



The author of the study: Ines Nikolaus

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 12<sup>th</sup> 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.

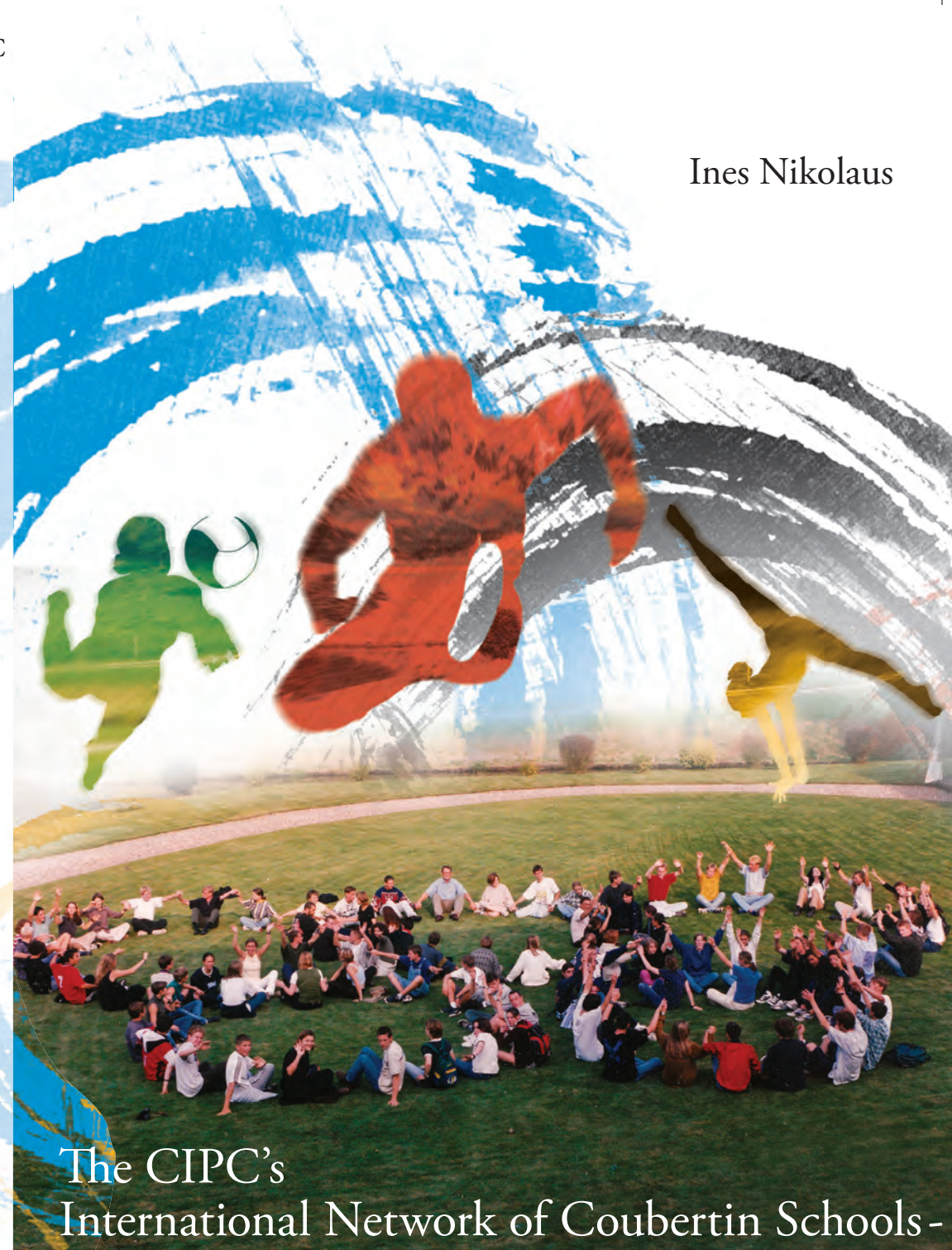
Ines Nikolaus, born in Suhl (Thuringia, Germany) in 1963, has taught English, French and Russian at the Coubertin Sports School Erfurt for more than 25 years. She has organised numerous projects on Olympic education, initiated the Coubertin Pupils' Prize in Thuringia and, being a CIPC Board Member, has 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.

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

Ines Nikolaus

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# The CIPC's International Network of Coubertin Schools -

## A Sustainable Model for an Olympic Education

2<sup>nd</sup>, updated and completed edition: Keeping Olympism alive 365 Days a Year





Le Havre (France) 1997: The Award Ceremony



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



Lausanne (Switzerland) 2001: Excursion to the Swiss Alps



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



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



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



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



Piešťany (Slovakia) 2015:  
All participants in front of a Slovak castle



Ülenurme (Estonia) 2017: Estonia handing the baton to France –  
All schools are looking forward to the 12<sup>th</sup> Youth Forum in Mâcon 2019!



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



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



The former CIPC President Prof. Dr. Norbert Müller



**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**

*2<sup>nd</sup>, updated and completed edition:*

*Keeping Olympism alive 365 Days a Year*

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

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## **Preface by the Honorary President of CIPC**

On the occasion of the 12<sup>th</sup> 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 1<sup>st</sup> Pierre de Coubertin Youth Forum in Le Havre in 1997, we did not dare to hope that one day we would be able to reach and include so many countries from all continents into 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 12<sup>th</sup> 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 9<sup>th</sup> Youth Forum in Lillehammer (Norway) and a fourth survey during the 11<sup>th</sup> Youth Forum in Ülenurme (Estonia), when we celebrated the 20<sup>th</sup> 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 1<sup>st</sup> Youth Forum of Coubertin schools 1997 in Le Havre (France). Our school participated at this initial event and I, as a French teacher, was put in charge of the team's preparation and chaperoning.

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

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

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

As a historian on sports and 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 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 WOHLSCHLAGER (AUT 1), EVA MARIA POLLANY, Fr. Dr. BERNHARD MAIER, CHRISTINE PÖSCHL, WOLFGANG SCHICKER, STEPHANIE WÖHRER (AUT2), EDENIR SERAFINI (BRA), CHANGMING LIU, GUOPENG SHI (CHN), OLGA KANTZILARI, SPYROULA MICHAEL MESARITI (CYP), MAGDALENA BUŠOVÁ, LIBUŠE SZUTÁKOVÁ, Dr. MIROSLAV VÁCHA, HELENA ZASADILOVÁ, (CZ), ALBERTO ÁLVAREZ FERNÁNDEZ (ESP), KASPAR 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 MAJIET (RSA) SVETLANA SIVERTSEVA (RUS), SANDER VAN AARTRIJK, ANDRÉ LASERRE

(SUI), EVA CORTICELLI, MIROSLAVA DUBOVSKÁ, JANA KÜRTIOVÁ, IVAN LUKNAR, STANISLAVA ŠIMOVÁ (SVK), MAHMOUD BEN SALAH (TUN), VIKTORIIA MIKHAILOVA (UKR).

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 FLOB (GER) and MANON FACON (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, Piešťany
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!”).<sup>1</sup>

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.<sup>2</sup>

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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<sup>1</sup> Title of an article written by Coubertin in 1934 (COUBERTIN, P. DE: « L'Olympisme à l'école. Il faut l'encourager ! », in: MÜLLER, N. (Ed.): *Pierre de Coubertin. Textes choisis. Tome II: Olympisme*. Zürich, Hildesheim, New York 1986 [1934], 679-680; English version in: MÜLLER, N. (Ed.): *Pierre de Coubertin. Olympism. Selected Writings*, International Olympic Committee. Lausanne 2000, 218-219.

<sup>2</sup> See the detailed studies by the author on the models 1-3: NIKOLAUS, I.: “Die Olympische Idee Pierre de Coubertins als erzieherische Herausforderung für die weltweite Olympische Bewegung. Eine historische Aufarbeitung, Analyse und Fortschreibung nationaler und internationaler olympischer Erziehungsprogramme für Schulen“, in: MÜLLER/MESSING et al. (Eds.): *Olympische Studien vol. 15*, Kassel 2013 and idem: *Pierre de Coubertin's Olympic Idea as an Educational Challenge for the Worldwide Olympic Movement. A historical review and systematic analysis of Olympic Education Programmes for schools by host cities of the Olympic Games and International Institutions*. Comité International Pierre de Coubertin. Lausanne 2017.

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 12<sup>th</sup> 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”**<sup>3</sup>, as targeted by the IOC's Agenda 2020.

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<sup>3</sup> IOC (Ed.): *Olympic Agenda 2020. Context and Background*. 2014, 62-81.  
[https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/Documents/Olympic-Agenda-2020/Olympic-Agenda-2020-Context-and-Background.pdf#\\_ga=2.88457695.590892767.1541749458-834683725.1533573833.09.11.2018](https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/Documents/Olympic-Agenda-2020/Olympic-Agenda-2020-Context-and-Background.pdf#_ga=2.88457695.590892767.1541749458-834683725.1533573833.09.11.2018)

## 2 Coubertin's Olympic Idea as a valuable element in the education of the young generation in the 21<sup>st</sup> 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 18<sup>th</sup> century<sup>4</sup>. Numerous influences contributed to the moulding of Coubertin's Olympic idea.<sup>5</sup>

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

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

1 "Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles."<sup>6</sup>

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."<sup>7</sup>

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<sup>4</sup> Cf. MÜLLER, N.: "Olympismus", in: RÖTHIG, P./PROHL, R. et al. (Ed.): *Sportwissenschaftliches Lexikon*. Schorndorf 2003<sup>7</sup>, 414.

<sup>5</sup> See ANTHONY, D.: "Coubertin and Britain", in: WASSONG, S. (Ed.): *Internationale Einflüsse auf die Wiedereinführung der Olympischen Spiele durch Pierre de Coubertin* (Schriftenreihe des Deutschen Pierre de Coubertin-Komitees, Bd. 1). Kassel 2005, 139-146; MÜLLER, N.: "Coubertin and Greek Antiquity", in: WASSONG, S. (Ed.): *Internationale Einflüsse*, 2005, 55-66; MÜLLER, N.: "Die philosophischen und pädagogischen Dimensionen Olympischer Erziehung auf der Grundlage der Aussagen Pierre de Coubertins", in: NISSIOTIS, M. (Ed.): Nikos A. Nissiotis: *Religion, Philosophy and Sport in Dialogue*. Athens 1994, 320-330; RÜHL, J.K./ZAWADZKI, T.: "Pierre de Coubertin und William Penny Brookes – Gemeinsamkeiten und Divergenzen", in: WASSONG, S. (Ed.): *Internationale Einflüsse*, 2005, 147-169; WASSONG, S.: "Pierre de Coubertins Studien in und über die USA", in: WASSONG, S. (Ed.): *Internationale Einflüsse*, 2005, 171-184; WASSONG, S.: *Pierre de Coubertins US-amerikanische Studien und ihre Bedeutung für die Analyse seiner frühen Erziehungskampagne* (Sport, Kultur und Gesellschaft, Bd. 3). Würzburg 2002; WIRKUS, B.: "Eklektizismus und Internationalismus. Überlegungen zum philosophischen Olympismus" Pierre de Coubertins", in: WASSONG, S. (Ed.): *Internationale Einflüsse*, 2005, 23-41.

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

<sup>7</sup> 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..."<sup>8</sup>

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".<sup>9</sup>

Corresponding to COUBERTIN's analogy of his "philosophy" as a "halo" that "[combines] all those principles, which contribute to the improvement of mankind"<sup>10</sup>, 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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<sup>8</sup> Ibid.

<sup>9</sup> IOC: *Olympic Charter*. In force as from 15 September 2017, 15.

<sup>10</sup> « L' Olympisme, formule humaine tendant à assembler en un faisceau radieux tous les principes concourant au perfectionnement de l'homme... » (COUBERTIN, P. DE : *A l'Institut Olympique de Lausanne. Séance du 12 avril 1917*. Extrait de la Bibliothèque universelle et Revue suisse. Lausanne 1917, 8.). English translation by the author.

## 2.2 The genesis of the term “Olympic Education”

The term “Olympic pedagogy” goes back to PIERRE DE COUBERTIN, although he initially spoke of “sport education” (“éducation sportive”) in his writings. COUBERTIN first used the concept “pédagogie olympique” in his “Lettre Olympique” from 22.11.1918.<sup>11</sup> In 1922, he published an article with the title “Pédagogie sportive”.

In 1975, NORBERT MÜLLER was the first to use and shape the term “Olympic Education”<sup>12</sup>, which was then introduced into sport pedagogy and Olympic research.

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

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

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

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

Furthermore, the “idea of peace between all peoples of the world”<sup>14</sup>, which Coubertin wanted to realise by re-introducing the Olympic Games, the

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<sup>11</sup> COUBERTIN, P. DE : « Lettre Olympique (IV) », in: MÜLLER, N. (Ed.): *Textes choisis. Tome II*, 385.

<sup>12</sup> Cf. MÜLLER, N.: *Die Olympische Idee Pierre de Coubertins und Carl Diems in ihrer Auswirkung auf die Internationale Olympische Akademie. Eine quellengeschichtliche Untersuchung*. Inaugural-Dissertation, Karl-Franzens-Universität Graz 1975, 291 and MÜLLER, N.: “Olympische Erziehung“, in: THALLER, F./RECLA, H. (Eds.): *Signale der Zeit. Festschrift zum 70. Geburtstag von Prof. Dr. Josef Recla*. Schorndorf 1975, 133-140.

<sup>13</sup> COUBERTIN, P. DE : “The Olympic Idea”, edited by: Carl-Diem-Institut an der Deutschen Sporthochschule Köln, published and copyright 1967, 55-56.

<sup>14</sup> See detailed description in: MÜLLER, N.: “Olympische Erziehung”, in: GRUPE, O./MIETH, D. (Eds.): *Lexikon der Ethik im Sport*. Schorndorf 1998, 386 and MÜLLER, N.: “The Idea of Peace as Coubertin’s Vision for the Modern Olympic Movement”, in: IOA (Ed.): *7<sup>th</sup> International Session for Educators and Officials of Higher Institutes of Physical Education, 20-27 July 2006. Proceedings*. Ancient Olympia 2007, 58-67.



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!”).<sup>15</sup>

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.<sup>16</sup>

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

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<sup>15</sup> COUBERTIN, P. DE : « L'Olympisme à l'école. Il faut l'encourager ! », in : MÜLLER, N. (Ed.) : *Pierre de Coubertin. Textes choisis. Tome I*, 679-680; English version in: MÜLLER, N. (Ed.): *Pierre de Coubertin. Olympism. Selected Writings*, International Olympic Committee. Lausanne 2000, 218-219.

<sup>16</sup> Cf. NIKOLAUS, I.: “Die Olympische Idee” 2013, chapter 2.

<sup>17</sup> Cf. ANDRECS, H.: “The Olympic Idea and its Realization in Schools”, in: IOA (Ed.): *The International Olympic Academy. Thirteenth Session 1973. Ancient Olympia*, 180-189; idem: “Die Olympische Idee und ihre Verwirklichung in der Schule“, in: ANDRECS, H./NIEDERMANN, E./ REDL, S. (Ed.): *Sport in unserer Zeit. Texte zum Verständnis der Olympischen Idee* 1(1983), 13-22; idem: “Ist Coubertin noch zeitgemäß?” in: ANDRECS, H./NIEDERMANN, E./JUNGWIRTH, H. (Ed.): *Sport in unserer Zeit. Texte zum Verständnis der Olympischen Idee* 5(1988), 44-46; idem: “Coubertin – Olympismus – Erziehung. Anspruch und Wirklichkeit“, in: ANDRECS, H./NIEDERMANN, E. (Ed.): *Sport in unserer Zeit. Texte zum Verständnis der Olympischen Idee* 6(1990), 23-33; idem: “Fair-Play als olympisches Ziel in der Schule“, in: *Leibesübungen. Leibeserziehung. Zeitschrift der Institute für Sportwissenschaften der Universitäten Graz, Innsbruck, Salzburg, Wien* 46(1992) 1, 4-6; idem: “Die Olympische Idee ist tot – es lebe die Olympische Idee!“, in: ANDRECS, H./NIEDERMANN, E./JUNGWIRTH, H. (Ed.): *Sport in unserer Zeit. Texte zum Verständnis der Olympischen Idee* 7(1993), 24-33 and idem: “Aims, Objectives and Contents of Olympic Pedagogy”. Short paper at the International Olympic Academy, 9<sup>th</sup> International Session for Directors of National Olympic Academies, 1-8 June 2007.

