

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

Ines Nikolaus

The author of the study: Ines Nikolaus

The history of the Network International 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 Piest'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, 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 verify 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.

**CIPC** Ines Nikolaus The CIPC's International Network of Coubertin Schools -

A Sustainable Model for an Olympic Education





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



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

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



Lausanne (Switzerland) 2001: Excursion to the Swiss Alps





The CIPC President Prof. Dr. Norbert Müller

## **Ines Nikolaus**

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#### Ines Nikolaus

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B.P.397, CH 1000 Lausanne

info@coubertin.org

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### Foreword by the CIPC President

On the occasion of the 10<sup>th</sup> International Pierre de Coubertin Youth Forum in Piešt'any (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 1<sup>st</sup> 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 10<sup>th</sup> Pierre de Coubertin Youth Forum takes place in Piešt'any. 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

Under Cuille

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 9<sup>th</sup> 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 1<sup>st</sup> 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 Preuß. This meeting shaped and solidified my future occupation in education and volunteer work in an enduring way. Already at the 2<sup>nd</sup> 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 SARCLETTI, 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, PENELOPE COOPER, CAROL JARDIN, ANDREW REECE, GEOFF RENWICK (GBR), KALLIOPI KOUROUPI, MAROULA KOUSSOUNADI, ANASTASSIOS BOUDOUVAS, KONSTANTINOS (GRE 1). AGALIANOS, ALEXANDROS THEMISTOKLIS BATOUDAKIS, SAKIS DIAMANTOPOULOS, PENELOPE GALANOPOULOU (GRE 2), Franca Argenti, Rosanna Laspesa, Daniela Pongiglione (ITA), YOSHIMI NAKATSUKA (JPN), ROGER OGOLA (KEN), Dr. CHAN HO JEONG MILAN BABOVIC, REFIK DEMOLLI (KOS), SARASVATHY ANNANDARAJAH (MAS), AURORE LACLOCHE, LOUIS STEEVE SINISKA, (MRI), ATLE BJERKE, JO HJERMSTAD, ØYSTEIN KILLI, ERLAND SANDVIK (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

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 FLOB (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

International Olympia Acceptations

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, Piešt'any
TUN Tunisia, Tunis

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#### 1 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!"). <sup>2</sup>

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.<sup>3</sup>

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

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

-

Title of an article written by Coubertin in 1934 (COUBERTIN, P. DE: « L'Olympisme à l'école. Il faut l'encourager!», in: MÜLLER, N. (Ed.): Pierre de Coubertin. Textes choisis. Tome II: Olympisme. Zürich, Hildesheim, New York 1986 [1934], 679-680; English version in: MÜLLER, N. (Ed.): Pierre de Coubertin. Olympism. Selected Writings, International Olympic Committee. Lausanne 2000, 218-219.

See the detailed studies by the author on the models 1-3: NIKOLAUS, I.: "Die Olympische Idee Pierre de Coubertins als erzieherische Herausforderung für die weltweite Olympische Bewegung. Eine historische Aufarbeitung, Analyse und Fortschreibung nationaler und internationaler olympischer Erziehungsprogramme für Schulen", in: MÜLLER/MESSING et al. (Eds.): Olympische Studien vol. 15, Kassel 2013.

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 10<sup>th</sup> 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 21<sup>st</sup> century

#### Coubertin's conception of "Olympism" today 2.1

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 18<sup>th</sup> century<sup>4</sup>. Numerous influences contributed to the moulding of Coubertin's Olympic idea.<sup>5</sup>

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."6

> 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.

Ibid.

MÜLLER, N.: "Olympismus", in: RÖTHIG, P./PROHL, R. et al. (Ed.): Sportwissenschaftliches Lexikon. Schorndorf 2003<sup>7</sup>, 414.

See ANTHONY, D.: "Coubertin and Britain", in: WASSONG, S. (Ed.): Internationale Einflüsse auf die Wiedereinführung der Olympischen Spiele durch Pierre de Coubertin (Schriftenreihe des Deutschen Pierre de Coubertin-Komitees, Bd. 1). Kassel 2005, 139-146; MÜLLER, N.: "Coubertin and Greek Antiquity", in: WASSONG, S. (Ed.): Internationale Einflüsse, 2005, 55-66; MÜLLER, N.: "Die philosophischen und pädagogischen Dimensionen Olympischer Erziehung auf der Grundlage der Aussagen Pierre de Coubertins", in: NISSIOTIS, M. (Ed.): Nikos A. Nissiotis: Religion, Philosophy and Sport in Dialogue. Athens 1994, 320-330; RÜHL, J.K./ZAWADZKI, T.: "Pierre de Coubertin und William Penny Brookes - Gemeinsamkeiten und Divergenzen", in: WASSONG, S. (Ed.): Internationale Einflüsse, 2005, 147-169; WASSONG, S.: "Pierre de Coubertins Studien in und über die USA", in: WASSONG, S. (Ed.): Internationale Einflüsse, 2005, 171-184; WASSONG, S.: Pierre de Coubertins US-amerikanische Studien und ihre Bedeutung für die Analyse seiner frühen Erziehungskampagne (Sport, Kultur und Gesellschaft, Bd. 3). Würzburg 2002; WIRKUS, B.: "Eklektizismus und Internationalismus. Überlegungen zum philosophischen "Olympismus" Pierre de Coubertins", in: WASSONG, S. (Ed.): Internationale Einflüsse, 2005, 23-41.

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

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..."8

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". 9

Corresponding to COUBERTIN's analogy of his "philosophy" as a "halo" that "[combines] all those principles, which contribute to the improvement of mankind" 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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Ibid

<sup>&</sup>lt;sup>9</sup> IOC: Olympic Charter. In force as from 9 September 2013, 15.

<sup>«</sup> L' Olympisme, formule humaine tendant à assembler en un faisceau radieux tous les principes concourant au perfectionnement de l'homme... » (COUBERTIN, P. DE: A l'Institut Olympique de Lausanne. Séance du 12 avril 1917. Extrait de la Bibliothèque universelle et Revue suisse. Lausanne 1917, 8.). English translation by the author.

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<sup>11</sup>. 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" 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..." <sup>13</sup>

COUBERTIN, P. DE: « Lettre Olympique (IV) », in: MÜLLER, N. (Ed.): Textes choisis. Tome II, 385.

Cf. MÜLLER, N.: Die Olympische Idee Pierre de Coubertins und Carl Diems in ihrer Auswirkung auf die Internationale Olympische Akademie. Eine quellengeschichtliche Untersuchung. Inaugural-Dissertation, Karl-Franzens-Universität Graz 1975, 291 and MÜLLER, N.: "Olympische Erziehung", in: THALLER, F./RECLA, H. (Eds.): Signale der Zeit. Festschrift zum 70. Geburtstag von Prof. Dr. Josef Recla. Schorndorf 1975, 133-140.

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" <sup>14</sup>, 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. <sup>16</sup>

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<sup>17</sup>, OMMO GRUPE<sup>18</sup>, NORBERT MÜLLER<sup>19</sup>, ROBERT GEBMANN<sup>20</sup> and OTTO SCHANTZ<sup>21</sup>.

olympiques, l'occasion d'être glorifiée devant l'univers. Il faut encore qu'elle ait ses usines permanentes... » (COUBERTIN, P. DE : « Lettre Olympique (V) », in: CARL- DIEM-INSTITUT (Ed.) : Pierre de Coubertin. L'idée Olympique. Discours et Essais. Schorndorf 1967 [1918], 55).

See detailed description in: MÜLLER, N.: "Olympische Erziehung", in: GRUPE, O./MIETH, D. (Eds.): Lexikon der Ethik im Sport. Schorndorf 1998, 386 and MÜLLER, N.: "The Idea of Peace as Coubertin's Vision for the Modern Olympic Movement", in: IOA (Ed.): 7<sup>th</sup> International Session for Educators and Officials of Higher Institutes of Physical Education, 20-27 July 2006. Proceedings. Ancient Olympia 2007, 58-67.

OUBERTIN, P. DE: « L'Olympisme à l'école. Il faut l'encourager! », in: MÜLLER, N. (Ed.): Pierre de Coubertin. Textes choisis. Tome I, 679-680; English version in: MÜLLER, N. (Ed.): Pierre de Coubertin. Olympism. Selected Writings, International Olympic Committee. Lausanne 2000, 218-219.

<sup>6</sup> Cf. NIKOLAUS, I.: "Die Olympische Idee" 2013, chapter 2.

Cf. ANDRECS, H.: "The Olympic Idea and its Realization in Schools", in: IOA (Ed.): The International Olympic Academy. Thirteenth Session 1973. Ancient Olympia, 180-189; idem: "Die Olympische Idee und ihre Verwirklichung in der Schule", in: ANDRECS, H./NIEDERMANN, E./ REDL, S. (Ed.): Sport in unserer Zeit. Texte zum Verständnis der Olympischen Idee 1(1983),13-22; idem: "Ist Coubertin noch zeitgemäß?", in: ANDRECS, H./NIEDERMANN, E./ JUNGWIRTH, H. (Ed.): Sport in unserer Zeit. Texte zum Verständnis der Olympischen Idee 5(1988), 44-46; idem: "Coubertin – Olympismus – Erziehung. Anspruch und Wirklichkeit", in: ANDRECS, H./NIEDERMANN, E. (Ed.): Sport in unserer Zeit. Texte zum Verständnis der Olympischen Idee 6(1990), 23-33; idem: "Fair-Play als olympisches Ziel in der Schule", in: Leibesübungen. Leibeserziehung. Zeitschrift der Institute für Sportwissenschaften der Universitäten Graz, Innsbruck, Salzburg, Wien 46(1992) 1, 4-6; idem: "Die Olympische Idee ist tot – es lebe die Olympische Idee!", in:

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<sup>22</sup> and WLADIMIR RODITSCHENKO<sup>23</sup>).

ANDRECS, H./NIEDERMANN, E./JUNGWIRTH, H. (Ed.): Sport in unserer Zeit. Texte zum Verständnis der Olympischen Idee 7(1993), 24-33 and idem: "Aims, Objectives and Contents of Olympic Pedagogy". Short paper at the International Olympic Academy, 9th International Session for Directors of National Olympic Academies, 1-8 June 2007.

<sup>8</sup> GRUPE, O.: "Die Olympische Idee ist pädagogisch. Zum Problem einer olympischen Erziehung", in: MÜLLER N./MESSING, M. (Ed.): Auf der Suche nach der Olympischen Idee, Kassel 1996, 23-38; idem: "Olympismus und Olympische Erziehung. Abschied von einer großen Idee?", in ders. (Ed.): Olympischer Sport: Rückblick und Perspektiven. Schorndorf 1997, 223-243; idem: "Olympic Values – Quo vadis?", in: Europäische Akademie des Sports Velen e.V. (Ed.): 4. Deutsch-Japanisches Symposium (Akademieschriften der Europäischen Akademie des Sports. Bd. 20) Velen, 1-16 and idem: "Olympische Pädagogik", in: NOK für Deutschland (Ed.): Olympische Erziehung – eine Herausforderung an Sportpädagogik und Schulsport. Sankt Augustin. 2004, 35-52.

MÜLLER, N.: "Olympismus als Gegenstand schulischer Erziehung", in: DEUTSCHE OLYMPISCHE GESELLSCHAFT (Ed.), Olympisches Feuer 1991, 49-53; idem: "Olympismus als Gegenstand schulischer Erziehung", in: NOK FÜR DEUTSCHLAND (Ed.): Mach' mit bei der Schülerolympiade! Unterrichtsvorschläge für die Klassen 1-6. Empfehlungen des NOK für Deutschland. Melsungen 1996, 8-10; and idem: "Olympische Erziehung", in: GRUPE, O./ MIETH, D. (Ed.): Lexikon der Ethik im Sport. Schorndorf 1998, 385-395.

GEBMANN, R.: "Fachdidaktische Ansätze zur olympischen Erziehung in der Schule – Versuch einer Bestandsaufnahme", in: sportunterricht, 41(1992), 193-200; idem: Fair Play in Olympic Education and its practice in schools. Presentation at the 1st Joint International Session for Educators & Responsibles of Higher Institutes of Physical Education 24-31 July 1993. Ancient Olympia; idem: "Olympische Erziehung in der Schule: Zentrales und Peripheres", in: sportunterricht 51(2002)1, 16-20; idem: "Einleitung in die olympische Erziehung", in: NOK für Deutschland (Ed.): Olympische Erziehung – eine Herausforderung an Sportpädagogik und Schulsport. Sankt Augustin 2004, 9-33 and ibid: "Olympisches Menschenbild und schulische Sportdidaktik", 131-153.

SCHANTZ, O.: "Werte des Olympismus für die Sporterziehung?", in: MÜLLER N./MESSING, M. (Ed.): Auf der Suche nach der Olympischen Idee. Frankfurt 1996, 75-92; idem: « Education sportive et 'éducation olympique' de 1897 à 1997 », in: MÜLLER, N. (Ed.), Coubertin et l'Olympisme. Questions pour l'avenir. Niedernhausen, Strasbourg, Sydney 1998, 222-234 and idem: « Avons-nous besoin d'une éducation olympique ? ». Présentation pendant la journée d'étude « Place et rôle de l'olympisme dans l'éducation en Europe. Besançon 3 décembre 2009.

BINDER, D.: "Olympic Education in Schools. Theory Becomes Reality". Paper presented to the International Olympic Academy. July 1988. Ancient Olympia; idem: "Bringing the Olympic spirit to life in schools". 2nd Joint International Session for Directors of N.O.A.'s, Members and Staff of N.O.A.'s & I.F.'s. Ancient Olympia 1994; idem: Keep the Spirit Alive. You and the Olympic Games. A Handbook for Educators. A publication of the IOC Commission for the International Olympic Academy and Olympic Education. Lausanne 1995; idem: Be a Champion in Life!! A Book of Activities for Young People Based on the Joy of Participation and on the Important Messages on the Olympic Idea. An International Teacher's Resource Book for Schools. Athens: FOSE 2000; idem: Curriculum Odyssey: Facilitating an International Olympic Education Project. (unpublished Dissertation for the Doctor of Philosophy at the University of Alberta). Edmonton 2002; idem: Olympic Values Education. Inspiring the Dream. Unpublished presentation during a workshop of the IOC

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.<sup>24</sup>

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 2003<sup>7</sup>) 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;

Commission for culture and Olympic education. 30.11.2005. Lausanne and idem: *Teaching Values. An Olympic Education Toolkit. A Programme of the International Olympic Committee*. Lausanne 2007.

RODITSCHENKO, W.S. et al.: Olimpijskij utschebnik studjenta: Posobije dlja formirowanija sistemuij olimpijskogo obrazowanija w nefizkulturnuich wuicschich utschebnuich zawedenijach. Moskwa 2003; idem: Olimpijskaja Ideja dlja Rossii. Powtorenije Projdennogo. Moskwa 2004; idem: Olympic Education in Russia. Moscow 2005; idem: Olimpijskoje obrazowanije w nowoj Rossii. Moskwa 2005 and idem: Social Volunteerism as part of the School Curriculum within the Olympic Pedagogy. Report at the 9<sup>th</sup> International Session for Directors of National Olympic Academies at the I.O.A, 1-8 June 2007. (Handout)

See NIKOLAUS, I.: Die Olympische Idee, 2013, 69-73 and detailed description in: WILLIMCZIK, K.: "Olympische Pädagogik – Zwischen theoretischer Vergessenheit und praktischer Anerkennung", in: sportunterricht 51(2002), 3-8 and idem: "Auf dem Wege zu einer erziehungswissenschaftlichen olympischen Pädagogik", in: NOK FÜR DEUTSCHLAND (Ed.): Olympische Erziehung – eine Herausforderung an Sportpädagogik und Schulsport. Sankt Augustin 2004, 83-112.

7. Promotion of emancipatory developments in and through sport (e.g. involvement of athletes, emancipation of women, protection of nature, etc.)". <sup>25</sup>

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. <sup>26</sup>

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'<sup>27</sup>).
  - As more recent research into sports history demonstrates, even this aspect of COUBERTIN'S work was of far greater importance than previously understood.<sup>28</sup>
- 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

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.

<sup>26</sup> Cf. Nikolaus, I.: Die Olympische Idee, 2013, Chapter 2.4.7 and comprehensively in Naul, R.: "Olympische Erziehung", in: Aschebrock, H./Pack, R.-P. (Eds.): Edition Schulsport. Aachen 2007, 106-112.

COUBERTIN, P. DE: « Ode au Sport », in: MÜLLER, N. (Ed.): Pierre de Coubertin. Textes choisis. Tome III: Pratique Sportive. Zürich, Hildesheim, New York 1986 [1912], 665-667; English version in MÜLLER, N. (Ed.): Pierre de Coubertin. Olympism. Selected Writings, 2000. 629-630.

<sup>28</sup> Cf. NIKOLAUS, I.: Die Olympische Idee, 2013, Chapter 2.1.1 and comprehensively in: BECKER, M.: Die Beziehung Pierre de Coubertins zum Théâtre populaire von Maurice Pottecher in ihrer Bedeutung für die Einbeziehung der Kunst in die Moderne Olympische Bewegung. Unpublished Master thesis. Mainz 2008.

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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-encompassing*, *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.

OLYMPISM Norms and Values in between Legacy and Reality				
		Disposals	Actions	Orientations
E D U C A T I O N	Sporting Efforts	to exercise in effort	to share competition	to behave fairly
	Social Conduct	to aspire self- perfection	to seek for good examples	to act in solidarity
	Moral Behaviour	to adhere to rules	to accept values	to respect different cultures
	Olympic Knowledge	to acquire knowledge	to understand Olympic values	to compare vision and reality of Olympic ideals
	Musical and Artistic Creativity	to be active in the fields of music and the arts	to combine arts and sport in a creative way	to develop an artistic and aesthetic under- standing/ feeling

Fig. 1: The expanded didactic matrix for integrated Olympic education (NIKOLAUS 2013, 366, based on NAUL 2007, 108 and NAUL 2008, 126<sup>29</sup>)

<sup>&</sup>lt;sup>29</sup> NAUL, R.: Olympic Education. Oxford 2008, 126.

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.<sup>30</sup> 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.<sup>31</sup>

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

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<sup>&</sup>lt;sup>0</sup> Cf. Nikolaus, I.: "Die Olympische Idee", 2013, Chapter 2.2.1.

