The history of the International Network of Pierre de Coubertin Schools dates back to 1997. Honouring the 100th 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.

As part of its framework, the first Youth Forum of Coubertin Schools was organized. Just in time for the 12th Pierre de Coubertin Youth Forum in Mâcon, France 2019, the second updated and completed edition of the documentation on the progress of the Olympic educational work in the International Network of Coubertin Schools is finished. The present analysis, based on four 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 25 Coubertin Schools verify what Olympic education can 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 taught English, French and Russian at the Coubertin Sports School Erfurt for more than 25 years. She has organised numerous projects on Olympic education, initiated the Coubertin Pupils’ Prize in Thuringia and, being a CIPC Board Member, has been leading the International 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 sports sciences at the Johannes Gutenberg University, Mainz.
Le Havre (France) 1997: The Award Ceremony

Lausanne (Switzerland) 2001: Excursion to the Swiss Alps

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

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

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

The former CIPC President Prof. Dr. Norbert Müller

Le Havre (France) 1997: The Award Ceremony

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

The former CIPC President Prof. Dr. Norbert Müller

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

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

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

Ülenurme (Estonia) 2017: Estonia handing the baton to France. All schools are looking forward to the 12th Youth Forum in Mâcon 2019!
Ines Nikolaus

The CIPC’s International Network of Coubertin Schools II
Ines Nikolaus

The CIPC’s International Network of Coubertin Schools - A Sustainable Model for an Olympic Education
2nd, updated and completed edition: Keeping Olympism alive 365 Days a Year

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

Lausanne 2019
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Preface by the Honorary President of CIPC

On the occasion of the 12th International Pierre de Coubertin Youth Forum in Macon (France) in the summer of 2019, I would like to express my sincere delight in presenting this historical 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 the results of an initiative which started in 1997 and which is now a unique endeavour within the Olympic Movement receiving attention in a global context.

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

During his visit 1997 in Le Havre, the former IOC-President Juan Antonio Samaranch welcomed the idea of a 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 12th Pierre de Coubertin Youth Forum takes place Mâcon, France, in 2019.

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 contextual value these Youth Forums have yielded.

Since 1997, the author of the present book, Ines Nikolaus, attended all Coubertin Youth Forums - initially, with the delegation of her school in Erfurt (GER) and since 2003, in an executive position as the official delegate of the CIPC. The context of the book leaves no doubt about her being the driving force behind these events. Furthermore, she systematically evaluated
contextual 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 Honorary President of the CIPC and initiator of the Youth Forums, 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.

Mainz, June 2019

Honorary President of CIPC
Preface by the author

The following analysis is based on long-term studies about the Network of Coubertin schools as part of my dissertation, which was accepted in 2010 by the Department of Social Sciences, Media, and Sports at the Johannes Gutenberg-University in Mainz, Germany. These were supplemented by the results of the third survey in 2013 subsequent to the 9th Youth Forum in Lillehammer (Norway) and a fourth survey during the 11th Youth Forum in Ülenurme (Estonia), when we celebrated the 20th anniversary of the Network of Coubertin Schools.

*Olympic Education* challenges the educator; yet it simultaneously, opens up, more than any other subject area, a multifaceted field of activity in the daily work with young people and enthusiastic emerging talents keen on sports.

The key experience that started my work as an *Olympic educator* took place at the 1st Youth Forum of Coubertin schools 1997 in Le Havre (France). Our school participated at this initial event and I, as a French teacher, was put in charge of the team’s preparation and chaperoning.

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

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

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

As a historian on sports and CIPC President from 2002-2017, 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), JEAN DURRY (FRA), Konstantinos Georgiadis (GRE), Prof. Dr. JUNKO TAHARA (JPN), Bernard Ponceblanc (FRA), Elvira Ramini (SUI), Prof. Dr. STEPHAN WASSONG and ROBERT MARXEN (GER), as well as the present President of the German Pierre de Coubertin Committee, 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 not been possible. As representative for them, I would like to name the colleagues that were involved with the four surveys in 2005, 2007, 2013 and 2017: MARIA DE LOS ANGELES CAMAÑO (ARG), BETHANIE KEARNEY, BELINDA HOCKING (AUS), Gabriele Duerager, Ilse Hartl, Stefan Nußbaumer, Mario Sarcletti, Andrea Stolz, Christoph Wohlschläger (AUT 1), Eva Maria Pollany, Fr. Dr. Bernhard Maier, Christine Pöschl, Wolfgang Schicker, Stephanie Wöhrer (AUT2), Edenir Serafíni (BRA), CHANGMING LIU, GUOPENG SHI (CHN), Olga Kantzilari, Spyroyla Michail Mesariti (CYP), Magdalena Bušová, Libuše Szutáková, Dr. MIROSLAV Vácha, Helena Zasadilová, (CZ), ALBERTO ÁLVAREZ FERNÁNDEZ (ESP), Kaspár Koolman, Merlin Ponna, Olev Saluveer, Ulvi Sarapuu (EST), Jean Marie Auberville, Sandra della Casa (FRA 1), Patrick Anglade, Cyril Gérauld (FRA 2), Marie Lou Noirot (FRA 3), Karin Lange, Jörg Textor (GER 1), Klaus Böttner, Konstanze Blümel, Evelyne Hübner, Joachim Rauch, Uta Rühlow, Dieter Watterott (GER2), Michelle Bartlett, Penelope Cooper, Carol Jardine, Andrew Reece, Geoff Renwick (GBR), Kalliopi Kouroupi, Maroula Koussounadi, Anastassios Boudouvas, Konstantinos Tsaklidis (GRE 1), Alexandros Agalianos, Themistoklis Batoudakis, Sakis Diamantopoulos, Penelope Galanopoulou (GRE 2), Dennis Dawson (IND), Franca Argenti, Rosanna La Spesa, Daniela Pongiglione (ITA), Yoshimi Nakatsuka, Ryoji Fujiwara (JPN), Roger Ogola (KEN), Dr. Chan Ho Jeong (KOR), Milan Babovic, Refik Demolli (KOS), Sarasvathy Annandarajah (MAS), Aurore Lacloche, Louis Steeve Siniska, Udylen Veerasamy (MRI), Atle Bjerke, Jo Hjermstad, Øystein Killi, Erland Sandvik, Stein Vidar Haveodegard (NOR), Izabela Bandosz (POL), Prof. Dr. Marion Keim, Jasmina Majet (RSA), Svetlana Sivertseva (RUS), Sander van Aartrijk, André Laserre
My sincere gratitude goes to all the participants of the Youth Forums in Radstadt, Tábor, Lillehammer and Ülenurme for the diligent completion of the surveys, which made the analyses of the Youth Forums possible in the first place.

Furthermore, I am indebted to the IOC Department for Olympic education for their confidence in our Olympic education work in the Network of Coubertin Schools. I am grateful for the excellent cooperation over the past years, the support in organising the OVEP further education courses for teachers at the Coubertin schools and for providing financial grants for the execution of the Youth Forums.

In addition, I would sincerely like to thank my translators Elisa Flos (GER) and Manon Facón (FRA), who diligently translated and edited a large part of the text into English or French and made the publication of this work in English and French possible in the first place. I am also thankful for Stefan Volkmann’s (GER) help to give the diagrams in this book a fresh design.

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 and for keeping my hands free in the household and the garden.
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 2019
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List of abbreviations

AES  Association Européenne Sportive
AOC  Australian Olympic Committee
CIFP  Comité International pour le Fairplay
CIPC  Comité International Pierre de Coubertin
CEO  Centre d’Etudes Olympiques
CPC ARG Comité Pierre de Coubertin Argentina
DOSB  Deutscher Olympischer Sportbund
DPCK  Deutsches Pierre de Coubertin-Komitee
EDI  Educational Design International
EOA  Eesti Olümpiaakadeemia (Estonian Olympic Academy)
EYOF  European Youth Olympic Festival
FOSE  Foundation of Olympic and Sports Education
Fig.  Figure (illustration)
IFs  International Federations
IOA  International Olympic Academy
IOC  International Olympic Committee
IOAPA  International Olympic Academy Participants Association
ISF  International School Sport Federation
ISOH  International Society of Olympic Historians
JOA  Japan Olympic Academy
NADA  National Anti-Doping Agency
NGO  Non-governmental organisation
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, 2013 and 2017:

AUS     Australia (Winners of the Australian Pierre de Coubertin Award)
AUT 1   Austria, Radstadt
AUT 2   Austria, Unterwaltersdorf
BRA     Brazil, Erechim
CHN     China, Beijing
CYP     Cyprus, Nicosia
CZE     Czech Republic, Tábor
ESP     Spain, Los Corrales de Buelna
EST     Estonia, Ülenurme
FRA 1   France, Bolbec
FRA 2   France, Nancy
FRA 3   France, Association Européenne Sportive (AES) (Winners of the Coubertin Pupils’ Prize of the region of Burgundy-Franche Comté)
GER 1   Germany, Berlin
GER 2   Germany, Erfurt
GBR     Great Britain, Much Wenlock
GRE 1   Greece, Pallini
GRE 2   Greece, Pyrgos
ITA     Italy, Savona
IND     India, Ranchi
JPN     Japan, Tokyo (since 2017: Winners of the National Coubertin Youth Forum)
KEN     Kenia, Eldoret
KOR     South Korea, Daegu
KOS     Kosovo, Kamenica
MAS     Malaysia, Kuala Lumpur
MRI     Mauritius (Winners of the National Coubertin Award)
NOR     Norway, Gausdal
POL     Poland, Nekla
RSA     Republic of South Africa, The Hague
RUS     Russia, St. Petersburg
SUI     Switzerland, Lausanne
SVK     Slovakia, Piešt’any
TUN     Tunisia, Tunis
UKR     Ukraine, Dnipro City
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!”).¹ 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 exist 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.²

However, Olympic education is rarely deeply rooted in curricular goals and educational standards, and is only 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.

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In many instances singular actions are all that remain. 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 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 teachers 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, 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 exist.

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

Since 1975, the International Pierre de Coubertin Committee (CIPC), has 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 to acquaint young people with Coubertin’s ideas and to encourage them to implement those ideas practically.

After two decades of CIPC’s youth work and in time for the 12th Pierre de Coubertin Youth Forum in Mâcon (France) 2019, this analysis, based on four extensive evaluations on the International Network of Coubertin Schools, pursues the question to which extent this unique model of implementing Olympic education can be successful. It also investigates the advantages and limitations of the model in terms of feasibility, effectiveness, and sustainability compared to traditional forms 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, a central focus is placed on the question of HOW.

In addition, the questions of whether and to which extent particular framework conditions can support the process of Olympic education.

Following a short definition of Olympic education (Chapter 2), the subsequent chapters 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 illustrates 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 eleven CIPC Youth Forums, a brief chronology of the Network, as well as numerous original documents demonstrate the Olympic education work in its entirety.

Based on its first edition (2015), this second edition shall not only be an update of its predecessor. The aim is to particularly focus on changes in and the further development of the CIPC’s pedagogical concept of the Youth Forums in the current global situation while respecting the respective social and cultural settings of the Coubertin schools. Not only shall the integration of the eight new schools/institutions since 2015, shall be looked at; at the same time, the long-standing members of the Network and their role as Model Schools for Olympic education shall be analysed and documented. Thus, the central question will be HOW the member schools and institutions could and can successfully meet the challenges of an Olympic Education nowadays and thus “keep Olympism alive 365 days a year”3, as targeted by the IOC’s Agenda 2020.

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2 Coubertin’s Olympic Idea as a valuable element in the education of the young generation in the 21st century

2.1 Coubertin’s conception of “Olympism” today

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

The foundation of an internationally binding description of the term Olympism is stated in the Olympic Charter in 1990, which includes the *Fundamental Principle of Olympism*. The philosophic-pedagogical dimension of a modern Olympism is reflected especially in the following Paragraphs:

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

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

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6 IOC: *Olympic Charter*. In force as from 15 September 2017, 11.

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

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

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

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

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

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

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

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.

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8 Ibid.  
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.\(^\text{11}\) In 1922, he published an article with the title “Pédagogie sportive”.

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

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

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

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

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

Furthermore, the “idea of peace between all peoples of the world”\(^\text{14}\), which Coubertin wanted to realise by re-introducing the Olympic Games, the


meeting of young sportsmen from many nations every four years – as “ambassadors of peace”, formed an important aspect of his Olympic visions.

In 1934, he added authority to his demands for an Olympic Education with the article titled «L’Olympisme à l’école. Il faut l’encourager!» (“Olympism at school. It must be encouraged!”).\(^{15}\)

Following COUBERTIN’s appeal, *Olympic Education* is formulated as one of the principle duties of the modern Olympic movement in the Olympic Charter, which is to be realised by the National Olympic Committees of the individual countries (see Chapter 2.1, Paragraph 1, quoted on page 4).

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

They follow three different leading approaches. Firstly, authors from German-speaking regions favour a primarily historical-pedagogical approach, which is based upon the ideas and writings of COUBERTIN and his successors. These include, among others, the sport researchers HERMANN ANDRECS\(^{17}\), OMMO GRUPE\(^{18}\),

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\(^{16}\) Cf. NIKOLAUS, I.: *Die Olympische Idee* 2013, chapter 2.


NORBERT MÜLLER19, ROBERT GEßMANN20 and OTTO SCHANTZ21.

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 BINDER22 and VLADIMIR RODITSCHENKO23).


Similar to a bridge between these two approaches of interpretations, ROLAND NAUL chooses an integrated approach for his model of Olympic Education.

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

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

It would lead too far to give a complete chronological presentation of the pioneering models of Olympic education here.

In the present quantitative and qualitative analysis, the seven individual values of Olympic education according to GRUPE/MÜLLER (1988, completed by point 7 in 20037) form the theoretical basis of:

1. “Self-awareness through sport;
2. Holistic, harmonious education;
3. The idea of human perfection through sports performance;
4. Conscious commitment to and respect for ethical principles in the practice of sport/respect for and tolerance of others, e.g. in the ideal of fair play;
5. Social encounters and understanding in sport;
6. The concept of peace and international understanding;
7. Promotion of emancipatory developments in and through sport (e.g. involvement of athletes, emancipation of women, protection of nature, etc.).” 25

Furthermore, the analysis is based on the didactic matrix for integrated Olympic education by NAUL (2007)26. It has been expanded by the author of the present study to include a fifth area of learning – artistic creativity – to

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

cover the entire spectrum of Olympic education within the Network of Coubertin Schools.\(^{27}\)

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 entire 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*’\(^{28}\)).

As more recent research into sports history demonstrates, even this aspect of COUBERTIN’S work was of far greater importance than previously understood.\(^{29}\)

- **From a contemporary point of view:** In this day and age, technology dominates the free time of children and teenagers to a significant extent. In many cases, they spend up to several hours a day in front of the computer. They seem to no longer have time or the motivation to practice and explore their own handicraft and artistic creativity unless perhaps with the help of technology. The computer’s artistic faculties may range from calligraphy, design, drawing to composition. However, only a few of these features on the computer, actually attract the younger generation, if at all. In the extreme case, young people have isolated themselves from society in favour of using a computer for gaming or for social network purposes (e.g. the gunman from Winnenden).

At the same time, the media often report of an increasing “cultural impoverishment” in the society and a general *decline in culture*. In many homes one will no longer find a daily newspaper and for many families an excursion to the theatre or an arts exhibition has become a foreign concept, in many cases unaffordable.

Thus, taking on this fifth sphere of learning as part of Olympic education (see **Fig. 1** on the following page) could be a pivotal contribution to achieving an *all-encompassing, well-rounded education*. This reintroduces children and

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teenagers to art and culture, allowing them to explore their own artistic creativity in combination with sports. In this way, it also helps them to develop both their artistic understanding and experience. If nothing else, art and sports can lead out of a path of social isolation and back into the community.

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

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

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.\(^{31}\) 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*), which run alongside one another in the didactic matrix, are of equal significance. They

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\(^{31}\) Cf. NIKOLAUS, I.: “*Die Olympische Idee*”, 2013, Chapter 2.2.1.
are dependent on one another and they each work collectively in completing the other.

Conclusively, 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. Instead, it is and must be understood as 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 the 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.\(^\text{32}\)

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 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.

*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 case 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 demand 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 Olympic Games, offers for Olympic education, in its differentiated forms and realised at different factories, should be accessible to 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 nature of their mode of operation. Due to quick progress in development and the already-mentioned complexity, it can only reflect one excerpt and should, to ensure clarity, emphasize above all the existing interrelations and modes of operation in connection to the analysed topics within the scope of this paper.

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33 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 their 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, but 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\textsuperscript{34}

3.1 The Network’s origins

“To ask different peoples to love one another is mere childishness. To ask them to respect one another is not utopian, but to respect one another they have to know one another.”\textsuperscript{35}

Pierre de Coubertin (1863-1937) exclaimed this more than 80 years ago. And even today, this statement rings true. By reviving the Olympic Games and the meeting of young athletes, who would participate in peaceful and fair competitions, he hoped to provide a crucial contribution to world peace.

Following Coubertin’s idea of peace and friendship among nations, Prof. Dr. Norbert Müller, CIPC President from 2002-2017 and famous researcher on Coubertin writings, initiated the organisation of a first international Youth Forum in 1997. The aim was to provide the young generation with an understanding of Coubertin’s Olympic idea and to let the values of friendship, fairness, respect, and the joy of effort be experienced across borders.

The history of the Youth Forums began in 1997 in preparation for the CIPC Congress “Coubertin and Olympism – Questions for the Future”, which took place on the occasion of the 100\textsuperscript{th} anniversary of the 2\textsuperscript{nd} Olympic Congress of Le Havre 1897 at the same location. Similar to the Youth Camps during the Olympic Games, for the first time six Coubertin Schools from four countries were invited to an international youth meeting close to Mirville Castle, the Coubertins’ family residence. It was there, in Coubertin’s native region of Normandy.

\textbf{Fig. 3: Participants during the Closing Ceremony}
(photo: N. Müller)

\textsuperscript{34} Cf. NIKOLAUS, I.: \textit{Die Olympische Idee} 2013, Chapter 5.
where the competitions for the Pierre de Coubertin Award were introduced as the core of the week’s activities (see chapter 3.3).

During the first Youth Forum, 120 pupils enthusiastically vied for the “Carnet Coubertin” (a badge with a certificate) in the spirit of Coubertin and displayed the results of their work during the Closing Ceremony of the Congress.

The success of the first Pierre de Coubertin Youth Forum initiated the adoption of a resolution in the congress members’ final declaration to organise such a Youth Forum every two years in the future.36

3.2 The Formation of the International Network

Since 1997, 11 International Youth Forums with more than 1,200 participants overall have taken place. The number of participating delegations and countries has risen steadily from an initial number of six delegations from four countries to 24 delegations from 23 countries in 2017. At the same time, the number of schools loyal to the Network has increased continually.

In 1999, the small town of Much Wenlock, the cradle of the British Olympic Movement, hosted the 2nd Youth Forum, in which seven delegations from five countries participated and competed for the Coubertin Medal for the first time. Much Wenlock, like any other Youth Forum site, offered many possibilities to discover the country and get to know its people alongside the competitions for the Coubertin Award. Thus, the participants received the opportunity to follow Dr Brookes’ footsteps, to get a feeling for the history of the Wenlock Games, initiated by him in 1850, simply by strolling through this picturesque town. During a visit of the neighbouring Ironbridge, for instance, they learnt about the start of the Industrial Revolution and dove into the 18th century in “Blists Hill”, a living history museum. Finally, the youths enjoyed walking through the idyllic Shropshire mountains with their newly-found friends.

Fig. 4: Participants of the 2nd Youth Forum in front of the Historical Museum in Much Wenlock (photo: I. Nikolaus)

Two years later, in the autumn of 2001, ten delegations from eight countries convened at the Olympic capital Lausanne. For the first time, not only European teenagers were among the participants; the winners of the Australian Coubertin Award also took part in the event. Aside from the sport, artistic, and Olympic knowledge competitions, a visit to the Olympic Museum and the IOC as well as an excursion to the Swiss Alps were the programme’s highlights. Unfortunately, the Australians’ hope to discover the first snow on one of the peaks could not be fulfilled.

In 2003, Arenzano near Genova, hosted the 4th Youth Forum with participants from 12 schools, from ten countries overall. A new theme “The Olympic Games and Environmental Protection” was introduced at this meeting. For this purpose, the Environment Museum “Muvita”, whose structure reflected the shape of a ship, offered the perfect location. Prior to the Olympic Winter Games in Turin in 2006, students also discussed the impact of various Olympic winter sports on the environment and steps taken by TOROC to organise sustainable Winter Games.

The 5th Youth Forum in 2005, which took place in Radstadt, Austria, will remain unforgettable for the young people from 12 countries due to the first-time participation of representatives from the Kipkeino School in Kenya. The Network now spanned across three continents. Under the direction of the
CIPC honorary member Dr. Herrmann Andrecs and the motto “Making the Olympic Principles Work in the Life of Youths”, the participants became more involved with the preparations and organisation of the meeting right from the beginning. Since then, all results of the Youth Forum are documented in a Forum Report.

With representatives from South Korea and China, the Gymnázium Pierra de Coubertina Tábor, Czech Republic, welcomed youths from 17 countries and four continents overall at the 6th Youth Forum in 2007 under the motto “The Reality of Olympism in Schools. Think Globally, Act Locally”. Highlights were the competitions for the Coubertin Award, but also the excursion to the capital Prague. The last evening, especially for the non-European participants, will remain a wonderful souvenir: The dinner in a medieval mill and a lot of fun while watching and trying out exciting games from this era.

Two years later the representatives of 19 Coubertin Schools met in Ancient Olympia, Greece, in 2009. The participants had the unique chance to celebrate their 7th Youth Forum on the campus of the International Olympic Academy, not far from the Ancient Olympic Stadium. This was the ideal place to teach young people from around the world about history, as Coubertin had always wished for, and about the Ancient Olympic Games. The youths enthusiastically tried Ancient Olympic sports, learnt Greek dances and enjoyed the arts competitions.

The whole forum community spent their last two days in Athens.
The Acropolis, the Olympic Stadium of the first modern Olympic Games in 1896, as well as a visit to the ancient village and the Museum of Marathon made up the highlights of this trip.

A particular challenge was the 8th Youth Forum in 2011, which took place outside of Europe for the first time with a record attendance of 22 teams in the Olympic city Beijing. Under the direction of the CIPC’s honorary member Robert Marxen, the event was successfully carried out under the motto “Youth, Cultural Diversity in our World, and Common Values”. Given Mexico’s involvement, participants from five continents were now represented.

In Beijing, a new event was introduced: The Mini-Expo, where each delegation presented their school, their region and the country they come from. Since then, the Mini-Expos have become an ideal opportunity to learn about different cultures, customs and traditions during the Youth Forums. Unforgettable moments for all participants will remain the visit of the Forbidden City, the Olympic venues of 2008 and the excursion to the Great Wall.

In 2013, the youngest Coubertin School, the Gausdal videregående skole Pierre de Coubertin, near Lillehammer, hosted the 9th Youth Forum.

In accordance with the Norwegian lifestyle, the primary focus was placed on “Sustainable Development and Closeness to Nature”. Beside survival activities, the visit to the Olympic sites and the Paralympic Day with Norwegian Paralympic athletes were very well received by the teenagers.
The 10\textsuperscript{th} Youth Forum of Coubertin Schools in 2015 was exceedingly well organised by the Gymnášium Pierra de Coubertina Piešťany, Slovakia. A novelty was the holding of an art competition consisting of 10 international art workshops in the areas drama, pantomime, painting, dance and music. This event appealed strongly to the participants and accompanying teachers because it constituted a new additional type of encounter between the pupils. Another novel component was the parade of delegations in their traditional costumes through the town, ending in a dance festival in front of the local audience.

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{fig13-15.png}
\caption{During the Parade in Piešťany (photos: Forum Press Centre Piešťany)}
\end{figure}

Host of the 11\textsuperscript{th} Youth Forum in 2017, where the participants celebrated the 20\textsuperscript{th} anniversary of the International Network of Coubertin Schools, was Ülenurme Gümnasium in Estonia. This long-standing partner school welcomed 24 delegations from 23 countries representing all continents. For the first time, participants from India, Spain, Poland and the Ukraine joined the international forum community.

The motto of the Youth Forum held in the heart of the Baltic Republic was “Kalokagathia - the harmony of body, will and mind!”. During the week, each participant placed a leaf with an Olympic value he/she considered the most important on the “Tree of Olympic Values”.

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{fig16.png}
\caption{‘Olympic Values Tree’ created by the participants (photo: E. Ramini)}
\end{figure}

Besides the competitions for the Coubertin Award, a tug-of-war event, being a popular sport in Estonia, was one of the highlights during the week.

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{fig17.png}
\caption{Much fun during the tug-of-war event (photo: J. Rauch)}
\end{figure}
On the occasion of Nelson Mandela’s 100th birthday, the International Pierre de Coubertin Committee wanted to provide more African students the unique chance to experience mutual respect and international friendship. Thus, the idea of a **first African Pierre de Coubertin Youth Forum** was born.

In collaboration with the Foundation for Sport, Development and Peace (Republic of South Africa) and the South African Coubertin Committee, under the direction of Prof Dr Marion Keim, a meeting of youths for 40 high school students aged 16-18 was organised in **Cape Town/Robben Island** from the 15th-21st of September 2018.