<sup>18</sup> GRUPE, O.: “Die Olympische Idee ist pädagogisch. Zum Problem einer olympischen Erziehung“, in: MÜLLER N./MESSING, M. (Ed.): *Auf der Suche nach der Olympischen Idee*, Kassel 1996, 23-38; idem: “Olympismus und Olympische Erziehung. Abschied von einer großen Idee?”, in idem (Ed.): *Olympischer Sport: Rückblick und Perspektiven*. Schorndorf 1997, 223-243; idem: “Olympic Values – Quo vadis?”, in: Europäische Akademie des Sports Velen e.V. (Ed.): *4. Deutsch-Japanisches Symposium* (Akademieschriften der Europäischen Akademie des Sports. Bd. 20) Velen, 1-16 and idem: “Olympische Pädagogik“, in: NOK für Deutschland (Ed.): *Olympische Erziehung – eine Herausforderung an Sportpädagogik und Schulsport*. Sankt Augustin. 2004, 35-52.

The second and more internationally preferred method is based on the Fundamental Principles of Olympism and the Chapters of the IOC's Olympic Charter (two examples are DEANNA BINDER<sup>22</sup> and WLADIMIR RODITSCHENKO<sup>23</sup>).

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<sup>19</sup> MÜLLER, N.: "Olympismus als Gegenstand schulischer Erziehung", in: DEUTSCHE OLYMPISCHE GESELLSCHAFT (Ed.), *Olympisches Feuer* 1991, 49-53; idem: "Olympismus als Gegenstand schulischer Erziehung", in: NOK FÜR DEUTSCHLAND (Ed.): *Mach' mit bei der Schülerolympiade! Unterrichtsvorschläge für die Klassen 1-6. Empfehlungen des NOK für Deutschland*. Melsungen 1996, 8-10 and idem: "Olympische Erziehung", in: GRUPE, O./MIETH, D. (Ed.): *Lexikon der Ethik im Sport*. Schorndorf 1998, 385-395.

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

<sup>21</sup> SCHANTZ, O.: "Werte des Olympismus für die Sporterziehung?", in: MÜLLER N./MESSING, M. (Ed.): *Auf der Suche nach der Olympischen Idee*. Frankfurt 1996, 75-92; idem: « Education sportive et 'éducation olympique' de 1897 à 1997 », in: MÜLLER, N. (Ed.), *Coubertin et l'Olympisme. Questions pour l'avenir*. Niedernhausen, Strasbourg, Sydney 1998, 222-234 and idem: « Avons-nous besoin d'une éducation olympique ? ». Présentation pendant la journée d'étude « Place et rôle de l'olympisme dans l'éducation en Europe ». Besançon 3 décembre 2009.

<sup>22</sup> BINDER, D.: "*Olympic Education in Schools. Theory Becomes Reality*". Paper presented to the International Olympic Academy. July 1988. Ancient Olympia; idem: "*Bringing the Olympic spirit to life in schools*". 2<sup>nd</sup> Joint International Session for Directors of N.O.A.'s, Members and Staff of N.O.A.'s & I.F.'s. Ancient Olympia 1994; idem: *Keep the Spirit Alive. You and the Olympic Games*. A Handbook for Educators. A publication of the IOC Commission for the International Olympic Academy and Olympic Education. Lausanne 1995; idem: *Be a Champion in Life!! A Book of Activities for Young People Based on the Joy of Participation and on the Important Messages on the Olympic Idea. An International Teacher's Resource Book for Schools*. Athens: FOSE 2000; idem: *Curriculum Odyssey: Facilitating an International Olympic Education Project*. (unpublished Dissertation for the Doctor of Philosophy at the University of Alberta). Edmonton 2002; idem: *Olympic Values Education. Inspiring the Dream*. Unpublished presentation during a workshop of the IOC Commission for culture and Olympic education. 30.11.2005. Lausanne and idem: *Teaching Values. An Olympic Education Toolkit. A Programme of the International Olympic Committee*. Lausanne 2007.

<sup>23</sup> RODITSCHENKO, W.S. et al.: *Olimpijskij utschebnik studjenta: Posobije dlja formirovanija sistemuj olimpijskogo obrazowanija w nefizkulturnuich wuicschich utschebnuich zawedenijach*. Moskwa 2003; idem: *Olimpijskaja Ideja dlja Rossii. Powtorenije Projdemnogo*. Moskwa 2004; idem: *Olympic Education in Russia*. Moscow 2005; idem: *Olimpijskoje obrazowanije w nowoj Rossii*. Moskwa 2005 and idem: *Social Volunteerism as part of the School Curriculum within the Olympic Pedagogy*. Report at the 9<sup>th</sup> International Session for Directors of National Olympic Academies at the I.O.A., 1-8 June 2007. (Handout)

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

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

Yet only few empirical studies, which analyse the actual effectiveness of Olympic education programmes, exist. In order to offer these programmes an empirical backbone, KLAUS WILLIMCZIK's demands for an *educational Olympic pedagogy* must be reinforced.<sup>24</sup>

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

In the present quantitative and qualitative analysis, the seven individual values of Olympic education according to GRUPE/MÜLLER (1988, completed by point 7 in 2003<sup>7</sup>) form the theoretical basis of:

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

Furthermore, the analysis is based on the didactic matrix for integrated Olympic education by NAUL (2007)<sup>26</sup>. 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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<sup>24</sup> See NIKOLAUS, I.: *Die Olympische Idee*, 2013, 69-73 and detailed description in: WILLIMCZIK, K.: "Olympische Pädagogik – Zwischen theoretischer Vergessenheit und praktischer Anerkennung", in: *sportunterricht* 51(2002), 3-8 and idem: "Auf dem Wege zu einer erziehungswissenschaftlichen olympischen Pädagogik", in: NOK FÜR DEUTSCHLAND (Ed.): *Olympische Erziehung – eine Herausforderung an Sportpädagogik und Schulsport*. Sankt Augustin 2004, 83-112.

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

<sup>26</sup> NAUL, R.: "Olympische Erziehung", in: ASCHEBROCK, H./PACK, R.-P. (Ed.): *Edition Schulsport*. Aachen 2007, 108.

cover the entire spectrum of Olympic education within the Network of Coubertin Schools.<sup>27</sup>

An extension of NAUL's didactic matrix for an Olympic education by means of a fifth sphere of learning, that of *musical and artistic creativity*, is necessary for two reasons:

- From a *historical point of view*: COUBERTIN argued his 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'*<sup>28</sup>).

As more recent research into sports history demonstrates, even this aspect of COUBERTIN'S work was of far greater importance than previously understood.<sup>29</sup>

- 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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<sup>27</sup> Cf. NIKOLAUS, I.: *Die Olympische Idee*, 2013, Chapter 2.4.7 and comprehensively in NAUL, R.: "Olympische Erziehung", in: ASCHEBROCK, H./PACK, R.-P. (Eds.): *Edition Schulsport*. Aachen 2007, 106-112.

<sup>28</sup> COUBERTIN, P. DE : « Ode au Sport », in : MÜLLER, N. (Ed.) : *Pierre de Coubertin. Textes choisis. Tome III: Pratique Sportive*. Zürich, Hildesheim, New York 1986 [1912], 665-667; English version in MÜLLER, N. (Ed.): *Pierre de Coubertin. Olympism. Selected Writings*, 2000, 629-630.

<sup>29</sup> Cf. NIKOLAUS, I.: *Die Olympische Idee*, 2013, Chapter 2.1.1 and comprehensively in: BECKER, M.: *Die Beziehung Pierre de Coubertins zum Théâtre populaire von Maurice Pottecher in ihrer Bedeutung für die Einbeziehung der Kunst in die Moderne Olympische Bewegung*. Unpublished Master thesis. Mainz 2008.



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.

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

Fig. 1: The expanded didactic matrix for integrated Olympic education (NIKOLAUS 2013, 366, based on NAUL 2007, 108 and NAUL 2008, 126<sup>30</sup>)

COUBERTIN already saw Olympic education as something that should not be limited to the competitive athlete, but as a tool in which he could reach all young people.<sup>31</sup> By opening up the artistic sphere of learning, one immediately gains an opportunity to appeal to students who are less gifted in or less enthusiastic about sports as well as to interest them in Olympic themes and topics. Through this, the hope is to offer a base for learning about social interactions and moral behaviour.

The five spheres of learning for an Olympic education (see **Fig. 1**), which run alongside one another in the didactic matrix, are of equal significance. They

<sup>30</sup> NAUL, R.: *Olympic Education*. Oxford 2008, 126.

<sup>31</sup> 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.<sup>32</sup>

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

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

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<sup>32</sup> See comprehensively in: NIKOLAUS, I.: *Die Olympische Idee* 2013, 77-99.

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.<sup>33</sup>

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<sup>33</sup> 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.

**Olympic "Factories" and Target Groups for an Olympic Education**

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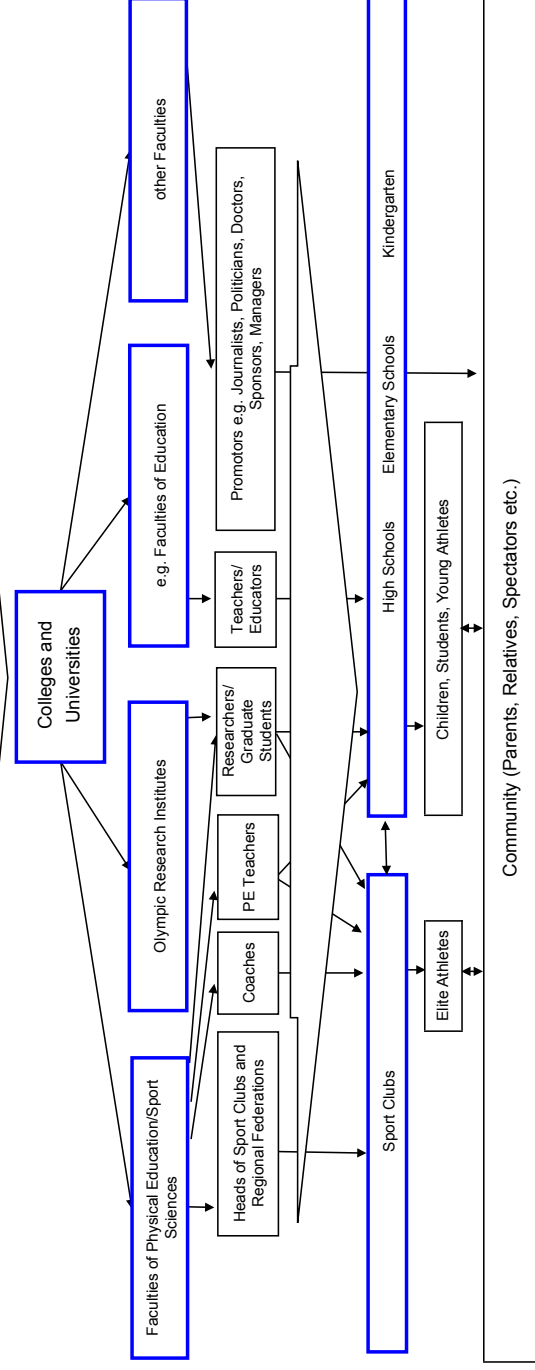
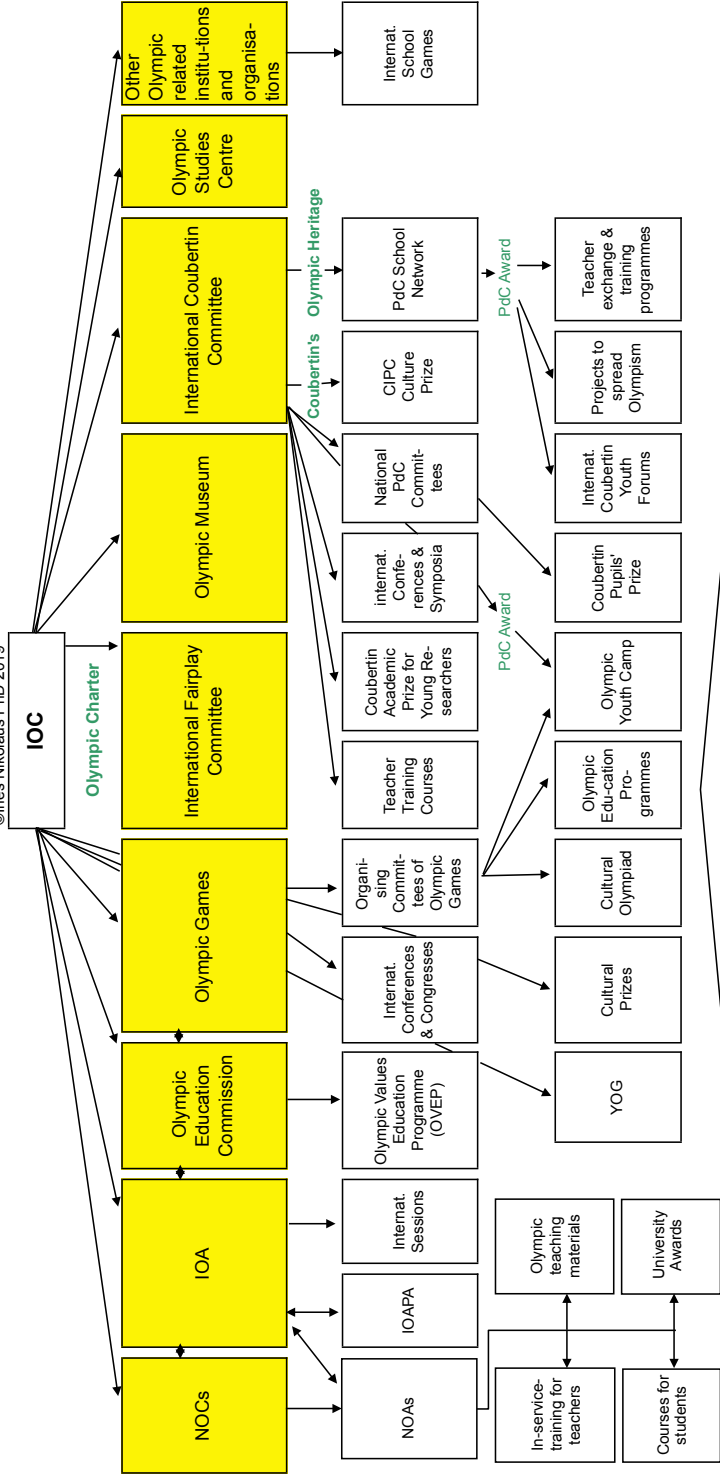


Fig. 2: "Olympic Factories" and target groups for Olympic Education



### 3 The International Network of Coubertin Schools – an institution and a new CIPC concept for Olympic Education<sup>34</sup>

#### 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.”<sup>35</sup>

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<sup>th</sup> anniversary of the 2<sup>nd</sup> 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



Fig. 3: Participants during the Closing Ceremony  
(photo: N. Müller)

<sup>34</sup> Cf. NIKOLAUS, I.: *Die Olympische Idee* 2013, Chapter 5.

<sup>35</sup> COUBERTIN, P. DE: “The Philosophic Foundation of Modern Olympism”, in: MÜLLER, N. (Ed.): *Pierre de Coubertin. Olympism. Selected Writings*. Lausanne 2000 [1935], 583.

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.<sup>36</sup>

## 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.



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

In 1999, the small town of **Much Wenlock**, the cradle of the British Olympic Movement, hosted the 2<sup>nd</sup> 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 18<sup>th</sup> century in “Blists Hill”, a living history museum. Finally, the youths enjoyed walking through the idyllic Shropshire mountains with their newly-found friends.