See comprehensively in: NIKOLAUS, I.: Die Olympische Idee 2013, 77-99.

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. <sup>32</sup>

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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.

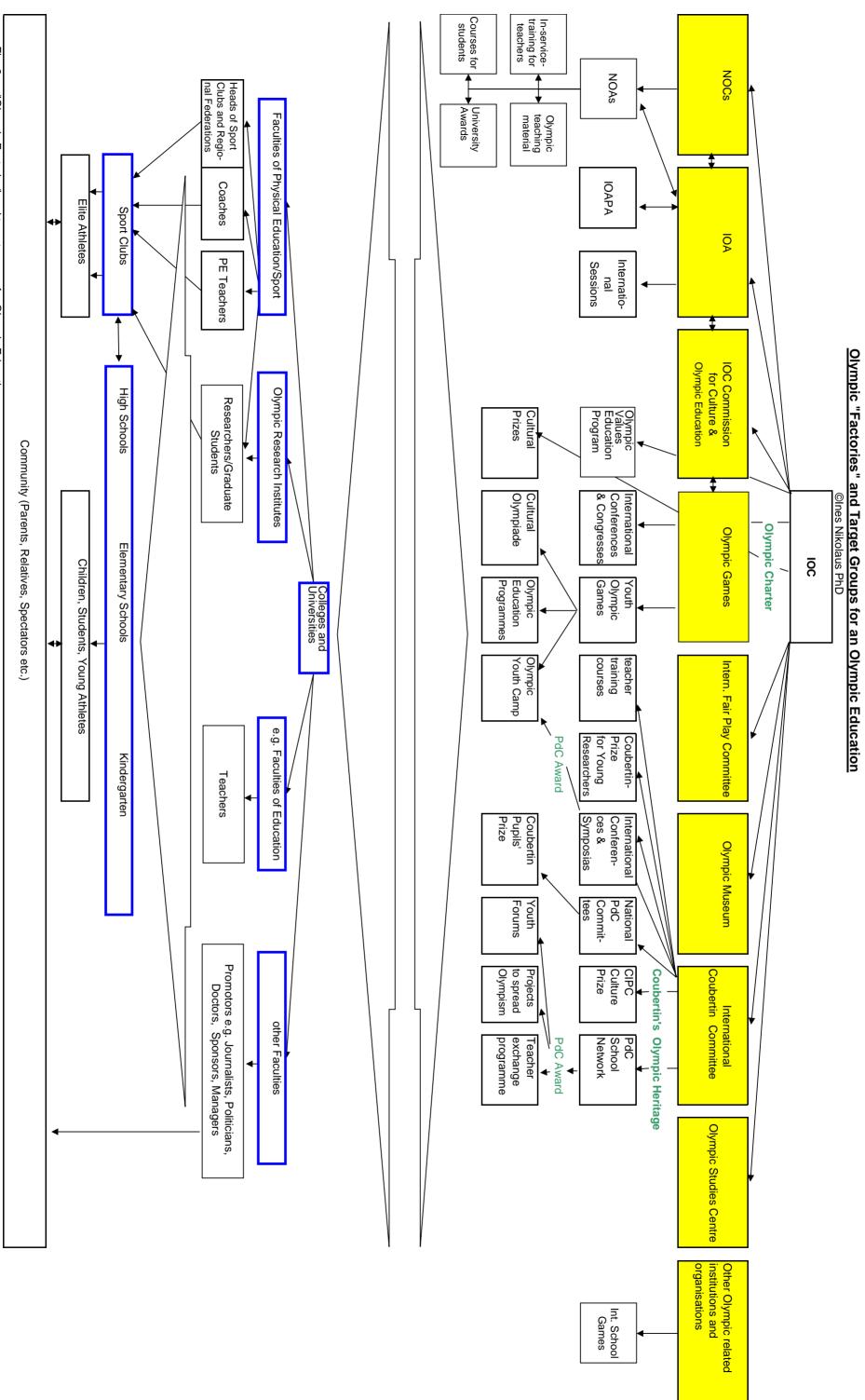


Fig. 2: "Olympic Factories" and target groups for Olympic Education

# 3 The International Network of Coubertin Schools – an institution and a new CIPC concept for Olympic education<sup>33</sup>

## 3.1 The Network's origins

The history of the International Network of Pierre de Coubertin Schools goes back to 1997. At the 100<sup>th</sup> 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<sup>34</sup>.

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

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<sup>&</sup>lt;sup>33</sup> Cf. Nikolaus, I.: *Die Olympische Idee* 2013, Chapter 5.

<sup>&</sup>lt;sup>34</sup> MÜLLER, N. (Ed.): Coubertin et l'Olympisme. Questions pour l'avenir. Niedernhausen, Strasbourg, Sydney 1998, 298.

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 vears<sup>35</sup>.

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

<sup>&</sup>lt;sup>5</sup> 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.<sup>36</sup>

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 *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 *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<sup>37</sup>.

Currently only half of the schools in the network carry the name *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 *Wenlock Olympian Games* in 1850, and later encouraged Coubertin with his idea of a reviving of the ancient Olympic Games.

Development. Piešt'any, Sopot, Ülenurme, Erfurt 2007. An up to date list of all schools and representatives in the Coubertin-Schools Network can be found in the Appendix, p. 170.

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Cf. Nikolaus, I.: Die Olympische Idee Pierre de Coubertins als erzieherische Herausforderung für die weltweite Olympische Bewegung. Eine historische Aufarbeitung, Analyse und Fortschreibung nationaler und internationaler olympischer Erziehungsprogramme für Schulen, Dissertation, vol. 2 (source book), Mainz, 2010, 592-600 and COUBERTIN-GYMNASIUM-ERFURT (Ed.): Coubertin Academy. A Handbook for Education in Secondary Schools. Product of a Joint Sokrates Comenius 1 Project on School

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:

International Pierre de Coubertin Committee (CIPC) B.P. 397, CH-1001 Lausanne

### Criteria for schools seeking to gain the status of "Coubertin School"

- 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.
- 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 23<sup>rd</sup> 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.
- Once a year on the 1<sup>st</sup> 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.
- 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<sup>38</sup>. 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<sup>39</sup>:

#### 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

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<sup>&</sup>lt;sup>8</sup> Cf. CIPC (Ed.): Forum Report. Lausanne 2005, 16-25.

<sup>&</sup>lt;sup>39</sup> Cf. MÜLLER, N.: Olympismus, in: RÖTHIG, P./PROHL, R. et al. (Eds.): Sportswissenschaftliches Lexikon. Schorndorf 2003<sup>7</sup>, 415.

# more generous.",40 41

It is not just about winning<sup>42</sup>, 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 Couhertin 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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COUBERTIN, P. de: "The Trustees of the Olympic Idea", in: MÜLLER, N. (Ed.): Pierre de Coubertin. Olympism. Selected Writings. International Olympic Committee. Lausanne 2000, 589. In the original French: « L'important dans la vie ce n'est point le triomphe mais le combat; l'essentiel ce n'est pas d'avoir vaincu mais de s'être bien battu. Répandre ces préceptes, c'est préparer une humanité plus vaillant, plus forte – partant plus scrupuleuse et plus généreuse », quotation taken from: COUBERTIN, P. de: « Les "trustees" de l'idée olympique », in: MÜLLER, N. (Ed.): Pierre de Coubertin. Textes choisis. Tome II: Olympisme. Zürich, Hildesheim, New York 1986 [1908], 449.

<sup>41</sup> Cf. MESSING, M./MÜLLER, N.: "Coubertins philosophisches Konzept der Eurhythmie, sein Postulat zur Einheit von Sport und Kunst sowie dessen Resonanz bei Olympiatouristen", in: MESSING, M./MÜLLER, N. (Eds.), unter Mitwirkung von PREUSS, H.: Blickpunkt Olympia: Entdeckungen, Erkenntnisse, Impulse. Focus on Olympism: Discoveries, Discussion, Directions (Olympische Studien, Bd. 5) Kassel – Sydney 2000, 124f.

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!" ("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.

Title of an article written by Coubertin in 1934 (COUBERTIN, P. DE: « L'Olympisme à l'école. Il faut l'encourager! », in: MÜLLER, N. (Ed.): Pierre de Coubertin. Textes choisis. Tome II: Olympisme. Zürich, Hildesheim, New York 1986 [1934], 679-680)

**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

Cf. EMRICH, E. on the depiction of Olympic bases as a "learning organisation" (EMRICH, E.: "Der mündige Athlet und die lernende Organisation – institutionelle Sportförderung in Deutschland am Beispiel der Olympiastützpunkte", in: MÜLLER, N./MESSING, M. (Eds.): Auf der Suche nach der Olympischen Idee. Facetten der Forschung von Athen bis Atlanta

(Olympische Studien Bd. 2). Frankfurt 1996, 251-269.

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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 45 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<sup>46</sup>.

Japanese volunteers were also interviewed on this topic at the 1998 Winter Olympic Games in Nagano<sup>47</sup>.

Cf. NIKOLAUS, I.: Die Olympische Idee, 2013, Chapter 2.4.

Cf. MESSING, MÜLLER: "Veranstaltungsbesuch und sportpolitische Polarisation deutscher Olympiatouristen in Barcelona 1992", in: MÜLLER, N./MESSING, M. (Eds.): Auf der Suche nach der Olympischen Idee, 219-24; MESSING, M./MÜLLER, N.: "Coubertins philosophisches Konzept der Eurhythmie", 122-149 and MESSING, M./MÜLLER, N./SCHORMANN, K.: "Local Visitors and Tourists at the Modern Pentathlon in Sydney 2000 - a Contribution on the Internal Differentiation of Olympic Spectators", in: MESSING, M./MÜLLER, N./PREUß, H. (Eds.): Olympischer Dreiklang: Werte – Geschichte – Zeitgeist. Olympic Triad: Values - History - Zeitgeist (Olympische Studien, Bd. 6). Kassel 2004<sup>2</sup>, 375-416

Cf. MESSING, M.: "The Assessment of Olympic Values. Olympische Werte im Urteil japanischer freiwilliger Helfer in Nagano 1998", in: EUROPÄISCHE AKADEMIE DES SPORTS VELEN E. V. (Ed.): 4. Deutsch-Japanisches Symposium (Akademieschriften der Europäischen Akademie des Sports. Bd. 20). Velen 2002, p. 27-50.

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 works<sup>48</sup>.

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.<sup>49</sup> 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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<sup>&</sup>lt;sup>48</sup> Cf. NAUL, R.: Olympische Erziehung – Ein integriertes Konzept für Schule und Verein. Düsseldorf 2002 and TELAMA, R. et al.: Physical Fitness, Sporting Lifestyles and Olympic ideals: Cross Cultural Studies on Youth Sport in Europe (ICSSPE Sport Science Studies, Vol. 11) Schorndorf 2002.

MONNIN, E.: L'Olympisme: Pratiques et Représentations en milieu scolaire. Thèse en vue de l'obtention du titre de docteur en Sociologie. Université de Franche-Comté Ecole Doctorale « Langages, Espaces, Temps, Sociétés ». Besançon 2007.

# 5 Methods

The theoretical basis of the empirical studies carried out produces, on the one hand, the abovementioned interpretation model for Olympic education of GRUPE/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<sup>50</sup> 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"<sup>51</sup>, 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 rquested to complete the questionnaire.

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

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

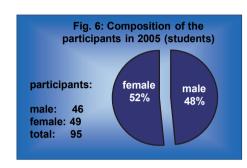
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<sup>&</sup>lt;sup>50</sup> Cf. Bortz, J.: Lehrbuch der empirischen Forschung für Sozialwissenschaftler. Berlin, Heidelberg 1984, 30 and BORTZ, J. /Döring, N.: Forschungsmethoden und Evaluation für Human- und Sozialwissenschaftler. Heidelberg 2006<sup>4</sup>, 54.

Cf. BORTZ, J.: Lehrbuch der empirischen Forschung, 1984, 33.

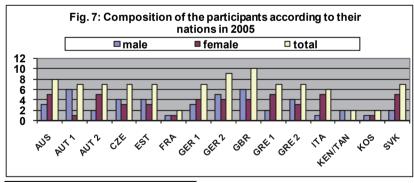
- 12. Gymnasium Kosovska Kamenica (Serbian part, Kosovo)
- 13. Shkolla e Mesme-Gjimnazi "Ismail Qemali" (Albanian part, Kosovo)
- 14. Gymnazium Pierra de Coubertina Piešt'any (Slovakia)
- 15. Gymnazium Pierra de Coubertina Tábor (Czech Republic)
- 16. Lycée Sportif Pierre de Coubertin d' El Menzah Tunis (Tunisia)<sup>52</sup>

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



Abbreviations (2005):		
A	US	Australia
A	UT 1	Austria, Radstadt
A	UT 2	Austria, Unterwaltersdorf
$C'_{i}$	ZE	Czech Republic, Tábor
E	ST	Estonia, Ülenurme
FI	RA	France, Bolbec
G	ER 1	Germany, Berlin
G	ER 2	Germany, Erfurt
G	BR	Great Britain, Much
		Wenlock
G	RE 1	Greece, Pallini
G	RE 2	Greece, Pyrgos
IT	'Α	Italy, Savona
K	EN/TAN	Kenya/Tansania
K	OS	Kosovo, Kamenice
S	VK	Slovakia, Piešťany
Τl	UN	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. <sup>53</sup>



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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.

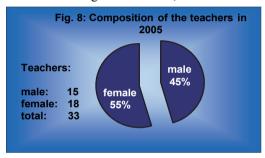
One exception is Australia, whose team is made up by the eight winners of the individual states and territories in the Australian Coubertin Award. Due to the fact that some delegations did not come to the forum, the remaining places were given to William Brookes School Much Wenlock (10 participants in 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 5<sup>th</sup> Youth Forum in Radstadt.

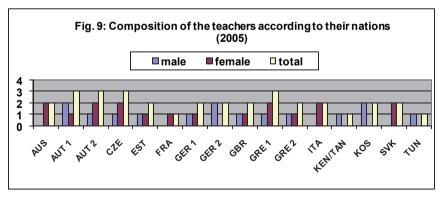
In order to present the results of the study more precisely, eight more heads of school, which were not present at the Forum in Radstadt were asked to join the survey. Only three of them fulfilled this request: the heads of the Don-Bosco-Gymnasium Unterwaltersdorf, the Lycée Sportif Pierre de Coubertin 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.<sup>54</sup>



**Fig. 9** illustrates the composition of all accompanying teachers and heads of schools according to the represented nations. Usually, "complete" teams are accompanied by two, "observer teams" by only one teacher.



Interview with RNDr. Miroslav Vácha, Head of Gymnazium 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 6<sup>th</sup> Youth Forum in Tábor as well as their accompanying teachers and present heads of school were interviewed.

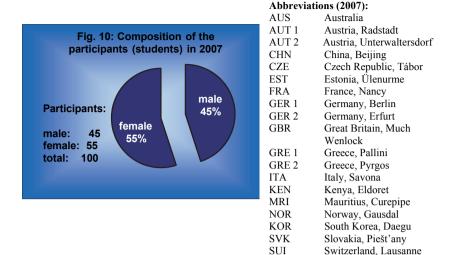
Again the number of participating teams had increased with 20 delegations coming from 17 countries taking part<sup>55</sup>. For the first time representatives from four continents joined the forum community. Among the schools/ delegations of the Network present were:

- NOC of Australia (winners of the Australian Pierre de Coubertin Award)
- BORG Radstadt Pierre de Coubertin (Austria) 2.
- Don-Bosco-Gymnasium Unterwaltersdorf (Austria)
- Beijing High School Four (China)
- Gymnazium Pierra de Coubertina Tábor (Czech Republic) 5.
- 6. Ülenurme Gymnaasium (Estonia)
- 7. Lycée Pierre de Coubertin Nancy (France)
- 8 Coubertin-Gymnasium Berlin (Germany)
- Staatliches Pierre-de-Coubertin-Gymnasium Erfurt (Germany)
- 10. William Brookes School Much Wenlock (Great Britain)
- 11. 1<sup>st</sup> Lyzeum Pierre de Coubertin Pallini (Greece)
- 12. 3<sup>rd</sup> 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. Gymnazium Pierra de Coubertina Piešt'any (Slovakia)
- 19. Gyeongil Girls' High School (South Korea)
- 20. Ecole Nouvelle de la Suisse Romande (Switzerland).

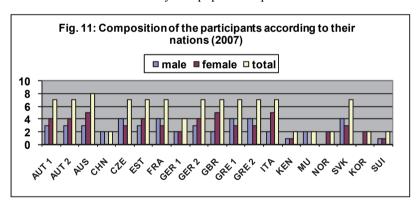
All 100 students (45 boys, 55 girls) took part in the survey.<sup>56</sup>

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

One pupil (GRE 2) was ill and did not take part in the survey. There were no young participants from Japan.

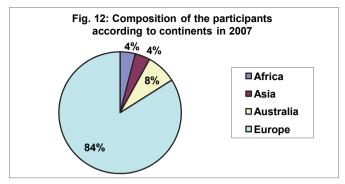


**Fig. 11** provides an exact overview of the participants of the individual delegations. In Tábor thirteen "complete" teams with seven pupils each and six "observer teams" with only two pupils took part.



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

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.

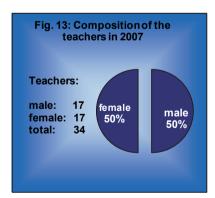


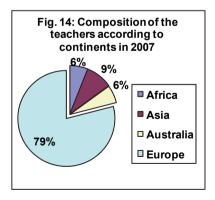
In total, 34 accompanying teachers and heads of school were interviewed with 32 of them having participated previously in the 6<sup>th</sup> Youth Forum.

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 5<sup>th</sup> Youth Forum, was asked to answer the questionnaire.

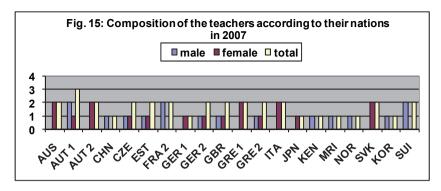
As well, the answers of the deputy head of the youngest Coubertin School of the Network at that time, the Pierre de Coubertin Bundes-Oberstufenrealgymnasium Radstadt (Austria) were considered to be of special importance after its role in hosting the 5<sup>th</sup> Youth Forum and let expect a few of 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 5<sup>th</sup> 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. <sup>58</sup>



### 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<sup>59</sup>. Once again young people from four continents joined the forum.