![Group photo on Robben Island](image)

**Fig. 18: Group photo on Robben Island** (photo: Duncan van der Merwe)

20 delegations of two students and one teacher each, coming from different regions of South Africa as well as from Lesotho, Zimbabwe, Malawi, Mauritius and Namibia, took part. The motto of this meeting was: “The Power of Sport and Peace: Be the Legacy in Sport and Life”.

Robben Island, the very place where Nelson Mandela had been imprisoned for more than 18 years, was not only an excellent choice of venue, but also an extraordinary emotional experience for all boys and girls as well as for their teachers taking part.

In the meantime, the preparations for the 12th Youth Forum are under way. In August 2019, the forum will return to Coubertin’s home country, at the Centre Omnisports Mâcon in Burgundy.

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.

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.
The following endeavours deserve special mention: the three-year Comenius School Development Project “Coubertin Academy”\textsuperscript{37}, the International Dance project “Encompass” in the framework of the Cultural Olympiad of London 2012 held in Much Wenlock and the organisation of the International School Olympics by the Estonian member school, Ülenurme Gümnaasium.\textsuperscript{38} Also, 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 19 languages in order to be used in the respective countries, NOAs and far beyond.\textsuperscript{39}

Over the course of these international meetings, 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 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-trainings. The latter have become an important pillar within the cooperation in the framework of the Network. With the introduction of the official IOC programme OVEP (Olympic Values Education Programme) in 2009, several “train the trainers” workshops have been organised.\textsuperscript{40}

Since 1997 the number of schools brought together by the Network has steadily grown; the Network now encompasses five continents, with 33 representatives from across Europe, Africa, America, Asia, and Australia.\textsuperscript{41}

Looking back at the CIPC Congress in 1997, the participants had expressed their hope that before the year 2000 there would be at least one school in

\begin{footnotesize}
\begin{itemize}
\item \textsuperscript{38} For more joint activities, see the Short chronology of the Network on pages 191-193.
\item \textsuperscript{39} Cf. Nikolaus, I.: Die Olympische Idee Pierre de Coubertins, chapter 6 and COUBERTIN-GYMNASIUM-ERFURT (Ed.): Coubertin Academy, chapter 1.
\item \textsuperscript{40} For more details, see the Short chronology of the Network on pages 191-193.
\item \textsuperscript{41} A list of all schools and representatives currently in the Network of Coubertin Schools can be found in the Appendix, p. 190.
\end{itemize}
\end{footnotesize}
every country carrying the name Pierre de Coubertin.\textsuperscript{42}
So far this dream has not yet been attained and there are several reasons for this. They primarily lie in the education systems of individual countries and/or their various national traditions. In Uruguay, for example, it is not customary for a school to carry the name of a famous person; rather, the schools are distinguished by numbers only. In other countries, for instance in Sweden, it is generally not acceptable for a school to be named after a foreign famous person. Also, many schools in certain countries are sponsored by the Church; therefore, they 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 Coubertin’s ideals and would potentially carry the name.\textsuperscript{43}

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. This is the case for Ülenurme Gümnaasium near Tartu in Estonia, for example. On the contrary, there are other schools that are closely connected with the works of Coubertin, for instance 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 reviving the ancient Olympic Games.

Others became part of the Coubertin Network through personal ties. The Don-Bosco-Gymnasium became part of the Coubertin Network through its headmaster’s previous encounters and relationship with the CIPC. Father Dr Maier had been the Olympic Pastor for the Austrian National Team for many decades.

Australia also holds a special status in the Network because the winners of the Australian Coubertin Award from all states and territories are delegated directly to the Youth Forums. This model was also taken on by Mauritius in 2007, by Japan and South Africa in 2015, and by India in 2019.

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:

\textsuperscript{43} See also FN 177, page 96.
Criteria for schools seeking to gain the status of “Coubertin School”

1. The head, staff and students should understand and acknowledge the importance of Pierre de Coubertin and his timeless pedagogic contribution. The school community should be encouraged to view Coubertin as an inspirational figure, whose philosophy contributes to the development of young people in the world today.

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

3. The school should emphasise that Pierre de Coubertin was not only responsible for the rebirth of the modern Olympic Games, but also an educational reformer, believing in the importance of bringing body, will and mind 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 program of a Coubertin School. A Coubertin School may be a school which specialises in sports, but it could also be a specialized performing arts school, as long as physical education is emphasised in order to ensure a coherent and harmonious overall 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 pupils/students as possible should take part.

6. Once a year (1st December) the Coubertin School should send a report of its Coubertin related activities to the CIPC’s delegate for Coubertin Schools.

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.

Manifold information about Coubertin and his works and literature on Olympic topics published by CIPC members can be found on the official CIPC website: www.coubertin.org. Furthermore, the link “youth forums” provides access to reports and films of previous Youth Forums as well as information about the following Youth Forum.

8. The school should submit its application to the CIPC President. The CIPC Board will deliberate and decide to grant authorisation to the school to use the name “Pierre de Coubertin School”.

The school must first be recognised as an associate member of the CIPC by the CIPC Board. Consequently, the head or a delegate of the school would become a member of a working group which is kept informed of and consulted on the biannual International Coubertin Youth Forum.

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

10. Schools, which are in the process of obtaining the status of “Coubertin School”, may be recognised as “Observer School” for two years and thus being able to send a small number of observers to the Youth Forum. After two years, the responsible school authorities have to make a final decision whether or not they wish to have the official status of “Coubertin School”.

Dr. Norbert Müller
President CIPC

Lausanne, 20th December 2016

Fig. 19: Criteria for Coubertin Schools (CIPC 2016)
3.3 The Pierre de Coubertin Award – Main focus of the Olympic Education model during the Youth Forum

During the Youth Forums, the competitions for the Coubertin Award make up the core of Olympic Education. 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. At the second Youth Forum, the prize was changed to the Coubertin medal.

The Coubertin Award covers five different disciplines representing the five Olympic rings. 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:

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

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

3. Sporting Performance
   The sports test will completely be carried out in the spirit of Coubertin. Therefore, setting new records is not the ultimate goal, but rather to focus on striving towards one’s best personal achievement. Participants are encouraged to follow Coubertin’s ideas surrounding fairness and eurhythmy:
   “What counts in life is not the victory, but the struggle; the essential thing is not to conquer, but to fight well. To spread these precepts is to help create a more valiant, stronger humanity, one that is also more scrupulous and more

It is not just about winning\textsuperscript{48}, 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 eleventh Youth Forum, the sports competitions included five disciplines: 100 metre sprint, long jump, swimming, a cross-country run and ball throw from a sitting position (Paralympic sport).

4. Cultural Performance
Whereas during the first Youth Forums the participants were expected to present some sort of artistic performance as an individual or as a group (mostly a theatre play), well-rehearsed at home, a new design of the arts performances was successfully introduced at the 10\textsuperscript{th} Youth Forum in Piešťany 2015. For the first time, 10 international arts workshops were offered. Since then, each participant may choose from the ca. 10 workshops offered during the Youth Forum (drawing, music, pantomime, drama, dance, etc.). During three sessions in the chosen workshop, the teenagers meet and together create a piece of art connected with the forum’s motto (for instance, a performance, a song, collages, the forum banner, etc.). To provide for diversity in the groups, only one student per country is allowed in each workshop.

Here the participants receive another chance to network, this time in the field of arts.

Selection lists, which take into account the students’ talents and/or preferences, are sent to each delegation well in advance, before arrival.

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. The sessions deal with topics like Citius, altius, fortius (faster, higher, stronger), striving for excellence, fair-play, mutual respect, friendship and peace. Traditionally, four subtopics are provided for the group discussions. The groups are expected to


\textsuperscript{48} Which is often misinterpreted: the most important thing is to have taken part.
prepare one of them in advance at home. During the 11th Youth Forum in Estonia, for example, the forum motto was “Balance between Body, Will and Mind”.49 Following the IOC President’s demand in the Agenda 2020 to increasingly promote sports among children and youths and “to get the couch potatoes off the couch”, the participants discussed ways of how to convince peers to get actively involved with sports. In preparation for the forum, they created a poster series reflecting their ideas. These were ultimately displayed at the host school. Experienced members of the CIPC support the group discussions during the Youth Forum. The results and conclusions of these discussions are then presented in the final meeting of the Forum. They are documented for further reference and work within the International Network of Coubertin Schools.

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

49 See the list of mottos from previous Youth Forums on page 194.
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!”50 (“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 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 taking on a label but rather an obligation to represent the Olympic values. This is demonstrated through a school that strives to offer a well-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 until 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 CIPC concept has been taken into account in this study and can be characterised by the following four key ideas:

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

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

3. **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 pages 26-28)

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

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

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

The aim of the first empirical survey in 2005 was to record what the **actual state** of Olympic education was at 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 was 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 Olympic educational 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. A 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 by way of dedicated teachers. Support from students is certainly also encouraged. However, the main portion needed in preparation for a school delegation ultimately falls on 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:
   - Sporting efforts
   - Social conduct
   - Moral behaviour
   - Olympic knowledge
   - Musical and artistic creativity

II) An organisational dimension:
   - 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 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 Olympic movement. (For the original questionnaire, see Appendix p. 203-206).

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The third and fourth study, conducted in 2013 and 2017 respectively seek 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-term success possible.**

### 4.2 Current Research

While there are many studies available about the significance of an Olympic education in modern times as well as different models and various forms of its concrete realisation and about single national and international Olympic education programmes, the CIPC Youth Forum held in 2005 made up the groundwork for the first empirical study of its kind. Due to the specific nature of this institution, it has not been possible to rely on any empirical inquiries, experiences or results of similar networks/organisations. The focus of this research will enhance and bring the greatest progress to this field of research.

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

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

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


(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, which focused on general knowledge, attitudes to fair play and 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.\(^{55}\)

In his dissertation, MONNIN (2007) 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.\(^{56}\) 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.


5 Methods

The theoretical basis of the empirical studies herein is based upon, on the one hand, the previously mentioned interpretation model for Olympic Education of GRUPE/MÜLLER, (see Chapter 2, p. 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. 9-11 and Fig. 1).

This investigation has been carried out as experimental field research\(^{57}\) in so far that 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”\(^{58}\), 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 at the 5\(^{th}\) Youth Forum as well as their accompanying teachers and present heads of school were requested to complete the questionnaire.

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

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

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

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

Fig. 24 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.

Abbreviations (2005):
AUS Australia  
AUT Austria, Radstadt  
AUT 2 Austria, Unterwaltersdorf  
CZE Czech Republic, Tábor  
EST Estonia, Ülenurme  
FRA 1 France, Bolbec  
GER 1 Germany, Berlin  
GER 2 Germany, Erfurt  
GBR Great Britain  
GRE 1 Greece, Pallini  
GRE 2 Greece, Pyrgos  
KOS Kosovo, Kamenice  
KEN/TAN Kenya/Tansania  
KOS Kosovo, Kamenice  
SVK Slovakia, Piešt’any  
TUN Tunisia, Tunis  

59 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.
60 One exception is Australia, whose team was made up by the eight winners of the individual states and territories in the Australian Coubertin Award. Due to the fact that some delegations did not come to the forum, the remaining places were given to William Brookes School Much Wenlock (10 participants in total) and to Coubertin-Gymnasium Erfurt (9 participants in total).
In total, 33 accompanying teachers and heads of school were interviewed. Thirty of them had taken part in the 5th Youth Forum in Radstadt. In order to present the results of the study more precisely, eight more heads of school, which were not present at the Forum in Radstadt were asked to join the survey. Only three of them fulfilled this request: the heads of the Don-Bosco-Gymnasium Unterwaltersdorf, the Lycée Sportif Pierre de Coubertin d’ El Menzah Tunis and the deputy head of the Coubertin-Gymnasium Erfurt. Incorporating the answers by the head of the Tunisian Coubertin School was especially important as it marked the involvement of the only African Coubertin School to date. In this way it was also an advantage because it included the experiences of a third continent.

In addition, the head of the Coubertin High School in Tábor (Czech Republic), host of the subsequent Youth Forum, was interviewed.\textsuperscript{61}

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{chart1.png}
\caption{Composition of the teachers in 2005}
\end{figure}

In Fig. 27 illustrates the composition of all accompanying teachers and heads of schools according to the represented nations. Usually, “complete” teams were accompanied by two teachers, and “observer teams” by only one.

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{chart2.png}
\caption{Composition of the teachers according to their nations in 2005}
\end{figure}

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{chart3.png}
\caption{Composition of the teachers according to continents in 2005}
\end{figure}

\begin{table}[h]
\centering
\begin{tabular}{c c c}
\hline
Country & Male & Female & Total \\
\hline
Australia & 3 & 6 & 9 \\
Europe & 25 & 23 & 48 \\
Africa & 1 & 0 & 1 \\
\hline
\end{tabular}
\caption{Composition of the teachers according to continents in 2005}
\end{table}

\begin{table}[h]
\centering
\begin{tabular}{c c c}
\hline
Country & Male & Female & Total \\
\hline
AUS & 1 & 2 & 3 \\
AUT & 1 & 1 & 2 \\
CZE & 1 & 1 & 2 \\
EST & 1 & 1 & 2 \\
FRA & 1 & 0 & 1 \\
GER & 2 & 2 & 4 \\
GBR & 1 & 1 & 2 \\
GRE & 2 & 1 & 3 \\
ITA & 1 & 0 & 1 \\
KEN & 1 & 1 & 2 \\
KOS & 1 & 1 & 2 \\
SVK & 1 & 1 & 2 \\
\hline
\end{tabular}
\caption{Composition of the teachers according to their nations in 2005}
\end{table}

\textsuperscript{61} Interview with RNDr. Miroslav Vácha, Head of Gymnazium Pierre de Coubertina Tábor (Czech Republic), on 08.06.2006 in Tábor.
Participants of the survey in 2007

In the second survey, all young participants at the 6th Youth Forum in Tábor as well as their accompanying teachers and present heads of school were interviewed. The number of participating teams had increased, with 20 delegations coming from 17 countries taking part.\(^{62}\) For the first time representatives from four continents joined the forum community. Among the schools/delegations of the Network present were:

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

All 100 students (45 boys, 55 girls) took part in the survey.\(^{63}\)

\(^{62}\) 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 for various reasons.

\(^{63}\) One pupil (GRE 2) was ill and did not take part in the survey. There were no young participants from Japan.
Fig. 30 provides an exact overview of the participants of the individual delegations. In Tábor thirteen “complete”\textsuperscript{64} teams with seven pupils each and six “observer teams” with only two pupils took part.

Abbreviations (2007):

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

In total, 34 accompanying teachers and heads of school were interviewed. 32 of them had participated in the previous 6\textsuperscript{th} 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\textsuperscript{th} Youth Forum, was asked to answer the questionnaire.

\textsuperscript{64} One exception is Australia, whose team is made up of the eight winners of the individual states and territories in the Australian Pierre de Coubertin Award. In 2007, Berlin sent a team of only four pupils.
Also, the answers of the deputy head of the youngest Coubertin School of the Network at the time, the Pierre de Coubertin Bundes-Oberstufengymnasium Radstadt (Austria), were considered to be of special importance due to its role in hosting the 5th Youth Forum, and which gave reason for a few of interesting developments to be expected at this school.

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

Fig. 31: Composition of the teachers in 2007

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coubertin School of the</td>
<td>17</td>
<td>17</td>
<td>34</td>
</tr>
</tbody>
</table>

Fig. 32: Composition of the participants according to continents in 2007

- Africa: 6%
- Asia: 9%
- Australia: 6%
- Europe: 79%

Fig. 33 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.\(^{65}\)

Fig. 33: Composition of the teachers according to their nations 2007

- AUS 2
- AUT 1
- AUT 2
- CHN
- CZE
- EST
- FRA 2
- GER 1
- GER 2
- GBR
- GRE 1
- GRE 2
- ITA
- JPN
- KEN
- KOR
- MIR
- NOR
- SVK
- SUI

One exception is the observer team from Switzerland. In 2007, the school administration of the Ecole Nouvelle de la Suisse romande considered 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’s team to acquire further information on the Network of Coubertin Schools and to experience the atmosphere during a Youth Forum.
Participants of the survey in 2013

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

1. NOC of Australia (winners of the Australian Pierre de Coubertin Award)
2. BORG Radstadt Pierre de Coubertin (Austria)
3. Don-Bosco-Gymnasium Unterwaltersdorf (Austria)
4. Beijing High School Four Pierre de Coubertin (China)
5. Pageyprian Gymnasion (Cyprus)
6. Gymnaziunm Pierra de Coubertina Tábor (Czech Republic)
7. Ülenurme Gymnaasium (Estonia)
8. Coubertin-Gymnasium Berlin (Germany)
9. Staatliches Pierre-de-Coubertin-Gymnasium Erfurt (Germany)
10. William Brookes School Much Wenlock (Great Britain)
11. 1st Lyzeum Pierre de Coubertin Pallini (Greece)
12. Liceo Statale “Giuliano della Rovere” Savona (Italy)
13. Senior High School at Otsuka, Tokyo (Japan)
14. Kípkeino School Eldoret (Kenya)
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 № 211 Pierre de Coubertin St. Petersburg (Russia)
19. Gymnaziunm Pierra de Coubertina Piešt’any (Slovakia)

In total, 96 youths (43 boys, 53 girls) took part in the 9th Youth Forum. 87 of them (91%; among them 37 boys and 50 girls) sent their completed questionnaires back to CIPC for evaluation. **Fig. 34-36** provide an overview only of those pupils who had taken part in the survey:

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66 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 been invited, but were not able to participate in the Lillehammer Forum due to various reasons.

67 A 91% rate of return of the answers may be considered a rather good result for a post survey by mail/e-mail. 9 pupils did not complete the questionnaire (5 Australians, 1 Chinese, 2 Kenyans and a Mauritius participant.)
In 2013, 22 accompanying teachers and heads of school were interviewed. Twenty of them had taken part in the 9th Youth Forum. The results of the two French schools (FRA 1 Bolbec, FRA 2 Nancy) were especially valuable since the International Pierre de Coubertin Year was celebrated in 2013.
In Lillehammer, only one teacher accompanied “complete” and “observer teams”.68 69

**Participants of the survey in 2017**

Four years later, a fourth survey was carried out during the 11th Youth Forum in Úlenurme, Estonia. All participants as well as their accompanying teachers/heads of school were interviewed on the last day of the forum. In Estonia, 24 delegations from 23 countries took part in the meeting.70

Like in Beijing 2011 as well as in the jubilee Youth Forum in Piešt’any 2015, for the third time young people from all continents joined the forum:

1. Colegio Padre Ramon De La Quintana, San Fernando Del Valle De Catamarca (Argentina)
2. NOC of Australia (winners of the Australian Coubertin Award)
3. BORG Radstadt Pierre de Coubertin (Austria)
4. Don-Bosco-Gymnasium Unterwaltersdorf (Austria)
5. Escola de Educação Básica da URI Erechim/RS (Brazil)
6. Pagkyprion Gymnasion Nicosia (Cyprus)
7. Gymnázium Pierra de Coubertina Tábor (Czech Republic)
8. Úlenurme Gümnaasium (Estonia)
9. Association Européenne des Sports Bourgogne-Franche-Comté (winners of the Coubertin Pupils’ Prize of the region, France)
10. Staatliches Pierre-de-Coubertin-Gymnasium Erfurt (Germany)
11. William Brookes School Much Wenlock (Great Britain)
12. 1st Lyzeum Pierre de Coubertin Pallini (Greece)
13. St. Xavier School Ranchi, Jharkhand (India)
14. Liceo Statale “Giuliano della Rovere” Savona (Italy)
15. Japan Pierre de Coubertin Committee (winners of the National Coubertin Youth Forum)
16. Kipkeino School Eldoret (Kenya)
17. Senior Methodist Girls School Kuala Lumpur (Malaysia)
18. Mauritius Pierre de Coubertin Committee (winners of the National Pierre de Coubertin Award)
19. Gausdal videregående skole Pierre de Coubertin (Norway)

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

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

70 In preparation for the 11th Youth Forum, 30 schools/institutions in total had been contacted and invited to gain more new members for the Network and achieve broader diversity in the forum community. Although, four new teams were welcomed from India, Poland, Spain, and Ukraine, some of the long-standing partners from China, Russia, Tunisia, France, Berlin and Pyrgos (Greece) were not able to participate in the Úlenurme Forum due to various reasons.
20. Zespół Szkół w Nekli Gimnazjum im. Polskich Olimpijczyków (Poland)
21. The Hague Primary/Primêr (South Africa)
22. Gymnазium Pierra de Coubertina Piešt’any (Slovakia)
23. San Juan Bautista, Los Corrales de Buelna (Spain)
24. Secondary school # 142 Dnipro city (Ukraine).

117 students (52 boys and 65 girls) participated in the survey 2017. 71

Fig. 39-41 provide an overview of all the participants who had taken part in the survey:

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**Abbreviations (2017):**
- ARG: Argentina, San Fernando
- AUS: Australia
- AUT 1: Austria, Radstadt
- AUT 2: Austria, Unterwaltersdorf
- BRA: Brazil, Erechim
- CYP: Cyprus, Nicosia
- CZ: Czech Republic, Tábor
- EST: Estonia, Ülenurme
- FRA 3: AES, Bourgogne
- GER 2: Germany, Erfurt
- GRE: Greece, Pallini
- IND: India, Ranchi
- ITA: Italy, Savona
- JPN: Japan
- KEN: Kenya, Eldoret
- MAS: Malaysia, Kuala Lumpur
- MRI: Mauritius
- NOR: Norway, Gausdal
- POL: Poland, Nekla
- RSA: South Africa, Delft
- SVK: Slovakia, Piešt’any
- UKR: Ukraine, Dnipro City

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71 Only one girl, who had to leave after three days, did not participate in the survey.
In 2017, 25 accompanying teachers and heads of school were interviewed. Due to the conservative return rate of surveys, which were sent afterwards to the directors of the Coubertin Schools in previous investigations, the possibility of surveying more school directors was also waived in 2017.

![Fig. 42: Composition of the teachers in 2017](image)

- male: 11
- female: 13
- total: 24

![Fig. 43: Composition of the teachers according to continents in 2017](image)

- Europe 62%
- Africa 13%
- America 8%
- Asia 13%
- Australia 4%

In 2017 again, only one teacher accompanied “complete” and “observer teams”.

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72 See FN 68 on page 42.
5.2 Methods of data collection

Due to the complexity of the analysis, these tools 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.\(^73\)

The standardised questionnaires were provided in three languages: English, French and German. Approximately half of the participants/teachers had to complete them in a foreign language, in the last two investigations (2013 and 2017) even more.\(^74\)\(^75\)

Development and structure of the participant (student) questionnaire

The student questionnaire comprise 20 questions (Cf. original questionnaire in the Appendix, pp. 203-206)

According to the above-described subject of investigation, they make up seven central blocs of varying 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 questionnaire was based on empirical values. These values, which were critically viewed by the schools of the

\(^73\) 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).

\(^74\) 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.

\(^75\) 2005: CZ, EST, GRE 1, GRE 2, ITA, KEN, KOS, SVK; 2007: CHN, CZ, EST, GRE 1, GRE 2, ITA, KEN, KOR, NOR, SVK; 2013: CHN, CYP, CZ, EST, GRE, ITA, JPN, KEN, MAS, NOR, RUS, SVK and 2017: ARG, BRA, CZ, ESP, EST, GRE 1, IND, ITA, JPN, KEN, MAS, NOR, POL, RSA, SVK, UKR.
Network and by CIPC regarding the organisation of the Youth Forums, had not been documented or categorised prior to 2005. They were collected during the first four Youth Forums and within an eight-year period of cooperation. Due to the specific nature of the subject of investigation, only very few parallels could be drawn to similar investigations.

In 2007, 2013 and 2017 nearly identical questionnaires were used for surveying the participants. They were only slightly modified to align with the programme of the 6th, 9th or 11th Forum and the situation in Tábor, Lillehammer or Ülenurme. The first two surveys in 2005 and 2007 as well as the last one in 2017 were organised as a supervised interview on the last day of the Forum, the third one was carried out as a post-survey by e-mail/mail.

In 2005, 2007 and 2017 a return rate of 100% could be reached whereas 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 25 questions. According to the above-described subject of investigation, they made up four central blocs of varying sizes:

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

The teacher questionnaires in 2007, 2013 and 2017 were nearly identical in content to the one used in Radstadt. Only slight modifications were made according to the respective programmes and places.

In contrast to the student questionnaire, the teacher questionnaire in 2007 focused on development trends within the two-year comparison period since the 5th Youth Forum in Radstadt (2005). In addition, an evaluation of the effectiveness of measures introduced by the CIPC with the intention of

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76 At this point, 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.

77 For the original questionnaire of 2005 see NIKOLAUS, I.: The CIPC’s Network, Lausanne 2015, pp. 209-212. In this edition, only the original student questionnaire of the last investigation in 2017 is published (see pp. 203-206)
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:

Question 22: What positive/negative changes concerning the cooperation in your school have you noticed since the 5th Youth Forum in 2005?

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

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

In the 2013 and 2017 surveys 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.\(^\text{78}\)

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

In the 2017 survey, questions 5a and 7 focused on the school’s activities in the period of the preceding four years, i.e. since the last investigation was carried out.

Due to the new organisation of the arts competitions in the form of international workshops since Piešt’any 2015, question 15e, which involved the preparation of the school team in this field, was left out in the 2017 survey.

In contrast to the surveys given in 2005, 2007 and 2017, 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 in all four surveys.\(^\text{79 80}\)

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\(^\text{78}\) Question 24 on the CIPC measures after the Radstadt Forum was left out.

