- They are helpful as an expansion of knowledge (general competence).
- They improve independence and self-confidence of all participants (self competence).
- They are suitable as a tool to learn many new methods and to obtain knowledge such as how to use new media effectively (method competence).
- They are useful for developing team work (social competence).
- They make cross-curricular lessons possible.
- They are a long-term use in the preparation for A-levels and other studies.
- Other motives: _____________________________

12. Why do people in your school consider various activities on Coubertin and his Olympic life’s work to be necessary? Multiple answers are possible!
- They are necessary because the life and work of Pierre de Coubertin are not well known in society.
- Our school’s name is a commitment. It is a major part of our school’s heritage.
- They can contribute to an integral upbringing of young people. (integral means: a balanced education of body and mind in Coubertin's sense.)
- The mediation of the Olympic values helps further social competence and as a result has a positive effect on the atmosphere in the school community.
- Other motives: _____________________________

13. Do you include other educational partners in activities involving an Olympic education? Multiple answers are possible!
- No
- Parents and family of students
- Trainers and coaches
- Representatives of the Regional Sport Federation
- Other persons: _____________________________
- leaders of school clubs
- educators (of the boarding house)
- Representatives of the local authority district / city

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14. Do the public have access to the results of the activities on the Olympic education?
- Yes
- No
In what way? (e.g. via lectures, notices in the school building and in public buildings, in the local press etc)

15. Which ideas of Coubertin have you embedded into the school concept, or on which aspects of an Olympic education of young people have you concentrated on?
*Multiple answers are possible!*
- The concept of a harmonious development of the whole human being.
- The idea of striving for human perfection through high performance, in which scientific and artistic achievement must take equal rank with sporting performance.
- Sporting activity voluntarily linked to ethical principles such as fair play and equality of opportunity, and the determination to fulfill those obligations.
- The concept of peace and friendship between nations
- Other Which? __________________________________________

III. The importance of the CIPC Youth Forums and the membership in the International Network for School Community

16. How do you choose the participants of the Youth Forum at your school?
- All students at this age group can apply. Students who apply first have priority.
- Qualified students are approached by accompanying teachers and asked to participate.
- All students of the age group can apply for admission; the selection follows an in-school competition.
- Other Which? ________________________________

17. Preparation for the forum takes place:

a) in general
- during the course of a whole school year.
- during a project week.
- in the summer holiday before the Youth Forum.
- in self-study by the participants
- other forms Which? ________________________________

b) for the knowledge test *Multiple answers are possible!*
- through films, lectures by accompanying teachers.
- discussions with knowledgeable conversation partners.
- predominantly via the internet.
- stories from the experience of / instructions from participants of previous meetings.
- in the self-studies of the participants.
- other forms Which? ________________________________

c) for the required sporting achievement *Multiple answers are possible!*
- in the framework of sport lessons.
- through possible extra-curricular training sessions.
- only the good athletes are included in the school team.
- participants are responsible for the sporting achievements themselves.
- other forms Which? ________________________________
d) for the required social achievement  

- The school team selects a group service project (e.g. cleaning up a park, renovation of a school club, organisation of a sports competition for young students etc).
- Social engagement is one of the chosen criteria for inclusion in the school team and must be produced over a long period of time (e.g. coaches, members of the Red Cross, members of school councils etc.)
- Every participant chooses for himself, which social activities he would like to do.
- Other forms Which? ______________

e) for the arts performance  

- It is created/prepared by the school team; the programme will be rehearsed under the supervision of a teacher / mentor.
- Participants of previous meetings help out during the rehearsals.
- The students work on the pieces / choreography themselves and study them as well.
- Other forms Which? ______________

18. How were you -as head of school- informed/ How was the Head of school informed about the results of your school delegation’s participation in the Youth Forum in the past?  