Among the present schools/delegations of the Network were:

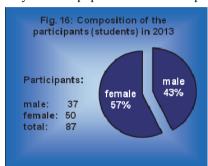
- NOC of Australia (winners of the Australian Pierre de Coubertin
- 2. BORG Radstadt Pierre de Coubertin (Austria)
- Don-Bosco-Gymnasium Unterwaltersdorf (Austria)
- Beijing High School Four Pierre de Coubertin (China)
- 5. Pierre de Coubertin-Pancyprian Gymnasium (Cyprus)
- 6. Gymnazium Pierra de Coubertina Tábor (Czech Republic)
- 7. Ülenurme Gymnaasium (Estonia)
- Coubertin-Gymnasium Berlin (Germany)
- Staatliches Pierre-de-Coubertin-Gymnasium Erfurt (Germany)
- 10. William Brookes School Much Wenlock (Great Britain)
- 11. 1<sup>st</sup> 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)

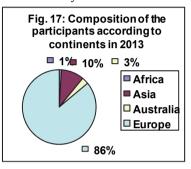
One exception is the observer team from Switzerland. In 2007, the school administration of the Ecole Nouvelle de la Suisse romande was for the first time considering of changing the name of its school, originally rich in traditions, into "Pierre de Coubertin School". Therefore also the head of school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

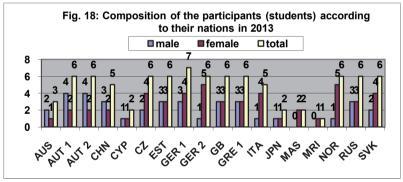
The Coubertin Schools from Tunis (Tunisia), Oaxaca (Mexico) and Nancy (France) as well as observer teams from Congo, Zambia and Rugby School (Great Britain) had also been invited, but were not able to participate in the Lillehammer Forum due to various reasons.

- 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. Gymnazium Pierra de Coubertina Piešt'any (Slovakia)

In total, 96 youths (43 boys, 53 girls) took part in the 9<sup>th</sup> 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<sup>60</sup>:







#### Abbreviations (2013): Australia

CYP CZE

AUS

CHN China, Beijing Cyprus, Nicosia Czech Republic, Tábor

AUT 1 Austria, Radstadt

EST Estonia, Ülenurme GER 1 Germany, Berlin

GER 2 Germany, Erfurt AUT 2 Austria, Unterwaltersdorf GBR Great Britain,

Much Wenlock GRE 1 Greece, Pallini Italy, Savona

ITA JPN Japan, Tokyo KEN Kenya, Eldoret

MAS Malaysia, Kuala Lumpur

MRI Mauritius

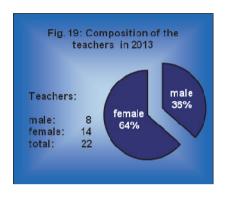
NOR Norway, Gausdal

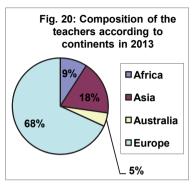
RUS Russia, St. Peterburg SVK Slovakia, Piešťany

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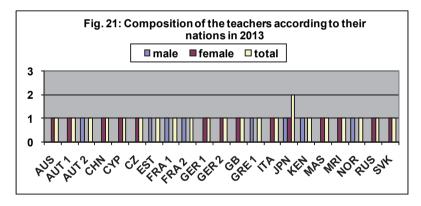
A 91% rate of return of the answers may be considered a rather good result for a post survey by mail/e-mail. 9 pupils did not complete the questionnaire (5 Australians, 1 Chinese, 2 Kenyans and a Mauritius participant.)

In 2013, 22 accompanying teachers and heads of school were interviewed. Twenty of them had taken part in the 9<sup>th</sup> 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 Couhertin Year* in 2013.<sup>61</sup>





**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".<sup>62</sup>



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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).

After the 7<sup>th</sup> 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.<sup>63</sup>

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.<sup>64 65</sup>

# 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

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.

<sup>&</sup>lt;sup>3</sup> 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).

<sup>65 2005:</sup> 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 6<sup>th</sup> or 9<sup>th</sup> 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<sup>66</sup>, 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)
- 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 5<sup>th</sup> 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 5<sup>th</sup> 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:

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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.

Question 22: What positive/negative changes concerning the co-operation in your school have you noticed since the 5<sup>th</sup> 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 5<sup>th</sup> 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.<sup>67</sup>

Question 7asked 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. <sup>68</sup> <sup>69</sup>

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Ouestion 24 on the CIPC measures after the Radstadt Forum was left out.

The exceptions –subsequent surveys– were listed under section 3.3.3.1.

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 – A comparison of the Youth Forums in 2005, 2007 and 2013

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

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.<sup>71</sup>

Finally in 2013, after the 9<sup>th</sup> Youth Forum in Lillehammer (Norway), held from 10<sup>th</sup> to 18<sup>th</sup> 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".

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.

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See programmes of the Youth Forums in the Appendix p. 175-176, 182-183 and 189-196.

<sup>&</sup>lt;sup>71</sup> For further information see Forum Reports CIPC (2009) and CIPC (2011), NIKOLAUS, I.: "From Tábor to Olympia. The Pierre de Coubertin Youth Forums", in: CIPC (Ed.): *Lettre d'Information* 2009/1, 9; NIKOLAUS, I.: "From Olympia to Beijing. News from the International Network of Pierre de Coubertin Schools", in: CIPC (Ed.): *Lettre d'Information* 2010, 26-27 and NIKOLAUS, I.: "Evaluation of the social performances, undertaken by the participants of the 8<sup>th</sup> Youth Forum in Beijing 2011", in: CIPC (Ed.): *Lettre d'Information* 2011/2012, 24-25.

For further details Cf. Nikolaus, I: "5<sup>th</sup> Youth Forum of Pierre de Coubertin Schools in Radstadt (Austria) 2005. Participants point of view", in: CIPC (Ed.): *Information Letter of the International Pierre de Coubertin Committee*. Lausanne 1/2006, 4-8.; Nikolaus, I.: "The International Network of Pierre de Coubertin Schools – A Practical Form of Living Olympism", in: IOA (Ed.): 7<sup>th</sup> International Session for Educators and Officials of Higher Institutes of Physical Education 20-27 July 2006. Proceedings, 212-218. Ancient Olympia; Nikolaus, I.: «6ème Forum des Jeunes des écoles Pierre de Coubertin à Tâbor (République Tchèque) 2007. Point de vue des Participants », in: CIPC (Ed.): Lettre d'Information Lausanne 2009/1, 10-17.

#### 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).

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.<sup>74</sup>

# 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

<sup>74</sup> Cf. Nikolaus I.: Die olympische Idee 2011, vol.2, 592-600 on the Comenius Project "Coubertin Academy".

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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 6<sup>th</sup> Youth Forum in Tábor 2007, and the 9<sup>th</sup> Youth Forum in Lillehammer 2013.

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

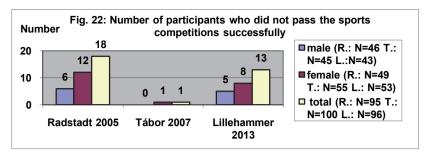
At this point, it is necessary to point out two reasons that limit the comparison of the three youth forums:

- 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<sup>75</sup> 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 vet 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<sup>76</sup> valued the competition to be *important*. Furthermore, the multifaceted sport options during the Youth Forums<sup>77</sup>, 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) <sup>78</sup>. 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. <sup>79</sup>

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 6<sup>th</sup> or 9<sup>th</sup> 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

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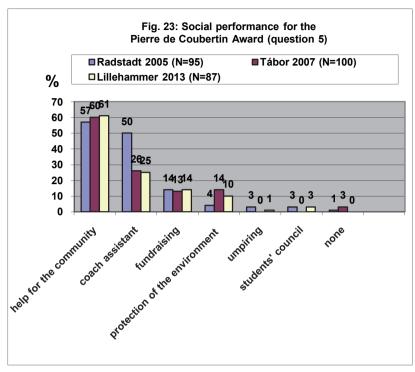
<sup>&</sup>lt;sup>6</sup> See **Fig. 41**, p. 97.

Besides morning gymnastics there were plenty of daily leisure sports-activities available, from which smaller spontaneous tournaments have quite often developed.

Nee 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.

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).



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<sup>80</sup> 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).

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.

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). 81

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

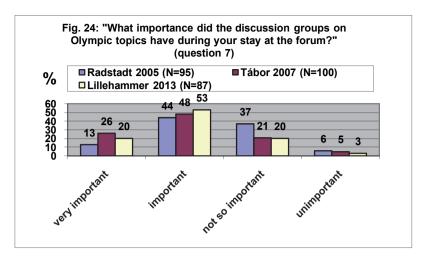
Moral behaviour in sport and daily life is based on the adherence to "written" and "unwritten" rules. As previously mentioned, at the Youth Forum moral behaviour is reflected in the behaviour towards participants from one's own delegation as well as towards those from various countries and continents 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:<sup>82</sup>

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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).

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.<sup>83</sup>

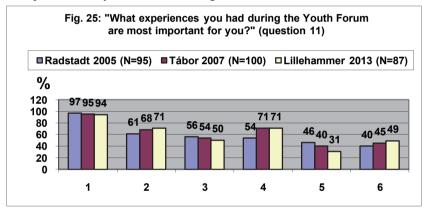
The CIPC took special care in preparing for this part of the *Coubertin* Award due to the experiences and critical comments during the 5<sup>th</sup> Youth Forum in Radstadt.

HELEN BROWNLEE, CIPC Board Member for Australia, developed a new procedural concept in preparation of the 7<sup>th</sup> 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. 84

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.<sup>85</sup>



- 1 friendship with young people from other countries
- 2 team spirit in your own delegation
- 3 feeling of success being able to understand in a foreign language
- 4 learning about customs and traditions of other countries
- 5 self-confident presentation in front of a large audience
- 6 expansion of knowledge about Coubertin and the Olympic Movement

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

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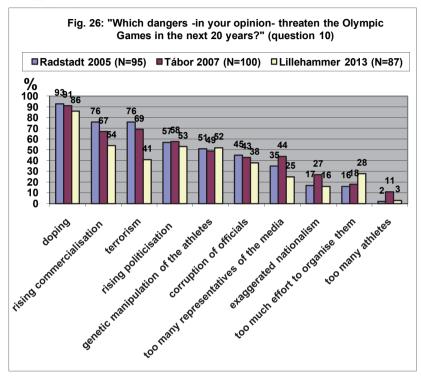
prepared beforehand at the home schools, was vividly displayed on posters by the delegations. The exhibition on-site comprised of around 40 posters.

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.

Multiple answers were possible.

thought *team spirit in your own delegation* as significant (2005: 61%, 2007: 68%, 2013: 71%). 86

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 87 88:



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% und 2013: 86%). Moreover, the participants considered *increasing commercialisation* (2005: 76%, 2007: 67%, 2013: 54%) and

Multiple answers were possible.

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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).

<sup>87</sup> Cf. Chapter 4.2.

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.<sup>89</sup>

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 <u>www.coubertin.net</u>, designed specifically for the schools, the Documentations for the 5<sup>th</sup> Youth Forum, as well as a copy of *Coubertin Academy*, which was sent to the schools in early summer of 2007.<sup>90</sup>

Moreover, the increased use of the IOC-Programme OVEP<sup>91</sup> (Olympic Values Education Programme) had a positive effect on the preparations of the participants in the knowledge area starting in 2009.<sup>92</sup>

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 9<sup>th</sup> Youth Forum in Lillehammer 2013 <sup>93</sup>

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

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See research by MESSING, M./MÜLLER, N./SCHORMANN, K.: "Local Visitors and Tourists at the Modern Pentathlon in Sydney 2000", Kassel 2004<sup>2</sup>, 397f.

Off. NIKOLAUS I.: Die olympische Idee, 2011, vol.2, 592-600 on the Comenius Project "Coubertin Academy".

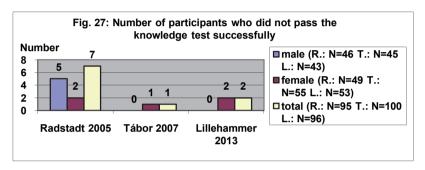
BINDER, D.: Teaching Values. An Olympic Education Toolkit. A Programme of the International Olympic Committee. Lausanne 2007.

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.

<sup>93</sup> IOC (Ed.): Jeux Olympiques de la jeunesse. Le pack éducatif/Youth Olympic Games. The Education Pack. Lausanne 2011 (DVD).

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 Couhertin 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



# 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 6<sup>th</sup> 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

See the original questionnaires of the Knowledge Tests on pages 177-180, 184-187 and

197-207 in the Appendix.

For the first time, a specific version of the Knowledge Test, one that corresponded to the representative continents, was developed for the 9<sup>th</sup> 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<sup>96</sup> and that the arts and physical education should intrinsically be linked to one another<sup>97</sup>, 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.

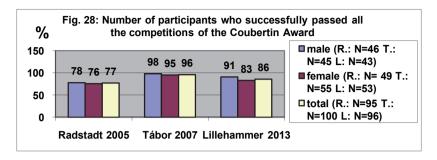
Last but not least, the opening and closing ceremonies contributed to the connection between the arts and sports within the scope of the Youth Forums

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.

For COUBERTIN, the inclusion of the arts and sciences were a means to the Olympic Games' eurhythmic decoration and to the holistic perfection of Man. Cf. MÜLLER, N.: "Olympismus", in: *Sportwissenschaftliches Lexikon*, 2003<sup>7</sup>, 415 and elaborated in: MESSING, M./MÜLLER, N.: Coubertins philosophisches Konzept der Eurhythmie, 2000.

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* <sup>98</sup>:



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*.

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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:

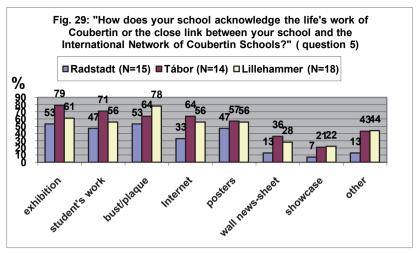
- a) An increase in a range of measures that demonstrate the bond between the school with Coubertin and the Network's schools externally (through sculptures, exhibitions, student works, posters, or the Internet, see **Fig. 29**, p. 55)
- b) A growing number of teaching staff at numerous Coubertin Schools 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: 99

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.

<sup>&</sup>lt;sup>99</sup> Multiple answers were possible.

<sup>2007:</sup> No reply by Japan, Kenya, Mauritius, Norway, South Korea and Switzerland.



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 <sup>100</sup> 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*. <sup>101</sup>

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 extracurricular 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

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.

55

Amongst others named were: museum, wall painting, and Students' Charta.

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*.

<sup>2005:</sup> No reply from Australia, France 1 (Bolbec), Kenya and Kosovo.

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 Piešt'any with each 10 teachers and Ülenurme with even 22!) as well as at Gymnazium Pierra de Coubertina Tábor (14 teachers), the host school of the 6<sup>th</sup> 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 8<sup>th</sup> 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 Piešť any are visible.

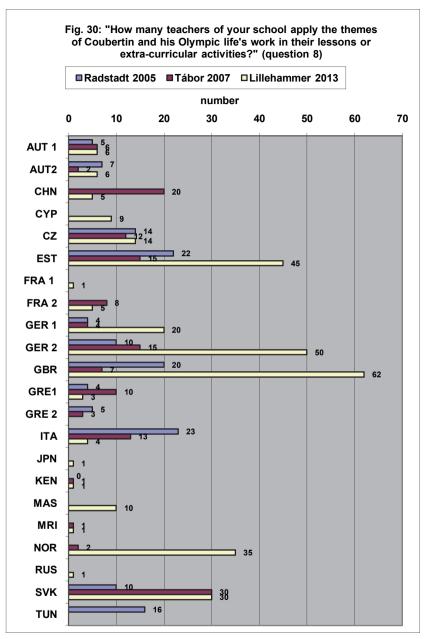
A number of decreases, however, can also be observed in 2007; at the schools of the Network in Estonia, Great Britain, and Italy, for instance.

In **2013**, the front-runners were Much Wenlock<sup>103</sup> with 62(!), Erfurt<sup>104</sup> with 50 and Ülenurme<sup>105</sup> with 45 colleagues. A steep increase can also be observed at the Norwegian Coubertin School caused by the orientation towards the 9<sup>th</sup> Youth Forum (35 =70% of the teaching staff). With 30 colleagues (=55% of the teaching staff), the teachers in Piešt'any showed consistency in their high dedication to Olympic education.

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

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.

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 Gymnazium 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. <sup>106</sup>

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)

The subjects using Olympic themes most frequently are: *Physical Education* (2013: 29 entries, 2007: 28, 2005: 14), *Sport theory* (2013 and 2007: 23

1 (

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 5<sup>th</sup> Youth Forum, are depicted, allowing for a comparison to 2005.

entries, 2005: 17) as well as *History* (2013: 18 entries, 2007: 20, 2005: 14).

Beyond that, Olympic themes were widely used in the classes *Native Language* (2013: 18 entries, 2007: 11, 2005: 14) as well as in the second languages: *English* 2013 with 21 entries (2007: 17, 2005:11), *French* 2013 with 14 entries (2007: 12, 2005: 9) and *other second languages* 2013 with seven entries (2007: 9, 2005: 6). <sup>107</sup>

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 Piešťany with 28 entries, followed by the Pierre-de-Coubertin-Gymnasium Erfurt with 22 entries and the Ülenurme Gümnaasium with 14 entries<sup>108</sup>. A consistent and strong commitment is evident by the Gymnazium Pierra de Coubertina Tábor that hosted the 6<sup>th</sup> Youth Forum and has a total of 19 entries.

The Coubertin-Gymnasium Berlin also exemplifies a strong commitment with 18 entries in 2013 (2007: 12, 2005: 5), as well as the Don-Bosco-Gymnasium Unterwaltersdorf with 16 entries in 2013 (2007: 15, 2005:10). 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).

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

This concerns the authors of the teacher handbook "Coubertin Academy", further explained in Nikolaus I.: Die olympische Idee 2011, vol.2, 592-600 on the Comenius Project "Coubertin Academy" (see also Chapter 3.1 of this study) and Coubertin-Gymnasium-Erfurt (Ed.): Coubertin Academy. A Handbook for Education in Secondary Schools. Product of a Joint Socrates Comenius 1 Project on School Development. Piešť any, Sopot, Ülenurme, Erfurt 2007.