\(^\text{79}\) The exceptions – subsequent surveys – were listed under section 5.1.

\(^\text{80}\) 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.

The 5th International Youth Forum of Coubertin Schools was held in Radstadt, near Salzburg (Austria) from the 18th to 24th of September 2005. Its motto was “Making Olympic Principles Work in the Life of Youth”.

From the 22nd to 29th of September 2007 the small Czech town of Tábor was the site of the 6th International Youth Forum, which was celebrated under the motto “The Reality of Olympism in Schools”.

Two more Youth Forums followed: the 2009 Youth Forum in Ancient Olympia (Greece) and the 2011 Forum in Beijing (China), see also Chapter 3.2. The results of the latter two are not included in the present study.

In 2013, after the 9th Youth Forum in Lillehammer (Norway), held from the 10th to 18th of 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”.

A new survey was not conducted during the 10th Youth Forum in Piešťany, Slovakia.

Finally in 2017, during the 11th Youth Forum, organised from the 19th to 26th of August 2017 in Ülenurme (Estonia), a fourth investigation was carried out among students and their accompanying teachers/Heads of schools. The forum’s motto in 2017 was: “Kalokagathia - the harmony of body, will and mind!”

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

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Tendencies in the development of the International Network of Coubertin Schools according to the key questions of the study, formulated in Chapter 4.1, will be deduced. In addition, the advantages and limitations of an Olympic education in the schools of the Network will be demonstrated.

During the course of this study, the number of schools and their dedication to this Network continuously rose: these schools actively collaborated in the preparation of upcoming forums and other diverse projects over the two-year interval between venues; not to mention their contribution of numerous ideas and initiatives to strengthen the Network.

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

6.1.1 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 3.3). 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 in order to avoid an overload in the programme and in order to create space for individual contact, thereby guaranteeing the ultimate experience of an international community.

To begin, the content-specific dimension should be placed at the core of the implementation process. This dimension will be further discussed in comparison to the research results of the Youth Forum in Radstadt 2005 (current status of Olympic education after five realised Youth Forums), the 6th Youth Forum in Tábor 2007, the 9th Youth Forum in Lillehammer 2013 and finally the 11th Youth Forum in Ülenurme 2017.

According to the subject matter of the survey it comprises the following aspects:

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

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

At this point, it is necessary to point out two reasons that limit the comparison of the four Youth Forums:

1. The participants (with some exceptions) do not constitute the same group of people, who were interviewed two or four years prior. As far as the directors and accompanying teachers are concerned, about half of them had taken part in previous surveys.
2. The participating delegations varied throughout the four forums (cf. Chapter 5.1 and table 11, Appendix, p. 195).

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 score required of the Coubertin Award in the subarea of Sporting Efforts (see Fig. 44).

In 2007, however, this applied to a mere 1% 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.

![Fig. 44: Number of participants who did not pass the sports competitions successfully](image)

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 part of the competition** 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 such as insufficient preparation in some isolated cases. A plausible explanation is that some students arrived injured while others injured themselves during their stay in Norway, restricting their participation in the sporting events.

Four years later, in Ülenurme 2017, fewer students did not fulfil the norms in the subarea of sports compared to the previous survey in Lillehammer: 9% in total. Eight of these eleven participants came from delegations that had only taken part for the first or second time in a Youth Forum. Another two had been nominated shortly before departure.

Generally, it has to be stated that 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 programme, which would serve as a constant improvement in individual performance, has yet to be implemented in preparation to the Youth Forum. Nevertheless, the event offers an excellent opportunity to *exercise in effort*, and that within an international (!) competition - the prerequisite being each participant’s *willingness to compete*.

The sporting events of the *Coubertin Award* were intentionally set up *not* to place primary emphasis on setting new records, but to first and foremost highlight Coubertin’s ideas of fairness and eurhythmy (see Chapter 3.3). Although winning is not an essential indicator for the successful graduation of this category, however, 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.

Four 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%), in 2013 even 84% and in

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84 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 not, pass up on this international opportunity by any means.

85 These teams could only finalise their participation at the end of May 2017, three months before the forum.
2017 85% of the surveyed teenagers\textsuperscript{86} valued the competition to be important. Furthermore, the multifaceted sport options during the Youth Forums\textsuperscript{87}, 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; 2013: 45 kinds and 2017: 40 kinds)\textsuperscript{88}. 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 is also reflected by the social performance results (see Fig. 45 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. The subsequent surveys in 2007, 2013 and 2017 show that about a fourth of the participants served as assistant coaches. Moreover, under the category “help for the community”, numerous designations were given, which describe the students’ involvement in the organisation of different sports events at their schools or their community or even of international competitions, World Cups or the Youth Olympics.

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\textsuperscript{th}, 9\textsuperscript{th} or 11\textsuperscript{th} Youth Forums were taken seriously. This paid off in the end.

\textbf{b) Social conduct}

As mentioned previously, social conduct is difficult to measure and cannot be analysed separately from the other learning areas of Olympic education. Information about this learning area, however, can be gathered, first, from the social performance aspect shown in preparation for the Youth Forum, as certified by the school’s director, second, from the answers regarding the experiences made during the youth forums (question 11); and third from the assessment of the Youth Forum (questions 14-17).

\textsuperscript{86} See Fig. 64, p. 111.
\textsuperscript{87} Besides morning gymnastics, plenty of daily leisure sports-activities were available, which often led to the development of smaller spontaneous tournaments.
\textsuperscript{88} See the investigations of TELAMA et al.: Physical Fitness 2002, 29: in six countries, more than 75\% youths (12-15 years old) found recreational sports important or very important.
The comparison of the research results concerning 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.

After the Lillehammer forum, which focused on sustainable development, a rise of 17% of the students’ engagement in projects on the protection of the environment compared to 2013 can be observed. Furthermore, a significant rise in the category fundraising took place. In 2017, every fourth participant committed himself/herself to this field. Although the distribution of the frequency varied in each discipline from 2005, 2007, 2013 and 2017, the certificates reflect continuous, partially long-term commitment rather than a singular accomplishment specific to the Coubertin Award.

On a positive note, all participants in 2013 and 2017 successfully contributed to this field.

Social conduct is further reflected in the experiences during the Youth Forums, which the teenagers deemed important (cf. to the explanation of “moral behavior” and Fig. 47 on p. 56).

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TELAMA et al. arrived with similar results: They stated that volunteer work of youths, surveyed in six nations, added up 10% of their recreational sports activities; in addition, almost half of all teenagers (43.2%) ranked it as important, respectively very important (TELAMA et al.: Physical Fitness, 2002, 28f.).
In fact, 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 life-long learning (Coubertin’s idea of striving for human perfection).\(^9^0\)

The numerous submitted social activities 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, moral behaviour at the Youth Forum is reflected in the participants’ behaviour towards those from one’s own delegation as well as towards those from other countries and continents during the competitions for the Coubertin Award. In addition, moral behaviour is also reflected in all other collective and free-time activities of the students, especially in the participation of the discussions around Olympic values. The criteria adherence to rules and acceptance of values are to be respected during all meetings.

\[
\begin{array}{c|c|c|c|c|c}
& \text{very important} & \text{important} & \text{not so important} & \text{unimportant} \\
\hline
\text{Radstadt 2005 (N=95)} & 13 & 26 & 20 & 26 \\
\text{Lillehammer 2013 (N=87)} & 44 & 40 & 53 & 37 \\
\text{Tábor 2007 (N=100)} & 37 & 21 & 20 & 30 \\
\text{Ülenurme 2017 (N=115)} & 6 & 5 & 3 & 6 \\
\end{array}
\]

A positive tendency is evident in reference to the discussions around Olympic values, as Fig. 46 illustrates.\(^{91,92}\)

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\(^9^0\) 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).

\(^9^1\) 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.

\(^9^2\) In 2017, two students did not answer this question.
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.\(^{93}\)

A little setback in this field of the *Coubertin Award* may be stated for Ülenurme 2017: Almost two thirds of the participants considered the group discussions as *important* or *very important*. A major reason for this decline of 10% was that four new and unexperienced teams declared their participation in early summer 2017, only a few weeks before the beginning of the forum. Thus, they did not have enough time to prepare for this area of the *Coubertin Award* intensively. This was also reflected in the participants’ evaluation of the quality of the group discussions. In 2017 56% of the students indicated that their quality was *very good* or *good*.

Nevertheless, an excellent poster exhibition was prepared by the groups in advance. It consisted of more than 50 pieces of art under the topic of “Kalokagathia - the harmony of body, will and mind!” . Furthermore, the discussions were once again carried out according to the new concept introduced in Piešťany 2015: Along with the reorganisation of the arts

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\(^{93}\) The CIPC took special care in preparing for this part of the *Coubertin Award* due to the experiences and critical comments during the 5th Youth Forum in Radstadt. HELEN BROWNLEE, CIPC Board Member for Australia, developed a new procedural concept in preparation for the 7th 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 prepared beforehand at the home schools, was vividly displayed on posters by the delegations. The on-site exhibition comprised around 40 posters.
competitions (see page 27) into 10 international arts workshops, the same composition of the groups was applied to the group discussions. Luckily, this new concept led to great solidarity, understanding, collaborative intercultural learning, team spirit and many friendships among the youths of each group until today; thus, one of CIPC’s most important aims was achieved.94

Furthermore, the implementation of a Code of Conduct in 2007 (especially the strict ban on alcohol and smoking for all participants) showed positive effects and contributed to the promotion of a healthier lifestyle.95

Similar to the Olympic Games, the categories of sports and the arts, among others, 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 envisioned by Coubertin in his model of Olympic education, such as international understanding, peace education, as well as advancement of emancipatory developments.

The participants’ willingness to strive for these values was also reflected in the experiences they valued most during the Youth Forum:96

![Fig. 47: “What experiences you had during the youth forum are most important for you?” (question 11)](chart)

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

94 Based on observations by the accompanying teachers and staff members (Ed. note).
95 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.
96 Multiple answers were possible.
The entries deemed as having top priority in all four Youth Forums consisted of *friendship with young people from other countries* (2005: 97%, 2007: 95%, 2013: 94%, 2017: 95%) and *learning about customs and traditions of other countries* (2005: 54%, 2007: 71%, 2013: 71%, 2017: 70%). Furthermore, the participants considered *team spirit in your own delegation* as significant (2005: 61%, 2007: 68%, 2013: 71%, 2017: 62%).

Interesting parallels to former research could also be found in the teenagers’ answers about the dangers that threaten the Olympic Movement today and in the future.⁹⁸ (see Fig. 48 on the following page).

Although in some aspects the prospect for 2017 appears more optimistic, it is clearly evident that the youth of all four Youth Forums view *doping* as the greatest threat to the Olympic Games in the near future (2005: 93%, 2007: 91%, 2013: 86% and 2017 71%). Moreover, the participants considered *increasing commercialisation* (2005: 76%, 2007: 67%, 2013: 54% and 2017: 42%) and *terrorism* (2005: 76%, 2007: 69%, 2013: 41% and 2017: 67%) as significant threats. About half of the teenagers saw an imminent threat in the increased politicisation of the Games as well as in the *genetic manipulation of athletes*.¹⁰⁰

The increase in the category *too much efforts to organise the Olympic Games*, according to the survey in 2013 (2005 merely 16%, 2007: 18% and 2013: 28%, 2017 a decline to 20%), is particularly striking. This observation reflects the large amount of media coverage on the cost explosion of international sporting events, especially evident with the preparations for the Olympic Winter Games in Sochi.

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⁹⁷ 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).

⁹⁸ Cf. Chapter 4.2.

⁹⁹ Multiple answers were possible.

d) Olympic knowledge

The organising committee and the schools undertook great efforts and numerous initiatives to optimise the preparations for the knowledge test in 2007. These included, among others: the students’ exhibition *Pierre de Coubertin – Life and Work of a Humanist*, currently available in 19 languages;
the Download Centre www.coubertin.net, designed specifically for the schools; the Forum Reports, the documentation on the Forum results from the 5th Youth Forum on; as well as a copy of Coubertin Academy, which was sent to the schools in early summer of 2007.\footnote{Cf. \textsc{Nikolaus I.}: \textit{Die olympische Idee}, 2011, vol. 2, 592-600 on the Comenius Project “Coubertin Academy” and idem. \textit{Pierre de Coubertin’s Olympic Idea}, 2017, 253-262 as well as the handbook itself published in: IOC (Ed.): Olympic Values Education Programme (OVEP). The Resource Library (DVD). 2nd Edition. 00/Activity Sheets & 03/Manuals. Lausanne 2016.}

Moreover, the increased use of the IOC-Programme OVEP\footnote{\textsc{Binder}, D.: \textit{Teaching Values. An Olympic Education Toolkit. A Programme of the International Olympic Committee}. Lausanne 2007.} (Olympic Values Education Programme) had a positive effect on the preparations of the participants in the knowledge area starting in 2009.\footnote{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 \textit{Fondation Coubertin} in St. Rémy, near Paris. The latest workshop on OVEP 2.0 for European Coubertin teachers was organised by CIPC in December 2017.} Components of the programme and The Education Pack/Le Pack Éducatif YOG Singapore 2010 (CD-ROM)\footnote{IOC (Ed.): \textit{Jeux Olympiques de la jeunesse. Le pack éducatif/Youth Olympic Games. The Education Pack}. Lausanne 2011 (DVD).} laid the groundwork for the development of the environmental theme during the 9th Youth Forum in Lillehammer 2013.

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. \textbf{Fig. 47} on page 56) should not be considered negative. The work encompassing Olympic education at the Network’s schools has intensified over the last 20 years, expanding towards other school subjects as well as extracurricular activities and projects. As a result, a high level of 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 \textit{Pierre de Coubertin Award} and provided a certain level of comfort in handling the Olympic topics. In other words, half of the teenagers already felt they were fairly well or very well educated on the topic.

Lastly, the results of the knowledge test illustrate the previous findings (cf. \textbf{Fig. 49} on the following page). Despite the fact that in 2005 seven participants did not successfully complete this part of the \textit{Coubertin Award}, in 2007 it was
only one, in 2013 only two female participants and in 2017 two male participants.¹⁰⁵

**e) Musical and artistic creativity**

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

The results of the three analyses confirm the delegations’ very good preparations in this area. This is also reflected in the significance the teenagers attached to this part of the competition for the Coubertin Award: 72% of all teenagers considered this area as very important or important in 2005, in 2007 79%, and in 2013 74% (see Fig. 64, page 111).

Reference to the success of the change in concept in this area, i.e. the introduction of the international arts workshops, has been made on numerous occasions throughout this paper (see pp. 21 and 27). Especially impressive for the participants, accompanying teachers and guests were the high quality, creative contributions, which were developed in a relatively very short amount of time – in three workshops à 90 minutes.¹⁰⁶ The enthusiastically presented results of the arts workshops became a particular highlight of the Youth Forum, and was further enhanced in 2017 by the first-time performance of a teachers’ band.¹⁰⁷

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¹⁰⁵ See the original questionnaire of the Knowledge Test 2017 on pages 198-201 in the Appendix. Questionnaires of previous Youth Forums are documented in the respective Forum Reports (see CIPC Website www.coubertin.org).

¹⁰⁶ Due to these changes, the last point of question 4 became redundant in the 2017 survey.

¹⁰⁷ At this point, it has to be stated that the same observations for the participants could be made for the accompanying teachers. The interactions of the colleagues during the teachers’ music workshop led to closer, amicable cooperation and understanding among them as well as individual joy of effort.
Especially noteworthy was also the variety of presentations in all Youth Forums: music presentations, dance, shadow theatre, painting, crafts 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 and the arts, which surely contributes to their development of a cultural-aesthetic understanding and sensitivity. Quoting Coubertin’s concept that the arts hold a significant place in the education of young people\textsuperscript{108} and that the arts and physical education should intrinsically be linked to one another\textsuperscript{109}, 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 popular international dances and social evenings, where the participants introduced dances, songs, and games from their home countries and encouraged everyone’s participation. Since Beijing 2011, the so-called Mini-Expos make up a central place during the Youth Forums. They offer opportunities for getting to know the arts and the culture of the participating delegations and for the participants the chance to exercise themselves in the field of arts. Furthermore, singing and dancing at the campfire as well as the Parade of delegations, introduced in Piešt’any 2015, became unforgettable highlights of the week’s activities.

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.

\textsuperscript{108} 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.

\textsuperscript{109} 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\textsuperscript{7}, 415 and elaborated in: Messing, M./Müller, N.: Coubertins philosophisches Konzept der Eurhythmie, 2000.
In summary, the following picture considers all five learning areas of Olympic education for the implementation of the competitions for the Coubertin Award:

![Fig. 50: Number of participants who successfully passed all the competitions for the Coubertin Award](image)

In 2005 more than three fourths of the teenagers successfully completed all five categories of the Pierre de Coubertin Award, and 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 fulfilled the norms of the Pierre de Coubertin Award than in 2007 (at least 86%). This can be explained by the fact that some participants could not compete in the sport competitions due to injuries (see page 51f.). Compared to 2007, a constant, partially even greater commitment from the participants, could be observed in the other four categories of the Coubertin Award.

Although four teams were nominated only some weeks before the Youth Forum in 2017, in total 89% of the participants successfully passed all competitions of the Coubertin Award and were awarded the Coubertin Medal.

On a very positive note, both in 2013 and 2017, all forum participants had shown social engagement at their schools and in their communities.

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110 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. Similar to 2013, in 2017 13 participants (7 boys and 6 girls) did not meet the conditions for the Coubertin Award: 11 in the sport division and two in the field of Olympic knowledge.
6.1.2 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 school life. These approaches include:

a) An increase in a range of measures that demonstrate the bond between the school with Coubertin on the one hand and with the Network’s schools externally on the other hand (through sculptures, exhibitions, student works, posters, or the Internet, see Fig. 51, on the following page)

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. 52, page 66)

c) The integration of a considerably greater number of themes related to Olympism in various school subjects; even twice the amount compared to 2005 is evident in some subjects (for example in the art and physical education lessons; see Tables 1a, b, 2a, b, 3a, b and 4a, b pages 70-77)

d) A visible increase in the use of Olympic themes in extra-curricular activities (see Fig. 53, p. 78)

e) An increased use of manifold international, national, regional, and self-made materials for Olympic education (see Fig. 54, page 80)

f) Progress in the schools’ public relations activity (see Tab. 5, page 84).

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

As Fig. 51 on the following page shows, the schools place great value on emphasising the bond to COUBERTIN and the cooperation with other schools in the Network. This is particularly evident in the schools’ exterior image, the school grounds and its presence on the Internet. At the same time, the schools 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.

111 Multiple answers were possible.

2007: No reply by Japan, Kenya, Mauritius, Norway, South Korea and Switzerland.

2013: No reply by Australia, Japan and Mauritius.

2017: No reply by France 3 (Bourgogne-Franche Comté), India, Japan and Mauritius.

In order to be able to compare the results related to question 5 with previous investigations, only the teams that had at least participated twice in a Youth Forum were considered (without the newcomers Spain, Poland and Ukraine, who at least used one form).
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\textsuperscript{112} 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 news-sheets.\textsuperscript{113}

In 2017, a gratifying trend can be observed: the long-standing member schools used several types and up to all categories to acknowledge Coubertin’s life work or the close link to the member schools of the CIPC Network.

Like in 2013, three fourths of the schools used a bust, plaque or portrait (2017: 76%) to show their close relationship to Coubertin. In 2017, even an increase in the category posters, being with 65% the second most frequently used form, can be found.

Similar results to 2013 could be reached in the categories exhibition: nearly two thirds of the schools used this form (2017: 65%), followed by the Internet (59%). A slight decline took place in the presentation of students’ works (2013: 56%, 2017: 47%). On the other hand, a slight increase in the categories wall news-sheets (2013 28%, 2017: 35%) and showcase (2013: 22%, 2017: 24%) could be observed.

New forms named in 2017 (other: 21%) were the two Coubertin puzzles (GER 2 and SVK), an Olympism Board (MAS), an honorary Gallery of Olympic

\textsuperscript{112} Amongst others named were: museum, wall painting, and student Charta.

\textsuperscript{113} It is necessary to note here that in 2013 three schools that did not yet carry the name Coubertin (CYP, JPN, and MAS) had only attended the Youth Forum for 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.
Medalists and winners of the Thuringian Coubertin Pupils’ Prize (former students of GER 2) as well as a large bulletin board with photographs of participants in the Youth Forums (SVK) or naming classrooms after Olympic host cities.

On a positive note, more and more schools delivered excellent reports on a number of Coubertin and Olympic activities for the CIPC website in the past two years. 

\textit{b) A rising number of Olympic educators at the majority of the schools}\textsuperscript{115}

Fig. 52 on the following page illustrates the number of colleagues applying the themes of Coubertin and his Olympic life’s work in their lessons or in extra-curricular activities.

While these results are only comparable to a certain degree due to differences in the structure and size of the schools, a number of basic tendencies can be inferred.

In 2005, this work was done by only a small group of teachers in half of all schools. \textsuperscript{116}

The number of dedicated teaching staff is considerably higher at the three schools that participated in the Comenius Project “Coubertin Academy” (Erfurt and Piešťany with each 10 teachers and Ülenurme with even 22!) as well as at Gymnázium Pierra de Coubertina Tábor (14 teachers), the host school of the 6\textsuperscript{th} Youth Forum in 2007. Notably, a wider implementation can be observed among these schools.

With 20 teachers involved, Much Wenlock also showed great commitment in this area. This is due in part to the strong involvement of the school in the yearly \textit{Wenlock Olympian Games} and the cultivation of Dr. William Penny Brookes’ heritage. 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 \textit{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 for hosting the 8\textsuperscript{th} Youth Forum (GRE 1 from 4 to 10 colleagues), as well as a tripling (from 10 to 30 colleagues) at the Gymnázium Pierra de Coubertina Piešťany are visible.

\textsuperscript{114} Some of them contain up to 30 pages, videos or various presentation forms (Cf. www.coubertin.org).

\textsuperscript{115} 2005: No reply from Australia, France 1 (Bolbec), Kenya and Kosovo.

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

2013: No reply from Australia. Greece 2 and Tunisia did not take part in the survey 2013.

2017: No reply from Australia, France 3, India, Japan and Mauritius.

\textsuperscript{116} For details of previous investigations, see NIKOLAUS, I.: The CIPC’s International Network, 2015, pp. 55 -58.
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 with 62 (!), Erfurt with 50 and Ülenurme with 45 colleagues. A steep increase can also be observed at the Norwegian Coubertin School caused by the orientation towards the 9th Youth Forum (35 =70% of the teaching staff!). With 30 colleagues (=55% of the teaching staff), the teachers in Piešťany showed consistency in their high dedication to Olympic education.

The commitment from the Coubertin School 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 special mention here.

On the other hand, a few declines can also be observed in 2013, such as in Beijing, Pallini (due to considerable financial cut-backs), Savona and Nancy.

In 2017 again, a large number of colleagues involved in Olympic education can be seen in Ülenurme, host of the 11th Youth Forum that year, with 60, Erfurt with 50, Much Wenlock with 45 as well as Piešťany with 25 colleagues, followed by Radstadt with 20 as well as Tábor and Gausdal with 10 colleagues each. These seven schools have been long-standing members of the International Network of Coubertin Schools and dedicate many of their projects on Coubertin and Olympic education.

Surprising results were delivered by the observer teams from Malaysia (25 compared to 10 colleagues in 2013), Argentina (14 colleagues), Brazil (8 colleagues) and the newcomer Ukraine (15 colleagues).

Unfortunately, at some of the Network Schools, the Olympic education work was placed on only one or a few shoulders during the past four years since 2013: ITA and KEN (four colleagues), and GRE 1 only one colleague.

In summary, it can be concluded that Olympic education work is implemented by a large group of teachers at more than half of the Network’s schools.

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

118 With the adoption of an Olympic Day and a school-based Pierre de Coubertin Award since 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 staff was gained as Olympic educators.

119 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.

120 Both teams from Latin America participated in a Youth Forum for the second time. These two schools cooperate closely with their National Pierre de Coubertin Committees and were involved in Olympic education projects in preparation for the Games of Rio 2016 and the YOG in Buenos Aires in 2018.

121 In 2017, the Ukrainian School participated in a Youth Forum for the first time. It was appointed by their NOA after having won the national competitions in the field of Olympic education.
c) The use of Olympic-related topics in different school subjects

The tables 1a-4b on pages 70-77 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 fact, very little can be stated about the extent, duration and profundity of the conducted class sequences on Olympic themes.¹²²

Generally, however, it can be held that in the schools analysed, COUBERTIN’s ideas were not implemented in the following subjects: Mathematics, Chemistry, Physics, and Economics.¹²³

Overall, an increase in entries from 117 (2005) to 173 (2007), to 183 (2013) and finally to 254 in 2017, can be observed. While in 2005 Biology was named twice, in 2007 this subject was not named at all; in 2013 it was named four and in 2017 nine times. Olympic themes served as subject matter only in a few isolated cases in Religion (2013: 4 entries, 2007: 5, 2005: 3 and 2017: 1).


Again, the widespread use of Olympic education themes in many subjects at the three schools, which participated in the Comenius Project “Coubertin Academy” and continue to operate as multipliers for Olympic education in

¹²² For specific data and a comparison between the schools, see Chapter 6.1.1 and the short portraits of the schools in the Appendix pp. 124-189. 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 in their constant alternation of schools. Only one entry was provided by the first-time represented delegations from Mauritius and Norway. Therefore, the 13 delegations, which already participated in the 5th Youth Forum, are depicted, allowing for a comparison to 2005.