- Immediately after the school team's return, I invited them/ we were invited into my/his office for an official conversation.
- Our delegation reported about the Youth Forum during an assembly for the school administration.
- Our delegation reported about the Youth Forum in front of all colleagues during their staff meeting.
- I /The Head of school occasionally met some participants in the school building (in the canteen, the school yard etc.)
- I /The Head of our school studied the documentations about the Youth Forum (in the school house, on the Internet etc.)
- I/ The Head of school learnt about it in the press.

19. What effects of the Youth Forums could you notice among the participants of your school after their return?  

<table>
<thead>
<tr>
<th>effect</th>
<th>completely correct</th>
<th>mostly correct</th>
<th>partly correct</th>
<th>mostly not correct</th>
<th>not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>An increased knowledge of Coubertin and of Olympic Movement</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
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</tr>
<tr>
<td>The improved team spirit in the school team, that also has a positive effect on the school</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>A visible personal development of the participants (e.g confidence in front of a large audience)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>A better understanding and respect of other cultures caused by the experience of friendship amongst young people from numerous countries</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>The sense of achievement in understanding foreign languages</td>
<td>□</td>
<td>□</td>
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<td>□</td>
<td>□</td>
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<tr>
<td>Other</td>
<td>Which?</td>
<td></td>
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</tbody>
</table>
20. How do you use the experiences and impressions that the participants from your school got from international Youth Forums? *Multiple answers are possible!*

- Accounts from the participants given to the whole school
- Photo documentation / video footage shown in school
- Involvement of the participants in the preparation of coming generations of students in future Youth Forums
- A repeat performance of the theatre piece during highlights of the school
- Articles in the school magazine / local press
- Other forms Which? ____________________________

21. What strengths / advantages of the International Network of Coubertin Schools do you appreciate?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

22. What weak points of the network should, in your opinion, be rectified for the future?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

23. What possibilities do you see for your school to become more active in the network of Coubertin schools and, as a result, make it stronger?

__________________________________________________________________________
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__________________________________________________________________________
IV. Additional paper: Evaluation of the 5th International Youth Forum

24. How do you evaluate the organisation of the Youth Forum?
   □ very good     □ good        □ mediocre     □ bad

Please, name some areas/events you liked or disliked:
Positives:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Negatives:
_____________________________________________________________________
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25. How do you evaluate the following points of the youth Forum?
   Please, mark each line with a cross!

<table>
<thead>
<tr>
<th>very good</th>
<th>good</th>
<th>satisfactory</th>
<th>bad</th>
<th>very bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>• information about the Youth Forum and the Coubertin Award before your departure</td>
<td></td>
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<tr>
<td>• information about the daily programme</td>
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<tr>
<td>• sports facilities</td>
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<tr>
<td>• meals</td>
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<tr>
<td>• accommodation in general</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• several nations in one room</td>
<td></td>
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<tr>
<td>• programme in general</td>
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<tr>
<td>• timing (schedule) of the events</td>
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<td>• opening ceremony</td>
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<tr>
<td>• social evening with school presentations</td>
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<tr>
<td>• Forum meets Radstadt</td>
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<tr>
<td>• arts competitions of the schools</td>
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<tr>
<td>• excursion to Salzburg</td>
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<tr>
<td>• quality of the discussions</td>
<td></td>
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<tr>
<td>• relations between the young people from different nations</td>
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<tr>
<td>• relations to colleagues from other delegations</td>
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<tr>
<td>• Forum newspaper</td>
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<tr>
<td>• care of the host school</td>
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<tr>
<td>• care of the organising committee</td>
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</tbody>
</table>
Tábor (Czech Republic) 2007: Young participants from 20 countries

Lillehammer (Norway) 2013: Youths from four continents visiting the Olympic venues

Beijing (China) 2011: The forum community on the Great Wall

Ancient Olympia (Greece) 2009: The torch relay by the participants

Piešťany (Slovakia) 2015: Norway handing the baton to Slovakia - All schools are looking forward to the 10th Youth Forum in 2015

The CIPC Organisers of the forums: Ines Nikolaus and Robert Marxen

The CIPC Organisers of the forums: Ines Nikolaus and Robert Marxen