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

Subject		otho		F	renc	h	E	ngli	sh	fo la	her reig n-	n	Bi	olo	gy		eo- aph	ıy	Hi	isto	ry		ocial udie	
School	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
AUS																								
AUT 1			<b>√</b>						<b>V</b>												<b>V</b>			√
AUT 2						<b>V</b>										<b>√</b>			<b>V</b>	<b>V</b>				
CZE					<b>V</b>	1		<b>√</b>	<b>V</b>		<b>V</b>	<b>√</b>								<b>V</b>				
EST	<b>V</b>	<b>√</b>	<b>√</b>						<b>V</b>									<b>√</b>		<b>V</b>	<b>V</b>			
FRA																								
GER 1	4		<b>V</b>		<b>V</b>														<b>V</b>					
GER 2	4	<b>V</b>			<b>V</b>	<b>V</b>		<b>V</b>	<b>V</b>		<b>V</b>	<b>V</b>								<b>V</b>	<b>V</b>			
GBR		<b>V</b>			<b>V</b>									<b>V</b>			<b>V</b>			<b>V</b>				
GRE 1			<b>√</b>																					
GRE 2									√												√			1
ITA			1			1									√						√			1
KEN																								
KOS								<b>V</b>	<b>V</b>															
SVK	1	1	<b>V</b>		1			<b>V</b>	<b>V</b>		<b>V</b>	1					<b>V</b>	1		<b>V</b>	<b>V</b>			
TUN																								
Sum	4	4	6	-	5	4	-	4	7	-	3	3	-	1	1	1	2	2	2	6	6	-	-	3

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)

Sub- ject	N	Iusi	c	,	Arts	1	E	thic	:s		RE		1	Spo theo	rt ry		PE			Sum	l	Σ to- tal
School	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
AUS																			-	-	-	-
AUT 1						$\checkmark$						<b>V</b>									6	6
AUT 2						1						<b>V</b>			1	1	1	<b>V</b>	3	2	5	10
CZ														√	√				-	5	4	9
EST	√	<b>√</b>	1	√	<b>V</b>	<b>√</b>	√	<b>V</b>	1						√	<b>V</b>	1	√	5	6	9	20
FRA																			-	-	-	-
GER 1															<b>V</b>				2	1	2	5
GER 2		<b>√</b>	1			<b>√</b>								√	√				1	7	7	15
GBR		$\checkmark$			√						<b>V</b>			$\checkmark$			<b>V</b>		-	1 0	-	10
GRE 1															√			$\checkmark$	-	-	3	3
GRE 2															7			$\checkmark$	1	-	5	5
ITA									<b>V</b>			~						$\checkmark$	1	-	8	8
KEN																			- 1	-	- 1	-
KOS															√			<b>V</b>	-	1	3	4
SVK								<b>V</b>					1	V	$\sqrt{}$	1	<b>V</b>	V	3	9	7	19
TUN													1	V	$\sqrt{}$				1	1	1	3
Sum	1	3	2	1	2	4	1	2	2	-	1	3	2	5	10	3	4	7	15	4 2	6	117

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

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

Subject		othe		Fr	ench	1	En	glis	h	for	ier eigr igua		Ge	eo- aphy	7	Hi	stor	y		cial udie:	s
School	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
AUS																					
AUT 1														<b>V</b>	<b>√</b>			<b>√</b>			<b>V</b>
AUT 2						<b>V</b>		<b>√</b>	<b>√</b>		<b>V</b>	<b>V</b>				√	<b>V</b>	<b>√</b>			
CHN		<b>√</b>	√						<b>V</b>									√		<b>√</b>	<b>√</b>
CZE		<b>√</b>	√	<b>V</b>	<b>√</b>	<b>V</b>		<b>√</b>	<b>V</b>		<b>V</b>	<b>V</b>						√		<b>√</b>	<b>√</b>
EST			<b>√</b>						<b>V</b>						<b>√</b>		<b>√</b>	<b>√</b>		<b>V</b>	<b>V</b>
FRA																					
GER 1	<b>V</b>				<b>V</b>	<b>V</b>			<b>V</b>									√			<b>V</b>
GER 2	<b>V</b>	<b>V</b>			<b>V</b>	<b>V</b>		<b>√</b>	√			<b>V</b>		<b>V</b>	<b>√</b>	√		<b>√</b>			
GBR																		√			
GRE 1			√						<b>V</b>												
GRE 2									√									<b>√</b>			
ITA		<b>V</b>	√			<b>V</b>			<b>V</b>			<b>V</b>						<b>√</b>			
KEN							<b>V</b>	<b>√</b>													
MRI																					
NOR																					
SVK				1	<b>V</b>	<b>V</b>	√	1	1	1	√	1	<b>V</b>	√	1	<b>V</b>	1	<b>√</b>		<b>V</b>	<b>√</b>
Sum	2	4	5	2	4	6	2	5	1 0	1	3	5	1	3	4	3	6	1 1	-	4	6

1: 10-12 years

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)

Sub- ject	M	usic	!	Ar	t		Et	hics		RI	Ξ			ort eory	,	PE	2			Sum	l	Σ to- tal
School	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
AUS																			-	-	-	-
AUT 1			<b>√</b>			<b>√</b>									<b>V</b>			√	-	1	7	8
AUT 2						1					<b>√</b>	1			√	√		<b>V</b>	2	5	8	15
CHN														1	<b>V</b>			1	-	5	6	11
CZE													<b>√</b>	<b>√</b>	<b>V</b>	$\checkmark$	$\checkmark$	√	3	8	8	19
EST			1		<b>√</b>				√						<b>V</b>	$\checkmark$		1	1	4	9	14
FRA																		√	-	-	1	1
GER 1				<b>√</b>	<b>√</b>	<b>√</b>								<b>√</b>	<b>V</b>			<b>√</b>	2	3	7	12
GER 2			<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>							<b>V</b>	$\checkmark$		<b>√</b>	5	8	9	22
GBR														<b>√</b>	<b>V</b>	$\checkmark$	$\checkmark$	√	1	3	3	7
GRE 1			<b>√</b>			<b>√</b>									<b>V</b>			√	-	-	6	6
GRE 2						<b>√</b>									<b>V</b>			√	-	-	5	5
ITA						V			√			V			<b>√</b>			<b>V</b>	-	1	1 0	11
KEN	<b>V</b>	$\checkmark$		<b>√</b>	<b>√</b>		<b>√</b>	<b>√</b>		<b>√</b>	<b>√</b>		<b>√</b>	<b>√</b>		$\checkmark$	$\checkmark$		7	7	-	14
MRI															√				-	-	1	1
NOR															√				-	-	1	1
SVK							1	<b>V</b>	1				1	<b>V</b>	√	1	1	√	8	9	9	26
Sum	1	2	4	3	4	7	3	3	3	1	2	2	3	6	1 4	7	8	13	2 9	5 4	9	173

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

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

Sub- ject	the to		e	Fr	enc	h	Er	ıglis	h	for lar	her reig 1- age	n	Bi	olog	<b>y</b>	Ge gr:	eo- aph	y	Hi	stor	у		cial udie	
School	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
AUS																								
AUT 1						√									√						√			
AUT 2						<b>V</b>		<b>V</b>	√		√	√						<b>V</b>	√		√			
CHN									<b>V</b>											$\checkmark$	√		$\checkmark$	$\checkmark$
СҮР																								
CZE					$\checkmark$	<b>√</b>	<b>V</b>	<b>√</b>	<b>V</b>								<b>V</b>			$\checkmark$	√			$\checkmark$
EST	^	^	$\checkmark$					$\checkmark$	$\checkmark$															
FRA 2									√															
GER 1	<b>√</b>		<b>V</b>		$\checkmark$	<b>V</b>			√		<b>√</b>				1	<b>√</b>			√		√			
GER 2	<b>V</b>	$\checkmark$	1		<b>√</b>	<b>V</b>		<b>V</b>	<b>V</b>		<b>V</b>	<b>V</b>		<b>√</b>	<b>V</b>				<b>V</b>					
GBR	$\checkmark$															√			√			$\checkmark$		
GRE 1																								
ITA			1																					
JPN																								
KEN							<b>V</b>	1	√															
MAS								V																
MRI																								
NOR																					√			
RUS	<b>V</b>	V	<b>V</b>	<b>V</b>	1	<b>V</b>																		
SVK	<b>V</b>	$\checkmark$	<b>V</b>	√	√	√	1	√	1	<b>V</b>	1				√	√	1	√	1	√	√		√	√
Sum	6	6	6	2	5	7	3	7	1	1	4	2	-	1	4	3	2	2	5	5	8	1	3	3

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

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

Sub- ject	M	usic	:	Aı	rt		Et	hics		RI	E			ort		Pl	E			Sum		$\sum_{\mathbf{total}}$
School	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
AUS																			-	-	-	-
AUT 1			<b>V</b>						√						√			√	-	-	8	8
AUT 2						√					<b>√</b>	√			√	√		√	2	5	9	16
CHN														√	<b>V</b>		<b>V</b>	√	-	4	5	9
CYP																			-	-	-	-
CZE			<b>V</b>			<b>V</b>		√	<b>V</b>						<b>V</b>	√	<b>V</b>	√	2	8	9	19
EST				<b>√</b>	√	<b>V</b>							<b>√</b>	√	<b>V</b>	√	√	<b>V</b>	4	5	5	14
FRA															<b>V</b>			<b>V</b>	-	-	4	4
GER 1				<b>√</b>	√	<b>V</b>		√							<b>V</b>	√	<b>√</b>	√	5	5	8	18
GER 2		<b>√</b>	<b>√</b>	<b>√</b>	√		$\checkmark$		<b>√</b>						<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>	5	8	9	22
GBR													$\checkmark$	√	$\checkmark$				5	1	1	7
GRE 1															<b>√</b>			<b>√</b>	•	-	2	2
ITA														√	7		7	7	ı	3	4	7
JPN																			-	-	-	-
KEN	<b>√</b>	<b>√</b>		<b>√</b>	$\sqrt{}$			√		<b>√</b>	<b>√</b>		<b>√</b>	√		√	√		7	7	1	15
MAS								$\sqrt{}$						$\sqrt{}$					-	5	-	5
MRI																			•	-	-	-
NOR																		$\checkmark$	•	-	3	3
RUS																			2	2	2	6
SVK							√							<b>V</b>					8	1 0	1	28
Sum	1	2	3	4	4	4	3	5	4	1	2	1	3	7	1 3	7	1 0	1 2	4	6	8	183

1: 10-12 years 2: 13-15 years

3: 16-18/19 years

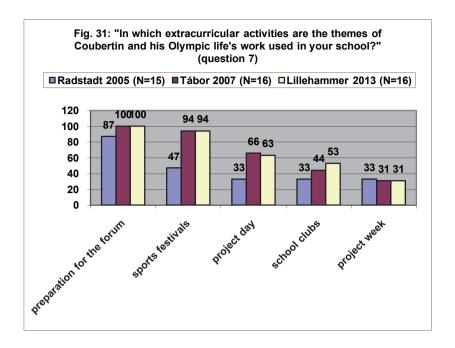
Nevertheless, the quantitative part should not remain the sole criterion of the analysis. As the examinations in **Chapter 6.2.1** substantiate, great progress in Olympic education was made in the comparison period 2005-2013, which is also reflected in the results of the participants, especially in the 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 109

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 5<sup>th</sup> 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.

Multiple answers were possible. 2007: No data from Australia, Japan, South Korea, Switzerland. 2013: No data from Australia, France 1 (Bolbec), Japan, Mauritius.



# e) The intensified use of materials on an Olympic education 110 111

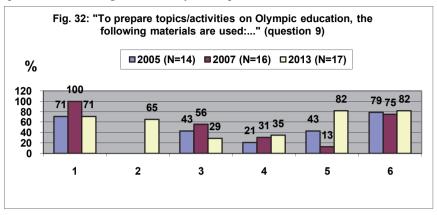
**Fig. 32** on the next page illustrates the variety of materials used by the schools of the Network for Olympic Education, especially in the preparations for the Youth Forums. A significant increase from 2005 to 2007 is evident here. Another increase until 2013 can be observed in the *further education 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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<sup>2005:</sup> 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.

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), <a href="https://www.coubertin.net">www.coubertin.ch</a> (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

Since 2014 www.coubertin.org.

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 2007and 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. 113

Beyond this, it is worth mentioning that in 2005 and 2007 respectively, only two assistant coaches<sup>114</sup> (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 longterm members of the Network – participated in various Olympic education activities/events, were documented in the following. 115

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

- 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.
- 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).
- In 2013, exhibitions/presentations in public buildings were organised and shown by four schools of the Network (CHN, EST, GER 2. SVK).
- In 2013, the incorporation of social media into the dissemination of the Olympic education results is added. 116

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.

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.

Among the surveyed, in 2005 only four were directors and in 2007 three.

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).

Sum	3	3	7	4	3	3	S	1	9	7	6	3	4	3	3	3	3	3	1	4	2	7	1	90
other										7	7									7				3
social media									^				^											2
Day of open doors		>							Λ	7	>													4
reports by tea- chers/ lectures				>	>		>			^	>		>	>		^					>	>		10
reports by pupils			>							^	>				>	^	>							9
exh. in public buil- dings				>			>				>											>		4
photo exhibi- tion		>	>	>	>	>	>			>	>	>	^	>			^	>			>	^		15
presentation of a film			>				>	٨	٨		>											٨		9
event		^	^		^				Λ	^						٨	Λ			^		Λ		6
local press	>	7	>			>	>		^		>		>	>	^			>	>	>		>		14
school's website/ website of NOC	>	>	>	>		>			^	>	>	>			^			>		>		^		13
pupils' maga- zine	>		>									>											>	4
Form	AUS	AUT 1	AUT 2	CHN	CYP	CZE	EST	FRA1	FRA 2	GER 1	GER 2	GBR	GRE 1	GRE 2	VII	Ndf	KEN	MAS	MRI	NOR	RUS	SVK	NAL	Sum

# 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 EMRICH<sup>117</sup> formulated for the *Olympic centres*<sup>118</sup>, 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.

In Germany, Olympic Centres are defined as follows:

EMRICH, E.: "Der mündige Athlet und die lernende Organisation", Frankfurt 1996, 251f.

<sup>&</sup>quot;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 <sup>119</sup> and the website for schools <sup>120</sup>.
- 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 selfcompetence, competence in subject matters (gaining knowledge about Coubertin and the Olympic Movement), social competence

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http://www.coubertin.org

http://www.coubertin.net

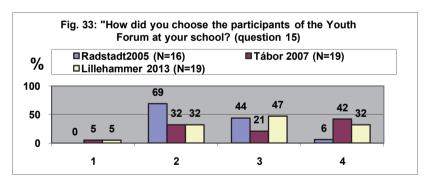
and the facilitation of foreign language competence during common activities <sup>121</sup>

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).

# 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 *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**).

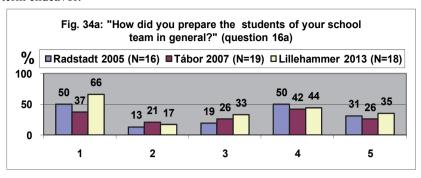


- 1. All students at this age group could apply. Students who applied first had priority.
- Qualified students were approached by accompanying teachers and asked to participate.
- 3. All students of the corresponding age group could apply for admission; the selection follows an in-school competition.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

<sup>&</sup>lt;sup>121</sup> See Fig. 42 on p. 98.

Australia sends the winners of the Australian Pierre de Coubertin Award of the eight federal states/territories. Mauritius sends the two winners of the National Pierre de Coubertin Award. Other schools/delegations award students for outstanding performance

As **Fig. 34a** reveals, the **preparations**<sup>123</sup> for the Youth Forums are a long-term endeavor.



- 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<sup>124</sup>

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.

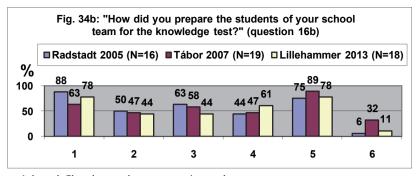
Nevertheless, an especially intensive **preparation of the participants for the knowledge test** at the Youth Forums is essential. This took place in various ways at the individual schools:<sup>125</sup>

with the participation in the Youth Forum (for example CYP, GER 1 und GER2 und GRE 1). Others generate a ranking of possible participants (AUT 1).

Multiple answers were possible.

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).

Numerous multiple answers. Most schools/delegations combined more than one form.

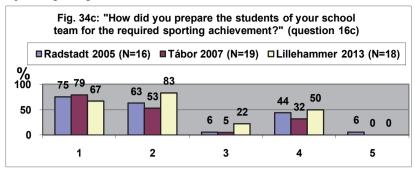


- 1 through films, lectures by accompanying teachers.
- 2 discussions with knowledgeable conversation partners.
- 3 predominantly via the internet.
- 4 stories from the experience of / instructions from participants of previous meetings.
- 5 in the self-studies of the participants.
- 6 other forms126

Alongside the participants' personal time for preparation during their selfstudy 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%).

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**<sup>127</sup>:



- 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%).

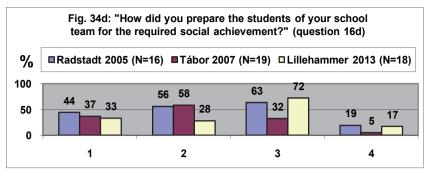
Regarding the **preparation for social performance**<sup>128</sup> at home, the methods varied at the Youth Forums as evident under analysis. In preparation for the Forums in Radstadt 2005 and Lillehammer 2013, about two thirds of the schools and country representatives let the participants choose a 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%)<sup>129</sup> 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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<sup>&</sup>lt;sup>127</sup> Multiple answers were possible.

Multiple answers were possible. No entry from CYP in 2013.

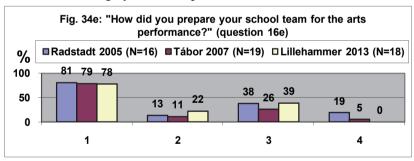
Here it is necessary to bear in mind that new schools joined in 2013 (ed. note).



- 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 130

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*. <sup>131</sup>

A similar dynamic in the preparations for all three Youth Forums can be observed in the category of **artistic performance**: <sup>132</sup>



- 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

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).