¹²³ Two exceptions can be found on page 77.

¹²⁴ Other foreign languages: in Tábor and Piešťany Spanish and German, in Erfurt and Unterwaltersdorf Latin, in Savona German.
their region, stands out strikingly. The forerunner is the Ülenurme Gümnaasium with 30 entries\textsuperscript{125}, followed by Gymnázium Pierra de Coubertina Piešťany and the Pierre-de-Coubertin-Gymnasium Erfurt with 28 entries each. A consistent and strong commitment is evident by the Gymnázium Pierra de Coubertina Tábor that hosted the 6\textsuperscript{th} Youth Forum and has a total of 21 entries. Surprisingly, Brazil and Ukraine were also able to document 21 entries.\textsuperscript{126}

Furthermore, Cyprus with 15 and Malaysia with 13 entries in this field deserve special emphasis. Alternatively, Much Wenlock traditionally focuses on an interdisciplinary approach during a week-long project called ‘Coubertin week’ for 12-13 year-old students where every subject during the week has an Olympic theme; and therefore each subject has an impact during this time.

The secondary section of the Kenyan school, which had been built up step by step since 2008, used Olympic themes in nine different subjects in 2017. 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 translation of the Coubertin students’ exhibition into Swahili, and by introducing Olympic ideas into the everyday instruction of his school. Over the last few years, he has become active as the facilitator of the IOC’s OVEP-Programme in Kenya.

Fortunately, compared to 2013, significant progress in the artistic area, Music and Arts, could be observed at the Network schools in 2017. This may be influenced by the enthusiastic reports of the participants and accompanying teachers about the variety of arts workshops offered during the Youth Forums since 2015. In addition, the teachers-in-service trainings for the accompanying teachers organised by CIPC surely contributed to this success.

Although the overviews on the following pages reveal still-existing resources and potentials at some of the member schools, one should also take into account the tense human resource situation at a number of the schools. Furthermore, it is necessary to mention here again that we as Olympic educators must be very careful in finding the right balance for modules on Olympic topics to be implemented into the respective curricula.

Conclusively, a high standard of Olympic education can be observed at most of the schools of the Network.

\textsuperscript{125} 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 I Project on School Development. Piešťany, Sopot, Ülenurme, Erfurt 2007.

\textsuperscript{126} See FN 121 and 122.
Tab. 1a: The use of Olympic-related topics in different school subjects, structured according to age groups (year 2005)

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Age groups:
1: 10-12 years
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Tab. 1b: The use of Olympic-related topics in different school subjects, structured according to age groups (year 2005)

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Age groups:

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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)

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

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Age groups:
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2: 13-15 years
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Tab. 3a: The use of Olympic-related topics in different school subjects, structured according to age groups (year 2013)

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Age groups:

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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)

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

75
Tab. 4a: The use of Olympic-related topics in different school subjects, structured according to age groups (year 2017)\textsuperscript{127}

<table>
<thead>
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<th>School</th>
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Age groups:  
1: 10-12 years  
2: 13-15 years  
3: 16-18/19 years

\textsuperscript{127} No answers 2017: AUS, FRA 3, IND, MRI, RSA.  
\textsuperscript{128} BRA: also Mathematics (16-18 yrs.), Physics/Chemistry (13-15 and 16-18 yrs.).  
\textsuperscript{129} KEN: also Mathematics (16-18 yrs.), Physics/Chemistry (16-18 yrs.).
Tab. 4b: The use of Olympic-related topics in different school subjects, structured according to age-groups (year 2017)\textsuperscript{130}

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

\textsuperscript{130} No answers 2017: AUS, FRA 3, IND, MRI, RSA.  
\textsuperscript{131} In 2017 the Norwegian school added in the category other subjects: Sport and Society
Nonetheless, the quantitative part should not remain the sole criterion of the analysis. As the examinations in Chapter 6.1.2 substantiate, great progress in Olympic education was made in the comparison period 2005-2017, which is also reflected in the results of the participants, especially in the knowledge test. Here also, following the spirit of COUBERTIN, finding the right balance is key. The desire to enrich as many lessons as possible with Olympic content can lead to an overload and a loss of interest by the students.

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

As Fig. 53 illustrates, the schools of the Network also use extracurricular activities alongside several school subjects to teach Olympic values. Here there is a clear increase visible in reference to the first evaluation during the 5th Youth Forum in Radstadt.

Unmistakably, the *preparation for the Youth Forum* holds a core function in the educational work. Since 2005, *sports festivals* (2007 and 2013: each 94%; 2017: 86%) and *project days* on Olympic topics (almost two thirds in 2007 and 2013 as well as a remarkable 90% in 2017), which are often organised for

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132 Multiple answers were possible. 2007: No data from Australia, Japan, South Korea, Switzerland. 2013: No data from Australia, France 1 (Bolbec), Japan, Mauritius. 2017: No data from France (Bourgogne-Franche Comté), India and Mauritius.
the entire school community, have become a highlight during the school year. Whereas the number of school clubs dealing with Olympic issues had increased between 2005-2013 (2005: 33%, 2007: 44%, and 2013: 53%), during the last period of investigation, more than half of the schools organised project weeks on Olympic topics and benefitted from an interdisciplinary concept.

In the category Others multiple examples of activities and projects on Olympic education, often with a sustainable approach, were named by a large number of schools. Among them were School Olympic Games at the Estonian, Norwegian and Cypriot member schools, the continuation of the traditions to organise Olympic Days or school-based Coubertin Awards in Piešťany and Erfurt or a National Youth Forum in Japan to choose the best participants for the next International Youth Forum. Other forms chosen were a joint workshop on Paralympic sports for Italian abled and disabled students, the Coubertin Puzzles in Erfurt and Piešťany (see page 23 and 64), the participation in an International Knowledge Test on Olympism in Piešťany, as well as Charity runs in Savona and Erfurt.

The following project deserves special mention: a six-month project on Sport and Olympism at the Greek school in Pallini, including activities on the history of the Marathon race (BREAL CUP), the social impact of athletic activities or the dangers of doping in sport.

Another noteworthy undertaking in this respect was the enormous involvement of the Norwegian school in the preparation and organisation of the Youth Olympic Games in Lillehammer 2016.

The Kenyan answer to this question is to also teach Olympic topics and Olympic values during camp outings of different classes, which benefit from the event character there.

e) The intensified use of materials on Olympic Education

Fig. 54 on the next page illustrates the variety of materials used by the schools/institutions of the Network for Olympic Education, especially in

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133 Some of them were only introduced after the Lillehammer Forum in 2013; thus, they are results of the last investigation.
134 Multiple answers were possible.
135 2005: No data from France. 2007: No data from Australia, Japan, South Korea, Switzerland. 2013: No data from Cyprus, Japan, France 2 (Nancy), Mauritius. 2017: No data from: France 3 (Bourgogne-Franche Comté), India and Mauritius.
All accompanying teachers provided multiple answers. Only more accurately described materials were included in the list; most likely, more materials were used.
136 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%).
preparation for the Youth Forums. A significant increase from 2005 to 2007 is evident here.

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” (ARG, AUT2, CZ, EST, GER 1, GER 2, ITA, MAS, NOR, SVK), Websites host cities (EST, GER2, ITA, NOR), IOC-Website (CZ, GER2, ITA, AUT 1), www.coubertin.net and www.coubertin.org (AUT 1, AUT 2, CHN, CZ, EST, FRA 2, GER1, GER 2, MAS, MRI), “Etre champion dans la tête” (AUT2), Olympic Channel (AUT 1), 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) (AUS, AUT 1, AUT 2, CZ, EST, GER 1, GER 2, GRE 1, GB, ITA, JPN, KEN, MAS, NOR, RSA, SVK)

3 Programmes from the NOC about Olympic education, including Coubertin and his life’s work

Please specify: books, brochures, posters, films (CZ, GER 2, GRE 1, MAS), films and materials by the National Olympic Academy (EST, GER 2, CZ, JPN), CD by Kuratorium Olympische Akademie (GER 2), DVDs Educación Olímpica Material de Capacitación (COA-Argentinian Olympic Committee) Olympic Encyclopedia by the Japan and Ukrainian NOAs, Website of the NOC (CHN, ITA), materials on Olympic education Lillehammer ´94 (NOR), book “Olympijska vychora” by J. Grexa and diverse

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publications/brochures (SVK), Norwegian Olympic Museum (NOR), Materials on Olympic Games and Values (CYP), diverse publications by the NOC/NOA for Ukraine, e.g. “KYIV 1913. First Russian Olympiad”, “Your Olympic Guide book” etc. (UKR)

4 Regional programmes about Olympic education, including Coubertin and his life’s work
Please specify: book “Know how” (AUT2), materials by DOSB (GER 1), brochure about the Coubertin Pupils’ Prize (GER 2), annual seminar on Olympic ideals for pupils, organised by the IOA (one week) (GRE 2), Homepage of the Comité Regional Olympique (FRA 2), Manual on Olympic history (CYP), “Visitez le Musée Olympique à Tartu” (EST), regional materials (MAS), school projects by the Norwegian Olympic Museum (NOR), Cooperation with the Tokyo Education Office

5 Teachers-in service-trainings on these topics (AUS, AUT1, AUT 2, CHN, EST, FRA 1, FRA 2, GER 1 GER 2, GRE 1, GRE 2, ITA, KEN, MAS, NOR, RUS, SVK), webinar about the Youth Olympic Games: Juegos Olímpicos de la Juventud Buenos Aires 2018- CPC ARG

6 Self-prepared materials
Please specify: ARG, AUT1, AUS, CHN, FRA 1, GRE 1, ITA, KEN, MAS, NOR, RUS, slide-show Olympia (AUT 2, GER 2), translation of the Coubertin Pupils’ Exhibition in Swahili (KEN), Internet research (AUT2, GER 2), worksheets from “Coubertin Academy” (AUT2, CZ EST, GER2, SVK), BOF-materials (GBR), exam texts (GBR, GRE 2)

Although many new schools joined the Network since the beginning of the evaluations and most of them had just started their work in the field of Olympic Education, three major tendencies, despite slight declines or changes, may be observed:

1. The member schools/institutions put a lot of effort into improving the further education for teachers to apply and transfer Olympic values (2005: 43%, 2013: 82%; 2017: 71%).
2. Motivated by these initiatives, 82% of the Network’s schools developed their own materials in 2013, mostly in the respective

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138 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 MRI, and NOR. In 2013, the delegations from CYP, and JPN participated in a CIPC survey for the first time. For these two delegations, it was the second time to attend a Youth Forum of the Coubertin Schools. In 2017, ARG, BRA and RSA took part for the first time in a survey during their second participation. IND, POL, ESP and UKR were newcomers in Ülenurme.
mother tongue, but also for the use in teaching foreign languages; in 2017, almost two thirds (62%).

3. At this point, two thirds of all Coubertin schools also use the IOC-Programme “Teaching Olympic Values” (OVEP/OVEP 2.0), which was first introduced to colleagues in a further education session in 2009 (see p. 59).

At present more than three fourths of the schools use international and about the half of them national programmes.

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. 59).

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 have used various options to present the results of their Olympic education work to the public. A review of the four surveys in 2005, 2007, 2013 and 2017, shows that progress was made by many of them. Whereas in 2005 a total of 35 nominations were placed by all delegations, 44 were placed in 2007, 61 in 2013 and 101 in 2017. Table 5 on page 84 displays the combined results of all four 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 four 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.139

Beyond this, it is worth mentioning that in 2005 and 2007 respectively, only two accompanying teachers140 (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.

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139 See FN 138.
140 Among those surveyed, in 2005 only four were directors and in 2007 three.
In 2013, however, only one accompanying teacher was interviewed respectively. Since the survey was sent per E-mail, fortunately numerous school directors supported the completion of the forms and, in turn, contributed significantly to the relativization of the results.

In Estonia 2017, a record participation of 24 teams could be reached. Again one accompanying teacher of each delegation took part in the survey.

In the following, only the results for the schools/country representatives, which took part in the survey in 2017, were documented.\textsuperscript{141} Although the four Youth Forums can only be compared on a limited basis, the following tendencies are evident:

1. By now \textbf{all} schools strive to make the results of their work on Olympic education available to the public: in 2013, in almost three fourths of the schools (74\%), three to ten different options were used; in 2017, even in 83\% (!) of them; at the rest of the schools, one to two options (except the newcomer school from India).

2. An increase in use of the \textit{Internet} (only used by four schools in 2005, by seven in 2007, and by 13 – meaning more than half of all schools – in 2013, and finally in 2017 by 16).

3. In 2017, a greater number of schools utilised events to share the results on Olympic education with the public (in total 13, compared to 9 in 2013).

4. In 2013, the incorporation of \textit{social media} into the dissemination of the Olympic education results was added by two schools; in 2017 four more schools (six in total) used this form.\textsuperscript{142}

\textsuperscript{141} For the results of teams, that took part in previous Youth Forums, please see NIKOLAUS, I.: The CIPC’s International Network, 2015, page 71.

\textsuperscript{142} Under the category \textit{other} were listed: EST: the Forum Report on the 11\textsuperscript{th} Youth Forum, FRA 3: reports on the preparations of the 12\textsuperscript{th} Youth Forum in the journal of the French Coubertin Committee, GER 1: teachers’ magazine, Pupils’ Charta, Sports Show with quiz; \textit{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”; ITA: a workshop by the Delegate for Coubertin Schools with students and teachers, Symposia; NOR: national TV; RSA: parent meetings; SVK: magazine of the Slovak Olympic Committee,
Tab. 5: Forms of presentation used thus far to show the results of Olympic Education to the public (question 14, based on all four surveys).

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<th>pupils' magazine</th>
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<th>event</th>
<th>presentation of a film</th>
<th>photo exhibition</th>
<th>exh. in public buildings</th>
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84
6.2 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 scope will now shifting to:

II) The organisational dimension: **HOW?**

a) Institutionalisation – the Network as a “learning organization”
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 22-year existence under constant growth. The Network can, as EMRICH\(^{143}\) formulated for the *Olympic centres*\(^{144}\), 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 Network of Coubertin Schools. 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.


\(^{144}\) In Germany, Olympic Centres are defined as follows:

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

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

- Organisation of the Youth Forum every two years,
- Information and downloads on the CIPC website\(^\text{145}\) and the website for schools\(^\text{146}\),
- 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 and on the CIPC website
- Course offerings for teachers-in-service (with support from the IOA and the IOC),
- Instruction for a school-based Coubertin Award and the provision of medals or pins
- Coordination of collective activities in the Network (ca. 2000 E-mails yearly, which nearly doubles during a Youth Forum year).

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. A summary of the most important ones shall be listed here again:

- Opportunities of mutual exchange and getting to know the representatives of other countries and cultures, and subsequent reduction in prejudices,
- Use of a common value system, which is deeply imbedded into each school’s education concept,
- The opportunity to participate in the Youth Forums, which take place every two years, as a type of “intensive course” and competition in support of Olympic education as well as an exchange of experiences among colleagues,
- Function as a multiplier in spreading Coubertin’s ideas,
- Exchange of teaching materials,
- Support of Olympic education work through the CIPC with materials and through organisational help,
- Development of various competence areas, especially self-competence, competence in subject matters (gaining knowledge about Coubertin and the Olympic Movement), social competence and the facilitation of foreign language competence during common activities.\(^\text{147}\)

\(^{145}\) http://www.coubertin.org
\(^{146}\) http://www.coubertin.net
\(^{147}\) See Fig. 65 on p. 112.
The research results from the four analysed Youth Forums prove that this new concept is successful. The “organisation” 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 accompanying teachers’ experiences. On the other hand, the process is also reflected in the participants’ very self-critical answers towards the prearrangements (see Fig. 57a-f, pp. 92-95).

**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 the third survey in Lillehammer, in almost half of the schools, internal competitions took place to determine eligible representatives for the Youth Forum (2013: 47%). Meanwhile, nearly two thirds of the schools, as shown in the results of the last investigation (Ülenurme 2017: 63%), use such internal competitions (see Fig. 55).\(^{148}\)

![Fig. 55: "How did you choose the participants of the Youth Forum in your school?" (question 15)](image)

1. All students at this age group could apply. Students who applied first had priority.
2. Qualified students were approached by accompanying teachers and asked to participate.
3. All students of the corresponding age group could apply for admission; the selection is based on an internal school competition.
4. Other\(^ {149}\)

\(^{148}\) Multiple answers were possible.

Australia sends the winners of the *Australian Pierre de Coubertin Award* of the eight federal states/territories. This model was adopted by Mauritius in 2007 and Japan in 2015. Other schools/delegations award students for outstanding performance with the participation in the
As **Fig. 56a** reveals, the **preparations** for the Youth Forums are a long-term endeavour.\(^{150}\)

In order to have a sound and factual basis for comparison, the results of the 16 long-standing members of the Network (including AUS, JPN and MRI), which had participated in previous investigations, shall be looked at first:

In more than half of the schools/institutions the preparations for Ülenurme 2017 lasted a **whole school year** (Lillehammer 2013: even 66%). In addition, more than half of the accompanying teachers and heads of school believed that the **participants’ thorough self-studies** were indispensable (2017: 56%). 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, Lillehammer 2013 and Ülenurme 2017 took place for most of the schools during the summer/term holidays, a third of the schools in 2013 focused on using the vacation period before the Youth Forum for preparation, in 2017 more than the half of them (56%). Whereas only a few of the schools organised these within the framework of a project week according to previous investigations (2005: 13%, 2007: 21% and 2013: 17%), nearly one third of them used this form in preparation of the 11\(^{th}\) Youth Forum (for example CYP, GER 1 und GER2 und GRE 1). Others generate a ranking of possible participants (AUT 1).

\(^{150}\) Multiple answers were possible.

Youth Forum (Ülenurme 2017: 31%).

As mentioned in the previous chapter, greater importance was attributed to the Olympic education work at the schools after the first evaluation during 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:

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 forms

Alongside the participants’ personal time for preparation during their self-study programme, the delegations also used films and lectures by accompanying teachers (2005: 88%, 2007: 63%, 2013: 78% and 2017: 81%) and discussions with knowledgeable conversation partners (2005: 50%, 2007: 47%, 2013: 44% and 2017: 56%). The prevailing use of the Internet has decreased over the last years (2005: 63%, 2007: 58%, 2013: 44% and 2017: 38%). Stories from the experience of/instructions from participants of previous meetings gained more importance (2005: 44%, 2007: 47%, 2013: 61% and 2017: 63%).

Fig. 56c illustrates the participants’ preparations for the required sports performance.

They were primarily prepared during physical education lessons (numerous

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152 New member schools/delegations that had only taken part for the first or second time in 2017 (ARG, BRA, ESP, IND, POL, UKR), primarily used the time of the summer/term holidays for preparation and focused on self-study by the participants.

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

154 Here only the 16 long-standing members, which had already participated in the previous surveys, are documented. New teams predominantly used the Internet and the self-studies of the participants.

155 In 2013, two further forms were named: group work (RUS) and literature studies (SVK).

156 Multiple answers were possible.
disciplines of the sport competitions already belonged to the obligatory curriculum requirements in the respective countries). Additional training sessions were provided for more than half of the candidates in preparation for the last two forums, held during the summer/term vacation of most of the schools (2013: 83%, 2017: 67%). Finally, many schools delegated the preparations to the participants as their personal responsibility (2005: 44%, 2007: 32%, 2013: 50% and 2017: 33%).

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.

Regarding the preparation for social performance at home, the methods varied at the Youth Forums as evident under analysis.

1 The school team selects a group service project (e.g. park clean-up, renovation of a school club, organisation of a sports competition for younger 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.

157 In 2017 the Japanese camp in preparation for the Youth Forum and a special module on the Olympic Movement in AUT 1 were named.
158 Multiple answers were possible. No entry from CYP in 2013 and from Mauritius in 2017.
In preparation for the Forums in Radstadt 2005, Lillehammer 2013 and Ülenurme 2017, about two thirds of the schools and country representatives let the participants choose a social performance for the Coubertin Award, which they had to come up with 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 (28%) and 2017 (30%) barely one third believed so. While in 2005 close to half of the delegations (44%) chose a common group service project, in 2007 only 37%, in 2013 33% and in 2017 30%.159

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.160

A similar dynamic in the preparations for the Youth Forums in 2005, 2007 and 2013 could be observed in the category of artistic performance. Due to the new organisation of the arts competitions in the form of international workshops since Piešťany 2015, this aspect was no longer part of the investigations in 2017.161 162

**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 four surveys.

An analysis of the information prior to departure clearly shows that the participants confirmed being better prepared from forum to forum (see Fig. 57a on the following page). In 2005, 75% and in 2007, 76% of the participants indicated that the information was very good or good, in 2013 93% deemed so (!).163 In 2017, a setback in this field can be observed: Only 71% of the

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159 Here it is necessary to bear in mind that numerous new schools joined in the last years (Ed. note).

160 In 2005 and 2007 AUT 2 and KEN emphasised that social achievements are especially embedded in the school’s profile. In 2013, other forms mentioned were: Project day (AUT 1), two weeks of mandatory community service (AUT 2) and eighty hours of mandatory community service (CHN). In 2017, the Spanish school indicated to have its own NGO “PROUDE”, AUT 1 the introduction of a special module on the Olympic Movement some years ago and GRE 1 the organisation of Charity events for the whole school community.

161 For details of previous developments see NIKOLAUS, I: The CIPC’s Network, Lausanne 2015 pgs. 78-79.

162 See further explanations on pgs. 26 and 47.

163 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 better communication with the schools of the Network. The requirements for the Coubertin Award were stated precisely, and sent with the invitation 10 months prior to the forum.
pupils viewed the information before departure as very good or good. Obvious reasons were not only the participation of four new schools, nominated only a few weeks before the forum, but also several teams with long-distance flights struggling to get the necessary funding.

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. In this area as well, a positive development is evident in the period of investigation over the four Youth Forums (see Fig. 57b).\(^{164}\)

![Fig. 57a: "How do you personally evaluate the preparation of your school team concerning the information before departure?" (question 4)](image)

![Fig. 57b: "How do you personally evaluate the preparation of your school team in languages?" (question 4)](image)

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%), in 2013 71% (!) and 2017 65%\(^{165}\).

Moreover, each school received a newsletter from the organisng committee at least once a month explaining the up-to-date state of preparations.

\(^{164}\) 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.

\(^{165}\) 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
The participants and their accompanying teachers always look forward with eagerness and curiosity to the presentation of the individual schools, which has been organised as a Mini-Expo since Beijing 2011.

As Fig. 57c illustrates, this part of the preparatory activities is handled with great care by each delegation, which is also reflected in the opinion of the participants: the majority of teenagers rated these as very good or good (2005: 83%, 2007: 67%, 2013: 89% and 2017: 69%).

The 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. 57d): the majority also saw themselves as very well or well prepared (2005: 72%, 2007: 70%, 2013: 76% and 2017: 67%). Merely every fourth teenager indicated the preparations in 2005 and 2013 as mediocre or even worse. In 2007 and 2017, about every third participant deemed so.

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.

This primarily applied to the representatives of delegations, that participated in a Youth Forum for the first time.

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166 Those students who answered as having insufficient linguistic competence. In 2013, an Australian expressed similar concerns of having insufficient linguistic competence.

167 This primarily applied to the representatives of delegations, that participated in a Youth Forum for the first time.
An evaluation of the *preparations for the discussion rounds* (see Fig. 57e) shows a continuous increase in the participants’ degree of satisfaction during the comparison of the first three Youth Forums. 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%). In 2017 at least 56% of all the students deemed so\(^{168}\). 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. 58f.), and the creative implementation via poster exhibitions from Lillehammer 2013 onwards.\(^{169}\)

![Fig. 57e: "How do you personally evaluate the preparation of your school team for the discussion groups? (question 4)"

A similar tendency in the case of *preparations for the sport competitions* (see Fig. 57f on the next page) 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%), in 2013 to 79% (!) and reached 71% of the participants in 2017 (see notes on pp. 50-52.).

\(^{168}\) The six teams, which had been nominated only some weeks before departure, primarily concentrated on the preparation of such parts of the *Coubertin Award* that required individual performances by the participants.

\(^{169}\) 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.
As mentioned before, due to the new organisation of the arts competitions in the form of international workshops since Piešt’any 2015, this aspect was no longer part of the investigations in 2017 (see pages 27 and 47).\textsuperscript{170}

As the research 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, that have contributed for many years, their cooperation and constant engagement as well as their participation in multiple international continued teachers-in-service trainings. Moreover, the collaboration with CIPC, especially in the years prior to the Youth Forums, was strengthened; in this way 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.

At the same time, this development was supported by the schools themselves by way of 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.

\textbf{b) Internationality and multiculturalism}

\textsuperscript{170} For details of previous developments see NIKOLAUS, I: The CIPC’s Network, Lausanne 2015 pp. 78-79.
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 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.

This international atmosphere and the meeting of representatives from different cultures, will remain a long-lasting experience during the Youth Forum or during another encounter of the Coubertin Schools. This was confirmed by the results of all four surveys and by the accompanying teachers’ long-term observances (in 2005, 97% of the participants indicated that the friendship to teenagers from other countries was their most significant experience; in 2007, 95%, in 2013 94% also indicated this and lastly in 2017, 95%, see Fig. 47, p. 56).