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<sup>36</sup> MÜLLER, N. (Ed.) : *Coubertin et l'Olympisme. Questions pour l'avenir*. Niedernhausen, Strasbourg, Sydney 1998, 295.



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.



*Fig. 5: Joy of effort: The sports competitions in Lausanne 2001 (photo: B. Germeshausen)*



*Fig. 6: Students writing their Knowledge Test at "Muvita" in 2003 (photo: I. Nikolaus)*

In **2003**, **Arenzano** near Genova, hosted the 4<sup>th</sup> 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 5<sup>th</sup> 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.



*Fig. 8: A medieval evening with friends*  
(photo: Forum Press Centre Tábor)

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



*Fig. 9: Participants at the start in the Ancient Stadium*  
(photo: CIPC Forum Press Centre)



*Fig. 7: The School Orchestra performing their own composition of an Olympic anthem*  
(photo: Forum Press Centre Radstadt)

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 6<sup>th</sup> 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

celebrate their 7<sup>th</sup> 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 8<sup>th</sup> 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 9<sup>th</sup> Youth Forum.



*Fig. 11 and 12: Discovering the Olympic venues near Lillehammer and the Norwegian Mountains (photos: H. Krugenberg)*

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<sup>th</sup> Youth Forum of Coubertin Schools in **2015** was exceedingly well organised by the Gymnásium Pierra de Coubertina **Piešť'any**, 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.



*Fig. 13-15: During the Parade in Piešť'any (photos: Forum Press Centre Piešť'any)*

Host of the 11<sup>th</sup> Youth Forum in **2017**, where the participants celebrated the 20<sup>th</sup> anniversary of the International Network of Coubertin Schools, was **Ülenurme** Gümnaasium 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”.



*Fig. 17: Much fun during the tug-of-war event (photo: J. Rauch)*

*Fig. 16: 'Olympic Values Tree' created by the participants (photo: E. Ramini)*



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.



On the occasion of Nelson Mandela's 100<sup>th</sup> 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 15<sup>th</sup>-21<sup>st</sup> of September **2018**.



*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 12<sup>th</sup> 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”<sup>37</sup>, 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.<sup>38</sup> 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.<sup>39</sup>

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.<sup>40</sup>

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.<sup>41</sup>

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

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<sup>37</sup> Cf. NIKOLAUS, I.: Die Olympische Idee Pierre de Coubertins als erzieherische Herausforderung für die weltweite Olympische Bewegung. Eine historische Aufarbeitung, Analyse und Fortschreibung nationaler und internationaler olympischer Erziehungsprogramme für Schulen, Dissertation, vol. 2 (source book), Mainz, 2010, 592-600 and COUBERTIN-GYMNASIUM-ERFURT (Ed.): *Coubertin Academy. A Handbook for Education in Secondary Schools. Product of a Joint Sokrates Comenius 1 Project on School Development*. Piešťany, Sopot, Ülenurme, Erfurt 2007; also published in: IOC (Ed.): *Olympic Values Education Programme. (OVEP). The Resource Library (DVD). 2<sup>nd</sup> Edition*. 00/Activity Sheets & 03/Manuals. Lausanne 2016.

<sup>38</sup> For more joint activities, see the *Short chronology of the Network* on pages 191-193.

<sup>39</sup> Cf. Nikolaus, I.: *Die Olympische Idee Pierre de Coubertins*, chapter 6 and COUBERTIN-GYMNASIUM-ERFURT (Ed.): *Coubertin Academy*, chapter 1.

<sup>40</sup> For more details, see the *Short chronology of the Network* on pages 191-193.

<sup>41</sup> A list of all schools and representatives currently in the Network of Coubertin Schools can be found in the Appendix, p. 190.

every country carrying the name Pierre de Coubertin.<sup>42</sup>

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.<sup>43</sup>

Currently only half of the schools in the network carry the name Coubertin. Some have not yet completed the democratic process within the school community of choosing the name. 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:

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<sup>42</sup> MÜLLER, N. (Ed.) : *Coubertin et l'Olympisme. Questions pour l'avenir*. Niedernhausen, Strasbourg, Sydney 1998, 298.

<sup>43</sup> See also FN 177, page 96.





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**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 time-less 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 23<sup>rd</sup> June, recognised as “Olympic Day”);
  - organising special events that demonstrate the importance of Coubertin to the school.
3. The school should emphasise that Pierre de Coubertin was not only responsible for the rebirth of the modern Olympic Games, but 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 (1<sup>st</sup> 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](http://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, 20<sup>th</sup> 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<sup>44</sup>. These five Olympic rings also pay tribute to Coubertin's concept of a harmonious development of the entire human being: an education of the body, mind and will<sup>45</sup>:

#### 1. Social Performance

Participants must display some form of community service in the participant's home country before the Youth Forum begins. Participants are usually engaged in things such as caring for elderly citizens, working as a sports instructor or trainer for younger school children. Other forms of volunteer work are also acceptable.

The social performances must be confirmed by the head of school in the form of a signed document.

#### 2. Olympic Knowledge Test

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

#### 3. Sporting Performance

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

“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

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<sup>44</sup> Cf. CIPC (Ed.): *Forum Report*. Lausanne 2005, 16-25.

<sup>45</sup> Cf. MÜLLER, N.: Olympismus, in: RÖTHIG, P./PROHL, R. et al. (Eds.): *Sportwissenschaftliches Lexikon*. Schorndorf 2003<sup>7</sup>, 415.

generous.”<sup>46 47</sup>

It is not just about winning<sup>48</sup>, but rather about the willingness to take part in events, try one’s hardest, and put in the physical effort into having a fair fight which shows one’s true power. This also means fulfilling and reaching the required standards.

During the 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<sup>th</sup> 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

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<sup>46</sup> COUBERTIN, P. de: “The Trustees of the Olympic Idea”, in: MÜLLER, N. (Ed.): *Pierre de Coubertin. Olympism. Selected Writings*. International Olympic Committee. Lausanne 2000, 589.

<sup>47</sup> Cf. MESSING, M./MÜLLER, N.: “Coubertins philosophisches Konzept der Eurhythmie, sein Postulat zur Einheit von Sport und Kunst sowie dessen Resonanz bei Olympiatouristen“, in: MESSING, M./MÜLLER, N. (Eds.), unter Mitwirkung von PREUSS, H.: *Blickpunkt Olympia: Entdeckungen, Erkenntnisse, Impulse. Focus on Olympism: Discoveries, Discussion, Directions* (Olympische Studien, Bd. 5) Kassel – Sydney 2000, 124f.

<sup>48</sup> Which is often misinterpreted: the *most important thing is to have taken part*.

prepare one of them in advance at home.

During the 11<sup>th</sup> Youth Forum in Estonia, for example, the forum motto was “Balance between Body, Will and Mind”.<sup>49</sup>

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)”.



Fig. 20: Pierre de Coubertin Medal (front)  
(designed by Karlheinz Oswald)



Fig. 21: Pierre de Coubertin Medal (back)  
(photos: A. Nikolaus)

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<sup>49</sup> 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 !”<sup>50</sup> (“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.

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<sup>50</sup> Title of an article written by Coubertin in 1934 (COUBERTIN, P. DE: « L’Olympisme à l’école. Il faut l’encourager ! », in : MÜLLER, N. (Ed.) : *Pierre de Coubertin. Textes choisis. Tome II: Olympisme*. Zürich, Hildesheim, New York 1986 [1934], 679-680).

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

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

**WHAT?**

Sporting efforts

Social conduct

Moral behaviour

Olympic knowledge

Musical and artistic creativity

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

Institutionalisation – the Network as a “learning organisation”<sup>51</sup>

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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<sup>51</sup> Cf. EMRICH, E. on the depiction of Olympic bases as a “learning organisation”, idem: “Der mündige Athlet und die lernende Organisation – institutionelle Sportförderung in Deutschland am Beispiel der Olympiastützpunkte“, in: MÜLLER, N./MESSING, M. (Eds.): *Auf der Suche nach der Olympischen Idee. Facetten der Forschung von Athen bis Atlanta* (Olympische Studien Bd. 2). Frankfurt 1996, 251-269.

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<sup>52</sup> 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.<sup>53</sup>

Japanese volunteers were also interviewed on this topic at the 1998 Winter Olympic Games in Nagano.<sup>54</sup>

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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<sup>52</sup> Cf. NIKOLAUS, I.: *Die Olympische Idee*, 2013, Chapter 2.4.

<sup>53</sup> Cf. MESSING, M./MÜLLER, M.: "Veranstaltungsbesuch und sportpolitische Polarisation deutscher Olympiatouristen in Barcelona 1992", in: MÜLLER, N./MESSING, M. (Eds.): *Auf der Suche nach der Olympischen Idee*, 219-24; MESSING, M./MÜLLER, N.: "Coubertins philosophisches Konzept der Eurhythmie", 122-149 and MESSING, M./MÜLLER, N./SCHORMANN, K.: "Local Visitors and Tourists at the Modern Pentathlon in Sydney 2000 – a Contribution on the Internal Differentiation of Olympic Spectators", in: MESSING, M./MÜLLER, N./PREUB, H. (Eds.): *Olympischer Dreiklang: Werte – Geschichte – Zeitgeist. Olympic Triad: Values – History – Zeitgeist* (Olympische Studien, Bd. 6). Kassel 2004<sup>2</sup>, 375-416.

<sup>54</sup> Cf. MESSING, M.: "The Assessment of Olympic Values. Olympische Werte im Urteil japanischer freiwilliger Helfer in Nagano 1998", in: EUROPÄISCHE AKADEMIE DES SPORTS VELEN E. V. (Ed.): *4. Deutsch-Japanisches Symposium* (Akademieschriften der Europäischen Akademie des Sports. Bd. 20). Velen 2002, p. 27-50.



(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.<sup>55</sup>

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.<sup>56</sup> Aspects of the results are comparable with the present evaluative study regarding Olympic knowledge and the way in which young people conduct themselves during sport as well as how the idea of an Olympic Education as an integral part of the teaching programme resonates with the students and teachers.

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<sup>55</sup> Cf. NAUL, R.: *Olympische Erziehung – Ein integriertes Konzept für Schule und Verein*. Düsseldorf 2002 and TELAMA, R. et al.: *Physical Fitness, Sporting Lifestyles and Olympic ideals: Cross Cultural Studies on Youth Sport in Europe* (ICSSPE Sport Science Studies, Vol. 11) Schorndorf 2002.

<sup>56</sup> MONNIN, E. : *L'Olympisme : Pratiques et Représentations en milieu scolaire*. Thèse en vue de l'obtention du titre de docteur en Sociologie. Université de Franche-Comté Ecole Doctorale « Langages, Espaces, Temps, Sociétés ». Besançon 2007 and idem: "France. Different Olympic committees promote Olympic education in youth camps", in: NAUL, R. et al. (Ed.): *Olympic Education. An international review*. London, New York 2018.

## 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<sup>57</sup> 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*”<sup>58</sup>, i.e. during a youth camp with familiar forms of teaching/learning, competitions and other activities.

### 5.1 Composition of the sample

#### Participants of the survey in 2005

All young participants at the 5<sup>th</sup> 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*)
1. BORG Radstadt (Austria)
2. Don-Bosco-Gymnasium Unterwaltersdorf (Austria)
3. Ülenurme Gymnaasium (Estonia)
4. Lycée Polyvalent Pierre de Coubertin Bolbec (France)
5. Coubertin-Gymnasium Berlin (Germany)
6. Staatliches Pierre-de-Coubertin-Gymnasium Erfurt (Germany)
7. 1<sup>st</sup> Lyzeum Pierre de Coubertin Pallini (Greece)
8. 3<sup>rd</sup> Lyzeum Pierre de Coubertin Pyrgos (Greece)
9. William Brookes School Much Wenlock (Great Britain)
10. Liceo Statale “Giuliano della Rovere” Savona (Italy)
11. Kipkeino School Eldoret (Kenya)
12. Gymnasium Kosovska Kamenica (Serbian part, Kosovo)

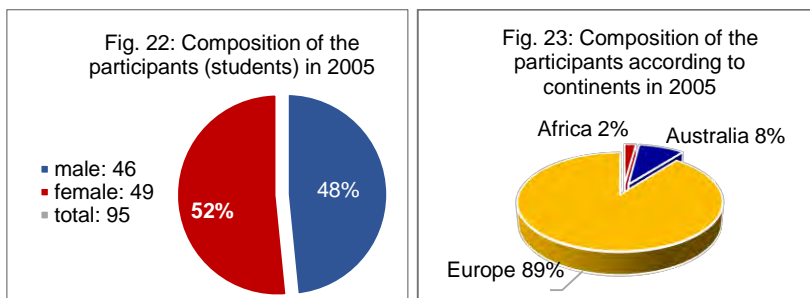
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<sup>57</sup> Cf. Bortz, J.: *Lehrbuch der empirischen Forschung für Sozialwissenschaftler*. Berlin, Heidelberg 1984, 30 and BORTZ, J. /Döring, N.: *Forschungsmethoden und Evaluation für Human- und Sozialwissenschaftler*. Heidelberg 2006<sup>4</sup>, 54.

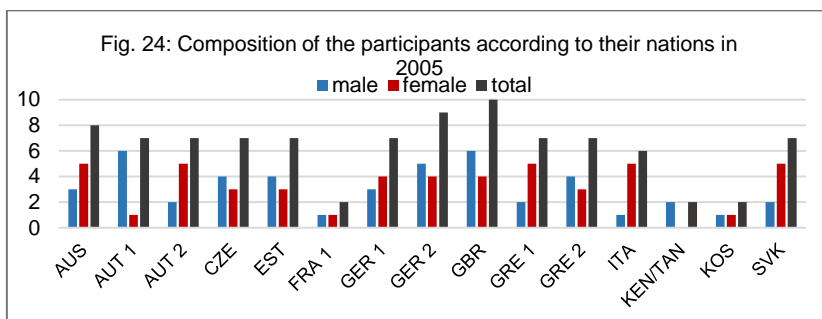
<sup>58</sup> Cf. BORTZ, J.: *Lehrbuch der empirischen Forschung*. 1984, 33.

13. Shkolla e Mesme-Gjimnazi “Ismail Qemali” (Albanian part, Kosovo)
14. Gymnazium Pierra de Coubertina Piešt’any (Slovakia)
15. Gymnazium Pierra de Coubertina Tábor (Czech Republic)
16. Lycée Sportif Pierre de Coubertin d’ El Menzah Tunis (Tunisia)<sup>59</sup>

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.<sup>60</sup>



#### Abbreviations (2005):

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

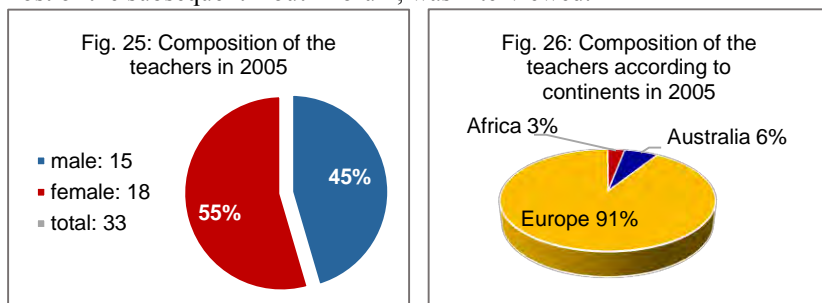
<sup>59</sup> The Tunisian team did not come to the Youth Forum. Therefore, the head of school was asked to complete the questionnaire after the forum. Cf. explanation on the following page.

<sup>60</sup> 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).