See remarks on pp. 44-45.

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.* <sup>133</sup>

## 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.

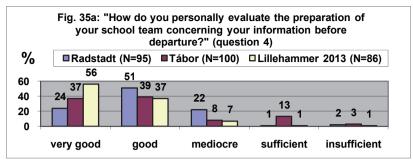
An analysis of the *information prior to departure* clearly shows that the participants confirmed being better prepared from forum to forum (see **Fig. 35a** on the following page). In 2005 75% of the participants and in 2007 76% of the participants indicated that the information was *very good* or *good*,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

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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<sup>th</sup> Youth Forum in Piešt'any 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<sup>th</sup> 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.

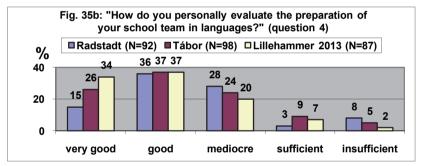
It is important to note that all schools/delegations are supposed to receive the same information prior to departure. Presumably, this was not the case for all of the participants by the persons responsible. Since a few delegations decided to participate on short notice, the teenagers received some of 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<sup>th</sup> 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)<sup>135</sup>.

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%. <sup>136</sup>



The participants and their accompanying teachers always look forward with

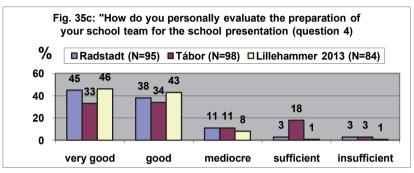
In preparation for the 9<sup>th</sup> Youth Forum in Lillehammer 2013, all important information was sent to the schools (in the same manner as in 2007); this time, it was properly relayed to all participants.

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.

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.

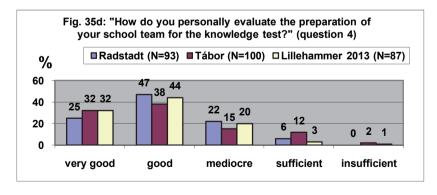
eagerness and curiosity to the *presentation of the individual schools* (has been organised as a Mini-Expo since Beijing 2011).

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%).

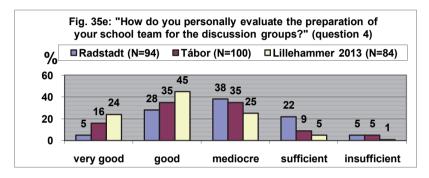
The strengthened efforts to convey Olympic knowledge and Olympic values at the Network's schools are also reflected in the participants answers referring to the *preparations for the knowledge test* (see Fig. 35d): the majority also saw themselves as *very well* or *well* prepared (2005: 72%, 2007: 70%,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



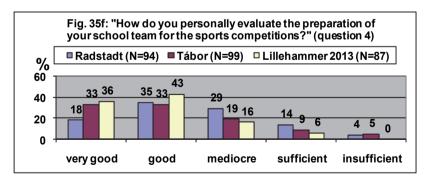
<sup>137</sup> This primarily applied to the representatives of the five delegations, that participated in a Youth Forum for the first time

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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.

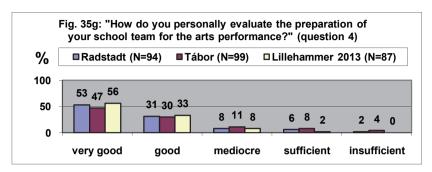


A similar tendency in reference to the *preparations for the sport competitions* is also evident. While in 2005 about half of the teenagers (53%) viewed their preparatory measures for this area of the competition as *very good* or *good*, in 2007 this increased to two thirds (66%) and in 2013 to 79%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

und 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<sup>138</sup> 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 NAUL as "experience-oriented didactic approach" is based on COUBERTIN'S idea of peace education, which can only be successful through combination of theoretical learning and personal experience. <sup>140</sup>

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. <sup>141</sup> <sup>142</sup> <sup>143</sup>

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<sup>38</sup> Cf. NIKOLAUS; I.: Die olympische Idee Pierre de Coubertins, 2011, chapter 3 and 4 and vol. 2, Appendix for chapter 3.

NAUL. R.: Olympische Erziehung, 2007, 77f.

<sup>140</sup> Cf. MÜLLER, N.: "The idea of Peace as Coubertin's vision for the modern Olympic Movement" in: IOA (Ed.): 7<sup>th</sup> International Session for Educators and Officials of Higher Institutes of Physical Education, 20-27 July 2006. Proceedings. Ancient Olympia 2007, 60.

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 *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 7<sup>th</sup> Youth Forum in Olympia as well as former participants from Norway and Australia at the 8<sup>th</sup> 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

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 8<sup>th</sup> 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.

school in Norway succeeded in staffing the entire team of volunteers with former participants during the Lillehammer Forum in 2013. The group of "formers" ensured A smooth organisational process. In line with this experience from Lillehammer, the essential know-how of the numerous alumni volunteers will be incorporated in the  $10^{th}$  Youth Forum in Piešt'any 2015.

<sup>&</sup>lt;sup>142</sup> Cf. FN 86, page 49.

<sup>143</sup> Cf. NIKOLAUS, I.: Die Olympische Idee, 2013, chapter 3.1.2 on the Olympic Youth Camps from Helsinki 1952-Mexiko 1968, 103-107.

<sup>144</sup> Cf. Lenk, H.: Werte, Ziele Wirklichkeit der modernen Olympischen Spiele. Schorndorf 1964, 16.

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:

# 5<sup>th</sup> 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

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

SD = Standard Deviation

# 6<sup>th</sup> 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

	N	Mini- mum	Maxi- mum	Ø	SD
Information provided about the Youth Forum and the Coubertin Award before your departure	100	1	4	2.04	.828
Information about the daily programme	100	1	4	1.73	.763
Sports facilities	100	1	3	1.84	.677
Meals	100	1	5	3.02	.995
Accommodation in general	98	1	4	1.96	.657
Programme in general	98	1	5	1.88	.763
Timing (schedule) of the events	100	1	4	2.04	.816
Opening ceremony	100	1	4	1.85	.744
Tour through Tábor	98	1	4	1.80	.824
School presentations	99	1	5	1.77	.831
Excursion to Prague	100	1	3	1.32	.566
Arts competitions	100	1	4	1.34	.572
Quality of the discussions	100	1	5	2.00	.765
Relations to young people from other delegations	100	1	4	1.56	.686
Forum newspaper	100	1	5	1.75	.903
Care of the host school	100	1	3	1.64	.659
Care of the organizing committee	100	1	4	1.67	.652

SD = Standard Deviation

# 9<sup>th</sup> 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)<sup>145</sup>

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

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

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. 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 *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:

<sup>&</sup>lt;sup>146</sup> For the comprehensive evaluation of the individual Youth Forums on the part of the participants and the accompanying teachers, see Fig. 36-38 p. 93.

# 5<sup>th</sup> 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)  $(N=30)^{147}$ 

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

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.

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.

# 6<sup>th</sup> 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)  $_{149}$   $_{150}$ 

	very	good	satis- factory	bad	N./A.
	900d %	%	%	%	%
Information provided about the Youth Forum and the Coubertin Award before your departure	60	30	10	-	-
Information about the daily programme	63	33	3	1	1
Sports facilities	43	50	7	-	-
Meals	7	43	37	13	-
Accommodation in general	47	33	20	-	-
Programme in general	53	47	-	-	-
Timing (schedule) of the events	47	27	27	-	-
Opening ceremony	70	20	10	-	-
Tour through Tábor	63	23	13	-	-
Social evening with school presentations	63	27	10	-	-
Excursion to Prague	67	17	17	-	-
Arts competitions	90	10	-	-	-
Quality of the discussions	47	43	10	-	-
Relations between the young people from different countries	77	23	-	-	-
Relations towards colleagues from other delegations	77	23	-	-	-
Forum newspaper	77	20	-	-	3
Care of the host school	80	13	7	-	-
Care of the organising committee	93	7	-	-	-

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.

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.

# 9<sup>th</sup> International Pierre de Coubertin Youth Forum in Lillehammer (Norway) 2013- Accompanying teachers' point of view

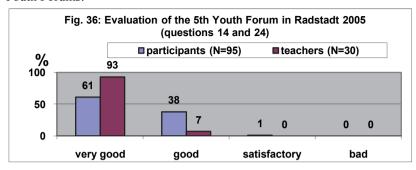
Tab. 10: How do you evaluate the following points of the Youth Forum? (Question 25)  $(N=19)^{151}$   $^{152}$ 

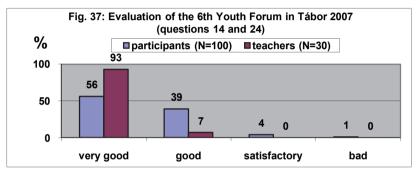
	very good	good	satis- factory	bad	N./A.
	%	%	%	%	%
Information provided about the Youth Forum and the Coubertin Award before your departure	84	16	-	-	-
Information about the daily programme	58	32	11	-	-
Sports facilities	84	11	5	-	-
Meals	42	42	16		-
Accommodation in general	74	26	-	-	-
Several nations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

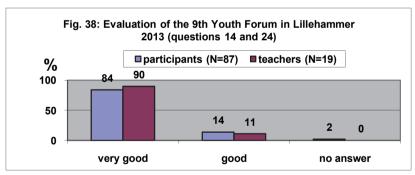
Due to slight rounding errors, the sum of the entries does not always equal to exactly 100%. To maintain clarity in the table, multiple decimal places were not used.

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: 153





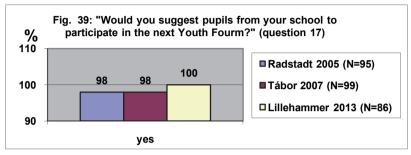


The majority of the teenagers acknowledged the respective Youth Forum as *very good* (2005: 61%, 2007: 56% and 2013: 84%!); in 2005 and in 2007 a little more than one third indicated it as *good*. In 2013 14% of the students answered with *good*. Very few participants evaluated the respective Youth Forum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

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. 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.

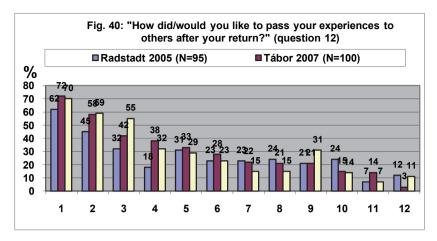
As the research demonstrates, the impressions, experiences and the atmosphere during the meeting as well as being a part of an international and multicultural community, remained an impactful memory.

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.

First place desired was *I want to keep in touch with my new friends and help to strengthen the friendship of our schools* (2005: 62%, 2007: 72%, 2013: 70%), followed by with a photo exhibition (2005: 45%, 2007: 58%, 2013: 59%), *I want to help to prepare the delegation for next Youth Forum* (2005: 32%, 2007: 42%, 2013: 55%), with a report for younger pupils (2005: 18%, 2007: 38%, 2013: 32%), and lastly, *I want to present my video of the Forum* (2005: 31%, 2007: 33%, 2013: 29%) and with a report on the homepage of our school (2005: 23%, 2007: 28%, 2013: 23%).

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 class mates.
  - 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 class mates.

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.

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 <sup>156</sup>. 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. <sup>157</sup>

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.

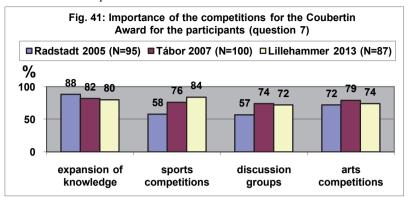
The competitive character becomes visible particularly during the actual youth meeting. The well-prepared teenagers want to compete with one another and want to measure themselves up against their peers from different

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 10<sup>th</sup> Youth Forum with a complete team.

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 7<sup>th</sup> Youth Forum in Olympia.

countries. This dynamic is also reflected in the answers to the significance of the individual competitions: <sup>158</sup>



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

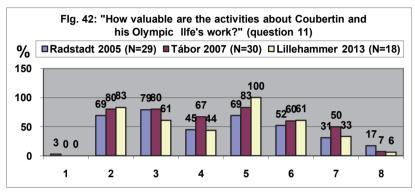
In general, the accompanying teachers prepare the members of their school's team to participate in the Youth Forum and the various competitions for the

<sup>159</sup> No reply 2005: AUS, FRA, KEN; 2007: AUS, MRI, KOR; 2013: AUS, CYP, JPN.

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

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.



- 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 160

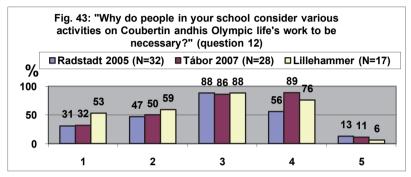
The first of the entries<sup>161</sup> herein are the development of social competence (2005: 69%, 2007: 83% and 2013: 100%) and competence in subject matters, i.e. expansion of knowledge (2005: 69%, 2007: 80% and 2013: 83%). Beyond that, the majority of the directors and accompanying teachers consider 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%). 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



- They are necessary because the life and work of Pierre de Coubertin are not well known in society.
- 2. Our school's name is a commitment. It is a major part of our school's heritage.
- 3. They can contribute to an integral upbringing of young people. 163
- 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.
- Other motives. 164

**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

62 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.

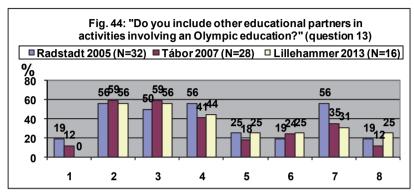
.

<sup>163</sup> Comment in the teachers' questionnaire: "integral means: a balanced education of body and mind in Coubertin's sense".

In 2013, the following was included among others: foreign language training (SVK).

of their school as a commitment. 165 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



- 1. No
- 2. Parents and family of students
- 3. Trainers and coaches
- 4. Representatives of the Regional Sports Association
- 5. Leaders of school clubs
- 6. Educators (of the boarding house)
- 7. Representatives of the local authority district /city
- 8. Other persons<sup>166</sup>

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)

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

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 6<sup>th</sup> Youth Forum in Tábor and the 9<sup>th</sup> 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. <sup>167</sup> 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

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

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 8<sup>th</sup> Youth Forum.

The execution of the 9<sup>th</sup> 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<sup>168</sup> 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. <sup>169</sup>

Last but not least, the exceptional volunteer work of the Community of Gausdal contributed to the overall success of the youth meeting. <sup>170</sup>

## 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.<sup>171</sup> 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

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

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.

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.

<sup>171</sup> 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 Piešt'any through the organisation of about 10 crossnational parallel arts workshops on site. They would be in the areas of performing arts, music, dance, pantomime, etc. 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<sup>th</sup> 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.<sup>173</sup>

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). <sup>174</sup>

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.<sup>175</sup>

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<sup>th</sup> 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 <a href="https://www.coubertin.net">www.coubertin.net</a> 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

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

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).

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 Tabor 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 7th Youth Forum, organised and sponsored by the Coubertin School in Pallini, left a memorable impression on the participants.

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<sup>th</sup> Youth Forum in Beijing and who mastered countless assignments in Olympia two years earlier and, therefore, contributed to the success of both forums.

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.

## 7 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<sup>177</sup>, 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<sup>178</sup>, but also from Japan and later Malaysia. Regard Rio 2016, initial interests were received

<sup>177</sup> Cf. MÜLLER, N. (Ed.): Coubertin et l'Olympisme. Questions pour l'avenir. Niedernhausen, Strasbourg, Sydney 1998, 298.

Cf. Nikolaus, I.: From Tábor to Olympia: The Pierre de Coubertin Youth Forums. In: CIPC (Ed.): *Lettre d'Information* 2009/1, 9. Lausanne.

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 21<sup>st</sup> 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 10<sup>th</sup> Youth Forum in Piešt'any.

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.<sup>179</sup>

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!

<sup>&</sup>lt;sup>179</sup> 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)

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# **Appendix**

# 1 Short portrait of the Member Schools of the International Coubertin Schools Network<sup>180</sup>

Winners of the Australian Coubertin Award 181



Fig. 45: Logo of the Australian Olympic Committee 182

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 Country: Australia

Royal Exchange NSW 1225

**Telephone:** (61 2) 9247 2000

**Fax:** (61 2) 8436 2198

Website: <a href="http://www.olympics.com.au">http://www.olympics.com.au</a>

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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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.

<sup>181</sup> Cf. Brownlee, H.: "Global Initiatives on Olympic Education", in: INTERNATIONAL OLYMPIC ACADEMY (Ed.): Report on the I.O.A.'s Special Sessions and Seminars 1999. Ancient Olympia 2000, 72-78 and Brownlee, H.: Sharing the Spirit. Bankstown 2002, 51-53.