Contacts and friendship developed between the participants of different countries often last many years. Not seldomly, a private visit to far away Australia, followed. Four students from Erfurt (graduating year 2005), who had taken part in the Youth Forums in Lausanne or Genova-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, Bachelor or Master’s theses.

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.
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 four analysed Forums the newly joined delegations received much attention. In Radstadt 2005, the participants welcomed the African teenagers into the community; in Tábor 2007, the entertaining South Korean girls and the two Beijing boys were some of the most favourite conversational partners to have among the teenagers; in Lillehammer 2013, the excellent dancers from Malaysia and Mauritius as well as the Kendo-fighters from Japan were of great interest.

Aside from the above, a very moving side of cross-cultural learning is facilitated by the Mini-Expo of the individual country representatives, which was introduced at the 8th Youth Forum in Beijing.

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

In the previous years, the process of Olympic education in the Network of Coubertin Schools profits particularly from the experiences of the participating accompanying teachers, who themselves belong to different cultural circles and are eager to 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.

Already in the preparation phase, candidates are highly motivated as they anticipate taking part in an extraordinary youth meeting and experiencing 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.

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

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

Tab. 6: How do you evaluate the following points of the Youth Forum? (Question 15) (N=95)
Representation based on averaged calculations

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

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

Tab. 7: How do you evaluate the following points of the Youth Forum? (Question 15) (N=100)
Representation based on averaged calculations

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

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

Tab. 8: How do you evaluate the following points of the Youth Forum? (Question 15) (N=87)\(^{178}\)

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

\(^{178}\) 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.
**11th International Pierre de Coubertin Youth Forum in Ülenurme (Estonia) 2017 - Participants point of view**

Tab. 9: How do you evaluate the following points of the Youth Forum? (Question 15)\(^{179}\) (N=117)

<table>
<thead>
<tr>
<th>Point</th>
<th>N</th>
<th>very good %</th>
<th>good %</th>
<th>satisfactory %</th>
<th>bad %</th>
<th>very bad %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information provided about the Youth Forum and the Coubertin Award before your departure</td>
<td>117</td>
<td>27</td>
<td>51</td>
<td>19</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Information about the daily programme</td>
<td>117</td>
<td>37</td>
<td>42</td>
<td>15</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Sports facilities</td>
<td>116</td>
<td>49</td>
<td>45</td>
<td>5</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Meals</td>
<td>115</td>
<td>22</td>
<td>30</td>
<td>34</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Accommodation in general</td>
<td>113</td>
<td>39</td>
<td>38</td>
<td>22</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Several nations in one room</td>
<td>117</td>
<td>64</td>
<td>30</td>
<td>6</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Programme in general</td>
<td>117</td>
<td>34</td>
<td>50</td>
<td>14</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Timing (schedule) of the events</td>
<td>116</td>
<td>20</td>
<td>52</td>
<td>20</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Opening ceremony</td>
<td>114</td>
<td>46</td>
<td>39</td>
<td>14</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Visit of the Sports Museum in Tartu</td>
<td>116</td>
<td>37</td>
<td>39</td>
<td>18</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Practicing Paralympic sports</td>
<td>115</td>
<td>77</td>
<td>18</td>
<td>3</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Mini-Expo of the schools</td>
<td>115</td>
<td>77</td>
<td>19</td>
<td>3</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>International arts workshops</td>
<td>117</td>
<td>66</td>
<td>28</td>
<td>4</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Sports competitions for the PdC Award</td>
<td>115</td>
<td>45</td>
<td>43</td>
<td>10</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Parade of the delegations in Tartu</td>
<td>116</td>
<td>72</td>
<td>19</td>
<td>9</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Excursion to the National Park</td>
<td>96</td>
<td>20</td>
<td>29</td>
<td>31</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Quality of the discussions</td>
<td>113</td>
<td>19</td>
<td>39</td>
<td>33</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Relations between the young people from different countries</td>
<td>116</td>
<td>69</td>
<td>28</td>
<td>3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Forum website</td>
<td>112</td>
<td>19</td>
<td>49</td>
<td>29</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Care of the host school</td>
<td>116</td>
<td>63</td>
<td>31</td>
<td>6</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Care of the (CIPC)</td>
<td>117</td>
<td>55</td>
<td>37</td>
<td>7</td>
<td>1</td>
<td>-</td>
</tr>
</tbody>
</table>

\(^{179}\) See FN 178.
Noticeable among all four 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. 50), the teenagers, except in a few rare cases, get only one chance to participate in such a Youth Forum. Therefore, most of the participants cannot directly compare their experience with previous Youth Forums of the Coubertin Schools.\(^\text{180}\)

The accompanying teachers, in contrast, have such a possibility of comparison. A great number of them took part in the joint activities of the Network of Coubertin Schools. They prepared the school’s team over a long period of time (generally over 6-12 months) and, 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 for 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:

\(^{180}\) For the comprehensive evaluation of the individual Youth Forums on the part of the participants and the accompanying teachers, see Fig. 58-61 on p. 107.
### 5th International Pierre de Coubertin Youth Forum in Radstadt (Austria)
#### 2005 - Accompanying teachers point of view

Tab. 10: How do you evaluate the following points of the Youth Forum? (Question 25) (N=30)

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

---

181 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.

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

Tab. 11: How do you evaluate the following points of the Youth Forum? (Question 25) (N=30)\(^{183}\)

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

\(^{183}\) 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.

\(^{184}\) 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.
### 9th International Pierre de Coubertin Youth Forum in Lillehammer (Norway) 2013 - Accompanying teachers’ point of view

Tab. 12: How do you evaluate the following points of the Youth Forum? (Question 25)\(^{185}\)\(^{186}\) 
(N=19)

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

\(^{185}\) See FN 184.

\(^{186}\) 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.
11th International Pierre de Coubertin Youth Forum in Ülenurme (Estonia) 2017 - Accompanying teachers’ point of view

Tab. 13: How do you evaluate the following points of the Youth Forum? (Question 25) (N=23)\(^\text{187}\)

<table>
<thead>
<tr>
<th></th>
<th>very good</th>
<th>good</th>
<th>satisfactory</th>
<th>bad</th>
<th>N./A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information before departure</td>
<td>74</td>
<td>17</td>
<td>9</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Information about the daily programme</td>
<td>65</td>
<td>30</td>
<td>-</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Sports facilities</td>
<td>83</td>
<td>13</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Meals</td>
<td>61</td>
<td>35</td>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Accommodation in general</td>
<td>57</td>
<td>35</td>
<td>9</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Several nations in one room</td>
<td>87</td>
<td>4</td>
<td>4</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Programme in general</td>
<td>74</td>
<td>22</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Timing (schedule) of the events</td>
<td>35</td>
<td>48</td>
<td>17</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Opening ceremony</td>
<td>78</td>
<td>17</td>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Visit of the Sports Museum Tartu</td>
<td>70</td>
<td>17</td>
<td>9</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Practising Paralympic sports</td>
<td>96</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Mini-Expo of the schools</td>
<td>65</td>
<td>17</td>
<td>17</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>International arts competitions</td>
<td>91</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Sports competitions (PdC Award)</td>
<td>70</td>
<td>22</td>
<td>4</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Singing at the camp fire</td>
<td>70</td>
<td>22</td>
<td>9</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Parade of the delegations in Tartu</td>
<td>87</td>
<td>13</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Excursion to the National Park</td>
<td>22</td>
<td>39</td>
<td>22</td>
<td>-</td>
<td>17</td>
</tr>
<tr>
<td>Quality of the discussions</td>
<td>35</td>
<td>43</td>
<td>4</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Relations between the young people from different countries</td>
<td>83</td>
<td>17</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Relations towards colleagues from other delegations</td>
<td>87</td>
<td>13</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Forum website</td>
<td>57</td>
<td>35</td>
<td>4</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Care of the host school</td>
<td>91</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Care of the CIPC</td>
<td>100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

\(^{187}\) See FN 184.

\(^{188}\) The Estonian colleague, acting as one of the principal organisers, abstained from voting.
In conclusion, the following diagrams offer an assessment of the four Youth Forums:\textsuperscript{189}

Fig. 58: Evaluation of the 5\textsuperscript{th} Youth Forum in Radstadt 2005 (questions 14 and 24)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>very good</td>
<td>61</td>
</tr>
<tr>
<td>good</td>
<td>38</td>
</tr>
<tr>
<td>satisfactory</td>
<td>7</td>
</tr>
<tr>
<td>bad</td>
<td>1</td>
</tr>
</tbody>
</table>

Fig. 59: Evaluation of the 6\textsuperscript{th} Youth Forum in Tábor 2007 (questions 14 and 24)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>very good</td>
<td>56</td>
</tr>
<tr>
<td>good</td>
<td>39</td>
</tr>
<tr>
<td>satisfactory</td>
<td>7</td>
</tr>
<tr>
<td>bad</td>
<td>4</td>
</tr>
</tbody>
</table>

Fig. 60: Evaluation of the 9\textsuperscript{th} Youth Forum in Lillehammer 2013 (questions 14 and 24)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>very good</td>
<td>84</td>
</tr>
<tr>
<td>good</td>
<td>14</td>
</tr>
<tr>
<td>no answer</td>
<td>10</td>
</tr>
</tbody>
</table>

Fig. 61: Evaluation of the 11\textsuperscript{th} Youth Forum in Ülenurme 2017 (questions 14 and 25)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>very good</td>
<td>58</td>
</tr>
<tr>
<td>good</td>
<td>37</td>
</tr>
<tr>
<td>satisfactory</td>
<td>9</td>
</tr>
<tr>
<td>bad</td>
<td>4</td>
</tr>
</tbody>
</table>

The majority of the teenagers acknowledged the respective Youth Forum as very good (2005: 61\%, 2007: 56\%, 2013: 84\%! and 2017: 58\%); in 2005, in

\textsuperscript{189} Due to slight rounding errors, the sum of the entries does not always equal to exactly 100\%. To maintain clarity in the diagram, multiple decimal places were not used. In 2017 4 boys did not answer this question.
2007 and 2017 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.

An even superior evaluation is given by the accompanying teachers/directors: All four Youth Forums received a very good mark of about 90% or more from them (in 2005 and 2007 even 93%). The rest of the accompanying teachers acknowledged the forums as good (2005 and 2007: 7%, 2013: 11%, 2017: 9%).

In inquiring about whether the teenage participants would recommend the Youth Forum to others, many expressed the experience as unique.¹⁹⁰

Frequent reasons given for all four 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, made an impact and caused poignant memories.

This in turn provides motivation for sustaining friendships that were made and for sharing the experiences with 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. 63 on the following page documents the most popular ways in which the Youth Forum 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% and 2017: 80%), followed by with a photo exhibition (2005: 45%, 2007: 58%, 2013: 59% and 2017: 41%), I want to help to prepare the delegation for the

¹⁹⁰ In 2007 and 2013 each, one girl abstained from a vote. In 2017 one girl answered with “no”.

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I want to keep in touch with my new friends and help to strengthen the friendship of our schools.

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.

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191 Multiple answers were possible. In 2017, the category I want to organise a repeat of our theatre play was deleted in the survey (see explanations on page 47).

192 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.

193 In 2017, the two Polish girls gave an interesting answer. They wanted to share their experiences in a radio programme. Eight students wanted to show a presentation to students in different subjects.


**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, more and more schools have organised internal competitions in order to pre-select its participants. Already at this point, the participants are motivated to *give their best* and obtain further knowledge and expertise in order to secure one of the much-coveted seats on the delegation team.

The multifaceted high demands of the *Coubertin Award* require intense and long-term preparation from the participants (possible substitutes are also required). Hence, an intensive Olympic education is first 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 the specific subject matter.

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 particularly visible 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 countries. This dynamic is also reflected in the answers to the significance of the individual competitions.

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194 This is custom, in Erfurt, for instance. Or a theatre competition to find the best theatrical piece/best actor or actress, as is done in Tábor.


195 For example, the accompanying teacher of the Erfurt team incorporated the subject matter “Ancient Olympic Games” into their English and Latin lessons in preparation for the 7th Youth Forum in Olympia. In 2013 the bilingual module “Olympics and environment” was offered to students from the 10th forms.

196 The displayed research results are based on the student’s answers *very important* and *important*. See the detailed display in Chapter 6.2.1.
In addition, the four disciplines of the *Coubertin Award* that are carried out on site offer many possibilities to *give one’s best*, 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 eleven Youth Forums, one can surely see continuity and the establishment of a strong tradition. As the explanations to the aforementioned aspects make clear, this intensive educational work does not only encompass each Youth Forum and their preparation and post-processing. Even more so, the successful event of an international Youth Forum and a close cooperation between the member schools serve as inspiration and motivation to integrate further teaching modules about Olympic themes into the regular curriculum as well as utilising extra-curricular forms for Olympic education. The growing number of teaching staff, who dedicate themselves to these themes and act 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. 112-114:

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

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 Coubertin Award. As experienced Olympic educators, they appreciate the activities on Coubertin and his lifework as a valuable contribution for

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developing several of the competences during the learning process. By now, 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. 25) into practice and fulfil their role as Olympic educators 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

The first of the entries herein are the development of social competence (2005: 69%, 2007: 83%, 2013 and 2017: 100%) and competence in subject matters, i.e. expansion of knowledge (2005: 69%, 2007: 80%, 2013: 83% and 2017: 73%). Beyond that, the majority of the directors and accompanying teachers consider these activities valuable for the development of self-competence (2005: 79%, 2007: 80%; 2013: 61% and 2017: 86%), as well as their possible application for cross-curricular lessons (2005: 52%, 2007: 60%, 2013: 61% and 68%).

Further assets mentioned were the possibility of political education (peace education), the international connection aspect, the contribution to 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. In 2017, one teacher especially highlighted intercultural learning.

Multiple answers were possible.

These responses can also result from several teachers-in-service trainings at the IOA or workshops organised by the IOC/CIPC on how to use the OVEP and OVEP 2.0 as well as the positive experiences made by working with these materials.
activities as suitable as a tool to learn many new methods and to obtain knowledge such as how to use new media effectively (method competence) (2005: 45%, 2007: 67%, 2013: 44% and 2017: 59%).\textsuperscript{201} About a third of the accompanying teachers and directors value these practices about Coubertin and his lifework. They value these activities 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%, 2013: 33% and 2017: only 14%).\textsuperscript{202}

2) \textbf{The growing importance that is being attached to an Olympic education at the schools/institutions of the Network} \textsuperscript{203}

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{figure66.png}
\caption{"Why do people in your school consider various activities on Coubertin and his Olympic life's work to be necessary?" (question 12)}
\end{figure}

1. 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.\textsuperscript{204}
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.
5. Other motives.\textsuperscript{205}

\textbf{Fig. 66} 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: \textit{They can contribute to an integral upbringing of young people} (2005: 88%, 2007: 86%, 2013: 88% and 2017: 81%); as well as the insight, that \textit{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}.

\textsuperscript{201} It is important to bear in mind that the technical conditions at the schools of the Network vary from country to country and from continent to continent.
\textsuperscript{202} Here again it is important to remember that eight schools/delegations had only taken part for their first or second time in a Youth Forum; thus, the involvement with such activities was relatively new.
\textsuperscript{203} Multiple answers were possible.
\textsuperscript{204} Explanation given in the teachers’ questionnaire: “integral means a balanced education of body and mind in Coubertin’s sense”.
\textsuperscript{205} In 2013, the following was included among others: foreign language training (SVK).
competence and as a result has a positive effect on the atmosphere in the school community (2005: 56%, 2007: 89%, 2013: 76% and 2017: 71%). Moreover, almost two thirds of the schools (2013: 59%) considered the name of their school as a commitment.\textsuperscript{206} In 2017 nearly two thirds of the schools/delegations 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%, 2013: 53%, 2017: 62%).

The teachers’ answers in the survey 2017 reflect growing efforts to contribute to make Coubertin’s life and works better known in the public. On the other hand, the answers for category 2 illustrate that more countries adopted the Australian model, i.e. to send the winners of a national competition instead of having a Coubertin School, since the last investigation in 2013 and that eight new schools/institutions joined not bearing yet the name Coubertin.

3) The long-standing co-operation with other educational partners\textsuperscript{207}

![Fig. 67: "Do you include other educational partners in activities involving an Olympic education? (question 13)"

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\textsuperscript{206} Among the 21 interviewed schools/delegations in 2013 only 11 held the name Coubertin. No reply by Australia, Great Britain, Japan and Cyprus.

\textsuperscript{207} Multiple answers were possible. 2017: No answer from IND, MRI, FRA 3, AUT 2.

\textsuperscript{208} In 2013, among others 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. In 2017, the respondents mentioned: ITA: history teacher from another school; CYP: Ministry of Education, Olympic Academy; AUT 1/GER 2: former students; GER 2: Olympians; NOR: Norwegian Olympic Museum, NOC.
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 customized educational programmes for Coubertin Schools (see remarks on p. 79-82)

6.3 Overview of successes and new tendencies in the Network’s development since 2015

In the following, the new tendencies of the Network’s development since 2015 will be summarised in order to show how the Coubertin Youth Forums and the Olympic educational work at the respective member schools could meet the IOC’s Agenda 2020 target to “keep Olympism alive 365 days a year”.

a) A continuing interest in joining the International Network of Coubertin Schools

With an outlook to Rio 2016 and the Youth Olympics in Buenos Aires 2018, two South American schools, one from Brazil and one from Argentina, joined the Network in 2015.

In the same year, the partnership with the South African Foundation for Sport and Development and Peace as well as the Association Européenne des Sports was strengthened. Each of them sent a delegation to the 10th Youth Forum in Piešťany (Slovakia). Two years later, again four new schools could be welcomed at the 11th Youth Forum in Ülenurme (Estonia): from India, Poland, Spain and the Ukraine.

Thus, in total, eight new member schools/institutions became part of the Network of Coubertin Schools since 2015!

b) Further development of the competitions for the Coubertin Award to enhance intercultural exchange

- Introduction of a new concept regarding the Arts Competitions (see p. 60f.)

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209 In 2015, at the 10th Youth Forum in Slovakia, a Zimbabwean school gave a short intermezzo.
• Inclusion of new activities like the Parade (both in 2015)
• Stronger promotion of a healthy lifestyle.

c) Meeting the challenges set up by the IOC’s Agenda 2020

The Agenda 2020, published in 2014, may be considered a turning point in the IOC’s fight for a fair and clean sport and in conveying the educational mission of the Olympic Movement. In order to put these challenging tasks into practice, the following activities, among others to “keep Olympism alive 365 days a year” are recommended by the IOC:

• Enter into strategic partnerships (Recommendation 20)
• Strengthen Olympic values-based education (Recommendation 22).

During the last four years, CIPC intensified its work with several new partners; for instance, with the South African Foundation for Sport and Development and Peace, among others. The major joint activity was the first African Youth Forum held on Robben Island/Cape Town to give more African students the opportunity to take part in a Youth Forum on occasion of the Nelson Mandela Year 2018 (see p. 22). The successful first continental Youth Forum opened up a number of new perspectives for the committee’s educational work.

Thus, the role that leadership plays in the teenager’s engagement in propagating the Olympic values after returning to their local communities has, until then, been largely underestimated. Their enthusiasm and courage to make life a better one, especially in disadvantaged areas and even without any financial support, seems unstoppable. Since then, several meetings of participants and teachers have followed in the region of Western Cape.

In order to strengthen Olympic values-based education the Agenda 2020 recommends:

1. “The IOC to strengthen its partnership with UNESCO to include sport and its values in school curricula worldwide.
2. The IOC to devise an electronic platform to share Olympic values-based education programmes of different NOCs and other organisations.
3. The IOC to identify and support initiatives that can help spread the Olympic values.”

Also in this respect, progress in the Network of Coubertin Schools could be achieved:

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212 Ibid, 71, Recommendation 22.
213 Ibid.
• The three UNESCO Schools within the Network (Nicosia, Ülenurme and Erfurt) actively function as multipliers of the Olympic values, particularly among the UNESCO schools of their region. They, for example, organise joint activities and teachers from Coubertin Schools offer OVEP workshops to colleagues.

• Besides “Coubertin Academy” (see page 59), many contributions and Best Practice Exercises, developed by teachers of the Network, became part of the OVEP 2.0 Resource Library (e.g. the pupils’ exhibition “Coubertin – Life and Work of a Humanist” in 19 languages, the creation of a Coubertin Puzzle etc.). In addition, numerous video clips and detailed Forum Reports for each of the Youth Forums held since 2005, documenting the CIPC’s Olympic values-based education, may be found on the official CIPC Website.

• During the last four years, the CIPC undertook major efforts to promote a healthy lifestyle among youths. Thus, the motto of the 11th Youth Forum was “Kalokagathia – the Harmony of Body, Will and Mind”. In preparation, the participants dealt with the question “How to get the couch potatoes off the couch?”. Their results on how to persuade friends to get active and join sports activities were displayed in an exhibition of more than 50 (!) posters at the host school.

• Since 2013, also Paralympic Sports became an indispensable component in the educational programme of the Youth Forums.

6.4 Current limitations of this concept

Although the research results of the surveys conducted in 2007, 2013 and 2017 confirm the successful organisation of the 6th Youth Forum in Tábor, the 9th Youth Forum in Lillehammer and the 11th Youth Forum in Ülenurme, 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 CIPC concept.

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. 4,000 participants of the third Youth Olympic Games in Buenos Aires in 2018, a few limitations to the CIPC 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...
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. A further increase in the number of participants would lead to unaffordable costs for the CIPC, a small registered association with a tight yearly budget. To have the schools carry the costs for room and board would not be a solution since, in the past, quite a few schools experienced problems with financing the travel expenses. Inevitably, then, only teenagers from financially strong households would be able to take part in the Youth Forum.

Similar challenges could be posed by the addition of more schools from other continents or hosting a Youth Forum on another continent. For example, the *Beijing High School Four Pierre de Coubertin* hosted the Youth Forum in 2011. Thus, for the first time, the CIPC Youth Forum took place outside of Europe, in the Olympic City Beijing. As a generous gesture from the school’s administration, the host offered the use of its boarding school at no cost during the summer break, which minimised the overall costs significantly. Moreover, about 100 volunteers of the host school enthusiastically supported the smooth operations of the 8th Youth Forum.

The execution of the 9th Youth Forum in Norway, a very expensive country, posed particular challenges for the organisers. Due to a timely start on the preparations and the constant efforts of the organisational team at the site, the Norwegian NOC as well as the Authorities of the County of Oppland were obtained as partners in supporting the Youth Forum. On top of this, a number of other sponsors covered parts of the costs. Last but not least, the exceptional volunteer work of the Community of Gausdal contributed to the overall success of the youth meeting.

In Ülenurme 2017, six teams could benefit from a EU ERASMUS project.

*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

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214 Not all delegations were in the lucky position to receive financial assistance through the school, the community or other sponsors.

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

216 E.g. regarding the use of sports venues and cultural institutions in the region or the like.

217 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.
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.\textsuperscript{218} Further growth of the community in the future may complicate the ability to find suitable venues with enough rooms, which are needed in case of bad weather conditions, for instance.

A larger number of delegations and participants could even require the restructuring of the competitions of the \textit{Coubertin Award}. For instance, more competitions running parallel to each other would then be called for, which would, in turn, bring about possible staffing issues. A first step in the restructuring of the competitions of the \textit{Coubertin Award} was carried out in Piešťany through the arrangement of 10 cross-national parallel arts workshops on site (see p. 27).

Participants from non-EU countries often faced a completely different issue. Obtaining the required Visa was very difficult, 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, Norwegian and Slovak hosts tirelessly supported these efforts in 2011, 2013 and 2015 respectively.

The Youth Forums in Radstadt, Tábor, Lillehammer, Piešťany and Úlenurme proved that the support of the host school is indispensable. Through the commitment of countless volunteers made up of students and teachers, excellent 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 etc. Furthermore, the inclusion of a larger group of students from the host school was also made possible through student referees at the sport competitions, guides at the excursions or spectators 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. However, the particular appeal of a Youth Forum, the convergence of many nations from different parts of the world, would be lost to a large extent. Another disadvantage of continental forums would be that keeping the strong bonds between the schools, put into practice by the colleagues, would probably get lost over a period of four, six or more years.

\textsuperscript{218} This was an important experience at the 4\textsuperscript{th} 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.
Despite countless achievements in the organisation of the Youth Forums, steady positive tendencies cannot be guaranteed. For instance, certain setbacks have occurred: In the summer of 2008 (one year before the 7th Youth Forum), the Coubertin School in Pyrgos cancelled its role as host for the planned Forum in Olympia in September 2009 for 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.219

**Staffing limitations**

As already indicated in the chapter “Institutionalisation” (see pp. 85-95), 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 participants as well as for the evaluation and documentation of the participation in 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).220

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.

Thus, one must critically evaluate that, primarily due to staffing issues, it sometimes takes too long to update the CIPC website by reports on excellent Olympic projects and activities carried out by the schools of the Network.

Being an international, but small committee with a modest budget and exclusively based on volunteer work, by now, it should be apparent that the growth of this Network is limited.221

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219 Fortunately, unexpected help was given at the site through the Coubertin School Pyrgos. Without 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.

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

221 Here it has also to be mentioned that the Network of Coubertin Schools is one of the major projects of CIPC, besides others focussing on different target groups (Ed. note).
7 Conclusion and future prospects

After more than two decades of intensive efforts on the part of the CIPC to establish and run 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 four 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 the successes were not always exactly measurable, 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, which states that every country on earth should house a Coubertin School by the year 2000, 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 33 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.