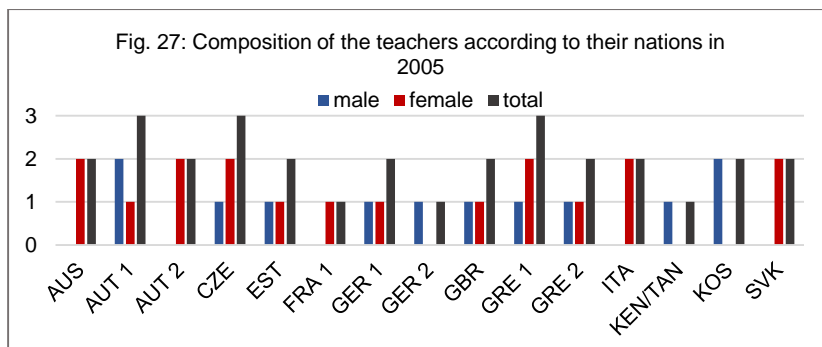
In total, 33 accompanying teachers and heads of school were interviewed. Thirty of them had taken part in the 5<sup>th</sup> Youth Forum in Radstadt.

In order to present the results of the study more precisely, eight more heads of school, which were not present at the Forum in Radstadt were asked to join the survey. Only three of them fulfilled this request: the heads of the Don-Bosco-Gymnasium Unterwaltersdorf, the Lycée Sportif Pierre de Coubertin d' El Menzah Tunis and the deputy head of 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.<sup>61</sup>



**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.



<sup>61</sup> Interview with RNDr. Miroslav Vácha, Head of Gymnazium Pierra de Coubertina Tábor (Czech Republic), on 08.06.2006 in Tábor.

## Participants of the survey in 2007

In the second survey, all young participants at the 6<sup>th</sup> 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.<sup>62</sup> For the first time representatives from four continents joined the forum community. Among the schools/ delegations of the Network present were:

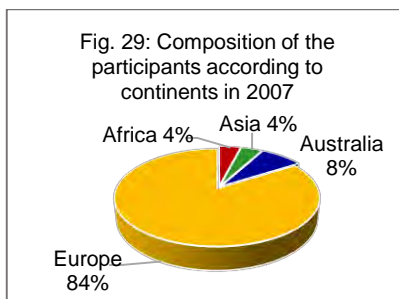
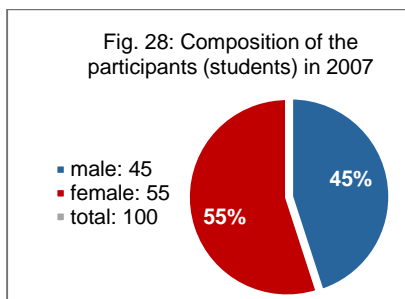
1. NOC of Australia (winners of the *Australian Coubertin Award*)
2. BORG Radstadt Pierre de Coubertin (Austria)
3. Don-Bosco-Gymnasium Unterwaltersdorf (Austria)
4. Beijing High School Four (China)
5. Gymnazium Pierra de Coubertina Tábor (Czech Republic)
6. Ülenurme Gymnaasium (Estonia)
7. Lycée Pierre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

All 100 students (45 boys, 55 girls) took part in the survey.<sup>63</sup>

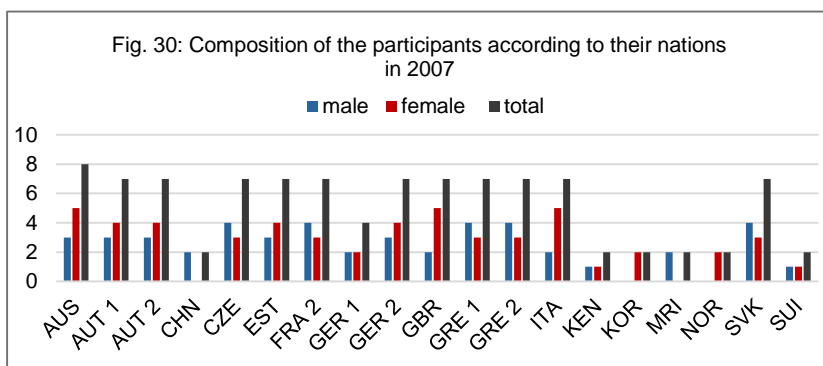
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<sup>62</sup> The Coubertin Schools from Tunis and St. Petersburg as well as a new Brazilian school had also been invited, but were not able to participate in the Tábor Forum for various reasons.

<sup>63</sup> 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”<sup>64</sup> teams with seven pupils each and six “observer teams” with only two pupils took part.



#### Abbreviations (2007):

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

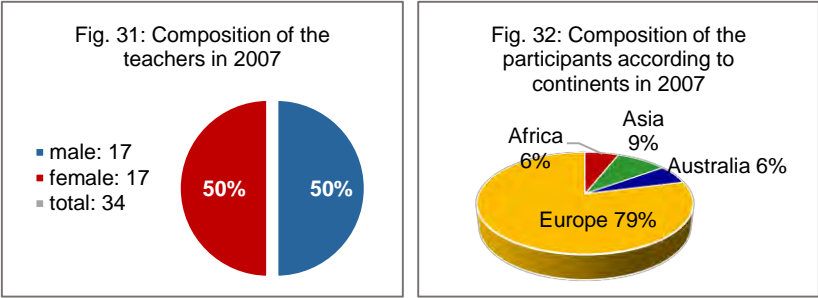
In total, 34 accompanying teachers and heads of school were interviewed. 32 of them had participated in the previous 6<sup>th</sup> Youth Forum.

Additionally, in a post-survey the head of the Pierre-de-Coubertin-Gymnasium Erfurt, who had been very active in projects on Olympic education after his participation in the 5<sup>th</sup> Youth Forum, was asked to answer the questionnaire.

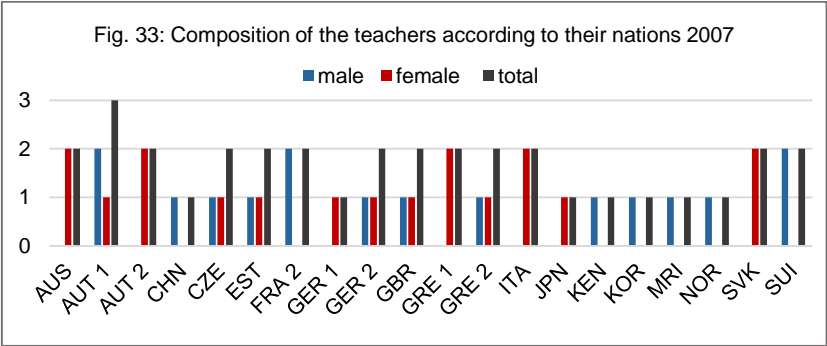
<sup>64</sup> One exception is Australia, whose team is made up of the eight winners of the individual states and territories in the *Australian Pierre de Coubertin Award*. In 2007, Berlin sent a team of only four pupils.

Also, the answers of the deputy head of the youngest Coubertin School of the Network at the time, the Pierre de Coubertin Bundes-Oberstufen-realgymnasium Radstadt (Austria), were considered to be of special importance due to its role in hosting the 5<sup>th</sup> 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 5<sup>th</sup> Youth Forum, the practice of surveying more school directors was waived in 2007.



**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.<sup>65</sup>



<sup>65</sup> 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 9<sup>th</sup> Youth Forum in Lillehammer along with their accompanying teachers. This time it was organised as a post-survey by mail/e-mail.

In Lillehammer 19 delegations from 17 countries took part.<sup>66</sup> 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. Pagcyprian Gymnasium (Cyprus)
6. Gymnazium Pierra de Coubertina Tábor (Czech Republic)
7. Ülenurme Gymnaasium (Estonia)
8. Coubertin-Gymnasium Berlin (Germany)
9. Staatliches Pierre-de-Coubertin-Gymnasium Erfurt (Germany)
10. William Brookes School Much Wenlock (Great Britain)
11. 1<sup>st</sup> Lyzeum Pierre de Coubertin Pallini (Greece)
12. Liceo Statale “Giuliano della Rovere” Savona (Italy)
13. Senior High School at Otsuka, Tokyo (Japan)
14. Kipkeino School Eldoret (Kenya)
15. Senior Methodist Girls School Kuala Lumpur (Malaysia)
16. Winners of the national Pierre de Coubertin Award, organised by the Mauritius Pierre de Coubertin Committee (Mauritius)
17. Gausdal videregående skole Pierre de Coubertin (Norway)
18. Middle School N° 211 Pierre de Coubertin St. Petersburg (Russia)
19. Gymnazium Pierra de Coubertina Piešťany (Slovakia)

In total, 96 youths (43 boys, 53 girls) took part in the 9<sup>th</sup> Youth Forum. 87 of them (91%; among them 37 boys and 50 girls) sent their completed questionnaires back to CIPC for evaluation. **Fig. 34-36** provide an overview only of those pupils who had taken part in the survey<sup>67</sup>:

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<sup>66</sup> 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.

<sup>67</sup> 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.)



Fig. 34: Composition of the participants (students) in 2013

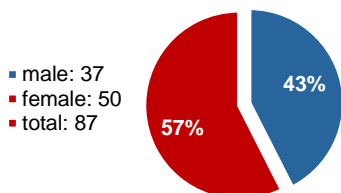


Fig. 35: Composition of the participants according to continents in 2013

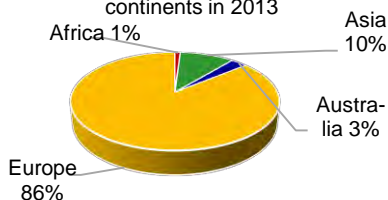
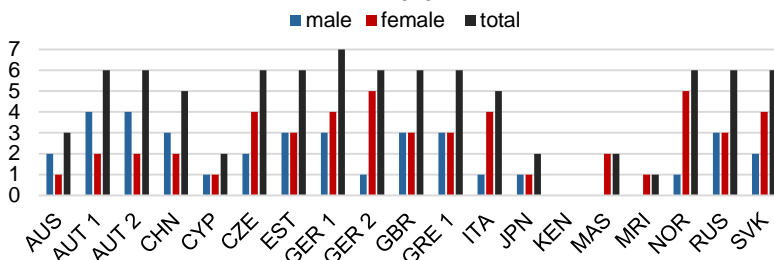


Fig. 36: Composition of the participants according to their nations in 2013



#### Abbreviations (2013):

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

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

Fig. 37: Composition of the teachers in 2013

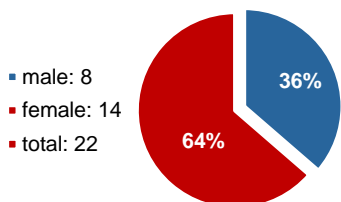
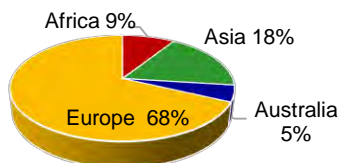


Fig. 38: Composition of the teachers according to continents in 2013



In Lillehammer, only one teacher accompanied “complete” and “observer teams”.<sup>68 69</sup>

### Participants of the survey in 2017

Four years later, a fourth survey was carried out during the 11<sup>th</sup> Youth Forum in Ülenurme, 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.<sup>70</sup>

Like in Beijing 2011 as well as in the jubilee Youth Forum in Piešťany 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. Pagkyprión Gymnasion Nicosia (Cyprus)
7. Gymnázium Pierra de Coubertina Tábor (Czech Republic)
8. Ülenurme 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. 1<sup>st</sup> 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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<sup>68</sup> After the 7<sup>th</sup> Youth Forum in Tábor 2007 the CIPC decided to reduce the number of accompanying teachers from 2 to 1 for all teams to give more observer teams, especially from Africa and Asia, the chance to participate in a CIPC Youth Forum and, in this way, to include more nations into the forum community.

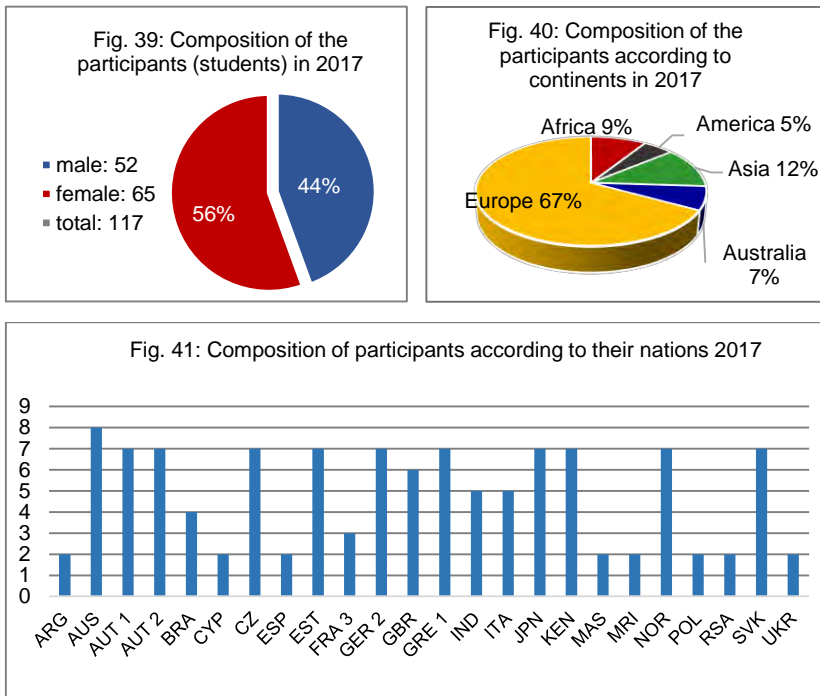
<sup>69</sup> At the time, corresponding member of the CIPC Board for Asia, Prof. Junko Tahara from Japan, took part in the evaluation of the organisation of the Forum (question 27).

<sup>70</sup> In preparation for the 11<sup>th</sup> 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 Ülenurme Forum due to various reasons.

20. Zespół Szkół w Nekli Gimnazjum im. Polskich Olimpijczyków (Poland)
21. The Hague Primary/Primêr (South Africa)
22. Gymnazium 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.<sup>71</sup>

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

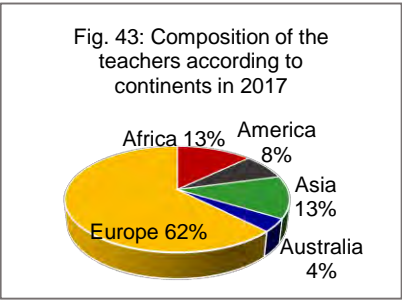
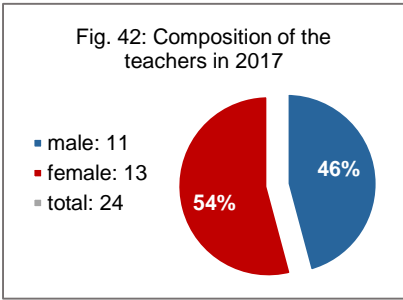


#### Abbreviations (2017):

ARG	Argentina, San Fernando	GER 2	Germany, Erfurt	MAS	Malaysia, Kuala Lumpur
AUS	Australia	GBR	Great Britain, Much Wenlock	MRI	Mauritius
AUT 1	Austria, Radstadt	GRE 1	Greece, Pallini	NOR	Norway, Gausdal
AUT 2	Austria, Untervaltersdorf	IND	India, Ranchi	POL	Poland, Nekla
BRA	Brazil, Erechim	ITA	Italy, Savona	RSA	South Africa, Delft
CYP	Cyprus, Nicosia	JPN	Japan	SVK	Slovakia, Piešt'any
CZ	Czech Republic, Tábor	KEN	Kenya, Eldoret	ESP	Spain, Los Corrales
EST	Estonia, Ülenurme			UKR	Ukraine, Dnipro City
FRA 3	AES, Bourgne				

<sup>71</sup> 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.



In 2017 again, only one teacher accompanied “complete” and “observer teams”.<sup>72</sup>

<sup>72</sup> 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.<sup>73</sup>

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.<sup>74 75</sup>

### 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

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<sup>73</sup> Cf. NIKOLAUS, I.: *Die Olympische Idee*, 2013, (Chapter 5.3.3.2 on advantages and disadvantages of the chosen methods and Chapter 5.3.3.3 on validity, reliability and objectivity).

<sup>74</sup> The questionnaires were revised by native speakers and it was proved by them whether they might easily be understood by students of this age group. The highest criterion was to guarantee an equivalence in meaning among all three versions.