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
- □ Piešt'any (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 8<sup>th</sup> Youth Forum in Beijing 2011 (photo: H. Brownlee)

# Pierre de Coubertin Bundes-Oberstufenrealgymnasium (BORG) Radstadt



Fig. 49: Students in front of the school building

Address: Moosallee 7, A 5550 Radstadt

**Country:** Austria

School Website: <a href="http://www.borg-radstadt.salzburg.at">http://www.borg-radstadt.salzburg.at</a>

**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 5<sup>th</sup> Youth Forum

- □ 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 5<sup>th</sup> 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**



Fig. 55: The school building

Address: Don Bosco-Straße 20, A 2442 Unterwaltersdorf

**Country:** Austria

School Website: <a href="www.donboscogym.ac.at">www.donboscogym.ac.at</a>

**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

- □ 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 Piešt'any (photos: Don-Bosco-Gymnasium)



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





### Beijing High School Four Pierre de Coubertin



Fig. 60: The first School Gate (photo: I. Nikolaus)

Address: Jia 2, Xihuangchenggenbei Street,100034 Beijing,

**Country:** People's Republic of China

School Website: <u>www.bhsf.cn</u>

**Telephone:** 0086-10-66175566

**Fax:** 0086-10-66175061

E-mail: <u>liuchm@bhsf.cn</u>

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

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

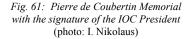






Fig. 62: The naming of the school in 2008 (photo: Beijing High School Four Pierre de Coubertin)

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



▲ Fig. 64: Chinese dancer at the 7<sup>th</sup> Youth Forum in Ancient Olympia (photo: CIPC Press Centre)



### Pancyprian Gymnasium Nicosia



Fig. 65: The school building (photo: Pancyprian Gymnasium)

Address: Platia Archiepiskopou Kiprianou, 1016, Nicosia

**Country:** Cyprus

School Website: <a href="http://lyk-pagkyprion-lef.schools.ac.cy">http://lyk-pagkyprion-lef.schools.ac.cy</a>

**Telephone:** 0035 722466711

**Fax:** 0035722430915

E-mail: <u>lyk-pagkyprion-lef@schools.ac.cy</u>

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)

□ 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: Náměsti Františka Křižíka 860, CZ 39030 Tábor

Country: Czech Republic

School Website: <a href="www.gymta.cz">www.gymta.cz</a>

**Telephone:** 0042/038 1252136

Fax: 0042/038 1252920

E-mail: <u>skola@gymta.cz</u>

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

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



Fig. 71: Coubertin bust in the school building



Fig. 72: Pupils' exhibition "Pierre de Coubertin – Life and Works of a Humanist"



Fig. 73: Coubertin School Tábor Host of the 6<sup>th</sup> Youth Forum in 2007 (photos: I. Nikolaus)

#### Ülenurme Gümnaasium



Fig. 74: The school building (photo: Ülenurme Gümnaasium)

**Address:** Tartu mnt. 5, Ülenurme, EE 61714 Tartumaa,

**Country:** Estonia

**School Website:** http://www.yle.edu.ee

**Telephone:** 00372/509 1527

Fax: 00372/750 2635

E-mail: <u>kool@yle.edu.ee</u>

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)

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



Fig. 75: Results of the arts competitions on occasion of the School Olympics in 2006 (photo:I. Nikolaus)

# Host of International School Olympics:

□ 2008

□ 2010

□ 2012

□ 2014



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





Fig. 78: Comenius Project "Coubertin Academy": Visit of the Estonian Sports Museum in Tartu together with the project partners from four Coubertin Schools

(photo: Ülenurme Gümnaasium)

### 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: <a href="http://lyc-coubertin-bolbec.ac-rouen.fr:81/">http://lyc-coubertin-bolbec.ac-rouen.fr:81/</a>

**Telephone:** 0033/235 31 02 79

**Fax:** 0033/235 38 14 12

**E-mail:** <u>07629202@ac-rouen.fr</u>

The year the school was founded:

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

- $\hfill\Box$  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





Fig.83 : The school building (photo: Lycée Pierre de Coubertin Nancy)

**Address:** 5 rue Robert Schuman, F-5400 Nancy

**Country:** France

School Website: <a href="www.lyceecoubertin.fr">www.lyceecoubertin.fr</a>

**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

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

Fig. 84: The first team from Nancy at the 6<sup>th</sup> 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



Fig. 87: The Coubertin Gym (photo: K. Lange)

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

- □ Le Havre (FRA) 1997
- □ Much Wenlock (GB) 1999
- □ Lausanne (SUI) 2001
- $\hfill\Box$  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 7<sup>th</sup> Youth Forum in Tábor (photo: Press Centre Tábor)



Fig. 91: Invitation to the annual Sports Gala (photo: K. Lange)



### Pierre-de-Coubertin-Gymnasium Erfurt



Fig. 92: School complex with boarding house and gym (photo: O. Kleinecke)

Address: Mozartallee 4, 99096 Erfurt

**Country:** Germany

School Website: <a href="http://www.sportgymnasium-erfurt.de/">http://www.sportgymnasium-erfurt.de/</a>

**Telephone:** 0049 361 3481-421

**Fax:** 0049 361 3481-430

E-mail:

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

- □ 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



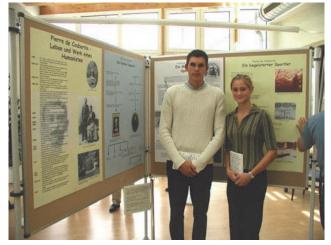
Fig. 93: Coubertin Memorial in the school yard (photo: O. Kleinecke)





Fig. 94 and 95: 2<sup>nd</sup> 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)

**Address:** Farley Road, Much Wenlock, GB Shropshire TF 13 NB

Country: Great Britain

School Website: www.williambrookes.com

**Telephone:** 0044-1952-728900

**Fax:** 0044-1952-728918

E-mail: <u>head@williambrookes.com</u>

The year the school was founded: 1952

The school has had the name since: 1970

Number of students: 959

Number of teachers: 62

**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

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



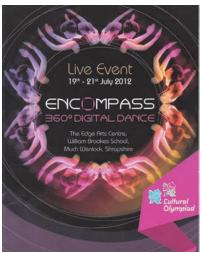


Fig. 98 and 99: William Brookes School Much Wenlock: Welcome to the Olympic flame in 2012 and host of the International Dance project Encompass with participants from different Coubertin Schools (photos: WBS)



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



Fig.101: The British team in Olympia 2009 (photo: CIPC Press Centre)

### 1<sup>st</sup> 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: <a href="http://lyk-pallin.att.sch.gr/school-en.htm">http://lyk-pallin.att.sch.gr/school-en.htm</a>

**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

**Head of school:** Mr. Anastasios Boudouvas

**Type of school:** High School

Number of teachers:

State School

**Sports profile:** School with regular sport lessons according to the

28

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

- □ Much Wenlock (GB) 1999
- □ Lausanne (SUI) 2001
- ☐ Genua-Arenzano (I) 2003
- □ Radstadt (AUT) 2005
- $\square$  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 7<sup>th</sup>
Youth Forum in 2009
(photos: CIPC Press
Centre)

### 3<sup>rd</sup> Lyceum of Pyrgos Pierre de Coubertin



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

**Address:** Ólympion & Kolliriou, GR-27100 Pyrgos

Country: Greece

**School Website:** 

**Telephone:** 0030/ 26210 31238 **Fax:** 0030/ 26210 30164

E-mail: library@3lyk-pyrgou.ilei.sch.gr

The year the school was founded: 1989

The school has had the name since: 1995

Number of students: 240

Number of teachers: 35

**Head of school:** Mr. Panagiotis Parras

**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 and because it is situated near to

Ancient Olympia

- □ 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

◀ (photos: I. Nikolaus)



Fig. 109: Dancers from Coubertin School Pyrgos: Opening Ceremony of the 7<sup>th</sup> Youth Forum in Olympia (photo: CIPC Press Centre)

#### Liceo Statale "Giuliano della Rovere" Savona



Fig. 110: School building (photo: Liceo della Rovere)

Address: Via Monturbano, 8, I-17100 Savona

**Country:** Italy

School Website: <a href="http://www.liceodellarovere.gov.it/">http://www.liceodellarovere.gov.it/</a>

**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

- □ 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 150<sup>th</sup> 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







Fig. 115: School building (photo: Senior High School at Otsuka)

Address: 1-9-1 Otsuka, Bunkyo Ward, Tokyo

Country: Japan

School Website: <a href="http://www.high-s.tsukuba.ac.jp/shs/wp">http://www.high-s.tsukuba.ac.jp/shs/wp</a>

**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

□ 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 8<sup>th</sup> 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**



Fig. 120: School building (photo: Kipkeino School)

Address: P.O. Box 7771, 30100 Eldoret

Country: Kenya

**School Website:** http://www.africanrelief.org/kip-keino-school-

eldoret.html

**Telephone:** 00254/ 733 771 024

Fax: 00254/ 53 206 1981

E-mail: <u>kipkeino@africaonline.co.ke</u>

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

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



Fig. 121: First participants from Kenya/Tanzania: Coubertin Award Ceremony at the 5<sup>th</sup> Youth Forum in Radstadt 2005

(photo: Press Centre Radstadt)

Fig. 122: The Kenyan team presenting the Maasai culture at the 8<sup>th</sup> Youth Forum in Beijing 2011 (photo: A. Schöpke)



Fig. 123: The Kenyan stand at the Mini-Expo in Lillehammer 2013 (photo: H. Krugenberg)





Fig. 124: Lillehammer 2013: Discovering the Norwegian mountains with friends (photo: H. Krugenberg)

### Gimnazija Kosovska Kamenica



Fig.

125:

School building (photo: Gimnazija Kosovska Kamenica)

Address: Cara Lazara 95, Kamenica/Kamenice, Kosovo

**Country:** Serbia and Montenegro

School Website: <a href="http://gimnazije.com/gimnazija">http://gimnazije.com/gimnazija</a> 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 5<sup>th</sup> Youth Forum in Radstadt 2005 (photo: Press Centre Radstadt)

### Senior Methodist Girls School Kuala Lumpur



Fig. 127: School building (photo: MGSKL)

Address: Jalan Cenderasari, 50480 Kuala Lumpur,

Malaysia

**Country:** Malaysia

School Website: <a href="http://www.mgskl.edu.my">http://www.mgskl.edu.my</a>

**Telephone:** 0060 3 2692 6010

Fax:

E-mail: smkkpmkl@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

□ 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-Expo in Lillehammer 2013 ► (photos: M. Dubovská)



### Winners of the Mauritius Pierre de Coubertin Award<sup>183</sup>

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 6<sup>th</sup> Youth Forum in Tábor2007
(photo: Press Centre Tábor)

-

<sup>183</sup> Cf. in detail chapter 2.3.

Fig. 135: Donation of a collection of literature on Coubertin to the schools of the winners in 2007 (photo: Mauritius Pierre de Coubertin Committee)



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◆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 9<sup>th</sup> Youth Forum in Lillehammer 2013 (photo: M. Dubovská)

### Gausdal videregående skole Pierre de Coubertin



Fig. 138: School building (photo: Gausdal videregående skole)

Address: Postboks 33, 2649 Østre Gausdal

**Country:** Norway

**School Website:** 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





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

◀

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



### 2013:

Only four years later, the school hosted the 9<sup>th</sup> CIPC Youth Forum in Lillehammer

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



Fig. 142: The Forum community in Kittilbu in the Gausdal mountains (photo: H. Krugenberg)

### Middle School N° 211 Pierre de Coubertin St. Petersburg



Fig. 143: School building (photo: Middle School N° 211 Pierre de Coubertin)

Address: ul. Gorochowaja, 20,

Sankt-Petersburg, Russia 191186

**Country:** Russian Federation

School Website: <a href="http://211spb.ru">http://211spb.ru</a>

**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 3<sup>rd</sup> 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 9<sup>th</sup> Youth Forum to the school community (photos: S. Sivertseva)



### Gymnázium Pierra de Coubertina Piešťany



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

Address: Námestie SNP c. 9, SK 92126 Piešť any

**Country:** Slovakia

School Website: <a href="http://www.gypy.sk">http://www.gypy.sk</a>

**Telephone:** 00421/33 7621830

**Fax:** 00421/33 7624007

E-mail: riaditel@gypy.sk

The year the school was founded: 1936

The school has had the name since: 2003

Number of students: 650

Number of teachers: 55

**Head of school:** Until 2014: Mgr. Iván Luknár

Since 2014: Mgr. Miroslava Hanková

**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 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 70<sup>th</sup> 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 Piešť any, host of the 10<sup>th</sup> 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: <u>bkdsoc@hanmail.net</u>

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 6<sup>th</sup> 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: <a href="http://www.ensr.ch">http://www.ensr.ch</a>

**Telephone:** 0041 21654 65 00

**Fax:** 0041 21 654 65 05

E-mail: <u>info@ensr.ch</u>

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 6<sup>th</sup> 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 Gasmi

**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 Genua-Arenzano 2003 (photo: I. Nikolaus)

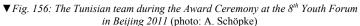
### **Participation in the Youth Forums:**

- □ 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)





### 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. Ülenurme 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 Pierra de Coubertina Piešt'any (Slovakia)
- 25. Lycée Sportif Pierre de Coubertin d' El Menzah Tunis (Tunisia)

### ${\bf 3} \qquad {\bf Short\ chronology\ of\ the\ Network}^{184\ 185}$

o short cm	onology of the feetwork
Summer 1996 September 1997	first contact to Coubertin Schools by CIPC 1 <sup>st</sup> Youth Forum in Le Havre (France); introduction of the competitions for the <i>Carnet Coubertin</i> (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 <sup>nd</sup> Youth Forum in Much Wenlock (Great Britain)
1999	Nomination ceremony at Gymnázium Pierra de Coubertina Tábor (Czech Republic)
September 2001	3 <sup>rd</sup> Youth Forum in Lausanne (Switzerland)
	Home stay of the Australian participants in Erfurt
July 2003	1 <sup>st</sup> Teachers-in-service training for teachers from Coubertin Schools within the framework of the Educationist's Session at the IOA
September 2003	4 <sup>th</sup> 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, Piešt'any, Much Wenlock, Erfurt)
2004-2007	Comenius School Development Project "Coubertin Academy" (participating schools: Piešt'any, Sopot, Ülenurme, Erfurt)
September 2005	5 <sup>th</sup> 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

1.5

Due to limited space, schools and institutions are referred to by location.

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	2 <sup>nd</sup> 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 3 <sup>rd</sup> Lyceum of Pyrgos Pierre de Coubertin
2006	Nomination ceremony at Pierre de Coubertin Bundes- Oberstufenrealgymnasium (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	6 <sup>th</sup> Youth Forum in Tábor (Czech Republic)
	Home stay of the Australian participants in Piešt'any
July 2008	3 <sup>rd</sup> 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	7 <sup>th</sup> 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	8 <sup>th</sup> 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	9 <sup>th</sup> 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	10 <sup>th</sup> Youth Forum in Piešt'any (Slovakia)
	Home stay of the Australian participants in Unterwaltersdorf (Austria)

# Participation of the schools in the Youth forums

Tab. 11: Participation of the schools in the Youth Forums (till 2013)

delegations	sum of	TUN	SVK	RUS	SUI	NOR	MRI	MAS	KOS	KOR	KEN	JPN	ITA	GRE 2	GRE1	GBR	GER 2	GER 1	FRA 2	FRA 1	EST	CZE	CHN	CYP	AUT 2	AUT 1	AUS	Youth Forum School
(6)	4															V	V	V		V								Le Havre (F) 1997
(7)	5													~	V	V	V	V										Much Wenlock (GBR) 1999
(10)	9			V											V	V	V	V		V		V			V		V	Lausanne (CH) 2001
	12	~	V										V	۷.	V	V	V	V			V	V			V		V	Genua- Arenzano (ITA) 2003
	15		~						<		~		V	۷	~	~	~	V		V	V	V			~	V	V	Radstadt (AUT) 2005
	20		~		~		~			V	~		~	2	~	~	~	V	V		V	V	V		~	V	V	Tábor (CZE) 2007
(19)	18	۷	~			۷	~				~		~	۷	~	~	~	V	V		V	V	V		~	V	V	Olympia (GRE) 2009
(22)	19	<	<b>V</b>			<	V	<			~	<	<	<		V	V	V			V	V	V	V	V	V	V	Beijing (CHN) 2011
	19		~	V		~	V	~			~	~	1		~	V	~	V			V	V	V	V	V	V	V	Lillehamme r (NOR) 2013
	\	သ	6	2	1	4	4	2	_	1	5	2	6	6	7	9	9	9	2	3	6	7	4	2	7	5	7	total

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, if deviant, in brackets).

13.00 Lunch Leisure time 16.30 Discussion groups, Topic 2: Fair play 18.00 Discussion groups, Topic 2: Fair play 18.00 Discussion groups, Topic 2: Fair play 18.00 Sill Forum meets Radstadt 23.00 Lights out Thursday, September 22nd 2005 6.45 Wake-up Morning walk 7.30 Morning walk Meeting of group leaders 8.00 Breakfast 3.00 Morning of group leaders 8.45 Breakfast 3.00 Lunch 13.00 Excursion to the City of Salzburg 15.15 Cluided walk in the City Visit to the Castle of Hellbrunn, Reception 21.00 Return to Tandallier	
13.00 16.30 18.00 19.00 23.00 23.00 7.30 8.45 11.00 14.00 118.00 21.00	
16.00 1st Discipline of PdC Award: Olympic Knowledge Test 19.00 Meeting of group leaders 20.00 Winter Sports in Austria Lights out  Tuesday, September 20th 2005 6:45 Wake-up 20.00 Discussion groups (Making Olympic principles work in the life of youth) Topic 1: Citius, aftius, fortus – the strive for efficiency Lunch Excursion to Ramsau (Glacier, Nordic Centre)  21.30 Dinner Social evening with presentation of the groups (5 minutes each) Return to Tandalier Wednesday, September 21st 2005 6:45 Wake-up Moming walk 7:30 Moming walk 7:30 Meeting of the group leaders 8:00 Ond Discipling of the DdC Award	"Sports Competition"
16.00 19.00 20.00 20.00 20.00 19.00 19.00 17.00 18.00 18.00 17.00 17.00 17.00 17.00 17.00	9
Youth Forum in Radstadt 2005 Sunday, September 18th 2005 Sunday, September 18th 2005 Arrival in the affernoon 19.00 Get together in the gym hall 23.00 Lights out Monday, September 19th 2005 6.45 Wake-up 7.00 Morning walk Monday, September 19th 2005 6.45 Morning walk Monday, September 19th 2005 6.45 Wake-up 7.00 Morning walk Morlome 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 Welcowelle de Coubertin Pierre de Coubertin, his family, his roots, his work Welco CLunch 12.00 Lunch Sports activities (open air, gym	hall, recreation room)
Sunda Sunda Arrival ii 19.00 20.00 23.00 Monda 6.45 7.00 7.30 9.00 9.00	

## Friday, September 23rd 2005

	14 00	12.00			9.00	8.00	7.30	7.00	6.45
Closing peremony	Sports activities/ preparation for	Lunch	peace"	"Mutual respect and work for	Discussion groups, Topic 3:	Breakfast	Meeting of the group leaders	Jogging along Enns-river	Wake-up

19.00 16.00 Arts Contest Some presentations of the Closing ceremony with presentation of PdC Awards Dinner Results of the discussion groups closing ceremony

23.00 20.00 Lights out Farewell Party

## Saturday, September 24th, 2005

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



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

### Patronage:

Salzburg Josef Tagwerker, Bürgermeister von Radstadt Mag. Gabi Burgstaller, Landeshauptfrau von Mag. Karl Schweitzer, Staatssekretär für Sport Tomas G. Sithole, IOC-Director of International

Dr. Leo Wallner, ÖOC-Präsident, IOC-Mitgliec

Relations

### Organizing Committee:

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

### Addresses:

Committee The International Pierre de Coubertin

Fax +41 21 694 06 09 CH-1001 Lausanne - Suisse

www.coubertin.net e-mail: jean-loup.chappelet@idheap.unil.ch Homepage: www.coubertin.ch

### Forum address:

e-mail: schloss.tandalier@aon.at Schloss Tandalier, A-5550 Radstadt Bundesschullandheim Radstadt Fax +43 6452 5960 Tel. +43 6452 4348

### Network address:

lnes.Nikolaus@web.de

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

### Programme



### "Making Olympic Principles Work in the Life of Youth"







hm:hwk bundeskanzleramt - Sport

### 6 Knowledge Test Radstadt 2005

International Pierre de Coubertin Youth Forum Radstadt 2005

### Coubertin Award Olympic Knowledge Test

Before you start to answer the questions, please write down your name, the name of

your scho <b>Name:</b>	ool and	the country you ar	re from:			
School:						
Country	(moth	er language):				
1.	right e	h were the events events) ancient Olympic Ga			oic Games? (Please	e tick the
	()	Running	ines consisted	( )	Pole vault	
	( )	Pentathlon		( )	Long jump	
	( )	Discus		( )	Hammer	
	( )	Javelin		( )	Wrestling	
	( )	Judo		( )	Boxing	
	( )	Pancration		( )	Sailing	
	( )	Swimming		( )	Horse Racing	
2.		hich God were th answer) Hera	e Ancient Oly	mpic Ga	ames designated?	(Tick the
	()	Apollo		( )	Poseidon	
	( )	7 (2011)		( )	1 00010011	
3.		ie modern Olymp ncient Olympic G			ame number of sp Tick the right answe	
	( )	Yes	( )	No		
4.	answe	er)	J		mpic Games? (Tick	the right
	( )	Yes	( )	No		
5.	(Tick	the right answer)			ames in ancient	Greece?
	( )	Yes	( )	No		
6.	Who	was William Penn	y Brookes?	(T	ick the right answer,	)
	( )	An English Mara	athon winner.			
	( )	A successor of 0	Coubertin as Pr	esident o	f the IOC.	
	( )	Somebody who	inspired Coube	ertin very	much for the Renev	val of the
		modern Olympic	Games.			