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

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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 fair play, mutual respect, joy of effort, pursuit of excellence, friendship among peoples and peace education, are implemented into everyday school life.

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

A reflection of the Network’s success 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 Department of International Relations was re-confirmed in the Fall of 2014 with financial aid assistance. In this way, the attendance of participants, especially those of additional African as well as South American states in the 10th Youth Forum in Piešťany (Slovakia) and the 11th Youth Forum in Ülenurme (Estonia) could be secured.

Similarly in 2018, a fruitful exchange with the new Education Manager for International Programmes of the Olympic Foundation for Culture and Heritage at the IOC has started. Valuable advice and exclusive educational materials such as films and pictures have been provided in preparation of the 12th Youth Forum in Mâcon.

As hoped for in the first edition in 2015, 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 is beginning to bear fruit and offers new perspectives in disseminating Pierre de Coubertin’s Olympic ideals among the UNESCO schools of the globe and far beyond.

Consequently, 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 will definitely 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 help them consider to become potential members of our International Network of Coubertin Schools. 223

All in all an expansion of the Network in the near future is foreseeable since worldwide 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 more than two decades of existence, the Network of Coubertin Schools has proven itself as a sustainable model for Olympic education!

223 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)
Appendix

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

Colegio Padre Ramon De La Quintana

Fig. 68: The school building (photo: Colegio Padre Ramon De La Quintana)

Address: Rivadavia 479
(CP: 4700) San Fernando Del Valle De Catamarca

Country: Argentina

School Website: www.cef-quintana.com

Telephone: 0054 3834 42909

Fax: 0054 03834422909 // 4433829

E-mail: dg@cef-quintana-cat.edu.ar

The year the school was founded: 1740

The school has had the name since: 1919

Number of students: 800

Number of teachers: 90

Head of school: Mr. Lic. Leonardo Graffigna

Type of school: High School

Private School

Sports profile: School with regular sport lessons according to the regional curriculum

\[224\] Here only those schools/teams, that took part in the surveys and were related to the Youth Forums in Radstadt 2005, in Tábor 2007, in Lillehammer 2013 or in Ülenurme 2017, were included.
How did the school become a member of the international Network of Coubertin Schools?

Suggestion by the Argentinian Pierre de Coubertin Committee

Participation in the Youth Forums:

- Piešťany (SVK) 2015
- Ülenurme (EST) 2017

Fig. 70: Students of the school welcoming the mascot and the Olympic flame for the YOG in Buenos Aires in 2018

(photo: Maria Camaño)

Fig. 71: The Argentinian team at the Parade in Tartu 2017 (photo: Forum Press Centre Ülenurme)

Fig 72: At the Argentinian stand of the Mini-Expo in Ülenurme 2017 (photo: E. Corticelli)
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
Country: Australia
Address: P.O. Box 1788
Royal Exchange NSW 1225
Telephone: (61 2) 9247 2000
Fax: (61 2) 8436 2198
Website: http://www.olympics.com.au
E-Mail: aoc@olympics.com.au

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

How did the team become a member of the International Network of Coubertin Schools?

Suggestion from Norbert Müller (CIPC); Mrs. Helen Brownlee is member of the CIPC Board

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226 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
- Piešťany (SVK) 2015
- Úlenurme (EST) 2017

**Additional home stay after the Forum:**

- Erfurt (GER 2) in 2001
- Berlin (GER 1) in 2003
- Tábor (CZ) in 2005
- Piešťany (SVK) in 2007
- Much Wenlock (GB) in 2009
- Erfurt (GER 2) in 2013
- Unterwaltersdorf (AUT 2) in 2015

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**Fig. 74:** The first Australian team at a Youth Forum: Lausanne 2001
(photo: B. Germeshausen)

**Fig. 75:** The Australian participants at the Tábor Youth Forum in 2007
(photo: Tábor Press Center)

**Fig. 76:** Cultural presentation during the 8th Youth Forum in Beijing 2011
(photo: H. Brownlee)
Fig. 49: Students in front of the school building

Fig. 77: Students of Coubertin BORG Radstadt in front of their school (photo: BORG Radstadt)

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

The year the school was founded: 1967
The school has had the name since: 2007
Number of students: 200
Number of teachers: 28
Head of school: Dir. Mag. Andrea Stolz
Type of school: High School
State School
Sports profile: School with regular sport lessons according to the national timetable

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

- Radstadt (AUT) 2005
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013
- Piešťany (SVK) 2015
- Ülenurme (EST) 2017

Fig. 78: The Coubertin Corner in the entrance hall

Fig. 79: For her outstanding engagement during many Youth Forums, the music teacher Ilse Hartl was honoured with the CIPC Coubertin Medal

Fig. 80: Students volunteering at the Special Olympic World Winter Games 2017

Fig. 81: Austrian dances in Tartu (Estonia) in 2017

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

Fig. 82: The school building

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

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

How did the school become a member of the International Network of Coubertin Schools?
Suggestion from Norbert Müller (CIPC); Father Dr. Maier had been the Olympic Pastor of the Austrian team
Participation in the Youth Forums:

- Lausanne (SUI) 2001
- Genua-Arenzano (I) 2003
- Radstadt (AUT) 2005
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013
- Piešťany (SVK) 2015
- Ülenurme (EST) 2017

▲ Fig. 83: The team from Unterwaltersdorf during the Award Ceremony in Ancient Olympia 2009 (photo: CIPC Press Centre)

▲ Fig. 84: The cultural programme for the Lillehammer Forum in 2013

▲ Fig. 85: Austrian participants during the Parade in Tartu (Estonia) 2017 (photo: Ülenurme press Centre)

▲ Fig. 86 and 87: Olympic Week 2019 at the Don-Bosco-Gymnasium (photos: Don-Bosco-Gymnasium)
Fig. 88: The school building

Address: Av. Sete de Setembro, 1621, Caixa Postal 743, CEP 99709-910 Erechim/RS Brasil

Country: Brazil

School Website: www.unicer.edu.br

Telephone: 0055 (54) 3520-9007

Fax: 0055 (54) 3520-9007

E-mail: alanb@uri.com.br

The year the school was founded: 1977

The school has had the name since: 1977

Number of students: 933

Number of teachers: 97

Head of school: Mr. Alan J. Bresolin

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? Suggestion from the Brazilian Pierre de Coubertin Committee
Participation in the Youth Forums:

- Piešťany (SVK) 2015
- Ülenurme (EST) 2017

Fig. 89: The first Brazilian team during the Award Ceremony of the 10th Youth Forum in Piešťany 2015
(photos: Forum Press Centre Piešťany)

Fig. 90 and 91: Olympic education activities at school

Fig. 92: Brazilian dances in Tartu (Estonia) in 2017
(photos: Escola de Educação Básica da URI Erechim)
Beijing High School Four Pierre de Coubertin

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

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

How did the school become a member of the international Network of Coubertin Schools? Suggestion from BOCOG

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Reprint of the school portrait from the first edition in 2015 (Ed. Note).
Participation in the Youth Forums:

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

*Fig. 94: Pierre de Coubertin Memorial with the signature of the IOC President (photo: I. Nikolaus)*

*Fig. 95: The naming of the school in 2008 (photo: Beijing High School Four Pierre de Coubertin)*

*Fig. 96: Beijing 2011: Closing Ceremony of the 8th Youth Forum (photo: A. Schöpke)*

*Fig. 97: Chinese dancer at the 7th Youth Forum in Ancient Olympia (photo: CIPC Press Centre)*
Pancyprian Gymnasium Nicosia

Address: 10-16 Arhiepiskopou Kiprianou, Nicosia
Country: Cyprus
School Website: [http://lyk-pagkyprion-lef.schools.ac.cy](http://lyk-pagkyprion-lef.schools.ac.cy)
Telephone: 0035 722466711
Fax: 0035722430915
E-mail: [lyk-pagkyprion-lef@schools.ac.cy](mailto:lyk-pagkyprion-lef@schools.ac.cy)
The year the school was founded: 1812
The school has had the name since: 1896
Number of students: 419
Number of teachers: 79
Head of school: Mrs. Sofia Ioannou
Type of school: High School
                State School
Sports profile: School with regular sport lessons according to the national curriculum

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

- Beijing (CHN) 2011
- Lillehammer (NOR) 2013
- Ülenurme (EST) 2017

Fig. 100: Lillehammer 2013: The Cypriot participants of the 9th Youth Forum enjoying winter sports (photo: I. Nikolaus)

Fig. 101: The Cypriot team during the Parade at the 11th Youth Forum in Estonia

Fig. 102: Cypriot dances in Tartu (Estonia) in 2017 (photos: Forum Press Centre Ülenurme)
Gymnázium Pierra de Coubertina Tábor

Address: Náměstí Františka Křižíka 860, CZ 390 01 Tábor
Country: Czech Republic
School Website: www.gymta.cz
Telephone: 0042/038 1252136
Fax: 0042/038 1252920
E-mail: skola@gymta.cz

The year the school was founded: 1862
The school has had the name since: 1999
Number of students: 600
Number of teachers: 60

Head of school: Until 2018: RNDr. Miroslav Vácha
Since 2018: RNDr. Petr Nývlt, Ph.D.

Type of school: High School
State School

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

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

Fig. 103: The school building (photo: P. Nývlt)
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
- Piešťany (SVK) 2015
- Úlenurme (EST) 2017

Fig. 106: Coubertin School Tábor: Host of the 6th Youth Forum in 2007 (photos 104 and 105: I. Nikolaus)

Fig. 104: The Coubertin bust in the school building (photo: P. Nývlt)

Fig. 105: Pupils’ exhibition “Pierre de Coubertin – Life and Works of a Humanist”

Fig. 107: The stand of the Czech team at the 11th Youth Forum in Úlenurme 2017 (photo: Forum Press Centre Úlenurme)
Ülenurme Gümnaasium

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

**School Website:** [http://www.yle.edu.ee](http://www.yle.edu.ee)

**Telephone:** 00372/ 509 1527

**Fax:** 00372/ 750 2635

**E-mail:** kool@yle.edu.ee

**The year the school was founded:** 1984

**The school has had the name since:** 1994

**Number of students:** 1007

**Number of teachers:** 70

**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 (President of the Estonian Olympic Academy and of CIPC Board)
Participation in the Youth Forums:
- Genova-Arenzano (I) 2003
- Radstadt (AUT) 2005
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013
- Piešťany (SVK) 2015
- Ülenurme (EST) 2017 (host school)

Host of International School Olympics:
- 2000
- 2004
- 2006
- 2012
- 2014
- 2016
- 2018

Fig. 109 and 110: The International School Olympics in 2012 and 2014

Fig. 111: Comenius Project “Coubertin Academy”: Visit of the Estonian Sports Museum in Tartu together with the project partners from four Coubertin Schools

Fig. 112: The International Forum Community of the 11th Youth Forum in 2017 in front of the school building (photos: Ülenurme Gümnasium)
Lycée Polyvalent Pierre de Coubertin Bolbec

Address: 130 bis Rue George Clemenceau, F76210 Bolbec
Country: France
School Website: http://lyc-coubertin-bolbec.ac-rouen.fr:81/
Telephone: 0033/ 235 31 02 79
Fax: 0033/ 235 38 14 12
E-mail: 07629202@ac-rouen.fr
The year the school was founded: 1961
The school has had the name since: 1961
Number of students: 500
Number of teachers: 65
Head of school: M. Jean-Marie Auberville
Type of school: High School (Lycée)
State School
Sports profile: School with regular sport lessons according to the national timetable

How did the school become a member of the international Network of Coubertin Schools? Suggestion from M. Jacques de Navacelle

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228 Reprint of the school portrait from the first edition in 2015 (Ed. Note).
Participation in the Youth Forums:

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

Fig. 115: Coubertin bust in the school hall
(photo: I. Nikolaus)

Fig. 114: 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. 116: Participants from Bolbec during the Award Ceremony of the 5th Youth Forum in Radstadt 2005 (photo: Press Centre Radstadt)
Fig. 117: The school building (photo: Lycée Pierre de Coubertin Nancy)

Address: 5 rue Robert Schuman, F-5400 Nancy
Country: France
School Website: www.lyceecoubertin.fr
Telephone: 0033/ 38328 49 49
Fax: 0033/ 383 28 00 82
E-mail: lycée.coubertin@laposte.net

The year the school was founded: 1920
The school has had the name since: 2003
Number of students: 520
Number of teachers: 49
Head of school: Mme Sandrine Guillaume
Type of school: Vocational and Technical High School (Lycée professionnel et technique)
Private School
Sports profile: School with regular sport lessons according to the national timetable

How did the school become a member of the international Network of Coubertin Schools? because of suggestion from M. Jacques de Navacelle (Coubertin family)

229 Reprint of the school portrait from the first edition in 2015 (Ed. Note).
Participation in the Youth Forums:

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

Fig. 118: The first team from Nancy at the 6th Youth Forum in Tábor 2007

2,300€ were donated to the association fighting against brain diseases (photos: Lycée Pierre de Coubertin Nancy)

Fig. 119: The school’s volley team during the charity volleyball tournament for the ELA association in 2012

Fig. 120: The team from Nancy during the Award Ceremony in Ancient Olympia 2009 (photo: CIPC Press Centre)
Association Européenne des Sports (AES)
Bourgogne-Franche-Comté

Following the Australian model, every two years the AES honours their best winners of the Coubertin Pupils’ Prize from the region of Bourgogne-Franche-Comté with a participation in the CIPC Pierre de Coubertin Youth Forum.

Address: Palais des sports Jean-Michel Geoffroy 17 rue Leon Mauris, 21000 DIJON
Country: France
Website: http://www.ae-sports.eu
Telephone: 0033 3 80 48 84 57
E-mail: contact@ae-sports.eu
Contact person: Mr. Robert Lacroix, President

How did the team become a member of the international Network of Coubertin Schools?
Thanks to a suggestion from Norbert Müller (CIPC President until 2017)

Participation in the Youth Forums:

- Piešt’any (SVK) 2015
- Ülenurme (EST) 2017

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230 Sent by M. Robert Lacroix (e-mail from 19.06.2019)
Fig. 122: The first participants from Bourgogne Franche-Comté during the Award Ceremony at the 10th Youth Forum in Slovakia 2015

Fig. 123: The French students carrying the Olympic flag during the parade in Piešťany in 2015 (photos: Piešťany Press Centre)

Fig. 124: Ülenurme (Estonia) 2017- At the stand of the French team

Fig. 125: The French participants during the Parade in Tartu (photos: Forum Press Centre Ülenurme)
Schul- und Leistungssportzentrum Berlin
Coubertin-Gymnasium

Fig. 126: 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: 180
Head of school: Until 2017: Dr. Gerd Neumes
Since 2017: Mrs. Gudrun Götze
Type of school: High School
State School
Sports profile: A specialist sports school

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

- Le Havre (FRA) 1997
- Much Wenlock (GB) 1999
- Lausanne (SUI) 2001
- Genua-Arenzano (I) 2003
- Radstadt (AUT) 2005
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013
- Piešťany (SVK) 2015

Fig. 127: The Coubertin bronze plaque at the Coubertin Gym (photo: K. Lange)

Fig. 128: Cultural performance in Genova-Arenzano in 2003 (photo: I. Nikolaus)

Fig. 129: Participants from Berlin during the Award Ceremony at the 7th Youth Forum in Tábor (photo: Press Centre Tábor)

Fig. 130: Invitation to the annual Sports Gala (photo: K. Lange)
Pierre-de-Coubertin-Gymnasium Erfurt

Address: Mozartallee 4, 99096 Erfurt
Country: Germany
School Website: http://www.sportgymnasium-erfurt.de/
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: 439
Number of teachers: 59
Head of school: Until 2013: Mr. Klaus Böttner
Since 2013: Mr. Joachim Rauch
Type of school: High School
State School
Sports profile: A specialist sports school

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

□ Le Havre (FRA) 1997
□ Much Wenlock (GB) 1999
□ Lausanne (SUI) 2001
□ Genua-Arenzano (I) 2003
□ Radstadt (AUT) 2005
□ Tábor (CZ) 2007
□ Olympia (GRE) 2009
□ Beijing (CHN) 2011
□ Lillehammer (NOR) 2013
□ Piešt’any (SVK) 2015
□ Ülenurme (EST) 2017

Fig. 132: Coubertin Memorial in the school yard
(photo: O. Kleinecke)

Fig. 133 and 134: 2nd School internal Coubertin Award 2014
/photos: Reporter Team Coubertin-Gymnasium Erfurt

Fig. 135: Pupils’ exhibition “Pierre de Coubertin – Life and Works of a Humanist”
/photo: I. Nikolaus)
William Brookes School Much Wenlock

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: head@williambrookes.com

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
Participation in the Youth Forums:
- Le Havre (FRA) 1997
- Much Wenlock (GB) 1999
- Lausanne (SUI) 2001
- Genua-Arenzano (I) 2003
- Radstadt (AUT) 2005
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013
- Piešťany (SVK) 2015
- Ülenurme (EST) 2017

Fig. 139: Cultural presentation by British participants during the 6th Youth Forum in Tábor 2007
(photo: Press Centre Tábor)

Fig. 137 and 138: 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. 140: The British stand at the Mini-Expo in Piešťany 2015
(photo: CIPC Press Centre)
1st Gen Lykeio Pierre de Coubertin Pallini

Fig. 141: The Greek team for Mâcon in front of the school building (photo: Coubertin-Lyceum Pallini)

Address: 16 km of Marathon Avenue, GR-153 51 Pallini
Country: Greece
School Website: http://lyk-pallin.att.sch.gr/school-en.htm
Telephone: 0033/ 1666 53 16
Fax: 0033/ 1666 53 16
E-mail: mail@lyk-pallin.att.sch.gr

The year the school was founded: 1982
The school has had the name since: 2003
Number of students: 268
Number of teachers: 28
Head of school: Until 2018: Mr. Anastasios Boudouvas
Since 2018: Mrs. Efi Sakarellou
Type of school: High School
State School
Sports profile: School with regular sport lessons according to the national curriculum

How did the school become a member of the international Network of Coubertin Schools? Suggestion by Prof. K. Georgiadis, Dean of the IOA
Participation in the Youth Forums:

- Much Wenlock (GB) 1999
- Lausanne (SUI) 2001
- Genua-Arenzano (I) 2003
- Radstadt (AUT) 2005
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Lillehammer (NOR) 2013
- Piešťany (SVK) 2015
- Ülenurme (EST) 2017

Fig. 142: Portrait of Coubertin in the school building (photo: Coubertin-Lyceum Pallini)

Fig. 143: Lykeio Pierre de Coubertin Pallini: Host of the 7th Youth Forum in 2009 (photo: CIPC Press Centre)

Fig. 144: The team from Pallini at the Parade in Tartu, Estonia (photo: I. Nikolaus)
3rd Lykeio of Pyrgos Pierre de Coubertin

Address: Ólympion & Kolliriou, GR-27100 Pyrgos
Country: Greece
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: Until 2016: Mr. Panagiotis Parras
Since 2016: Mrs.: Evridiki Pavlopolou
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? Suggestion by Prof. K. Georgiadis, Dean of the IOA and its proximity to Ancient Olympia

Fig. 145: Coubertin teachers visiting the School Museum (photo: K. Lange)
Participation in the Youth Forums:

- Much Wenlock (GB) 1999
- Genua-Arenzano (I) 2003
- Radstadt (AUT) 2005
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011
In 2017, for the first time an Indian team took part in a Coubertin Youth Forum, supported by IPCA. Following the Australian model, every two years the IPCA is planning to organise a *regional/national Coubertin Award* and to honour the best winners with a participation in the biannual CIPC Pierre de Coubertin Youth Forums from 2019 on.

**Address:** River Bridge, Argora, PO & PS Argora Ranchi- 834002 Jharkhand  
**Country:** India  
**Website:** [http://ipcasports.org](http://ipcasports.org)  
**Telephone:** 0091- 651- 2253777/2252444 (St. Xavier School)  
**Fax:** 0091- 651- 2252666 (St. Xavier School)  
**E-mail:** [ranchiipca@gmail.com](mailto:ranchiipca@gmail.com)  
**President:** Mr. Dilip Tirkey  
**Contact person:** Mrs. Sarojini Lakra, Secretary General of the Indian Pierre de Coubertin (IPCA)

**How did your institution become a member of the International Network of Coubertin Schools?**  
Suggestion from the longstanding CIPC member Mrs. Sarojini Lakra

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232 Sent by Mrs. Sarojini Lakra (e-mail from April 7th 2019)
Participation in the Youth Forums:

☐ Ülenurme (EST) 2017

*Fig. 150 and 151*: The first Indian team at a Coubertin Youth Forum: During the Parade in Tartu, Estonia, 2017 (photos: E. Ramini)

*Fig. 152 and 153*: Run for Peace at Ranchi & Bokaro (April 2019), organised by IPCA to nominate the best students for the 12th Youth Forum in Mâcon 2019 (photos: IPCA)
Liceo Statale “Giuliano della Rovere” Savona

Address: Via Monturbano, 8, I-17100 Savona
Country: Italy
School Website: http://www.liceodellarovere.gov.it/
Telephone: 0039/ 019 85 04 24
Fax: 0039/ 019 81 49 26
E-mail: segreteria@liceodellarovere.it
The year the school was founded: 1888
The school has had the name since: 1886
Number of students: 825
Number of teachers: 85
Head of school: Until 2014: Prof.ssa Graziella Rosso
Since 2014: Prof.ssa Daniela Ferraro
Type of school: High School
State School
Sports profile: School with regular sport lessons according to the national timetable
How did the school become a member of the international Network of Coubertin Schools? Because of a suggestion by the Italian Coubertin Committee

Fig. 154: School building (photo: Liceo della Rovere)
Participation in the Youth Forums:
- Genua-Arenzano (I) 2003
- Radstadt (AUT) 2005
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013
- Piešťany (SVK) 2015
- Ülenurme (EST) 2017

▲ Fig. 155: Exhibition on the school’s participation in the Youth Forums

◄ Fig. 156: Conference about Pierre de Coubertin on his 150th anniversary of birth by participants of the Savona team for Beijing 2011

Fig. 157: At the start in the Ancient Olympic Stadium in Olympia 2009

(figs: Liceo Statale “Giuliano della Rovere“)

Fig. 158: Rehearsal for the Lillehammer Forum in 2013
Winners of the National Coubertin Youth Forum organised by the Japan Pierre de Coubertin Committee (JPCC)

Fig. 159: The Japanese flag

In Olympia 2009, for the first time a Japanese team from Senior High School at Otsuka, Tokyo, took part in a Coubertin Youth Forum, supported by JPCC. Following the Australian model, since 2015, the JPCC has been organising a National Coubertin Youth Forum and honouring the winners with the participation in the biannual CIPC Pierre de Coubertin Youth Forums.