<sup>75</sup> 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 6<sup>th</sup>, 9<sup>th</sup> or 11<sup>th</sup> 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<sup>76</sup>, 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.<sup>77</sup>

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 5<sup>th</sup> 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 5<sup>th</sup> Youth Forum in Radstadt (2005). In addition, an evaluation of the effectiveness of measures introduced by the CIPC with the intention of

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<sup>76</sup> 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.

<sup>77</sup> 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 5<sup>th</sup> 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 5<sup>th</sup> Youth Forum, CIPC introduced a number of measures in order to improve the co-operation in our Network.
- a) Which of them can you spontaneously name?
  - b) How would you evaluate them?

In the 2013 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.<sup>78</sup>

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 Piešťany 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.<sup>79 80</sup>

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<sup>78</sup> Question 24 on the CIPC measures after the Radstadt Forum was left out.

<sup>79</sup> The exceptions –subsequent surveys– were listed under section 5.1.

<sup>80</sup> The author observed a feeling of being overwhelmed with demands from the interviewed adults. For some, it was the first time they attended such a Youth Forum and some of them were asked on a short notice to supervise students. Another reason is that school directors and accompanying teachers do not have a general overview of **all** the implemented projects and activities with regard to Olympic education, nor of **all** the educational materials used. For this reason, correspondence among the accompanying teachers of the team and feedback from other delegates was greatly valued.

## 6 Presentation and interpretation of the results – A comparison of the Youth Forums in 2005, 2007, 2013 and 2017

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

From the 22<sup>nd</sup> to 29<sup>th</sup> of September 2007 the small Czech town of Tábor was the site of the 6<sup>th</sup> International Youth Forum, which was celebrated under the motto **“The Reality of Olympism in Schools”**.<sup>81</sup>

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.<sup>82</sup>

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

Finally in 2017, during the 11<sup>th</sup> Youth Forum, organised from the 19<sup>th</sup> to 26<sup>th</sup> 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.<sup>83</sup>

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<sup>81</sup> For more details, see NIKOLAUS, I.: *The CIPC's International Network of Coubertin Schools – A Sustainable Model for an Olympic Education*. Comité International Pierre de Coubertin. Lausanne 2015. The International Network p. 175 -208.

<sup>82</sup> For further information on the 7<sup>th</sup> and 8<sup>th</sup> Youth Forums see Forum Reports CIPC (2009) and CIPC (2011), NIKOLAUS, I.: “From Tábor to Olympia. The Pierre de Coubertin Youth Forums”, in: CIPC (Ed.): *Lettre d'Information* 2009/1, 9; NIKOLAUS, I.: “From Olympia to Beijing. News from the International Network of Pierre de Coubertin Schools”, in: CIPC (Ed.): *Lettre d'Information* 2010, 26-27 and NIKOLAUS, I.: “Evaluation of the social performances, undertaken by the participants of the 8<sup>th</sup> Youth Forum in Beijing 2011”, in: CIPC (Ed.): *Lettre d'Information* 2011/2012, 24-25.

<sup>83</sup> For further details cf. NIKOLAUS, I.: “5<sup>th</sup> Youth Forum of Pierre de Coubertin Schools in Radstadt (Austria) 2005. Participants point of view”, in: CIPC (Ed.): *Information Letter of the International Pierre de Coubertin Committee*. Lausanne 1/2006, 4-8.; NIKOLAUS, I.: “The International Network of Pierre de Coubertin Schools – A Practical Form of Living



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 6<sup>th</sup> Youth Forum in Tábor 2007, the 9<sup>th</sup> Youth Forum in Lillehammer 2013 and finally the 11<sup>th</sup> Youth Forum in Ülenurme 2017.

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

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Olympism”, in: IOA (Ed.): *7<sup>th</sup> International Session for Educators and Officials of Higher Institutes of Physical Education 20-27 July 2006. Proceedings*, 212-218. Ancient Olympia ; NIKOLAUS, I.: « 6ème Forum des Jeunes des écoles Pierre de Coubertin à Tábor (République Tchèque) 2007. Point de vue des Participants », in: CIPC (Ed.): *Lettre d'Information* Lausanne 2009/1, 10-17.

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

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

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

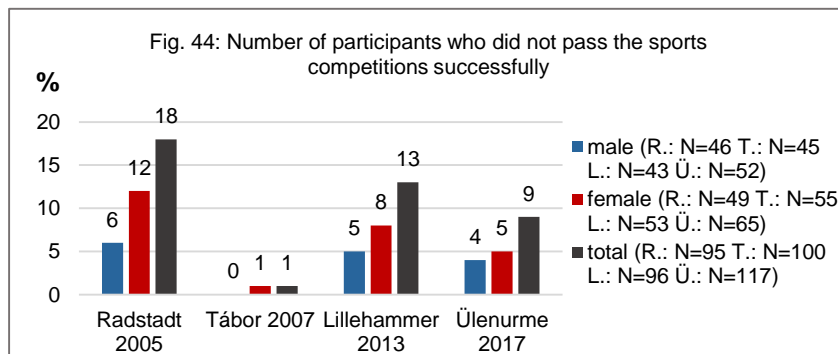
1. The participants (with some exceptions) do not constitute the same group of people, who were interviewed two or four years prior. As far as the directors and accompanying teachers are concerned, about half of them had taken part in previous surveys.
2. The participating delegations varied throughout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



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<sup>84</sup> 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<sup>85</sup>. 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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<sup>84</sup> 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.

<sup>85</sup> These teams could only finalise their participation at the end of May 2017, three months before the forum.

2017 85% of the surveyed teenagers<sup>86</sup> valued the competition to be *important*. Furthermore, the multifaceted sport options during the Youth Forums<sup>87</sup>, even beyond the obligatory part of the *Coubertin Award*, offer enough learning opportunities for “collective competition” and for practicing fair behaviour.

Moreover, the surveyed teenagers listed various sport disciplines, that they practiced at home in their leisure time (2005: 42 kinds; 2007: 44 kinds; 2013: 45 kinds and 2017: 40 kinds)<sup>88</sup>. Most of these participants are active in more than one of these kinds of sport disciplines, albeit only partly in club- or competitive sports. Conclusions about the frequency and scope of these sport activities, however, were not possible.

A strong commitment for sports 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<sup>th</sup>, 9<sup>th</sup> or 11<sup>th</sup> Youth Forums were taken seriously. This paid off in the end.

## **b) Social conduct**

As mentioned previously, social conduct is difficult to measure and cannot be analysed separately from the other learning areas of 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).

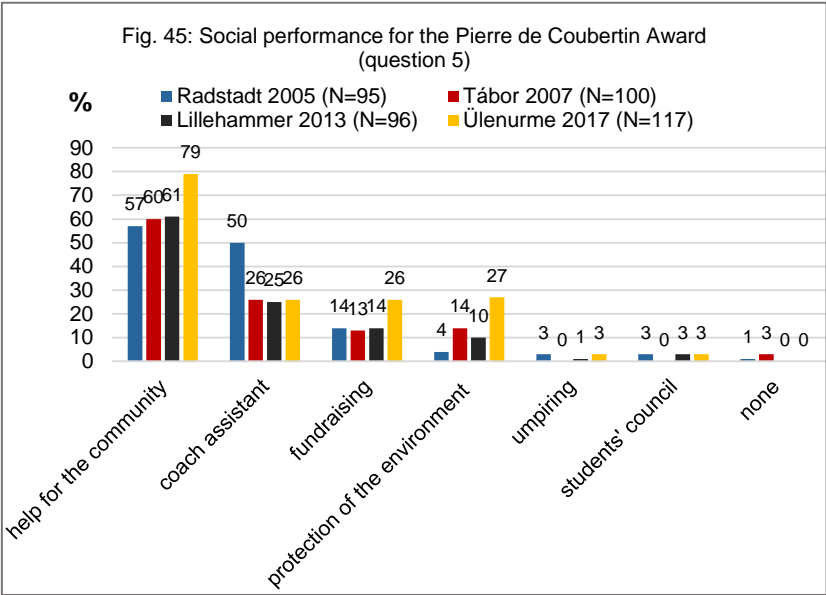
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<sup>86</sup> See **Fig. 64**, p. 111.

<sup>87</sup> Besides morning gymnastics, plenty of daily leisure sports-activities were available, which often led to the development of smaller spontaneous tournaments.

<sup>88</sup> 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<sup>89</sup> 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**).

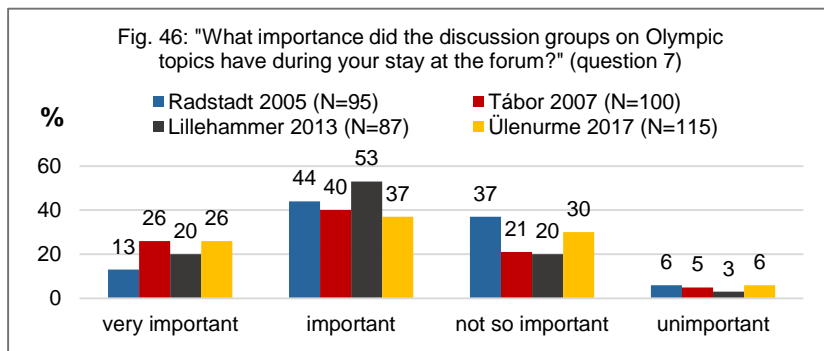
<sup>89</sup> TELAMA et al. arrived with similar results: They stated that volunteer work of youths, surveyed in six nations, added up 10% of their recreational sports activities; in addition, almost half of all teenagers (43,2%) ranked it as *important*, respectively *very important* (TELAMA et al.: *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).<sup>90</sup>

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.



A positive tendency is evident in reference to the discussions around Olympic values, as **Fig. 46** illustrates.<sup>91 92</sup>

<sup>90</sup> 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).

<sup>91</sup> 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.

<sup>92</sup> 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.<sup>93</sup>

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 Piešt'any 2015: Along with the reorganisation of the arts

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<sup>93</sup> The CIPC took special care in preparing for this part of the *Coubertin Award* due to the experiences and critical comments during the 5<sup>th</sup> Youth Forum in Radstadt.

HELEN BROWNLEE, CIPC Board Member for Australia, developed a new procedural concept in preparation for the 7<sup>th</sup> Youth Forum in Tábor 2007. First, the participants were split into groups of 10 with one representative per nation. These groups were then split in half, resulting in groups of five (analogous to the five Olympic rings). Within these groups of five, discussions around the themes were held. Each group of five included a native English speaker in order to help with communication and the subsequent summary of arguments. Particular emphasis was placed on the independence of the teenagers: every group appointed a secretary and a reporter, who were given the responsibility to lead the discussions and gather the results. These were first presented to the groups of ten and once results were further revised, they were presented to all the members of the forum in the plenary discussion. The multiple kinds of presentation types used were particularly impressive: from straightforward oral presentations to poems and even a fair-play song. Traditionally, the results of the discussion rounds were delivered in front of all participants and guests of the Youth Forum and remained one of the highlights of the closing ceremony.

In Lillehammer 2013, the creative part of this section of the *Coubertin Award* was extended. The theme "Sustainable Development and Closeness to Nature", which was prepared beforehand at the home schools, was vividly displayed on posters by the delegations. The on-site exhibition comprised around 40 posters.

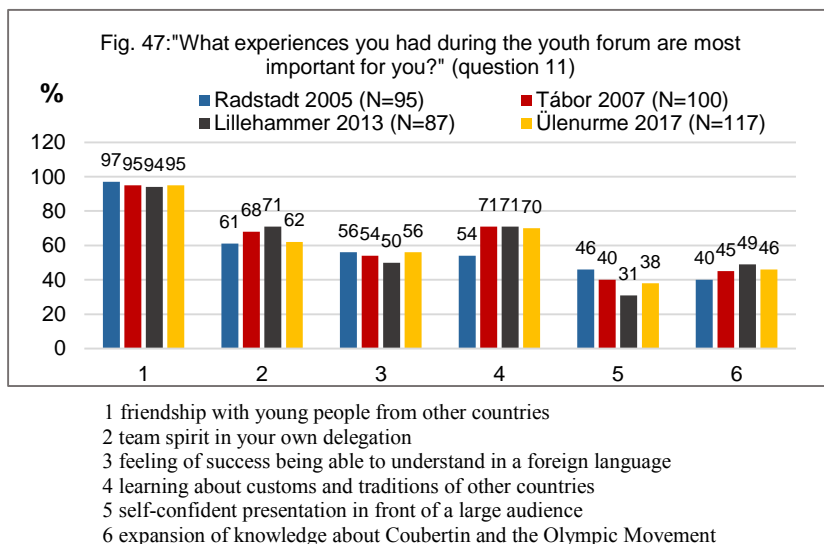
competitions (see page 27) into 10 international arts workshops, the same composition of the groups was applied to the group discussions.

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.<sup>94</sup>

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.<sup>95</sup>

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:<sup>96</sup>



<sup>94</sup> Based on observations by the accompanying teachers and staff members (Ed. note).

<sup>95</sup> 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.

<sup>96</sup> 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%).<sup>97</sup>

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<sup>98 99</sup>(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*.<sup>100</sup>

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.

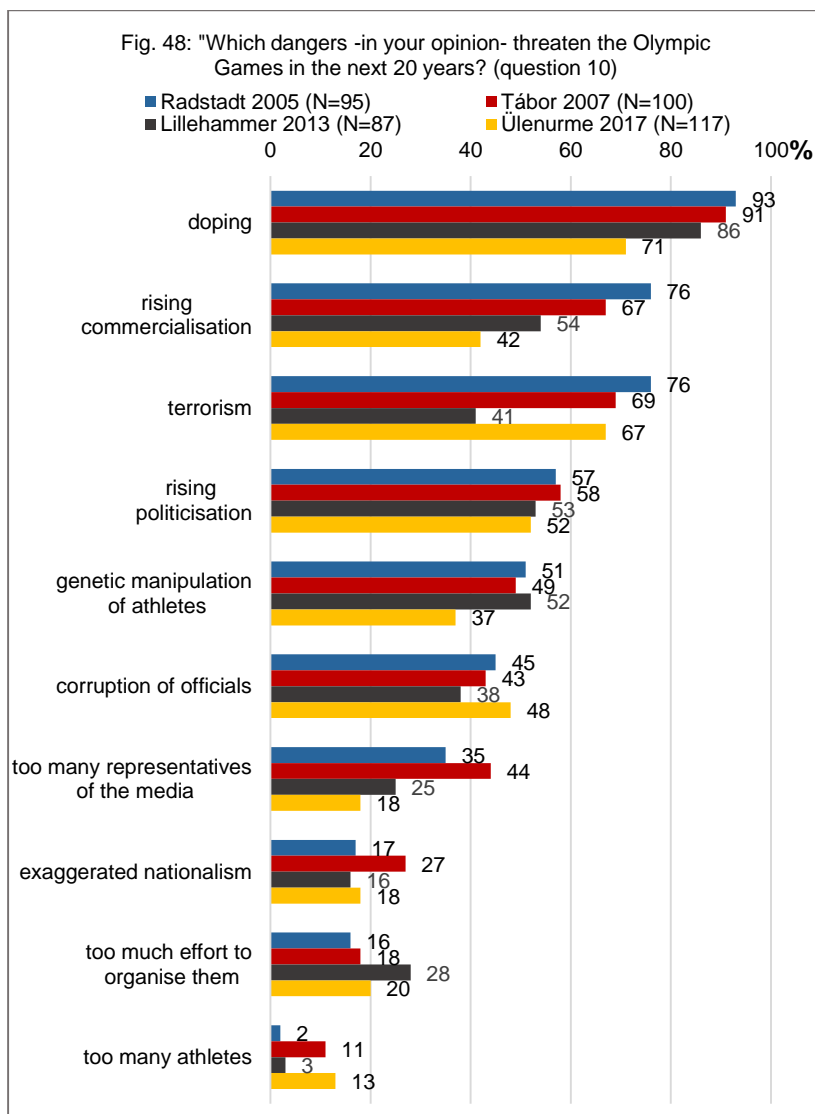
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<sup>97</sup> Similar results had already been stated in 1975 by NORBERT MÜLLER during an interview of participants in the IOA sessions. They considered “the experience of the international community” and “the friendship and the encounter with participants from so many countries” as a very valuable experience (see MÜLLER, N.: “*Die Olympische Idee Pierre de Coubertins und Carl Diems in ihrer Auswirkung auf die Internationale Olympische Akademie. Eine quellengeschichtliche Untersuchung*. Dissertation at Karl-Franzens-Universität Graz 1975, 210 and 223; translation by the author).