7.		was the winner of the Marathon 6? (Tick the right answer)	at the 1 <sup>st</sup> Modern Olympic Games
	( )	Carl Lewis	( ) Abebe Bikila
	( )	Spiridon Louis	
8.	Who v	vas Dimitrios Vikelas? (Tick the r	ight answer)
	( )	The Founding President of the IC	DC.
	( )	The first Greek Olympic gold me	dal winner.
	( )	The organiser of the Olympic Ga	mes in Athens 2004.
	( )	A famous Greek football player.	
9.		ich year did the Olympic Torch F he right answer) 1912 () 1928 ()	Relay take place for the first time?
	( )	1912 () 1929 ()	1000 ( ) 1000
10.	Who s	said the following words: "In the is not winning but taking part"?	ese Olympiads the most important (Tick the right answer)
	( )	An Anglican bishop	
	( )	A European athlete who wasn	't able to qualify for the Olympic
		Games	
	( )	Pierre de Coubertin	
12.	Olymp	oic Values are (give 4 examples	s)
	1)	2	2)
	3)		4)
13.	In whi	ich year did Coubertin become	IOC President? (Tick the right an
	( )	1856 () 1876 ()	1896 () 1906
14.		n sport event did Coubertin in he right answer)	troduce to the Olympic Games?
	( )		Modern Pentathlon
	( )	Decathlon ( ) F	Pole Vault
15.		ich year did Coubertin win a ç	gold medal and what was it for?
	( )		916, Javelin
	( )	1912, Literature ( ) 1	924, distinguished services to sport

16.	What of answer	do the 5 rings on the Olympic flag symbolize? (Tick the right r)
	( )	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.		ich cities were the last two modern Olympic Games held? two right cities)
	( )	Sydney ( ) London
	( )	Paris ( ) Athens
18.		ich year were women officially allowed to compete for the first (Tick the right answer)
	( )	1896 ( ) 1900
	( )	1920 ( ) 1972
19.		were three of the most important criteria by Coubertin to integrate c 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.		ch way did US athletes protest against race discrimination at the bic 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 answe	e did the Olympic Winter Games take place twice? (Tick the right r)
	( )	Chamonix / France
	( )	Innsbruck / Austria
	( )	Squaw Valley / USA
	( )	St. Moritz / Switzerland

T		, .	right answ		ne tir	St ti	me broadcasted world	wide on
(	( )	1956 l	Melbourne		(	)	1964 Tokyo	
(	( )	1976 l	Montreal		(	)	1988 Seoul	
			e abbrevi	ation "IOC				
					<b>O</b>			
W	/hat i	s the fa					President?	
w 	/hat i	s the fa						
 W	/hich	town v	amily nam	e of the pr	resen	ity		ames in



### 7 Original Certificate of Performance 2005

### Pierre de Coubertin

### **Certificate of Performance**

During the 5<sup>th</sup> International Youth Forum of the Pierre de Coubertin-Schools at Radstadt (Austria) 18<sup>th</sup> – 24<sup>th</sup> 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

Indus Culler

Intern. Coubertin Committee

G. de Navacelle de Coubertin Honorary President Intern. Coubertin Committee Dr. Hermann Andrecs
Delegate of the
Intern. Coubertin Committee
for the Youth Forum

Fig. 157: Original participant's Certificate, 5th Youth Forum Radstadt 2005 (CIPC Archives)

Hotel MAS, Sezimovo Usti									23.00 Lights out				_			10.30 Outdoor sports				7.30 Meeting of group leaders		200 Wake-in	Sunday, September 23 <sup>rd</sup> 2007	23.00 Lights out	20.30 First teachers' meeting			19.00 Dinner	Creating of the Forum Banner	Arrival in the ofference	Saturday, September 22 <sup>nd</sup> 2007	Tábor 2007	6" Youth Forum in	8 Programme of the	
games, dancing)	20.00 Free time activities (table tennis)	19.30 Dinner	17.00 Departure to Sezimovo Ústí	Sightseeing To			6.30 Wake-up	Tuesday, September 25 2007	Tipodon Sontomborost	Tát								EG:00		20.00 Disco			"Knowledge Te	Award:		12.30 Lunch in Tábor	Swimming)	Award: Sport	9.00 1" Discipline				7.15 Worning gymnastics/ iogging	ay, S	
				the Royal Way			2.			Tábor 1		_			P								"Knowledge Test" at Coubertin		2 <sup>nd</sup> Discipline of the Coubertin	7		Track and Field Triathlon and	1" Discipline of the Coubertin	ábor				2007	
9.00			7.15		T and the state of	hiireday s	23.00			19.00		16.00	14.00 F				. –	8.30		7.30		7.00 \										Vednesda <sub>\</sub>	23.00	<b>.</b>	
Discussion groups	Breakfast	Meeting of group leaders	Morning gymnastics/ jogging	Wake-up	9	Sentember 27th 2007	Lights out		Concert of a popular Czech	Dinner	Award)	Cross Country (part of the Coubertin	Free time activities (table tennis, games,	Lunch	A Survival Training	Topic 1: Citius, Altuis, Fortius:	Discussion groups	Departure to Vávrovka	Breakfast	ō.	Morning gymnastics/ jogging	Wake-up	Prague									Wednesday, September 26 <sup>th</sup> 2007	Lights out	Time for individual rehearsal	

Topic 2: Friendship and Solidarity Volleyball Tournament, Ringo	Tournament	Lunch	3 <sup>rd</sup> Discipline of Coubertin	Award: "Arts Competitions"	Dinner	International Dances	Lights out	Friday, September 28 <sup>th</sup> 2007	Wake-III
10.30	) ) -	12.00	14.00		19.00	20.00	23.00	Friday	7 00

D

Morning gymnastics/ jogging	Meeting of group leader	Breakfast	Discussion groups	Topic 3: Fair Play	Preparation for the Clos	Ceremony/Sports activii	Lunch	Closing Ceremony with	presentation of PdC Av	Departure to Tábor	Free time for shopping in	Departure to Housův Mil	
7.15	7.30	8.00	9.00		10.30		12.00	13.30		16.30	17.00	18.30	

Free time for shopping in Tábor	Departure to Housův Mill	Medieval Presentations and
Free time f	Departure	Medieval

### Saturday, September 29<sup>th</sup> 2007

Wake-up	Breakfast	Departure of the
7.00	7.30	O a







### International Pierre de Coubertin Committee Organisation

CH- 1001 Lausanne Switzerland C.P. 397

(CIPC)

Homepage: www.coubertin.ch, www.coubertin.net e-mail jean-loup.chappelet @idheap.unil.ch President: Univ. Prof. Dr. Norbert Müller =ax: +41 21 694 06 09

### Network address:

lnes.Nikolaus@web.de Tel. +49 36200 70 225 nes Nikolaus, CIPC Board Member, Responsible for Coubertin Schools

## Organising Committee of Gymnázium Pierra

RNDr. Miroslav Vácha, the Headmaster of GPdC de Coubertina:

Mgr. Helena Zasadilová Mgr. Libuše Szutáková

### Host School

Gymnázium Pierra de Coubertina Náměstí Františka Křižíka 860 390 01 Tábor

rel: +420 381 252 142 **Szech Republic** 

Fax: +420 381 252 920 www.gymta.cz

### Hotel MAS Address

Náměstí Tomáše Bati 417 391 02 Sezimovo Jstí II

"el.: +420 381 276 022, +420 777 755 776

### Patronage:

www.hotelmas.cz



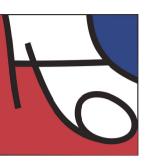
Governor of the Region of South RNDr. Jan Zahradník Bohemia

Czech Olympic Committee



### **OLYMPISM IN SCHOOLS** THE REALITY OF

Think Globally, Act Locally



### **PROGRAMME**

22 -29 September 2007

Gymnázium Pierra de Coubertina

Tábor, Czech Republic

9 Knowledge Test Tábor 2007

International
Pierre de Coubertin
Youth Forum Tábor 2007

### Coubertin Award Olympic Knowledge Test

	ool and	t to answer the questions, p I the country you are from:		n your name, the name of
•••••		er tongue):		
1.		was the founder of the id? (Please tick the right an		pic Games according to a
	( )	Paris	( )	Achill
	( )	Heracles	( )	Agamemnon
2.	right	h were the events of the A events) ancient Olympic Games con		•
	( )	Running	( )	Pole vault
	( )	Pentathlon	( )	Long jump
	( )	Discus	( )	Hammer
	( )	Javelin	( )	Wrestling
	( )	Judo	( )	Boxing
	( )	Pancration	( )	Sailing
	( )	Swimming	( )	Horse Racing
3.		h God were the Ancient O	lympic Games	dedicated to? (Tick the
	( )	Hera	( )	Zeus
	( )	Apollo	( )	Poseidon
4.		e in Greece can you find es? (Tick the right answer)	the stadium of	the Ancient Olympic
	( )	in Athens	( ) 0	n Mount Olymp
	( )	near Marathon	( ) 0	n the peninsula Peloponnes
5.		e modern Olympic Games nt Olympic Games? (Tick Yes (	the right answe	e number of sports as the r)

6.	Did women participate in the Ancient Olympic Games? (Tick the right answer)							
	( )	Yes	(	)	No			
7.	Was th	ere TRUCE during to		ympi	c Games	in Ancient	Greece?	
	( )	163	(	,	NO			
8.		th year were the And the right answer)	cient (	Olym	pic Game	s held for	the last time?	
	( )	102 BC	(	)	41 AD	(	( ) 393 AD	
9.	Who w	as William Penny Bı	rooke	s? (T	ick the rig	ht answer)		
	( )	An English football p	layer.					
	( )	Coubertin's success	or as	the P	resident o	f the IOC.		
	( )	Somebody who insp modern Olympic Ga		oube	rtin very n	nuch for the	e revival of the	
10.		vas the distance of t						
	` '	Ca. 21 kilometres Ca. 63 kilometres			( )	Ca. 42 kilo	metres	
11.	Who w	as Dimitrios Vikelas	? (Tic	k the	right answ	ver)		
	( )	The Founding President	dent o	f the	IOC.			
	( )	The first Greek Olym	npic g	old m	edal winne	er.		
	( )	The organiser of the	Olym	pic G	ames in A	thens 2004	<b>.</b> .	
	( )	A famous Greek foo	tball p	layer				
12.		ympic Fire is kindled it done? (Tick the rig				ple of Hera	in Olympia.	
	( )	With a match	( )		n a huge abolic mirr	( ) or	With a gas lighter	
13.		aid the following wo s not winning but ta						
	( )	An Anglican bishop						
	( )	A European athlete v Games	who w	as no	t able to q	ualify for th	e Olympic	
	( )	Pierre de Coubertin						
14.	Olympi	ic Values are (Give	4 exa	ample	es)			
	1)				2)			
	3)				4)			

	right a	nswer)							
	( )	1856	( )	1876		( )	1896	( )	1906
16.		sport event he right answ		oubertii	n intr	oduc	e into the (	Olympic Ga	mes?
	( )	200m sprint				(	) Modern	Pentathlon	
17.	In whi	ch year and	event	did Cou	uberti	in wir	n a gold me	edal? (Tick i	he right
	( )	1908, Pole V	'ault	(	( )	1916	, Javelin		
	( )	1912, Literat	ure	(	( )	1924	, distinguisl	hed services	to sport
18.	a. Wha	at do the five	rings	on the	Olyn	npic f	lag symbo	lize? (Tick t	he right
	( )	Peace on e	arth						
	( )	The 5 conti	nents c	of the wo	orld				
	( )	Unity of the	5 mair	n countr	ies				
	( )	The original	5 cou	ntries w	ho pa	articip	ated in the	Olympic Ga	mes
	( )	50 years Ol	ympic	Movem	ent				
		at are their co		`			east four co	,	
	3				4				
	(5			)					
19.	Which right c	cities hoste	d the I	ast two	Olyı	npic	Summer G	ames? (Tic	k the two
	( )	Beijing			(	)	London		
	( )	Paris			(	)	Athens		
20.	In whi	ch year were s for the first	wome	en offic (Tick ti	<b>ially</b> he rig	allow ht an	ed to comp swer)	oete in the (	Olympic
	( )	1896			(	)	1900		
	( )	1920			(	)	1972		
21.	What v	were Couber ic exercises	tin's t for the	nree mo masse	ost in es? (7	nport	ant criteria ne right ans	to integrat	е
	( )	Sufficient m	otivatio	n, low o	costs	and e	asy way of	learning.	
	( )	Higher educ	ation,	cost and	d ava	ilabilit	y.		
	( )	Mental well-	being,	physica	al prov	wess	and being t	he best.	

In which year did Coubertin become the President of the IOC? (Tick the

15.

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?( <i>Tick the right answer</i> )
	( ) 1956 Melbourne ( ) 1964 Tokyo
	( ) 1976 Montreal ( ) 1988 Seoul
25.	What does the abbreviation "IOC" stand for?
	1 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)



# **Original Certificate of Performance 2007**



Fig. 158: Original participant's Certificate, 6th Youth Forum Tábor 2007 (Tábor Press Centre)







### 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 NorwegianOlympic 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 Performance 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.
- 09.30-12.00 Presentation of The International Pierre de Coubertin Youth Forum.Guided tour of Lillehammer in groups of 15 – 20.
- 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.



9th International Youth Forum Pierre de Coubertin











### 12 Knowledge Test Lillehammer 2013<sup>186</sup>

	Coubertin Award
	Olympic Knowledge Test
9th Inter	rnational Pierre de Coubertin Youth Forum
	Lillehammer/Norway August 10th-August 18th 2013
Before vou star	t answering the questions,
1000	wn your name, the name of your school and the country you
are from:	
Name:	
School:	
Country:	
(mother tong	ue)
100	

 $<sup>^{186}</sup>$   $\,$  Elaborated by Robert Marxen, Honorary member of CIPC (CIPC Archives) .

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) <mark>1863</mark>	1 pt
Birthplace (city) Paris	1 pt.
Birtiipiace (city) Fairs	1 per
2. What were the reasons for Pierre de Coubertin to restore the	
Olympic Games? Give three answers, please. Write only	
catchwords (no complete sentences).	
	00 0000
1	1 pt
2	1 pt.
3	1 pt
4	1 pt
5	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	1 pt
2. Père Didon	1 pt.
a. I Cle Didon	280
4. Pierre de Coubertin: An Olympic Champion	
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.	100000000
	1 pt
1. Poetry	1 pt
2. Architecture	
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	1 pt.
2. Stockholm	1 pt.
3. Poetry	1 pt
o. Local	
Total points "Pierre de Coubertin" (14)	

## II. The Olympic Games of the Antiquity

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 Håkon's Hall (below).

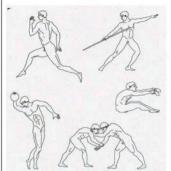


Do you remember ...

- ... in which years the Olympic Games of the Antiquity started and ended according to the history books? 2 pts Beginning ...... End ..... ... the length of the stadion in Ancient Olympia? (in feet or 1 pt metres) ...... ... 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.

You will be awarded an extra point, if you can name the combined event that consists of five separate events.