Address: 2938-1-404 Onoji, Machida, Tokyo 195-0064

Country: Japan

Telephone: 0081-80-3614-7338

Fax: 0081-42- 339-7294

E-mail: tahara@kokushikan.ac.jp

Director: Prof. Dr. Junko Tahara

How did the team become a member of the international Network of Coubertin Schools? because of the suggestion from Prof. Dr. Junko Tahara, CIPC Vice-President

Participation in the Youth Forums:

- Olympia (GRE) 2009
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013
- Piešťany (SVK) 2015
- Ülenurme (EST) 2017
Fig. 160: The first Japanese participants during the Award Ceremony of the 7th Coubertin Youth Forum in Ancient Olympia in 2009 (photo: CIPC Press Centre)

Fig. 161: Japanese participants during the Mini-Expo in Ülenurme 2017 (photo: Ülenurme Press Centre)

Fig. 162: Participants from Tokyo presenting Kendo to the Forum community in Lillehammer (photo: H. Krugenberg)

Fig. 163: The Japanese team during the Parade in Tartu 2017 (photo: I. Nikolaus)
Kipkeino High School Eldoret

Fig. 164: School building of the High School (photo: Kipkeino School)

Address: P.O. Box 7532, 30100 Eldoret
Country: Kenya
School Website: http://www.kipkeinofoundation.org
Telephone: 00254/ 721326547 Fax: 00254/ 53 206 1981
E-mail: kipkeinohschool@gmail.com

The year the school was founded: 2008 (High School)

The school has had the name since: 2008

Number of students: 140

Number of teachers: 12

Head of school: Mr. Julius Keen

Type of school: High School (boys’ boarding school), Private School, supported by the Kipkeino Foundation

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

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

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234 CIPC has been cooperating with Kipkeino School, founded in 1999, since 2005. At that time, it was only a Primary School. In 2008, the secondary section, Kipkeino High School, was opened. All the data provided here, only refer to the High School (Ed. Note).
Participation in the Youth Forums:
- Radstadt (AUT) 2005
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013
- Piešťany (SVK) 2015
- Ülenurme (EST) 2017

Fig. 165: First participants from Kenya/Tanzania: Coubertin Award Ceremony at the 5th Youth Forum in Radstadt 2005
(photo: Forum Press Centre Radstadt)

Fig. 166: The Kenyan team presenting Masai culture during the Parade in Piešťany 2015
(photo: Forum Press Centre Piešťany)

Fig. 167: The Kenyan stand at the Mini-Expo in Lillehammer 2013
(photo: H. Krugenberg)

Fig. 168: Lillehammer 2013: Discovering the Norwegian mountains with friends
(photo: H. Krugenberg)
Gimnazija Kosovska Kamenica

Fig. 169: School building (photo: Gimnazija Kosovska Kamenica)

Address: Cara Lazara 95, Kamenica/Kamenice, Kosovo
Country: Serbia and Montenegro
School Website: http://gimnazije.com/gimnazija_kosovska_kamenica

Telephone:
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

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235 Reprint of the school portrait from the first edition in 2015 (Ed. Note).
Shkolla e Mesme-Gjimnazi „Ismail Qemali” Kamenice

Address: rr. Adem Jashari, Kamenica/Kamenice, Kosovo
Country: Kosovo
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? Suggestion by Marc André Buchwalder, UN Representative, CIPC member

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

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![Fig. 170: The participants from Kosovo at the 5th Youth Forum in Radstadt 2005 (photo: Press Centre Radstadt)]

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236 Reprint of the school portrait from the first edition in 2015 (Ed. Note).
Senior Methodist Girls School Kuala Lumpur

Address: Jalan Cenderasari, 50480 Kuala Lumpur, Malaysia
Country: Malaysia
School Website: http://www.mgskl.edu.my
Telephone: 0060 3 2692 6010
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: Since 2018: Mrs Chong Moi Lian
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? Suggestion from Tay Li Neo, CIPC member
Participation in the Youth Forums:
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013
- Piešťany (SVK) 2015
- Ülenurme (EST) 2017

*Fig. 172:* The first Malaysian team during the Award Ceremony in Beijing 2011
(photo: Press Centre Beijing)

*Fig. 173 and 174:* Olympic and Paralympic activities at the school
(photos: MGSKL)

*Fig. 175:* The Malaysian stand at the Mini-Expo in Piešťany 2015
(photo: Forum Press Centre Piešťany)
Winners of the Mauritius Pierre de Coubertin Award

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

Organisor: Mauritius Pierre de Coubertin Committee
Country: Republic of Mauritius
Address: Mauritius Pierre de Coubertin Committee, P.O. BOX 1025 PORT-LOUIS
President: Mrs. Nisha Ramdin
E-Mail: nisha_ramdin@yahoo.com

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
- Piešťany (SVK) 2015
- Ülenurme (EST) 2017
- Cape Town (RSA) 2018

Fig. 176 and 177: The first team from Mauritius at the 6th Youth Forum in Tábor 2007 (photo: Press Centre Tábor)

237 Cf. in detail in Chapter 2.3.
Fig. 178: Donation of a collection of literature on Coubertin to the schools of the winners in 2007
(photo: Mauritius Pierre de Coubertin Committee)

Fig. 179: The team from Mauritius during the Award Ceremony in Ancient Olympia 2009
(photo: CIPC Press Centre)

Fig. 180: The stand of Mauritius at the Mini-Expo in Ülenurme (Estonia) 2017
(photo: Ülenurme Press Centre)
Gausdal videregående skole Pierre de Coubertin

Address: Baklivegen 1477, 2651 Østre Gausdal
Country: Norway
School Website: [http://www.gausdal.vgs.no/](http://www.gausdal.vgs.no/)
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: 350
Number of teachers: 45

Head of school: Mr. Erland Sandvik
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? Suggestion from Robert Marxen, CIPC honorary member
Participation in the Youth Forums:

- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011
- Lillehammer (NOR) 2013
- Piešťany (SVK) 2015
- Ülenurme (EST) 2017

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

Fig. 182: Norwegian participants demonstrating the “Telemark” at the 7th Youth Forum in Ancient Olympia (photo: CIPC Press Centre)

Fig. 183: Gausdal videregående skole became the first Coubertin School in Scandinavia in October 2009 (photo: Coubertin School Gausdal)

Fig. 184: Viking souvenirs at the Mini-Expo (photo: I. Nikolaus)

Fig. 185: The Forum community in Kittilbu in the Gausdal mountains (photo: H. Krugenberg)
Zespół Szkół w Nekli Gimnazjum im. Polskich Olimpijczyków

Address: ul. Szczepańskiego 7 62-330 Nekla
Country: Poland
School Website: http://www.szkola.nekla.pl/
Telephone/Fax: 0048 61 4386087
E-mail: zespolneklasp@wp.pl
The year the school was founded: 2000
The school has had the name since: 2001
Number of students: 800
Number of teachers: 55
Head of school: Mr. Robert Andrzejczak
Type of school: Primary/Middle School
State School
Sports profile: School with regular sport lessons according to the national timetable and sport-oriented classes

How did the school become a member of the international Network of Coubertin Schools? Suggestion from Polish Olympic Committee

Participation in the Youth Forums:
□ Ülenurme (EST) 2017

Fig. 186: School complex with stadium (M. Wasiak)
Fig. 187 and 188: The first participants from Poland at the Youth Forum in Ülenurme 2017 Presenting their country during the Mini-Expo (photo: Ülenurme Press Centre)

Fig. 189: The Polish team at the Parade in Tartu (photo: I. Nikolaus)
In Piešťany 2015, for the first time a South African team took part in a Coubertin Youth Forum, supported by FSDP. FSDP is also the host of the South African Pierre de Coubertin Committee, which has been a member of CIPC since 2018. Following the Australian model, since 2018, the FSDP has been organising a National Coubertin Youth Forum and honouring the winners with the participation in the biannual CIPC Pierre de Coubertin Youth Forums.

Address: 2 P.O. Box 357 Franschhoek 7690
Country: Republic of South Africa
Website: [http://www.foundationforsportanddevelopmentandpeace.com](http://www.foundationforsportanddevelopmentandpeace.com)
Telephone: 0027 82 202 3454
E-mail: info@foundationforsportanddevelopmentandpeace.com
President: Prof. Dr. Marion Keim Lees
School liaison: Mrs. Jasmina Majiet

**How did the team become a member of the international Network of Coubertin Schools?**

Suggestion by Prof. Marion Keim Lees, CIPC member

**Participation in the Youth Forums:**

- Piešťany (SVK) 2015
- Ülenurme (EST) 2017

**Host of the 1st African Coubertin Youth Forum on occasion of the 100th birthday of Nelson Mandela on Robben Island/Cape Town 2018**
Fig. 191: The first South African participants at a Coubertin Youth Forum:
During the Award Ceremony in Piešťany together with Mrs. Hanková, Head of the Slovak host school (left), and Mr. Yvan de Navacelle de Coubertin (right) (photo: Piešťany Press Centre)

Fig. 192: Alicia and Joseph proudly presenting their flag at the Parade in Tartu, Estonia, 2017

Fig. 193: Participants of the 1st African Coubertin Youth Forum in front of the forum banner (photos 2017 and 2018: I. Nikolaus)
Lycée N° 211 Pierre de Coubertin St. Petersburg

Address: ul. Gorokhovaya, 20,
Sankt-Petersburg, Russia 191186

Country: Russian Federation

School Website: http://211spb.ru

Telephone: 007 812 417 26 23

Fax: 007 812 315 98 96

E-mail: sch211@center-edu.spb.ru

The year the school was founded: 1860

The school has had the name since: 1999

Number of students: 400

Number of teachers: 36

Head of school: Mrs. Ljudmila Alexandrowna Babajewa

Type of school: Secondary School

State School

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

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
- Piešťany (SVK) 2015

Fig. 195: The first Russian team at Coubertin’s grave together with Geoffroy de Navacelle de Coubertin during the 3rd Youth Forum of Coubertin Schools in Lausanne 2001

Fig. 196: Russian dances at the Mini-Expo in Lillehammer 2013 (photos: S. Sivertseva)

Fig. 197: The stand of the team from St. Petersburg in Piešťany 2015 (photo: Forum Press Centre Piešťany)
Gymnázium Pierra de Coubertina Piešťany

Fig. 198: The school building (photo: I. Nikolaus)

Address: Námestie SNP č. 9, SK 92126 Piešťany
Country: Slovakia
School Website: http://www.gypy.sk
Telephone: 00421/ 33 79 893 33
Fax: 00421/ 33 76 240 07
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 regular sport lessons according to the national curriculum

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
- Piešťany (SVK) 2015 (host)
- Ülenurme (EST) 2017

Fig. 199: Inauguration of a Coubertin bust on occasion of the 70th school anniversary in 2006 (photo: I. Nikolaus)

Fig. 200 and 201: The Slovak team during the Parade in Tartu, Estonia, 2017 (photos: E. Corticelli)

Fig. 202: “We are the World – We are the Children!” Great final of the 10th Youth Forum in Piešťany in 2015 (photo: Press Centre Piešťany)
Gyeongil Girls’ High School Daegu

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

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

Fig. 203: The two participants from South Korea during their cultural contribution at the 6th Youth Forum in Tábor 2007 (photo: Press Centre Tábor)

238 Reprint of the school portrait from the first edition in 2015 (Ed. Note).
Ecole Nouvelle de la Suisse Romande

Address: Chemin de Rovéréaz 20, CH-1000 Lausanne
Country: Switzerland
School Website: http://www.ensr.ch
Telephone: 0041 21654 65 00
Fax: 0041 21 654 65 05
E-mail: info@ensr.ch

The year the school was founded: 1906
The school has had the name since: 1906
Number of students: 575
Number of teachers: 70
Head of school: Mr. André Lasserre
Type of school: High School
Private School
Sports profile: School with regular sport lessons according to the national timetable

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

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

Fig. 204: The members of the Swiss delegation during the Award Ceremony of the 6th Youth Forum in Tábor 2007 (photo: Press Centre Tábor)

239 Reprint of the school portrait from the first edition in 2015 (Ed. Note).
San Juan Bautista – La Salle Corrales

*Fig. 205: The school building*  
(photo: San Juan Bautista – La Salle Corrales)

| **Address:** | La Salle, 2, 39400 Los Corrales de Buelna, Cantabria |
| **Country:** | Spain |
| **School Website:** | [http://www.lasallecorrales.es](http://www.lasallecorrales.es)  
[http://www.facebook.com/LaSalleCorrales](http://www.facebook.com/LaSalleCorrales)  
[http://www.twitter.com/lasallecorrales](http://www.twitter.com/lasallecorrales)  
[http://www.instagram.com/lasallecorrales](http://www.instagram.com/lasallecorrales) |
| **Telephone/Fax:** | 00942 83 01 95 |
| **E-mail:** | dircorrales@sallep.net |
| **The year the school was founded:** | 1891 |
| **The school has had the name since:** | 1891 |
| **Number of students:** | 870 |
| **Number of teachers:** | 72 |
| **Head of school:** | Mr. José Manuel Merino Gil |
| **Type of school:** | High School  
Private/Religious School |
| **Sports profile:** | School with regular sport lessons according to the regional curriculum |
| **How did the school become a member of the international Network of Coubertin Schools?** | Suggestion from the Spanish Olympic Academy |
| **Participation in the Youth Forums:** | □ Ülenurme 2017 |
Fig. 206: European School Sports Day (photo: San Juan Bautista – La Salle Corrales)

Fig. 207: The first Spanish team at a Youth Forum: Spanish dances (photo: Forum Press Centre Ülenurme)

Fig. 208: The team at the Parade in Tartu, Estonia (photo: I. Nikolaus)
Lycée Sportif Pierre de Coubertin d’El Menzah

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

Country: Tunisia

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. 209: Tunisian and Slovak participants demonstrate their sport at the 4th Youth Forum in Genova-Arenzano 2003 (photo: I. Nikolaus)

240 Reprint of the school portrait from the first edition in 2015 (Ed. Note).

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Participation in the Youth Forums:

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

▲ Fig. 210 and 211: The Tunisian theatre play during the arts competitions in Olympia 2009 (photos: CIPC Press Centre)

Fig. 212: The Tunisian team during the Award Ceremony at the 8th Youth Forum in Beijing 2011 (photo: A. Schöpke)
Secondary school № 142 Pierre de Coubertin

Fig. 213: The school building

Address: 2, Belyaeva Street, Dnipro City, 49080
Country: Ukraine
School Website: http://school142.dnepredu.com
Telephone: 80562 38 27 65
Fax: 80562 38 23 19
E-mail: sz142@dhp.dniprorada.gov.ua
The year the school was founded: 1991
The school has had the name since: 2019
Number of students: 1335
Number of teachers: 77
Head of school: Mrs. Lyudmila Khmelenko
Type of school: Comprehensive School
State School
Sports profile: School with regular sport lessons according to the national curriculum

How did the school become a member of the international Network of Coubertin Schools? Suggestion from the Olympic Academy of Ukraine

Participation in the Youth Forums:
□ Ülenurme 2017
Fig. 214-215: Manifold Olympic activities on the way to become the first Coubertin School in Ukraine

Fig. 216: The first team from Ukraine at the Mini-Expo during the Youth Forum in Estonia 2017

Fig. 217: Olympic champion Sergey Bubka, President of the NOC of Ukraine, with participants of the Regional Olympic Lesson 2018

(photos: V. Mikhailova)
2 Updated list of the member schools/delegations in the CIPC Network of Coubertin Schools (2019)

At present the Network comprises 33 schools/institutions, including representatives from Europe, Africa, America, Asia and Australia:

1. Colegio Padre Ramon De La Quintana (Argentina)
2. NOC Australia (Winners of the Australian Coubertin Award)
3. Pierre de Coubertin Bundes-Oberstufenrealgymnasium Radstadt (Austria)
4. Don-Bosco-Gymnasium Unterwaltersdorf (Austria)
5. Escola Básica da URI Erechim (Brazil)
6. Beijing High School Four Pierre de Coubertin (China)
7. Winners of the National Coubertin Award organised by the Pierre de Coubertin Committee of Congo
8. Pancyprian Gymnasium Nicosia (Cyprus)
9. Gymnazium Pierra de Coubertina Tábor (Czech Republic)
10. Úlenerume Gymnasium (Estonia)
11. Lycée Polyvalent Pierre de Coubertin Bolbec (France)
12. Lycée Pierre de Coubertin Nancy (France)
13. Winners of the Coubertin Pupils’ Prize of the region of Burgundy-Franche-Comté (France)
14. Schul- und Leistungssportzentrum Berlin (Germany)
15. Pierre-de-Coubertin-Gymnasium Erfurt (Germany)
16. William Brookes School Much Wenlock (Great Britain)
17. 1st Gen. Lykeio Pierre de Coubertin Pallini (Greece)
18. 3rd Lykeio of Pyrgos “Pierre de Coubertin” (Greece)
19. Winners of the National Coubertin Award organised by the Indian Pierre de Coubertin Association (IPCA)
20. Liceo Statale “Giuliano della Rovere” Savona (Italy)
21. Winners of the National Coubertin Youth Forum organised by the Japan Pierre de Coubertin Committee
22. Kipkeino School Eldoret (Kenya)
23. Senior Methodist Girls School Kuala Lumpur (Malaysia)
24. Winners of the National Coubertin Award organised by the Mauritius Pierre de Coubertin Committee
25. Instituto Coubertin Oaxaca (Mexico)
26. Gausdal videregående skole Pierre de Coubertin (Norway)
27. Zespół Szkół w Nekli Gimnazjum i. Polskich Olimpijczyków, Nekla (Poland)
28. Lycée N° 211 Pierre de Coubertin St. Petersburg (Russia)
29. Gymnázium Pierra de Coubertina Piešťany (Slovakia)
30. San Juan Bautista Los Corrales de Buelna (Spain)
31. Winners of the National Coubertin Youth Forum organised by the Foundation for Sport and Development and Peace (South Africa)
32. Lycée Sportif Pierre de Coubertin d’El Menzah Tunis (Tunisia)
33. Secondary School N° 142 Dnipro City (Ukraine)
3 Short chronology of the Network

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

241 Due to limited space, schools and institutions are referred to by location.
242 An attempt of a comprehensive inquiry is not feasible for the reason that there were numerous shared initiatives between two or more schools.
July 2006 2nd Teachers-in-service training for teachers from Coubertin Schools within the framework of the Educationist’s Session at the IOA in Ancient Olympia

Visit of the 3rd Lykeio of Pyrgos Pierre de Coubertin

September 2006 Donation of the bronze plaque “Membre du Réseau mondial des Ecoles Pierre de Coubertin” by the CIPC President to the Coubertin School Erfurt

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

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

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

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

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

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

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

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

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

August 2011 8th Youth Forum in Beijing (China)
<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
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<tr>
<td>November</td>
<td>IOC Teachers-in-service training for the OVEP-2011 Programme at Fondation Coubertin in St. Rémy near Paris</td>
</tr>
<tr>
<td>July 2012</td>
<td>International Encompass Dance Project as part of the Cultural Olympiad of the London 2012 Olympic Summer Games (participating schools: Much Wenlock, Gausdal, Radstadt, Unterwaltersdorf)</td>
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<tr>
<td>September 2012</td>
<td>International School Olympics in Ülenurme with participation of students from Gausdal</td>
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<tr>
<td>August 2013</td>
<td>9th Youth Forum in Lillehammer/Gausdal (Norway) Home stay of the Australian participants in Erfurt</td>
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<tr>
<td>December 2013</td>
<td>Visit of a delegation from Ülenurme at Lycée N° 211 Pierre de Coubertin in St. Petersburg (Russia)</td>
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<tr>
<td>July 2014</td>
<td>Participation of a team from Gausdal in the Wenlock Olympian Games</td>
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<tr>
<td>September 2014</td>
<td>International School Olympics in Ülenurme with participation of students from Gausdal</td>
</tr>
<tr>
<td>September 2015</td>
<td>10th Youth Forum in Pieštany (Slovakia) Home stay of the Australian participants in Unterwaltersdorf (Austria)</td>
</tr>
<tr>
<td>February 2017</td>
<td>OVEP-Workshop with students and teachers in Savona in preparation of the 11th Youth Forum, led by the Delegate for Coubertin Schools</td>
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<tr>
<td>May 2017</td>
<td>4th Teachers-in-service training for teachers from Coubertin Schools within the framework of the Educationist’s Session at the IOA in Ancient Olympia</td>
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<tr>
<td>August 2017</td>
<td>11th Youth Forum in Ülenurme (Estonia)</td>
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<tr>
<td>December 2017</td>
<td>OVEP-Workshop for teachers from European Coubertin Schools in Mainz (Germany)</td>
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<tr>
<td>September 2018</td>
<td>First African Coubertin Youth Forum in Cape Town/Robben Island (South Africa)</td>
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<tr>
<td>July 2019</td>
<td>5th Teachers-in-service training for teachers from Coubertin Schools within the framework of the Educationist’s Session at the IOA in Ancient Olympia</td>
</tr>
<tr>
<td>August 2019</td>
<td>12th Youth Forum in Mâcon (France)</td>
</tr>
</tbody>
</table>
4 Mottos of the CIPC Youth Forums

There had not been a motto for the 1st and 2nd Youth Forum.

3rd Youth Forum in Lausanne 2001 “Sport, Culture, Peace”

4th Youth Forum in Genova-Arenzano 2003 “Protection of the Environment as a Significant Part of Olympism”

5th Youth Forum in Radstadt 2005 “Making Olympic Principles Work in the Life of Youth”


7th Youth Forum in Olympia 2009 “Youth and the Olympics”

8th Youth Forum in Beijing 2011 “Youth. Cultural Diversity in our World and Common Values”

9th Youth Forum in Lillehammer 2013 “Youth and the Olympics. Sustainable Development and Closeness to Nature”

10th Youth Forum in Piešťany 2015 “Riding the Wave of the Olympic Spirit”

11th Youth Forum in Ülenurme 2017 “KALOKAGATHIA – the Harmony of Body, Will and Mind”

12th Youth Forum in Mâcon 2019 “Olympisme à l’école. Il faut l’encourager!” (“Olympism at school. It must be encouraged!”).
### Participation of the schools in the Youth forums

#### Tab. 14: Participation of the schools in the Youth Forums (till 2017)

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Only schools, that participated in the surveys in 2005, 2007, 2013 and 2017 are included in this table. Also, some delegations, whose schools are not members of the Network, took part (The actual number of delegations, if divergent, are in brackets).
Programme of the 11th Youth Forum in Ülenurme 2017

Saturday, August 19th 2017
Arrival in the afternoon
14.00 Lunch
19.00 Dinner
20.00 Informational meeting to everyone
20.15 Social evening for the Youth
20.20 First teachers’ meeting
22.00 Back to the hotel
23.00 Bedtime

Sunday, August 20th 2017
7.30 Morning walk to Ülenurme Gymnasium
8.00 Breakfast
9.00 Lecture by Dr. I. Nikolaus
11.00 Visit of the Sports Museum in Tartu, city tour

Monday, August 21st 2017
7.30 Morning walk to Ülenurme Gymnasium
8.00 Breakfast
8.30 Discipline of the Coubertin Award: Arts workshops 1
11.00 Improving your sporting abilities: Paralympic sports and games
13.00 Lunch
14.00 Discipline of the Coubertin Award: Discussion topic 1
16.00 Discipline of the Coubertin Award: Knowledge Test
17.00 Bus to hotel and back to Ülenurme Gymnasium
18.00 Dinner
19.30 Mini-Expo and Disco
22.00 Feedback & back to the hotel
23.00 Bedtime

Tuesday, August 22nd 2017
7.30 Morning walk to Ülenurme Gymnasium
8.00 Breakfast
8.30 Discipline of the Coubertin Award: Arts workshop 2
10.00 Discipline of the Coubertin Award: Swimming (Aura Waterpark in Tartu)
13.30 Lunch
14.30 Discipline of the Coubertin Award: Discussion topic 2
16.00 Discipline of the Coubertin Award: Sport competitions
18.00 Dinner

Wednesday, August 23rd 2017
7.30 Morning walk to Ülenurme Gymnasium
8.00 Breakfast
8.30 Discipline of the Coubertin Award: Discussion topic 3
9.00 Teachers’ meeting
10.30 Improving your sporting abilities
12.30 Lunch
13.00 Discipline of the Coubertin Award: Art workshop 3
15.00 Discipline of the Coubertin Award: Cross-country race
19.00 Dinner
19.30 Rehearsals at the assembly hall
20.00 Presentation of the arts workshop
21.30 ERASMUS+ & Youth Pass Info
22.00 Feedback & back to the hotel
23.00 Bedtime

Thursday, August 24th 2007
7.30 Morning walk to Ülenurme Gymnasium
8.00 Breakfast
8.45 Excursion to an Estonian National Park and Seto Museum
17.30 Dinner
19.00 Parade through the town and performances at Town Hall Square
22.00 Feedback & back to the hotel
23.00 Bedtime
**Friday, 25th August 2017**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>7.30</td>
<td>Morning walk to Ülenurme Gymnasium</td>
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<tr>
<td>8.00</td>
<td>Breakfast</td>
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<td>8.45</td>
<td>Survey on the Forum (participants)</td>
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<td>9.45</td>
<td>Survey for teachers/ Teachers' meeting/Discussion on the cooperation in the Network of Coubertin Schools</td>
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<td>9.45</td>
<td>Improving your sporting abilities: Team sports/ Scavenger Hunt/ Erasmus+ feedback</td>
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<td>13.00</td>
<td>Lunch</td>
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<td>Preparation for the closing ceremony/ free time</td>
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<td>19.00</td>
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<td>19.30</td>
<td>Farewell party</td>
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<td>23.00</td>
<td>Back to the hotel</td>
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<td>24.00</td>
<td>Bedtime</td>
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**Saturday, 26th August 2017**

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<td>Video presentation/Feedback</td>
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<td>Departure</td>
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**Organisation**

International Pierre de Coubertin Committee (CIPC)
C.P. 397
CH- 1001 Lausanne
Switzerland
E-mail: info@coubertin.org
Website: www.coubertin.org
President: Univ. Prof. Dr. Norbert Müller

Network address:
Dr. Ines Nikolaus, CIPC Executive Board Member and Delegate for the Coubertin Schools.
Tel.: 0049 36200 70225
Fax: 0049 36200 70232
E-mail: Ines.Nikolaus@web.de

**Host School**
Ülenurme Gymnasium
Tartu mnt. 5
Ülenurme vald
61714 Tartumaa
E-mail: kool@yle.edu.ee
Website: http://www.yle.edu.ee

**Olev Saluveer**, the Principal of the school.
Tel.: 00372 5091527
E-mail: olev.saluveer@yle.edu.ee

**Merlin Ponna**, the Project and Development Manager of the school.
Tel.: 00372 51912061
E-mail: merlin.ponna@yle.edu.ee

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**Comité International Pierre de Coubertin**

**International Pierre de Coubertin Committee (CIPC)**

**11th International Pierre de Coubertin Youth Forum**

**Programme**

“Kalokagathia – the harmony of body, will and mind”
Ülenurme Gymnasium/Estonia
19th – 26th of August 2017
Part A: The Ancient Olympic Games

1. There are lots of legends about the beginning of the Ancient Olympic Games. Who was, according to the most famous legend, the founder? (Tick the right answer.)
   - ( ) Paris
   - ( ) Achilles
   - ( ) Hécrès
   - ( ) Agamemnon
   
2. a. When were the Ancient Olympic Games held for the first time? (Tick the right answer.)
   - ( ) 1896 B.C.
   - ( ) 776 B.C.
   - ( ) 1896 A.D.
   
   b. If you know the first and only sport event of the first Games, write it down for an extra point. (1) 

3. According to the history books, when were the Ancient Olympic Games held for the last time? (Tick the right answer.)
   - ( ) 393 B.C.
   - ( ) 393 A.D.
   - ( ) 776 A.D.

4. Was there a TRUCE during the Olympic Games in Ancient Greece? (Tick the right answer.)
   - ( ) Yes
   - ( ) No

   What does "OLYMPIC TRUCE" mean? (Explain, please. Word groups will be fine.)