<sup>98</sup> Cf. Chapter 4.2.

<sup>99</sup> Multiple answers were possible.

<sup>100</sup> See research by MESSING, M./MÜLLER, N./SCHORMANN, K.: “Local Visitors and Tourists at the Modern Pentathlon in Sydney 2000”, Kassel 2004<sup>2</sup>, 397f.



#### *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](http://www.coubertin.net), designed specifically for the schools; the *Forum Reports*, the documentation on the Forum results from the 5<sup>th</sup> Youth Forum on; as well as a copy of *Coubertin Academy*, which was sent to the schools in early summer of 2007.<sup>101</sup>

Moreover, the increased use of the IOC-Programme OVEP<sup>102</sup> (Olympic Values Education Programme) had a positive effect on the preparations of the participants in the knowledge area starting in 2009.<sup>103</sup>

Components of the programme and The Education Pack/Le Pack Éducatif YOG Singapore 2010 (CD-ROM)<sup>104</sup> laid the groundwork for the development of the environmental theme during the 9<sup>th</sup> 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. **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 *Pierre de Coubertin Award* and provided a certain level of comfort in handling the Olympic topics. In other words, half of the teenagers already felt they were fairly well or very well educated on the topic.

Lastly, the results of the knowledge test illustrate the previous findings (cf. **Fig. 49** on the following page). Despite the fact that in 2005 seven participants did not successfully complete this part of the *Coubertin Award*, in 2007 it was

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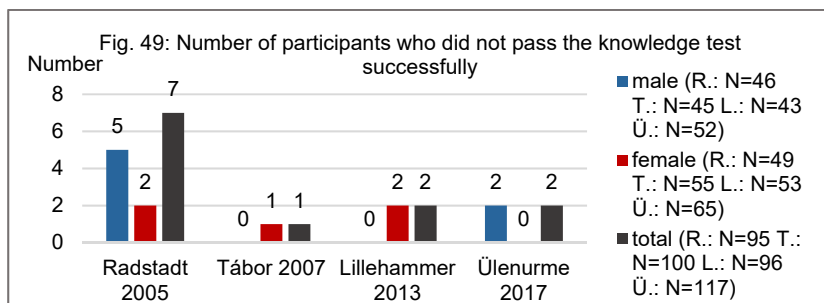
<sup>101</sup> Cf. NIKOLAUS I.: *Die olympische Idee*, 2011, vol. 2, 592-600 on the Comenius Project "Coubertin Academy" and idem. *Pierre de Coubertin's Olympic Idea*, 2017, 253-262 as well as the handbook itself published in: IOC (Ed.): *Olympic Values Education Programme. (OVEP). The Resource Library (DVD). 2nd Edition. 00/Activity Sheets & 03/Manuals*. Lausanne 2016.

<sup>102</sup> BINDER, D.: *Teaching Values. An Olympic Education Toolkit. A Programme of the International Olympic Committee*. Lausanne 2007.

<sup>103</sup> During the 2009 Youth Forum in Olympia, the first advanced training for all accompanying teachers took place. In November 2011, 25 teachers of Coubertin schools had participated in a three day OVEP-Workshop at the *Fondation Coubertin* in St. Rémy, near Paris. The latest workshop on OVEP 2.0 for European Coubertin teachers was organised by CIPC in December 2017.

<sup>104</sup> IOC (Ed.) : *Jeux Olympiques de la jeunesse. Le pack éducatif/Youth Olympic Games. The Education Pack*. Lausanne 2011 (DVD).

only one, in 2013 only two female participants and in 2017 two male participants.<sup>105</sup>



### e) Musical and artistic creativity

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

The results of the three analyses confirm the delegations' *very good* preparations in this area. This is also reflected in the significance the teenagers attached to this part of the competition for the *Coubertin Award*: 72% of all teenagers 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.<sup>106</sup> 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.<sup>107</sup>

<sup>105</sup> 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](http://www.coubertin.org)).

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

<sup>107</sup> 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<sup>108</sup> and that the arts and physical education should intrinsically be linked to one another<sup>109</sup>, numerous other options to apply oneself creatively and artistically were provided for the teenagers alongside the art competitions for the *Pierre de Coubertin Award* during the Youth Forums. These included the 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 Piešťany 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.

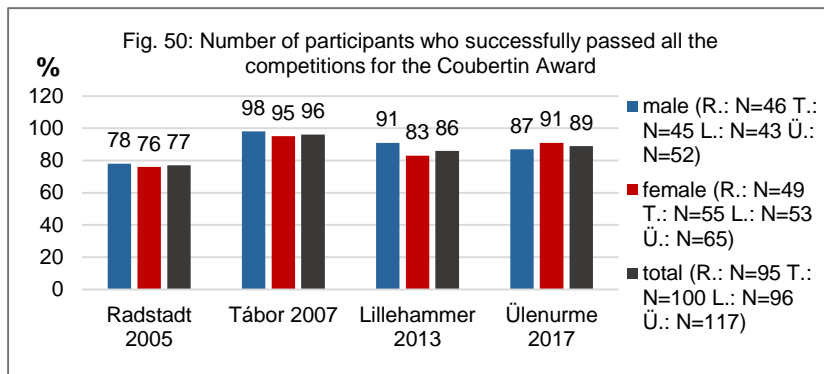
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<sup>108</sup> COUBERTIN formulates the use of a cultural-aesthetic education as follows: « L'art éclaire l'intelligence, captive la pensée, incite l'ambition... » (Cf. COUBERTIN, P. DE.: « L'art dans l'éducation », in: *Textes choisis. Tome I: Revelation*, 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 ruskianisme 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.

<sup>109</sup> For COUBERTIN, the inclusion of the arts and sciences were a means to the Olympic Games' eurhythmic decoration and to the holistic perfection of Man. Cf. MÜLLER, N.: "Olympismus", in: *Sportwissenschaftliches Lexikon*, 2003<sup>7</sup>, 415 and elaborated in: MESSING, M./MÜLLER, N.: *Coubertins philosophisches Konzept der Eurhythmie*, 2000.

In summary, the following picture considers all five learning areas of Olympic education for the implementation of the competitions for the *Coubertin Award* <sup>110</sup>:



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.

<sup>110</sup> 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:<sup>111</sup>*

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.

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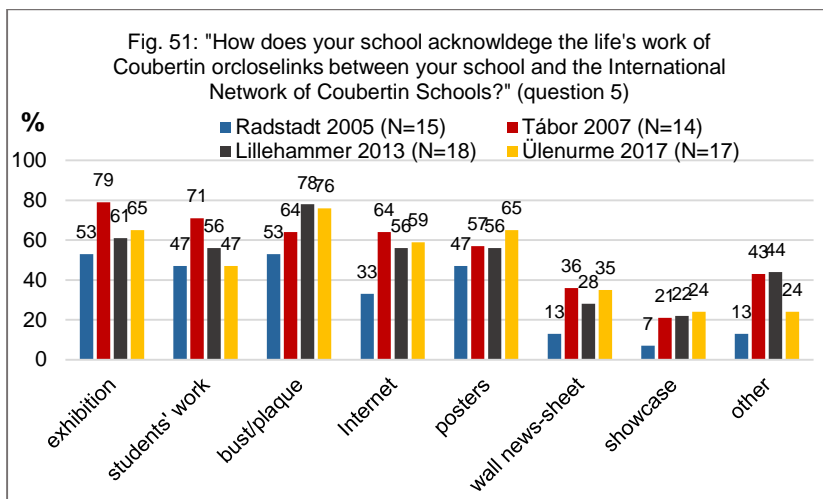
<sup>111</sup> Multiple answers were possible.

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<sup>112</sup> of presenting their bond with Coubertin were visible, some slight declines could be observed. These apply particularly to the use of *exhibitions*, the presentations of *student works* and *wall news-sheets*.<sup>113</sup>

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

<sup>112</sup> Amongst others named were: museum, wall painting, and student Charta.

<sup>113</sup> 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.<sup>114</sup>

***b) A rising number of Olympic educators at the majority of the schools<sup>115</sup>***

**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.<sup>116</sup>

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<sup>th</sup> 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 *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 *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<sup>th</sup> Youth Forum (GRE 1 from 4 to 10 colleagues), as well as a tripling (from 10 to 30 colleagues) at the Gymnázium Pierra de Coubertina Piešťany are visible.

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<sup>114</sup> Some of them contain up to 30 pages, videos or various presentation forms (Cf. [www.coubertin.org](http://www.coubertin.org)).

<sup>115</sup> 2005: No reply from Australia, France 1 (Bolbec), Kenya and Kosovo.

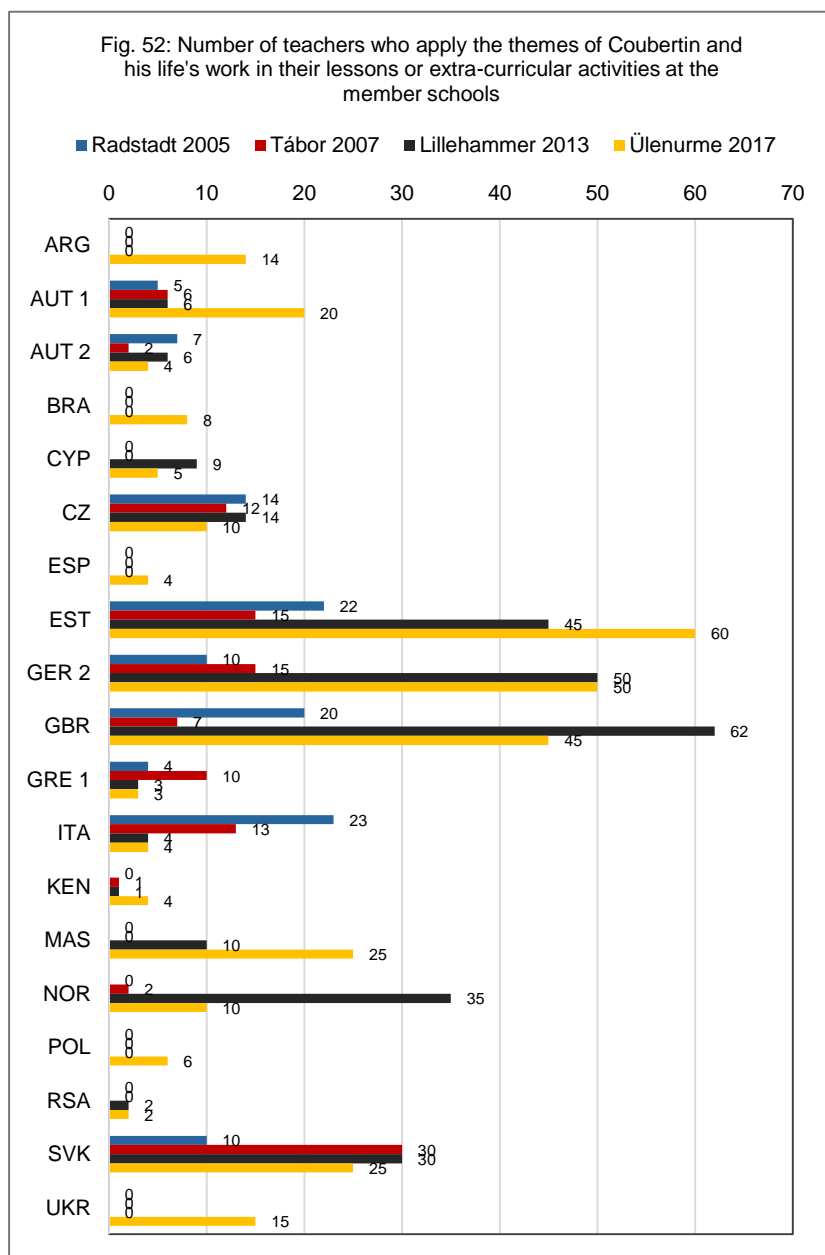
2007: No reply from Australia, Japan, South Korea and Switzerland

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.

<sup>116</sup> 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<sup>117</sup> with 62 (!), Erfurt<sup>118</sup> with 50 and Ülenurme<sup>119</sup> with 45 colleagues. A steep increase can also be observed at the Norwegian Coubertin School caused by the orientation towards the 9<sup>th</sup> Youth Forum (35 =70% of the teaching staff!). With 30 colleagues (=55% of the teaching staff), the teachers in Piešt'any showed consistency in their high dedication to Olympic education.

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 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 11<sup>th</sup> Youth Forum that year, with 60, Erfurt with 50, Much Wenlock with 45 as well as Piešt'any 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)<sup>120</sup> and the newcomer Ukraine (15 colleagues)<sup>121</sup>.

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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<sup>117</sup> It is important to note the school's multiplier role in connection with the Olympic Games in London 2012 and beyond.

<sup>118</sup> 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.

<sup>119</sup> 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.

<sup>120</sup> 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.

<sup>121</sup> 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.<sup>122</sup>

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*.<sup>123</sup>

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).

An increase compared to the first enquiry can be seen in the following subjects: *Art* (2017: 20 entries, 2013: 12, 2007: 14, 2005: 7), *Geography* (2017: 15 entries, 2013: 7, 2007: 8, 2005: 5), *Ethics* (2017: 14 entries, 2013: 12, 2007: 9, 2005: 5 entries), *Social Studies* (2017: 11 entries, 2013: 7, 2007: 10, 2005: 3) and *Music* (2017: 12 entries, 2013: 6, 2007: 7, 2005: 6).

The subjects using Olympic themes most frequently are: *Physical Education* (2017: 39 entries, 2013: 29, 2007: 28, 2005: 14), *Sport theory* (2017: 34 entries, 2013 and 2007: 23, 2005: 17) as well as *History* (2017: 25 entries, 2013: 18, 2007: 20, 2005: 14).

Beyond that, Olympic themes were widely used in the classes *Native Language* (2017: 27 entries, 2013: 18, 2007: 11, 2005: 14) as well as in the second languages: *English* 2017 with 26 entries (2013: 21, 2007: 17, 2005: 11), *French* 2017: with 13 entries, (2013: 14, 2007: 12, 2005: 9) and *other second languages* 2017 with 8 entries (2013: 7, 2007: 9, 2005: 6).<sup>124</sup>

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

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<sup>122</sup> 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 5<sup>th</sup> Youth Forum, are depicted, allowing for a comparison to 2005.

<sup>123</sup> Two exceptions can be found on page 77.

<sup>124</sup> 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<sup>125</sup>, 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 Gymnazium Pierra de Coubertina Tábor that hosted the 6<sup>th</sup> Youth Forum and has a total of 21 entries. Surprisingly, Brazil and Ukraine were also able to document 21 entries.<sup>126</sup>

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.

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<sup>125</sup> This concerns the authors of the teacher handbook “Coubertin Academy”, further explained in NIKOLAUS I.: Die olympische Idee 2011, vol. 2, 592-600 on the Comenius Project “Coubertin Academy” (see also Chapter 3.1 of this study) and COUBERTIN-GYMNASIUM-ERFURT (Ed.): *Coubertin Academy. A Handbook for Education in Secondary Schools. Product of a Joint Socrates Comenius 1 Project on School Development*. Piešťany, Sopot, Ülenurme, Erfurt 2007.

<sup>126</sup> See FN 121 and 122.