1 pt

5 pts



#### 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 pts

 2.
 2 pts

 3.
 (2pts)

 4.
 (2pts)

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 Time	es
take place?	Sant-2007
Year	1 pt
City	1 pt.
<ol><li>The Marathon Race was introduced into the programme of the first Olympic Games of Modern Times.</li></ol>	5
What is the distance (in metres) of this long distance race?	1 pt
<ul> <li>Who was the first Olympic champion?</li> </ul>	1
Which country did he represent?	1 pt.
• Which country and he represent:	1 pt
3. The first African Olympic champion of the marathon race was runner	0.000000
<ul> <li>From which country?</li> </ul>	0.200
	1 pt
What was his name?	1 pt
T-1/1 C1 1/1 1/1 1/1 1/1	1 pt
In which Games and year did he win the gold medal?  City:	2 pts
What was interesting about his sports wear? (Tick the correct answer)	
Did he run	
() without any clothes?	
() barefooted?	2 pts
() in a uniform?	
4. When and where was the Marathon race for women carried ou for the first time?	ıt
Country/City	2 pts
• Year	1 pt
5. He is one of the top athletes of Asia.	
What is his name?	
What is his hame.	1 pt.
Which country is he from?	ı pı.
In which event did he win a gold	1 pt
medal?	1
	1 pt
Do you know a top athlete of your	
country?	1 pt
Name	
Event he/she was successful in.	1 nt
	1 pt

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?	2 pts 2 pts
Here you see the mascot of the Paralympics in London. What is his name?	2 pts
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?	1 pt 1 pt
Total points "The Modern Olympic Games"(27)	

IV.	Symbols in the Olympic Games	
	The Olympic flag consists of five rings on a white background.     What do the five rings represent? Give at least three answers.     I point will be given for each answer (maximum 5 answers)	
	1	1 pt 1 pt 1 pt 1 pt 1 pt 1 pt
	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?	0.0000000
	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)	
	1	1 pt 1 pt
	3	1 pt
	Total points "The Symbols"(11)	

(2016, 1	The Olympic Mascots The mascots, designed by the host cities of the respective O	lumnia
	Games, have become very popular signs of recognition. All following mascots to the cities. If you know their names, yo awarded extra points. If there is a group of mascots, the na group or of one mascot is sufficient.	ocate the u will be
	1 Lillehammer I Mascot-Number Name(s)	er
	Sydney 2000/A Mascot-Number Name(s)	er
	London 2012/C Kingdom Mascot-Number Name(s)	er
	Athens 2004/G Mascot-Number Name(s)	er
	Beijing 2008/C Mascot-Number Name(s)	er

VI.	Olympic History of Norway	I
	Beside Lillehammer one other city has hosted the Olympic Winter Games.	
	Do you know its name and the year?	
	and the second s	4
	• City	1pt 1 pt
	- Itali minimini	
	2. What motto dominated the Olympic Winter Games of	
	Lillehammer in 1994? (tick the correct answer, please)	
	1.00 Article (1974 - 1975) (1975) (1975) (1975) (1975) (1975) (1975) (1975) (1975) (1975) (1975) (1975) (1975)	
	( ) More commercialization ( ) Preserve the environment	2 pts
	() Less woman participation	
	3. The Norwegians are very fond of winter sports. You see three winter sports. What do you call the events?	
	•	1 pt
	•	1pt
		1 pt
	•	5097

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?



1 pt

() Ice hockey

() Biathlon

() Speed Skating

Total points "Olympic History of Norway" ...(8)

VII.			ő	The	Ol	ymp	oic (	Cro	ssw	ord				
	1			s	О	С	н	I						
	2					0	L	Y	М	Р	I	A	D	
	3			L	A	U	s	A	N	N	Е	20.		
	4					В	R	o	N	z	Е			0.5 pt each answer
	5			P	Н	E	L	P	s					
	6			P	A	R	1	s						
	7	М	A	R	A	Т	н	0	N					
	8			С	н	I	N	A						
	9	U	s	A	I	N								
	1. 2. 3. 4. 5. 6. 7. 8.	spe Wholly Bun Col He nar Con The	mat is a mpic rial plour ( has v me) has v ubert	the na Game lace of of the won 18 in's B	me of es of t Pierr meda S gold Sirthp ace of of the	the phe Clare de Clare de Clare de Clare (clare Clare	eriod assica Coube the th als in Ccity).	of fou l Gree ertin's ird pl swim swim	body ace at ming mes.	rs asso t the (	ociate Olym	d with	ames.	

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

Ines Nikolaus Board Member of CIPC Reponsible for Coubertin-Schools

Fig. 159 : Original participant's Certificate,  $9^{th}$  Youth Forum Lillehammer 2013

(CIPC Archives)

# Original questionnaire for the participants in the 5<sup>th</sup> Youth Forum in Radstadt (Austria) 2005

## 5th Youth Forum of Pierre de Coubertin Schools in Radstadt (Austria) 2005

Please mark	accurately	/ with a	cross o	or compl	ete!
-------------	------------	----------	---------	----------	------

Trouble mark about atory with a brobb of	σσρ.	0.0.			
1. How did you learn about the 5th You  from a notice in the school be from an article in the pupils' in from my class teacher our head of school/ accompa	uilding magazir	ne			
2. Have you already heard about these	meetir	igs orga			?
□ yes If yes, from:			□ no		
□ participants of previous meet					
<ul> <li>□ an article in the pupils' maga</li> <li>□ notices/ documentations in the</li> </ul>		ol buildi	na		
□ reports by teachers	10 30110	oi bullul	''g		
□ the Internet					
□ other					
3. Why did you decide to take part in the a cross! I wanted	nis You	th Foru	ım? Pleas	e, mark eac	th line with
a cross: I wanted			corr	ect	not correct
· to get to know young peop	le from	other			
countries. • to learn something new ab	out the	narticina	etina .	]	
countries and their culture		participe	atting	]	
<ul> <li> finally meet representative</li> </ul>		partner	schools.		
<ul><li> to travel and get to know A</li><li> to learn more about Coube</li></ul>		l Olymp	ic history 🗆		
• to take part in the Couberti					ш
even win the Coubertin me		•		=	
<ul> <li> to experience something experience something experience</li> <li> to do sports with young per</li> </ul>		m many	countries =	_	
•Other reasons	opie iio	III IIIaiiy	Countines.		
4. How do you personally evaluate the Please, mark each line with a cross!		ation of	f your scho	ol team?	
	very	good	mediocre	sufficient	insuffi-
concerning the information about the	good				cient
Youth Forum before the departure	ш				Ш
·	_				
the preparation in languages					
for the school presentation					
for the Knowledge Test					
for the discussion groups					
for the sports competitions					
for the Arts Performance	П				

Award?  □ yes			□ no	
. Which importance do the follow Please, mark each line with a cr		have during	your stay in Ra	dstadt?
•	very mportant	important	not so important	unim- portan
<ul> <li>expansion of knowledge</li> </ul>				
<ul> <li>to reach the Coubertin medal</li> </ul>				
<ul> <li>exchange of experiences with y</li> </ul>	oung $\square$			
people				
<ul> <li>understanding in a foreign lange</li> </ul>				
<ul> <li>getting to know other cultures</li> </ul>				
<ul> <li>sports competitions</li> </ul>				
arts competition				
<ul> <li>discussion groups about curren Olympic topics</li> </ul>	t 🗆			
excursions				
recreation / relaxation				
			Table tennis	3
□ Individual Jogging □ Others □ Which sports do you usually pr		hletics  ina vour free t	ime at home?	
55 5	actice dur a number e	ing your free t	groups about c	nreaten th

5. What community service did you undertake for the Coubertin Award?

Multiple answers are possible!
<ul> <li>expansion of knowledge about Coubertin and the Olympic Movement</li> <li>friendship with young people from other countries</li> <li>learning about customs and traditions of other countries</li> <li>feeling of success about understanding in a foreign language</li> <li>self-confident presentation in front of a large audience</li> <li>team spirit in your own delegation</li> </ul>
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 an article in the local press □ 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 help to prepare the delegation for the 6 <sup>th</sup> Youth Forum. □ I want to organise a repeat of our theatre play. □ I want to organise a repeat of our theatre play. □ I want to organise a repeat of our theatre play. □ I want to organise a repeat of our theatre play. □ I want to organise a repeat of our theatre play. □ I want to organise a repeat of our theatre play. □ I want to organise a repeat of our theatre play. □ I want to organise a discussion for my class mates. □ I want to help to prepare the delegation for the 6 <sup>th</sup> Youth Forum. □ I want to organise a discussion for my class mates. □ I want to help to prepare the delegation for the 6 <sup>th</sup> Youth Forum. □ I want to organise a discussion for my class mates. □ I want to help to prepare the delegation for the 6 <sup>th</sup> Youth Forum. □ I want to organise a discussion for my class mates. □ I want to help to prepare the delegation for the 6 <sup>th</sup> Youth Forum. □ I want to organise a discussion for my class mates. □ I want to help to prepare the delegation for the 6 <sup>th</sup> Youth Forum. □ I want to organise a discussion for my class mates.
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
<b>14.</b> 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 line with a cross!	points	of the y	outn Forum?	Please	, mark eacn
ine with a cross:	very good	good	satisfactory	bad	very bad
<ul> <li>information about the Youth Forum and the Coubertin Award before your departure</li> </ul>					
<ul> <li>information about the daily programme</li> </ul>					
sports facilities					
<ul> <li>meals</li> </ul>					
<ul> <li>accommodation in general</li> </ul>					
<ul> <li>several nations in one room</li> </ul>					
<ul> <li>programme in general</li> </ul>					
<ul> <li>timing (schedule) of the events</li> </ul>					
<ul> <li>opening ceremony</li> </ul>					
<ul> <li>excursion to Ramsau</li> </ul>					
<ul> <li>social evening with school presentations</li> </ul>					
Forum meets Radstadt					
arts competitions of the schools		П	П	П	
excursion to Salzburg					
quality of the discussions	_	_	_		
relations to young people from other delegations					
Forum newspaper					
care of the host school					
care of the organising committee					
16. Which special personal experience to remember?	/ adven	ture du	ring the Youth	Forum	do you like
17. Would you suggest pupils from you Forum? □ yes, because	ır scho	ol to pa	rticipate in the	e next Y	outh
□ no, because					
Finally some pe	rsonal	questic	ons to you:		
18. Your gender?		□ fe	emale	□ mal	le
19. When were you born? (year)					
20. What country do you come from?					

# Original questionnaire for Head teachers and accompanying teachers in the 5<sup>th</sup> Youth Forum in Radstadt (Austria) 2005

## Questionnaire for Head teachers and accompanying teachers to judge the value of Olympic education in their schools

SC	nooi ina	ame:		since:
Ad	dress:			Country:
Sc	hool W	ebsite (Homepage):		
E-r	mail:			
Fo	unding	of the School:		
Nu	mber c	of Students:		Number of Teachers:
Не	admas	ter:		
Na	me of I	Interviewee:		Position:
Ρle	ease m	ark accurately with a cross or	complete!	
I. C	<u> Senera</u>	I Questions		
1.	What	type of school is your school? Grammar School / High School Comprehensive School Vocational School Special type of School	Which?	
2.	ls you	r school a State school		□ A Specialist Sports School
	_ _	Private school / Religious school classes Other institution? lessons Which type?		<ul> <li>A school with sport-orientated</li> <li>A school with regular sport according to the national/ regional timetable</li> </ul>
3.	How of Coube	did your school become a membrertin Schools? because of the name of the sbecause of the importance of because of a suggestion from because of the following links	chool sport at the sch (name/ instituti	ool on)
4.		ch of the following CIPC Youth F ) has your school partaken in? (C Le Havre (F) 1997 Much Wenlock (GB) 1999 Lausanne (SUI) 2001 Genua-Arenzano (T) 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 / plague / 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 What Students' work type? What Other 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? 10-12 years 13-15 years 16-18/19 Subject years Mother tongue French П English П П Other foreign languages Mathematics Physics / Chemistry Biology П П П Geography П History Social Sciences Art П П П Music П П Ethics Religious Education П П Economics П Sport(Theory)

Inter-disciplinary p Brief description:	roject	

Sport(Physical)

Other subjects

7.	. For which extracurricular activities are the themes of Coubertin and his	Olympic
	life's work used in your school?	

Activities	for all students	for individual classes/students	not used yet			
School clubs Which?						
Project day						
Project week						
Sports festivals						
Excursions						
Preparation of the Youth Forum						
Please describe so the duration and co	ome of these important activiti ontent.	es as a class or a sch	ool and briefly include			
	hers in your school apply their lessons or extracurricula		in and his Olympic			
Number:						
9. To prepare suc	h topics / activities, the follo	owing are used:				
Inte	ernational programmes on Oly ernet offered by host towns of ovided by the CIPC etc).	mpic education (e.g. n the Olympic Games, b	naterial from the prochures and films			
	Which?					
	ogrammes from the NOC about his life's work.	ut Olympic education, i	ncluding Coubertin			
	Which?					
	gional programmes about Oly 's work.	mpic education, includ	ing Coubertin and his			
	Which?					
☐ Fu	rther education conferences for	or teachers on these to	pics.			
☐ Se	If-prepared material					

	ow would you evaluate the respore's work in lessons and activities			tin and his	Olympic
a) t	The offers receive a good resp The offers are only occasionall	onse. y taken.	nterest.		
b) <u>b</u>	by the teaching staff	F	Please only o	ne cross p	er line!
	Welcome to the Degree offer of participation in their realisation	very often	often	rarely	never
	very broad realisation (in all subjects where useful)				
	broad realisation				
	small circle of committed colleagues				
	most of the time only one colleague who puts it into action				
	They are helpful as an expansic They improve independence an competence).  They are suitable as a tool to lesuch as how to use new media They are useful for developing they make cross-curricular less They are a long-term use in the	ary. on of knowled d self-confide arn many nev effectively (m eam work (so ons possible, preparation f	ge (general cence of all party methods are ethod competed or A-levels are	competence; tricipants (se ad to obtain latence). ence).	i. Elf knowledge dies.
OI (	ympic life's work to be necessary They are necessary because the known in society. Our school's name is a commit they can contribute to an integ (integral means: a balanced ed the mediation of the Olympic vesult has a positive effect on the Other motives:  you include other educational pation? No	he life and wo timent. It is a in gral upbringing ducation of boundaries helps to the atmosphe artners in actions.	fultiple answork of Pierre of major part of g of young peody and mino further social re in the school citivities invo	vers are pooled Couberting our school's exple. I in Couberting competence ool communum. Iving an Olyvers are pooleschool clubs	heritage.  n's sense.) e and as a dity.  //mpic edu-ssible!
	<ul> <li>Parents and family of students</li> <li>Trainers and coaches</li> <li>Representatives of the Region Federation</li> <li>Other persons:</li> </ul>		educators Representa authority di	atives of the	

	ition?  Yes  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!
	<ul> <li>The concept of a harmonious development of the whole human being.</li> <li>The idea of striving for human perfection through high performance, in which scientific and artistic achievement must take equal rank with sporting performance.</li> </ul>
	<ul> <li>Sporting activity voluntarily linked to ethical principles such as fair play and equality of opportunity, and the determination to fulfil those obligations.</li> <li>The concept of peace and friendship between nations</li> <li>Other Which?</li> </ul>
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 inschool competition.  □ Other Which?
17.	Preparation for the forum takes place:
a)	n 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
	other forms Which?
c)	in the framework of sport lessons. In the framework of sport lessons. In the good athletes are included in the school team. In participants are responsible for the sporting achievements themselves. In other forms In the framework of sport lessons. In the framew

d) for the required social achieve	ement	Multi	ple answers	s are possi	ble!
<ul> <li>□ The school team selects a grown a school club, organisation of a social engagement is one of the must be produced over a long members of school councils etc</li> <li>□ Every participant chooses for head of the produced over a long members of school councils etc</li> <li>□ Other forms White</li> </ul>	i sports com the chosen period of tin c.) imself, which	npetition for criteria for ne (e.g. coa	young stude inclusion in aches, memb	ents etc). the school pers of the I	team and Red Cross,
e) for the arts performance			ple answers		
☐ It is created/prepared by the so supervision of a teacher / mento☐ Participants of previous meeting☐ The students work on the pieces☐ Other forms Whice	or. Is help out c is / choreogr	luring the re	ehearsals.		
about the results of your school the past?  Immediately after the school to office for an official conversation.  Our delegation reported about administration.  Our delegation reported about staff meeting.  I/The Head of school occasion canteen, the school yard etc.)  I/The Head of our school sturn school house, on the Internet of the Head of school learnt all.  19. What effects of the Youth Foruschool after their return?	team's reture on. It the Youth on the Youth nally met so the doctor. It the the doctor it in the bout it in the	Multi, in, I invited Forum during Forum in some participal cumentation press.	pie answers them/ we w  ng an assem front of all o  pants in the s  ons about the	s are possi ere invited ably for the solleagues of school build e Youth For participant	ble! into my/his school during their ing (in the rum (in the
effect	complet ely correct	mostly correct	partly correct	mostly not correct	not at all
An increased knowledge of Coubertin and of Olympic Movement					
The improved team spirit in the school team, that also has a positive effect on the school					
A visible personal development of the participants (e.g confidence in front of a large audience)					
A better understanding and respect of other cultures caused by the experience of friendship amongst young people from numerous countries					
The sense of achievement in understanding foreign languages					

Other

Which? \_\_\_\_

	do you use the experiences and impressions that the participants from your ol got from international Youth Forums? <i>Multiple answers are possible!</i>
	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?
	strengths / advantages of the International Network of Coubertin Schools u appreciate?
22. What	weak points of the network should, in your opinion, be rectified for the e?
	possibilities do you see for your school to become more active in the ork of Coubertin schools and, as a result, make it stronger?

4. How do you evaluate the organisa □ very good □ good	ilion of	medi			□ b			
Please, name some areas/events you liked or disliked: Positives:								
Negatives:								
5. How do you evaluate the following	g points	of the vo	outh Forun	n?				
Please, mark each line with a cros		good	satis- factory	bad	very bad			
information about the Youth Forum and the Coubertin Award before you departure	ur							
<ul> <li>information about the daily programme</li> </ul>								
<ul> <li>sports facilities</li> </ul>								
meals								
<ul> <li>accommodation in general</li> </ul>								
<ul> <li>several nations in one room</li> </ul>								
<ul> <li>programme in general</li> </ul>								
<ul> <li>timing (schedule) of the events</li> </ul>								
<ul> <li>opening ceremony</li> </ul>								
excursion to Ramsau								
<ul> <li>social evening with school</li> </ul>								
presentations								
Forum meets Radstadt								
arts competitions of the schools								
excursion to Salzburg								
quality of the discussions								
relations between the young people								
from different nations								
relations to colleagues from other								
delegations								
Forum newspaper								
care of the host school								
<ul> <li>care of the organising committee</li> </ul>								

IV. Additional paper: Evaluation of the 5<sup>th</sup> International Youth Forum

Tábor (Czech Republic) 2007: Young participants from 20 countries



Ancient Olympia (Greece) 2009: The torch relay by the participants





Beijing (China) 2011: The forum community on the Great Wall



The CIPC Organisers of the forums: Ines Nikolaus and Robert Marxen



Lillehammer (Norway) 2013: Youths from four continents visiting the Olympic venues



Piešťany (Slovakia) 2015: Norway handing the baton to Slovakia-All schools are looking forward to the 10th Youth Forum in 2015