   ( ) peace...between the... nations...
   
   ( ) 2 extra points

5. Were there other places in ancient Greece where sports games were held?
   - ( ) Yes
   - ( ) No

   If yes, can you name any?

   ( ) Spart... ( ) Neme...

   ( ) 2 extra points

6. Who was/were according to the rules NOT authorized to compete in the Ancient Olympic Games? (Give two answers.)
   - ( ) women
   - ( ) slaves
   
   ( ) 2 extra points

7. Name the events of the Ancient Olympic Games shown in the pictures.
   - ( ) running
   - ( ) javelin
   - ( ) long jump with hurdles
   - ( ) discus
   - ( ) wrestling
   
   You will be awarded an extra point, if you can name the combined event that consists of the five separate events.

   ( ) pentathlon
   
   ( ) 1 extra point

8. Name three other events athletes competed in during the Ancient Games.
   - ( ) boxing
   - ( ) marathon
   - ( ) stadium run
   
   ( ) 3 extra points

   ( ) One extra point possible

Fig. 218: Participant’s original Knowledge Test (Pauline Schlotfeldt)
Part B: The Modern Olympic Games

6. Pierre de Coubertin is called the founder of the modern Olympic Games. What do you know about him?
   a. When did he live? (Tick the right answer.)
      ( ) 1863-1937 ( ) 1868-1980 ( ) 1863-1937 2 /2P
   b. What sports did Coubertin like to practice himself?
      (Give two examples.)
      1. Swimming
      2. Cycling
      2 /2P
   c. Pierre de Coubertin was also a talented artist. (Give two examples.)
      1. His father, an architect
      2. Great musician
      2 /2P
   d. Do you know any people who influenced Pierre de Coubertin’s ideas and inspired him to revive the Olympic Games? (Tick the right answer, more than one answer is possible.)
      ( ) Dr William P. Brookes (Muswell Hill, England)
      ( ) Spyridon Louis
      ( ) Pater Didon
      ( ) King George, King of Greece 2 /1P for every correct answer

7. When did Pierre de Coubertin found the IOC? (Tick the right answer.)
   ( ) 1892 ( ) 1894 ( ) 1896 1 /1P

8. What do the three letters stand for?
   ( ) International ( ) Olympic ( ) Committee 3 /3P

9. Name three tasks of the IOC within the Olympic Movement today. (You will get an extra point for further correct contributions.)
   1. Organize the Olympic Games
   2. Choose the country for the next Olympic Games
   3. Check that every Games play after the rules
   4. 
   3 /3P

10. The first modern Olympic Games were held in 1896. Where did they take place?
    Country: Greece City: Athens 2 /2P

11. Symbols/mottos and ceremonies play an important role in Pierre de Coubertin’s conception of the Olympic Movement. In 1913 he created the Olympic flag.
    (Enumerate three others.)
    1. Opening/closing ceremonies
    2. Torch relay
    3. Olympic fire
    3 /3P

12. Pierre de Coubertin chose six words for the bookplate stamped on the volumes in his library. (Fill in the respective missing words.)
    “See... speak... act... firmly...” 2 /3P
13. One of the Olympic values, Pierre de Coubertin promoted worldwide is fairplay. What do you understand by fairplay? (Word groups will be fine.)

Fairplay is when every sportsman acts after the rules they are given and respect each other.

14. Do the Modern Olympic Games have the same number of sports as the Ancient Olympic Games?

☐ Yes ☐ No

If your answer is "No", enumerate some sports of the Modern Olympic Games that were not part of the Ancient Olympic Games.

1. volleyball  2. handball  3. table tennis

15. Which sport event was introduced into the Olympic Programme by Pierre de Coubertin himself? (Tick the right answer.)

☐ 200m sprint ☐ Modern Pentathlon ☐ Decathlon ☐ Pole Vault

16. Pierre de Coubertin took part in Olympic Games as a competitor. Do you know in which year and the event he won a gold medal? (Tick the right answer.)

1912, Literature 1916, Javelin 1908, Pole Vault 1924, Distinguished services

17. This September will be the 80th anniversary of Pierre de Coubertin's death. Do you know where Coubertin's grave can be found? (Tick the right answer.)

☐ Paris ☐ Olympia ☐ Lausanne ☐ Athens

18. Next year we will celebrate the XXIII Olympic Winter Games. Where will they be organised?

Country: South Korea City: Pyeongchang

19. When and where were the first Olympic Winter Games celebrated?

Year: 1924 Country: France City: Chamonix

20. Which cities hosted the last two Olympic Winter Games?

☐ Beijing ☐ Sochi ☐ Innsbruck ☐ Vancouver

21. Which country has hosted the Olympic Winter Games twice?

☐ Australia ☐ Germany ☐ Japan

22. Which city/country will host the...

23. In the Olympic year 2018 excellent young athletes from all around the world will celebrate the III Summer Youth Olympic Games. Where will they take place?
Country: [Argentina, Brazil, Australia] 2/2P

24. What is the family name of the present IOC President?
Thomas Bach 1/1P

25. Give three examples that show that Coubertin’s ideas are still relevant today.
1. [the Olympic Games] ✓
2. [the Olympic Values] ✓
3. [the modern pentathlon] ✓ 3/3P

26. At the Sports Museum in Tartu you learned about the history of Estonian sport. You were informed that one sport was very popular and that many Estonians have been very successful in it. It is:
A/ Football
B/ Basketball ✓
C/ Table-tennis

27. At the Olympic Games in Rio 2016 some surprising news reached the public: a trio of identical sisters, the Lulik sisters, started together in one event.
A/ Marathon ✓
B/ Handball
C/ Diving
PERFORMANCE CERTIFICATE
11th INTERNATIONAL PIERRE DE COUBERTIN YOUTH FORUM
ÜLENUMRE (ESTONIA)
19TH - 26TH AUGUST, 2017

Pauline Margaretha Schlotfeldt
(name)

FROM
Pierre de Coubertin-Gymnasium Erfurt, Germany
(name and city/country of the organisation)

HAS SUCCESSFULLY COMPLETED ALL PARTS OF THE COMPETITION

1. Community Service
2. Olympic Knowledge Test
3. Sports Test
4. Arts Performance
5. Olympic Values

Fig. 219: Original participant’s Certificate, 11th Youth Forum Ülenurme 2017
(Pauline Schlotfeldt)
Original questionnaire for the participants in the 11th Youth Forum in Ülenurme (Estonia) 2017

11th Youth Forum of Pierre de Coubertin Schools in Ülenurme (Estonia) 2017

Please tick accurately or complete!

1. How did you learn about the 5th Youth Forum of Coubertin Schools?
   □ from a notice in the school building
   □ from an article in the pupils’ magazine
   □ from my class teacher
   □ our head of school/ accompanying teacher informed me about it
   □ other ___________________________________________________________

2. Have you already heard about these meetings organised every two years?
   □ yes                  □ no
   If yes, from:
   □ participants of previous meetings
   □ an article in the pupils’ magazine
   □ notices/ documentations in the school building
   □ reports by teachers
   □ the Internet
   □ other ___________________________________________________________

3. Why did you decide to take part in this Youth Forum? Please, tick each line!
   I wanted ...
   correct       not correct
   • ... to get to know young people from other countries. □ □
   • ... to learn something new about the participating countries and their cultures. □ □
   • ... finally meet representatives of our partner schools. □ □
   • ... to travel and get to know Austria. □ □
   • ... to learn more about Coubertin and Olympic history. □ □
   • ... to take part in the Coubertin Award and perhaps even win the Coubertin medal. □ □
   • ... to experience something exciting. □ □
   • ... to do sports with young people from many countries. □ □
   • ... other reasons ____________________________________________

4. How do you personally evaluate the preparation of your school team? Please, tick each line!
   very good  good  mediocre  sufficient  insufficient
   • concerning the information about the Youth Forum before the departure
   □ □ □ □ □
   • the preparation in languages
   □ □ □ □ □
   • for the school presentation
   □ □ □ □ □
   • for the Knowledge Test
   □ □ □ □ □
   • for the discussion groups
   □ □ □ □ □
   • for the sports competitions
   □ □ □ □ □
   • for the Arts Performance
   □ □ □ □ □

243 Here only the questionnaire of the last investigation in 2017 is published. For the original questionnaire of 2005 see NIKOULAUS, I.: The CIPC’s Network, Lausanne 2015, p. 209-212.
5. What community service did you undertake for the Coubertin Award?

6. Were you able to decide on your own kind of community service to practice for the Award?
   □ yes             □ no

7. Which importance do the following points have during your stay in Ülenurme? 
   Please, tick each line!

<table>
<thead>
<tr>
<th>very important</th>
<th>important</th>
<th>not so important</th>
<th>unimportant</th>
</tr>
</thead>
</table>
   • expansion of knowledge   | □         | □                | □          |
   • to reach the Coubertin medal | □         | □                | □          |
   • exchange of experiences with young people | □         | □                | □          |
   • understanding in a foreign language | □         | □                | □          |
   • getting to know other cultures | □         | □                | □          |
   • sports competitions | □         | □                | □          |
   • arts competition | □         | □                | □          |
   • discussion groups about current Olympic topics | □         | □                | □          |
   • excursions | □         | □                | □          |
   • recreation / relaxation | □         | □                | □          |

8. Which possibilities did you use to practice sports (excluding the competitions for the Coubertin Award)?
   □ Gymnastics         □ Football       □ Morning Gymnastics
   □ Individual Jogging □ Dancing       □ Others _________________________________

9. Which sports do you usually practice during your free time at home?

10. This week you participated in a number of discussion groups about current problems in the Olympic Movement. Which dangers – in your opinion - threaten the Olympic Games in the next twenty years? Multiple answers are possible!

    □ rising commercialisation
    □ too many athletes
    □ too many representatives of the media
    □ too much effort to organise them
    □ rising politicisation of the Games
    □ exaggerated nationalism
    □ terrorism
    □ corruption of officials
    □ genetic manipulation of athletes
    □ doping
11. Which experiences you made during the Youth Forum are most important for you?  
*Multiple answers are possible!*

- □ expansion of knowledge about Coubertin and the Olympic Movement  
- □ friendship with young people from other countries  
- □ learning about customs and traditions of other countries  
- □ feeling of success about understanding in a foreign language  
- □ self-confident presentation in front of a large audience  
- □ team spirit in your own delegation

12. How would you like to pass your experiences to others after your return?  
*Multiple answers are possible!*

- □ with an article in the pupils’ magazine  
- □ with 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 present my video of the Forum.  
- □ I want to organise a discussion for my classmates.  
- □ I want to help to prepare the delegation for the 12th Youth Forum.  
- □ I want to organise a repeat of our theatre play.  
- □ I want to keep in touch with my new friends and help to strengthen the friendship of our schools.  
- □ Others

13. What do you think: Why does the CIPC (International Pierre de Coubertin Committee) organise such a Youth Forum every two years?  
*Multiple answers are possible!*

- □ to spread Coubertin's ideas among the youth of today  
- □ to draw the attention to the real ideals of the Olympic Movement  
- □ to explain the participants the dangers which threaten the Olympics nowadays  
- □ to motivate to enjoy doing sports  
- □ to make the participants care better about their health in the future  
- □ to strengthen body and mind of the youth  
- □ that the participants can reach better marks in physical education  
- □ to bring the youth of the world together and to contribute this way to the maintenance of peace  
- □ to organise fair competitions for the youth

14. How do you evaluate the organisation of the Youth Forum?

- □ very good  
- □ good  
- □ mediocre  
- □ bad

Please, name some areas/events you liked or disliked:

**Positives:**

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

**Negatives:**

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
15. How do you evaluate the following points of the youth Forum?

*Please, tick each line!*

<table>
<thead>
<tr>
<th></th>
<th>very good</th>
<th>good</th>
<th>satisfactory</th>
<th>bad</th>
<th>very bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>information about the Youth Forum and the Coubertin Award before your departure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>information about the daily programme</td>
<td></td>
<td></td>
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<tr>
<td>sports facilities</td>
<td></td>
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<tr>
<td>meals</td>
<td></td>
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<td></td>
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<tr>
<td>accommodation in general</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>several nations in one room</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>programme in general</td>
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</tr>
<tr>
<td>timing (schedule) of the events</td>
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<tr>
<td>opening ceremony</td>
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<tr>
<td>visit of the Sports Museum in Tartu</td>
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<tr>
<td>practicing Paralympic sports</td>
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<tr>
<td>Mini-Expo of the schools</td>
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<tr>
<td>international arts workshops</td>
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<tr>
<td>sports competitions for the PdC Award</td>
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<tr>
<td>singing at the camp fire</td>
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<tr>
<td>parade of the delegations in Tartu</td>
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<tr>
<td>excursion to the National Park</td>
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<tr>
<td>quality of the discussions</td>
<td></td>
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<tr>
<td>relations to young people from other delegations</td>
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<tr>
<td>Forum website</td>
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<tr>
<td>care from the host school</td>
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<tr>
<td>care from the organising committee (CIPC)</td>
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</tr>
</tbody>
</table>

16. Which special personal experience/adventure during the Youth Forum do you like to remember?

__________________________________________________________

__________________________________________________________

17. Would you suggest pupils from your school to participate in the next Youth Forum?

□ yes, because

__________________________________________________________

□ no, because

__________________________________________________________

Finally some personal questions to you:

18. Your gender? □ female □ male

19. When were you born? (year) ________________________________

20. What country do you come from? ____________________________
10 Original questionnaire for Head teachers and accompanying teachers in the 11th Youth Forum in Ülenurme (Estonia) 2017

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

School Name: Our school has had this name since:
Address: Country:
School Website (Homepage):
E-mail:
Founding of the School:
Number of Students: Number of Teachers:
Headmaster:
Name of Interviewee: Position:

I. General Questions

Please tick accurately or complete!

1. What type of school is your school?
   - Grammar School / High School
   - Comprehensive School
   - Vocational School
   - Special type of School Please specify _______________________

2. Is your school a
   - State school
   - Private school / Religious school classes
   - Other institution?
   - Which type?
   - A Specialist Sports School
   - A school with sport-orientated classes
   - A school with regular sport lessons according to the national/ regional timetable

3. How did your school become a member of the International Network of Coubertin Schools?
   - because of the name of the school
   - because of the importance of sport at the school
   - because of a suggestion from (name/ institution) _______________________
   - because of the following link to Pierre de Coubertin _______________________

4. In which of the following CIPC Youth Forums (carried out every two years) has your school partaken in?
   - Le Havre (F) 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
   - Piešťany (SVK) 2015

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244 Only the questionnaire of the last investigation in 2017 is published here. For the original questionnaire of 2005, see NIKOLAUS, I.: The CIPC’s Network, Lausanne 2015, pp. 213-220.
II. Connection of the school with Pierre de Coubertin

a) Appearance of school building or school grounds

5. How does your school acknowledge the life’s work of Pierre de Coubertin or the close link between your school and the International Network of Coubertin Schools?

- With a bust / plaque / a portrait of the founder of the modern Olympic Games in the school building / on the school’s grounds
- With a showcase
- An exhibition
- A wall news-sheet
- Posters in the school building
- Internet presentation
- Students’ work Please specify ____________________________
- Other Please specify ____________________________

Which of those means were only installed after the 9th Youth Forum in Lillehammer (2013)?

b) In regards to content: reflection of Coubertin’s ideas in the daily school life or in the school concept

6. In which subjects is the theme of Coubertin and his life’s work used?

<table>
<thead>
<tr>
<th>Subject</th>
<th>10-12 years</th>
<th>13-15 years</th>
<th>16-18/19 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother tongue</td>
<td></td>
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<tr>
<td>French</td>
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<td></td>
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<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other foreign languages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Physics / Chemistry</td>
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<tr>
<td>Biology</td>
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<td>Geography</td>
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<td>History</td>
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<tr>
<td>Social Sciences</td>
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<td>Art</td>
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<td>Music</td>
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<tr>
<td>Ethics</td>
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<td>Religious Education</td>
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<tr>
<td>Economics</td>
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<tr>
<td>Sport(Theory)</td>
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<tr>
<td>Sport(Physical)</td>
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<td></td>
<td></td>
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<tr>
<td>Other subjects</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Which?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Inter-disciplinary project
  Brief description: ________________________________________________________________
7. In which extracurricular activities are the themes of Coubertin and his Olympic life’s work used in your school?

<table>
<thead>
<tr>
<th>Activities</th>
<th>for all students</th>
<th>for individual classes/students</th>
<th>not used yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>School clubs</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Which?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project day</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Project week</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Sports festivals</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Excursions</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Preparation of the Youth Forum</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Please describe some of these important activities prepared as a class or a school after the 9th Youth Forum 2013 briefly and include the duration and content.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

8. How many teachers in your school apply the themes of Coubertin and his Olympic life’s work in their lessons or extracurricular activities?

Number: __________

9. To prepare such topics / activities, the following are used:

- [ ] International programmes on Olympic education (e.g. material from the Internet offered by host towns of the Olympic Games, brochures and films provided by the CIPC etc).
  Which? ________________________________

- [ ] Programmes from the NOC about Olympic education, including Coubertin and his life’s work.
  Which? ________________________________

- [ ] Regional programmes about Olympic education, including Coubertin and his life’s work.
  Which? ________________________________

- [ ] Further education conferences for teachers on these topics.

- [ ] Self-prepared material
10. How would you evaluate the response to the use of Coubertin and his Olympic life’s work in lessons and activities in your school?

a) by the partaking students
   - The offers are taken with enthusiasm.
   - The offers receive a good response.
   - The offers are only occasionally taken.
   - The offers predominantly receive a lack of interest.

b) by the teaching staff
   - The offers are strongly welcomed.
   - The offers are welcomed.
   - The offers are only occasionally taken.
   - The offers predominantly receive a lack of interest.

c) Degree in which these teachings are put into action
   - 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

11. How valuable are the activities about Coubertin and his Olympic life’s work?
    Multiple answers are possible!
    - They are not absolutely necessary.
    - They are helpful as an expansion of knowledge (general competence).
    - They improve independence and self-confidence of all participants (self-competence).
    - They are suitable as a tool to learn many new methods and to obtain knowledge such as how to use new media effectively (method competence).
    - They are useful for developing team work (social competence).
    - They make cross-curricular lessons possible.
    - They are a long-term use in the preparation for A-levels and other studies.
    - Other Please specify ____________________________________________

12. Why do people in your school consider various activities on Coubertin and his Olympic life’s work to be necessary? Multiple answers are possible!
   - They are necessary because the life and work of Pierre de Coubertin are not well known in society.
   - Our school’s name is a commitment. It is a major part of our school’s heritage.
   - They can contribute to an integral upbringing of young people.
     (integral means: a balanced education of body and mind in Coubertin’s sense.)
   - The mediation of the Olympic values helps further social competence and as a result has a positive effect on the atmosphere in the school community.
   - Other motives:_____________________________________________________

13. Do you include other educational partners in activities involving an Olympic education? Multiple answers are possible!
   - No
   - Parents and family of students
   - Trainers and coaches
   - Representatives of the Regional Sport Federation
   - Other persons:_____________________________________________________

14. Do the public have access to the results of the activities on the Olympic education?
   - Yes
   - No
   - Other In what way? (e.g. via lectures, notices in the school building and in public buildings, in the local press etc.)
III. The importance of the CIPC Youth Forums and the membership in the International Network for School Community

15. How do you choose the participants of the Youth Forum at your school?
- All students at this age group can apply. Students who applied first have priority.
- Qualified students are approached by accompanying teachers and asked to participate.
- All students of the age group can apply for admission; the selection follows an in-school competition.
- Other Please specify ____________________________________

16. Preparation for the forum takes place:

a) in general
- during the course of a whole school year.
- during a project week.
- in the summer holiday before the Youth Forum.
- in self-study by the participants.
- other forms Please specify ________________________________

b) for the knowledge test Multiple answers are possible!
- through films, lectures by accompanying teachers.
- discussions with knowledgeable conversation partners.
- predominantly via the internet.
- stories from the experience of / instructions from participants of previous meetings.
- in the self-studies of the participants.
- other forms Please specify ________________________________

c) for the required sporting achievement Multiple answers are possible!
- in the framework of sport lessons.
- through possible extra-curricular training sessions.
- only the good athletes are included in the school team.
- participants are responsible for the sporting achievements themselves.
- other forms Please specify ________________________________

d) for the required social achievement Multiple answers are possible!
- The school team selects a group service project (e.g. cleaning up a park, renovation of a school club, organisation of a sports competition for young students etc.).
- Social engagement is one of the chosen criteria for inclusion in the school team and must be produced over a long period of time (e.g. coaches, members of the Red Cross, members of school councils etc.).
- Every participant chooses for himself, which social activities he would like to do.
- Other forms Please specify ________________________________

17. How were you - as head of school- informed! How was the Head of school informed about the results of your school delegation's participation in the Youth Forum in the past? Multiple answers are possible!
- Immediately after the school team’s return, I invited them/ we were invited into my/his office for an official conversation.
- Our delegation reported about the Youth Forum during an assembly for the school administration.
- Our delegation reported about the Youth Forum in front of all colleagues during their staff meeting.
- I /The Head of school occasionally met some participants in the school building (in the canteen, the school yard etc.).
- I /The Head of our school studied the documentations about the Youth Forum (in the school house, on the Internet etc.).
- I/ The Head of school learnt about it in the press.

211
18. What effects of the 10th Youth Forum in Piešt'any could you notice among the participants of your school after their return? *Please tick only one answer per line!*

<table>
<thead>
<tr>
<th>effect</th>
<th>completely correct</th>
<th>mostly correct</th>
<th>partly correct</th>
<th>mostly not correct</th>
<th>not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>An increased knowledge of Coubertin and of the Olympic Movement</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>An improved team spirit in the school team, that also has a positive effect on the school</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>A visible personal development of the participants (e.g. confidence in front of a large audience)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>A better understanding and respect of other cultures caused by the experience of friendship amongst young people from numerous countries</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>A sense of achievement in understanding foreign languages</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Other**

Please specify __________________________________________

19. How do you use the experiences and impressions that the participants from your school got from the 10th Youth Forum in Piešt'any? *Multiple answers are possible!*

- ☐ Accounts from the participants given to the whole school
- ☐ Photo documentation / video footage shown in school
- ☐ Involvement of the participants in the preparation of coming generations of students in future Youth Forums
- ☐ A repeat performance of the theatre piece during highlights of the school
- ☐ Articles in the school magazine / local press
- ☐ Other forms Please specify __________________________________________

20. What strengths / advantages of the International Network of Coubertin Schools do you appreciate?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

21. What weak points of the Network should, in your opinion, be rectified for the future?

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

22. What positive/negative changes concerning the co-operation in your school have you noticed since the first participation of your school in a youth forum?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
23. Is there a qualitative development regarding an Olympic education visible at your school? If yes, of what kind?

______________________________________________________________________________

______________________________________________________________________________

24. What possibilities do you see for your school to become more active in the Network of Coubertin schools and, as a result, make it stronger?

______________________________________________________________________________

______________________________________________________________________________

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______________________________________________________________________________
IV. Additional paper: Evaluation of the 11th International Youth Forum

25. How would you evaluate the organisation of the Youth Forum?
□ very good  □ good  □ mediocre  □ bad

Please, name some areas/events you liked or disliked:

Positives:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Negatives:
_____________________________________________________________________
_____________________________________________________________________
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26. How do you evaluate the following points of the Youth Forum?
*Please, tick each line!*

<table>
<thead>
<tr>
<th></th>
<th>very good</th>
<th>good</th>
<th>satisfactory</th>
<th>bad</th>
<th>very bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>• information about the Youth Forum and the Coubertin Award before your departure</td>
<td>□</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• information about the daily programme</td>
<td>□</td>
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<tr>
<td>• sports facilities</td>
<td>□</td>
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<tr>
<td>• meals</td>
<td>□</td>
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<td></td>
</tr>
<tr>
<td>• accommodation in general</td>
<td>□</td>
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**Cover**

front side 1st Youth Forum in Le Havre (France) 1997: The participants united by the Olympic rings (photo: CIPC Archives)

inner front side Le Havre (France) 1997: The Award Ceremony (photo: K. Lange)

Much Wenlock (Great Britain) 1999: Hiking in the Shropshire mountains (photo: N. Müller)

Lausanne (Switzerland) 2001: Excursion to the Swiss Alps (photo: CIPC Archives)

Genova-Arenzano (Italy) 2003: The participants before the Cross Country Run (photo: K. Lange)

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

The CIPC President Prof. Dr. Norbert Müller (photo: CIPC Press Centre Olympia 2009)

back inner side Tábor (Czech Republic) 2007: Young participants from 20 countries (photo: Tábor Press Centre)

Ancient Olympia (Greece) 2009: The torch relay by the participants (photo: CIPC Press Centre Olympia 2009)

Beijing (China) 2011: The forum community on the Great Wall (photo: Beijing Press Centre)
Lillehammer (Norway) 2013: Youths from four continents visiting the Olympic venues (photo: Lillehammer Press Centre)

Pieštany (Slovakia) 2015: All participants in front of a Slovak castle (photo: Pieštany Press Centre)

Ülenurme (Estonia) 2017: Estonia handing the baton to France – All schools are looking forward to the 12th Youth Forum in Mâcon 2019! (photo: Taavi Taivere)

The author of the study: Ines Nikolaus (photo: IOA Press Centre 2014)

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