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

Subject School	Mother tongue			French			English			other foreign language			Biology			Geo-graphy			History			Social Studies		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
AUS																								
AUT 1			√						√											√				√
AUT 2						√										√			√	√				
CZE					√	√		√	√		√	√							√					
EST	√	√	√						√									√		√	√			
FRA																								
GER 1	√		√		√														√					
GER 2	√	√			√	√		√	√		√	√								√	√			
GBR		√			√									√			√			√				
GRE 1			√																					
GRE 2									√											√				√
ITA			√			√										√				√				√
KEN																								
KOS								√	√															
SVK	√	√	√		√			√	√		√	√					√	√		√	√			
TUN																								
Sum	4	4	6	-	5	4	-	4	7	-	3	3	-	1	1	1	2	2	2	6	6	-	-	3

**Age groups:**

1: 10-12 years

2: 13-15 years

3: 16-18/19 years

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

Subject School	Music			Arts			Ethics			RE			Sport theory			PE			Sum			Σ total
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
AUS																			-	-	-	-
AUT 1						√						√									6	6
AUT 2						√						√			√	√	√	√	3	2	5	10
CZ														√	√				-	5	4	9
EST	√	√	√	√	√	√	√	√	√						√	√	√	√	5	6	9	20
FRA																			-	-	-	-
GER 1															√				2	1	2	5
GER 2		√	√			√								√	√				1	7	7	15
GBR		√			√						√			√			√		-	10	-	10
GRE 1															√			√	-	-	3	3
GRE 2															√			√	-	-	5	5
ITA									√			√						√	-	-	8	8
KEN																			-	-	-	-
KOS															√			√	-	1	3	4
SVK								√					√	√	√	√	√	√	3	9	7	19
TUN													√	√	√				1	1	1	3
Sum	1	3	2	1	2	4	1	2	2	-	1	3	2	5	10	3	4	7	15	42	60	117

**Age groups:**

1: 10-12 years

2: 13-15 years

3: 16-18/19 years

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

Subject School	Mother tongue			French			English			other foreign language			Geo-graphy			History			Social Studies		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
AUS																					
AUT 1														√	√			√			√
AUT 2						√		√	√		√	√				√	√	√			
CHN		√	√						√								√	√		√	√
CZE		√	√	√	√	√		√	√		√	√					√	√		√	√
EST			√						√						√		√	√		√	√
FRA																					
GER 1	√				√	√			√									√			√
GER 2	√	√			√	√		√	√			√		√	√	√		√			
GBR																	√	√			
GRE 1			√						√												
GRE 2									√									√			
ITA		√	√			√			√			√						√			
KEN								√	√												
MRI																					
NOR																					
SVK				√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	√
Sum	2	4	5	2	4	6	2	5	10	1	3	5	1	3	4	3	6	11	-	4	6

**Age groups:**

1: 10-12 years

2: 13-15 years

3: 16-18/19 years



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

Sub- ject  School	Music			Art			Ethics			RE			Sport theory			PE			Sum			Σ to- tal
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
AUS																			-	-	-	-
AUT 1			√			√								√				√	-	1	7	8
AUT 2						√				√	√			√	√	√	√	√	2	5	8	15
CHN													√	√		√	√	√	-	5	6	11
CZE													√	√	√	√	√	√	3	8	8	19
EST			√		√				√						√	√	√	√	1	4	9	14
FRA																		√	-	-	1	1
GER 1				√	√	√								√	√			√	2	3	7	12
GER 2		√	√	√	√	√	√	√							√	√	√	√	5	8	9	22
GBR														√	√	√	√	√	1	3	3	7
GRE 1			√			√									√			√	-	-	6	6
GRE 2						√									√			√	-	-	5	5
ITA						√			√			√			√			√	-	1	1 0	11
KEN	√	√		√	√		√	√		√	√		√	√		√	√		7	7	-	14
MRI															√				-	-	1	1
NOR															√				-	-	1	1
SVK							√	√	√				√	√	√	√	√	√	8	9	9	26
Sum	1	2	4	3	4	7	3	3	3	1	2	2	3	6	1 4	7	8	13	2 9	5 4	9 0	173

**Age groups:**

1: 10-12 years

2: 13-15 years

3: 16-18/19 years

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

Sub- ject	Mo- ther tongue			French			English			other foreign lan- guage			Biology			Geo- graphy			History			Social Studies		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
School																								
AUS																								
AUT 1							√			√					√						√			
AUT 2							√		√	√		√	√					√	√	√	√			
CHN										√										√	√		√	√
CYP																								
CZE		√			√	√	√	√	√							√			√	√		√	√	
EST	√	√	√					√	√															
FRA 2										√										√				
GER 1	√		√		√	√			√		√				√	√			√		√			
GER 2	√	√	√		√	√		√	√		√	√		√	√				√					
GBR	√															√			√			√		
GRE 1																								
ITA		√	√							√														
JPN																								
KEN							√	√	√															
MAS								√											√					
MRI																								
NOR																				√				
RUS	√	√	√	√	√	√																		
SVK	√	√	√	√	√	√	√	√	√	√	√				√	√	√	√	√	√	√		√	√
Sum	6	6	6	2	5	7	3	7	1	1	4	2	-	1	4	3	2	2	5	5	8	1	3	3

**Age groups:**

1: 10-12 years

2: 13-15 years

3: 16-18/19 years

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

Sub- ject  School	Music			Art			Ethics			RE			Sport theory			PE			Sum			Σ total
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
AUS																			-	-	-	-
AUT 1			√						√						√			√	-	-	8	8
AUT 2						√				√	√				√	√	√	√	2	5	9	16
CHN													√	√		√	√	√	-	4	5	9
CYP																			-	-	-	-
CZE			√			√			√	√					√	√	√	√	2	8	9	19
EST				√	√	√							√	√	√	√	√	√	4	5	5	14
FRA															√			√	-	-	4	4
GER 1				√	√	√			√						√	√	√	√	5	5	8	18
GER 2		√	√	√	√		√		√						√	√	√	√	5	8	9	22
GBR													√	√	√				5	1	1	7
GRE 1															√			√	-	-	2	2
ITA														√	√		√	√	-	3	4	7
JPN																			-	-	-	-
KEN	√	√		√	√		√	√		√	√		√	√		√	√		7	7	1	15
MAS									√					√			√		-	5	-	5
MRI																			-	-	-	-
NOR															√			√	-	-	3	3
RUS																			2	2	2	6
SVK							√	√	√					√	√	√	√	√	8	1 0	1 0	28
Sum	1	2	3	4	4	4	3	5	4	1	2	1	3	7	1 3	7	1 0	1 2	4 0	6 3	8 0	183

**Age groups:**

1: 10-12 years

2: 13-15 years

3: 16-18/19 years

Tab. 4a: The use of Olympic-related topics in different school subjects, structured according to age groups (year 2017) <sup>127</sup>

Subject School	Mo- ther tongue			French			English			other foreign lan- guage			Biology			Geo- graphy			History			Social Studies		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
ARG		√							√							√		√	√					
AUT 1									√										√					
AUT 2						√												√	√	√				
BRA <sup>128</sup>	√	√	√						√						√			√		√				
CYP	√	√	√		√			√	√				√						√	√				
CZE		√			√	√	√	√	√								√	√		√	√		√	√
EST	√	√	√					√	√		√	√		√	√		√	√	√	√	√	√	√	√
GER 2	√	√	√	√	√	√	√	√	√		√	√	√	√	√		√							
GBR	√				√											√			√			√		
GRE 1			√						√															
ITA		√	√		√	√		√	√															
JPN																								
KEN <sup>129</sup>									√						√			√		√				√
MAS								√	√		√	√							√	√				
NOR			√																	√				√
POL	√	√							√															
ESP																								
SVK	√	√	√	√	√	√	√	√	√	√	√				√	√	√	√	√	√	√		√	√
UKR	√	√	√				√	√	√							√	√	√	√	√	√			
Sum	8	1 0	9	2	6	5	4	8	1 4	1	4	3	1	3	5	3	5	7	6	7	1 2	3	3	5

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

<sup>127</sup> No answers 2017: AUS, FRA 3, IND, MRI, RSA.

<sup>128</sup> BRA: also Mathematics (16-18 yrs.), Physics/Chemistry (13-15 and 16-18 yrs.).

<sup>129</sup> 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)<sup>130</sup>

Subject	Music			Art			Ethics			RE			Sport theory			PE			Sum			Σ total
School	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
ARG																√	√	-	3	4		7
AUT 1			√			√			√					√			√	-	-	7		7
AUT 2						√								√	√	√	√	√	3	1	5	9
BRA	√	√	√	√	√	√		√	√				√	√	√	√	√	√	5	6	<sup>1</sup> <sub>0</sub>	21
CYP				√	√	√									√		√	√	2	7	6	15
CZE			√			√		√	√					√	√	√	√	√	2	9	<sup>1</sup> <sub>0</sub>	21
EST	√	√	√	√	√	√			√				√	√	√	√	√	√	7	<sup>1</sup> <sub>1</sub>	<sup>1</sup> <sub>2</sub>	30
GER 2		√	√	√	√		√		√				√	√	√	√	√	√	9	9	<sup>1</sup> <sub>0</sub>	28
GBR	√						√						√	√	√	√			8	2	1	11
GRE 1			√			√									√			√	-	-	6	6
ITA														√	√		√	√	-	5	5	10
JPN														√	√				-	1	1	2
KEN												√						√	-	-	7	7
MAS					√	√		√						√	√		√	√	-	6	7	13
NOR <sup>131</sup>									√						√			√	-	-	6	6
POL														√	√	√	√	√	2	3	3	8
ESP													√	√		√	√		2	2	-	4
SVK							√	√	√					√	√	√	√	√	8	<sup>1</sup> <sub>0</sub>	<sup>1</sup> <sub>0</sub>	28
UKR				√	√	√							√	√	√	√	√	√	7	7	7	21
Sum	3	3	5	5	6	8	3	4	7	0	0	1	6	<sup>1</sup> <sub>2</sub>	<sup>1</sup> <sub>6</sub>	<sup>1</sup> <sub>0</sub>	<sup>1</sup> <sub>3</sub>	<sup>1</sup> <sub>6</sub>	5 5	8 3	<sup>1</sup> <sub>1</sub> <sup>6</sup>	254

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

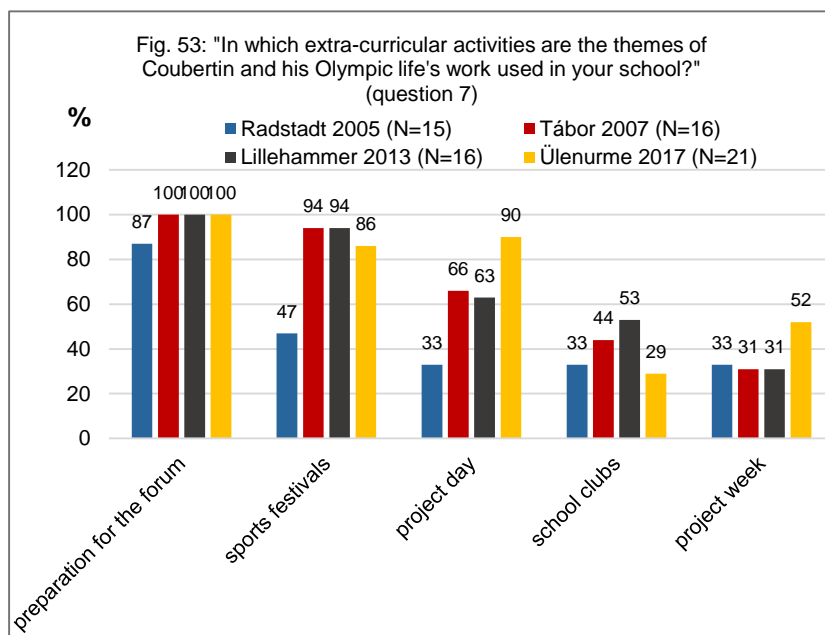
<sup>130</sup> No answers 2017: AUS, FRA 3, IND, MRI, RSA.

<sup>131</sup> 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*<sup>132</sup>

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 5<sup>th</sup> 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

<sup>132</sup> 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.<sup>133</sup> 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<sup>134 135 136</sup>***

**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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<sup>133</sup> Some of them were only introduced after the Lillehammer Forum in 2013; thus, they are results of the last investigation.

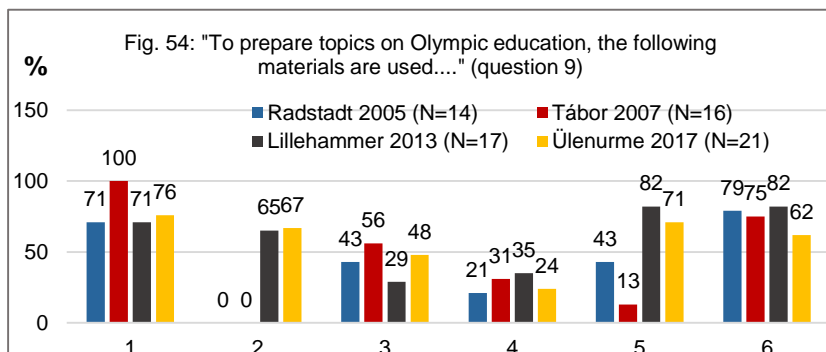
<sup>134</sup> Multiple answers were possible.

<sup>135</sup> 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.

<sup>136</sup> 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, GRE 2, ITA, MAS, NOR, SVK), Websites host cities (EST, GER2, ITA, NOR), IOC-Website (CZ, GER2, ITA, AUT 1), [www.coubertin.net](http://www.coubertin.net) and [www.coubertin.org](http://www.coubertin.org)<sup>137</sup> (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

<sup>137</sup> Since 2014 [www.coubertin.org](http://www.coubertin.org), before [www.coubertin.ch](http://www.coubertin.ch).



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 Régional 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<sup>138</sup> 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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<sup>138</sup> 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.<sup>139</sup>

Beyond this, it is worth mentioning that in 2005 and 2007 respectively, only two accompanying teachers<sup>140</sup> (one from each observer team) were interviewed. They were likely not aware of all the options used at their institution to deliver the results of their Olympic education work – even beyond the Youth Forums – to the public.

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<sup>139</sup> See FN 138.

<sup>140</sup> 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.<sup>141</sup>

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

1. By now **all** schools strive to make the results of their work on Olympic education available to the public: in 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 *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 *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.<sup>142</sup>

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<sup>141</sup> For the results of teams, that took part in previous Youth Forums, please see NIKOLAUS, I.: The CIPC's International Network, 2015, page 71.

<sup>142</sup> Under the category *other* were listed: EST: the Forum Report on the 11<sup>th</sup> Youth Forum, FRA 3: reports on the preparations of the 12<sup>th</sup> Youth Forum in the journal of the French Coubertin Committee, GER 1: teachers' magazine, Pupils' Charta, Sports Show with quiz; *Art through construction*; GER 2: touring exhibition "Pierre de Coubertin – Life and Work of a Humanist", Walk of Fame (Olympic medalists, former pupils of the school); Gallery "Winners of the Coubertin Pupils' Prize"; 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).

Form School	pupils' magazine	school's website/ NOC	local press	event	presen- tation of a film	photo exhibi- tion	exh. in public build- ings	reports by pupils	reports by tea- chers/ lectures	Day of open doors	social media	other	Sum
ARG		✓	✓	✓	✓	✓			✓		✓		7
AUS	✓	✓	✓										3
AUT 1		✓	✓	✓		✓				✓	✓		6
AUT 2	✓	✓	✓	✓	✓	✓		✓		✓			8
BRA		✓											1
CYP	✓	✓		✓		✓			✓		✓		6
CZE		✓	✓			✓							3
EST		✓	✓	✓	✓	✓		✓	✓		✓		8
FRA 3				✓	✓				✓				3
GER 2		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	10
GBR	✓	✓			✓	✓					✓		4
GRE 1			✓			✓			✓		✓		4
IND													-
ITA		✓	✓	✓				✓				✓	5
JPN			✓	✓	✓			✓	✓				5
KEN				✓		✓		✓					3
MAS		✓	✓			✓			✓				4
MRI			✓	✓									2
NOR		✓	✓	✓	✓							✓	5
POL						✓			✓				2
RSA			✓					✓	✓		✓		4
SVK		✓	✓	✓	✓	✓	✓		✓			✓	8
ESP		✓	✓			✓	✓						4
UKR		✓		✓							✓	✓	4
Sum	4	16	16	14	9	14	3	7	11	3	7	5	109

## 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<sup>143</sup> formulated for the *Olympic centres*<sup>144</sup>, be seen as a “learning organisation”, which, on the one hand, is subjected to the participants’ specific expectations, and, on the other hand, is only able to develop the offers of Olympic education, to improve its quality, and to optimise the cooperation between schools for mutual use, under a “steady feedback process”.

In contrast to an *Olympic centre*, a physical building, meaning headquarters from which the Network is organised and led, does not exist within the 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.

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<sup>143</sup> EMRICH, E.: “Der mündige Athlet und die lernende Organisation“, Frankfurt 1996, 251f.

<sup>144</sup> 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<sup>145</sup> and the website for schools<sup>146</sup>,
- Availability of scientific literature and films about Coubertin and the Olympic Movement as well as materials about Olympic education,
- Publication of articles from the schools in the CIPC's Newsletter 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.<sup>147</sup>

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<sup>145</sup> <http://www.coubertin.org>

<sup>146</sup> <http://www.coubertin.net>

<sup>147</sup> See Fig. 65 on p. 112.

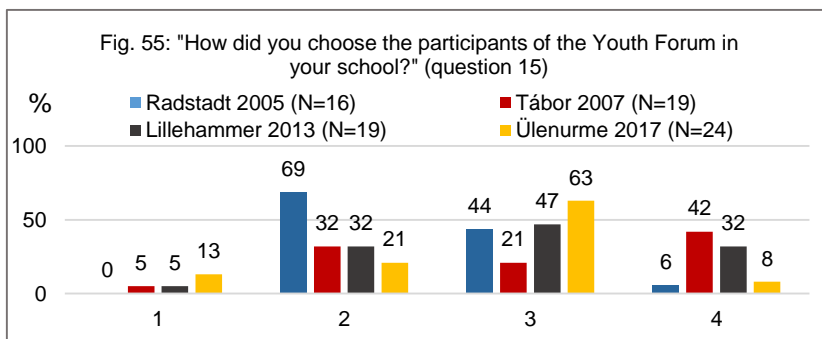
The research results from the four analysed Youth Forums prove that this new concept is successful. The “organisation” has “learned” through the constant feedback from the schools and could, in this manner, achieve first successful results.

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**).<sup>148</sup>

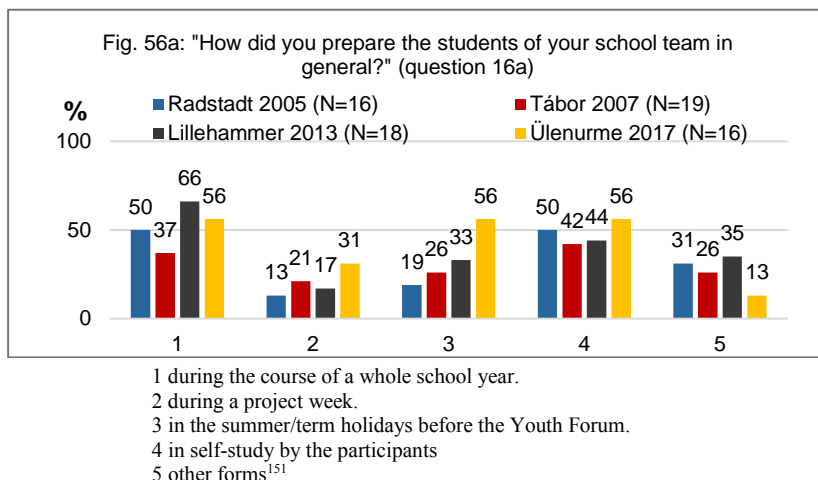


1. All students at this age group could apply. Students who applied first had priority.
2. Qualified students were approached by accompanying teachers and asked to participate.
3. All students of the corresponding age group could apply for admission; the selection is based on an internal school competition.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

<sup>148</sup> Multiple answers were possible.

<sup>149</sup> 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.<sup>150</sup>



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<sup>th</sup>

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

<sup>150</sup> Multiple answers were possible.

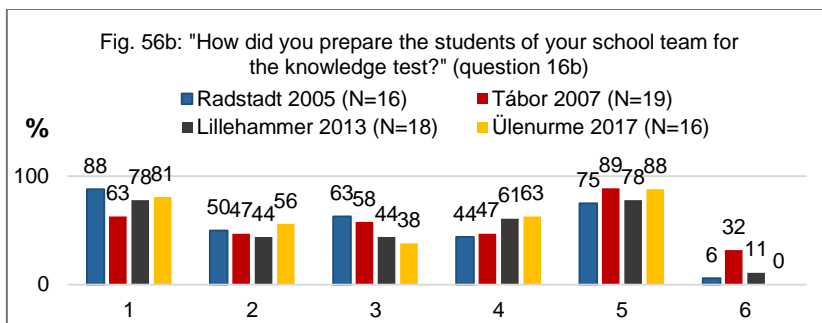
<sup>151</sup> Other forms: via E-Mail (AUS), through extra-curricular activities (CHN, JPN), in the context of an *Olympism Workshop* (MAS), not specified (2005: KOS, FRA; 2007: JPN; 2013: CYP; 2017: RSA).



Youth Forum (Ülenurme 2017: 31%).<sup>152</sup>

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:<sup>153 154</sup>



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<sup>155</sup>

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**.<sup>156</sup>

They were primarily prepared during physical education lessons (numerous

<sup>152</sup> 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.

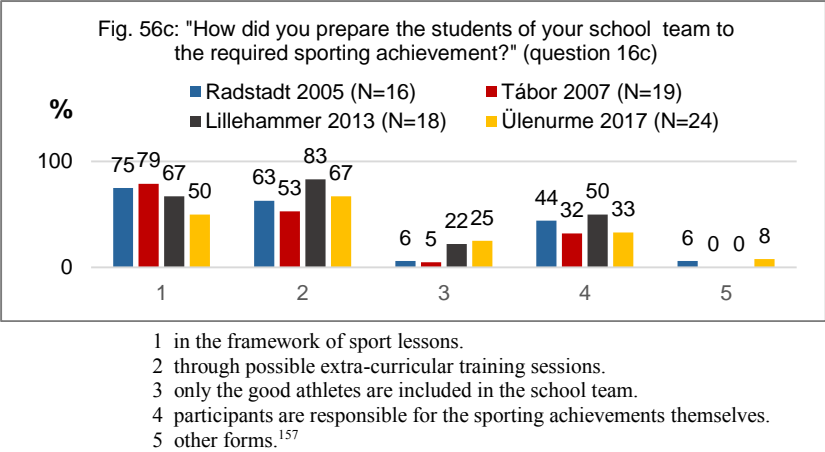
<sup>153</sup> Numerous multiple answers. Most schools/delegations combined more than one form.

<sup>154</sup> 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.

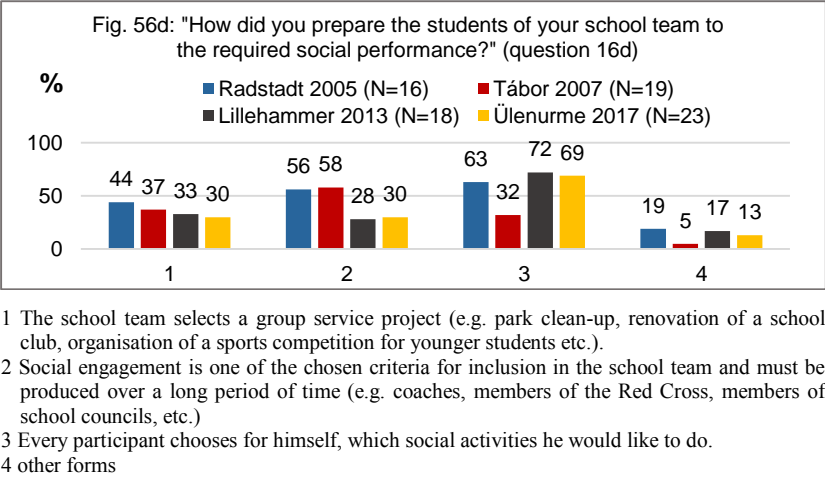
<sup>155</sup> In 2013, two further forms were named: group work (RUS) and literature studies (SVK).

<sup>156</sup> 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%).



Regarding the **preparation for social performance** at home, the methods varied at the Youth Forums as evident under analysis.<sup>158</sup>



<sup>157</sup> In 2017 the Japanese camp in preparation for the Youth Forum and a special module on the Olympic Movement in AUT 1 were named.  
<sup>158</sup> 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%.<sup>159</sup>

In summary, from forum to forum, the individual schools paid more attention to ensure that **every** participant provided a personal performance item in this area of the *Coubertin Award*.<sup>160</sup>

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.<sup>161 162</sup>

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

The teenagers evaluated their preparations for the Youth Forums in a very self-critical manner on all 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 (!).<sup>163</sup> In 2017, a setback in this field can be observed: Only 71% of the

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

<sup>160</sup> 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.

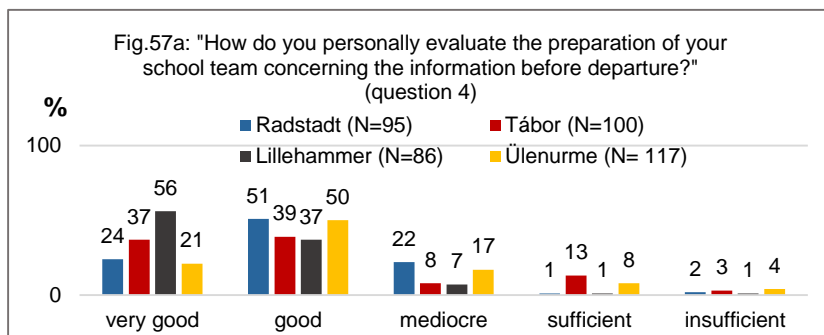
<sup>161</sup> For details of previous developments see NIKOLAUS, I: The CIPC’s Network, Lausanne 2015 pgs. 78-79.

<sup>162</sup> See further explanations on pgs. 26 and 47.

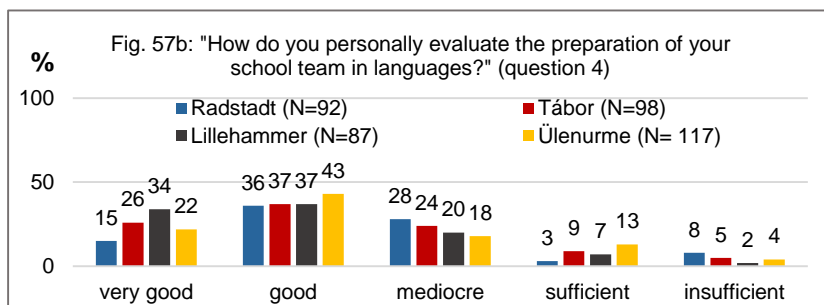
<sup>163</sup> It is important to note that all schools/delegations are supposed to receive the same information prior to departure. Presumably, this was not the case for all of the participants by the persons responsible. Since a few delegations decided to participate on short notice, the teenagers 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).<sup>164</sup>



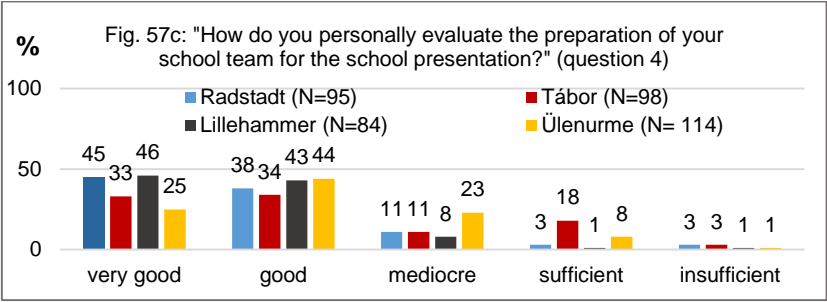
While in 2005 half of the participants (51%) felt *very well* or *well* prepared in terms of language, in 2007 it was almost two thirds (63%), in 2013 71% (!) and 2017 65%.<sup>165</sup>

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

<sup>164</sup> 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.

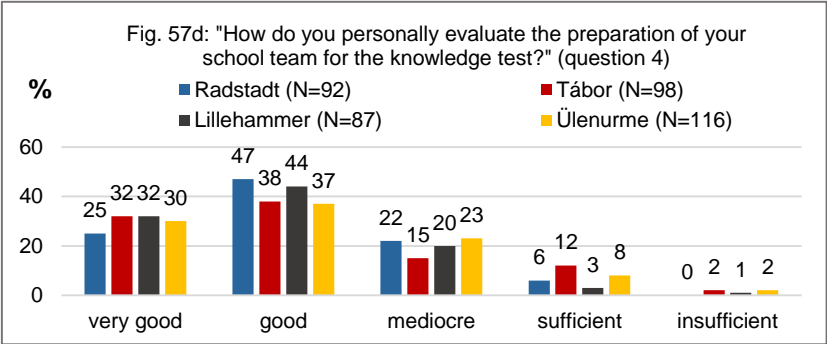
<sup>165</sup> It is interesting that despite sharing English as their mother tongue, in 2005, three Australians and four British participants felt they had *insufficient* linguistic competence. This could be interpreted as an expression of admiration and respect towards those, who spoke outstanding 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%).<sup>166</sup>

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.<sup>167</sup>

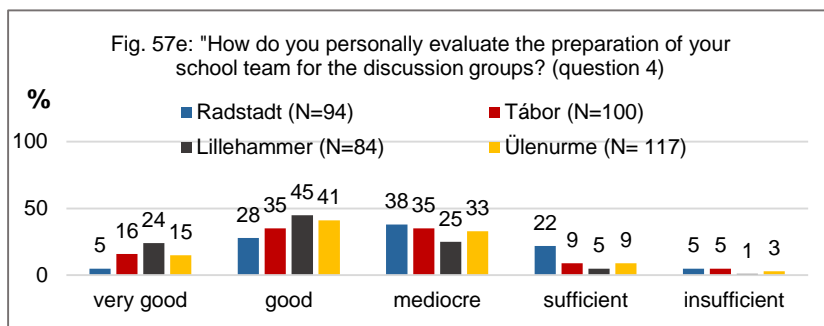


those students who answered as having *insufficient* linguistic competence. In 2013, an Australian expressed similar concerns of having *insufficient* linguistic competence.

<sup>166</sup> 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.

<sup>167</sup> This primarily applied to the representatives of delegations, that participated in a Youth Forum for the first time.

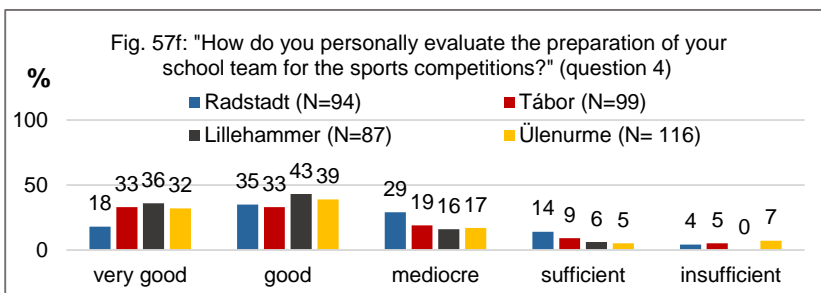
An evaluation of the *preparations for the discussion rounds* (see **Fig. 57e**) shows a continuous increase in the participants' degree of satisfaction during the comparison of the first three Youth Forums. In 2005 only a third of all the teenagers assessed this area as *very good* or *good*. After 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<sup>168</sup>. 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.<sup>169</sup>



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.).

<sup>168</sup> 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.

<sup>169</sup> 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 Piešťany 2015, this aspect was no longer part of the investigations in 2017 (see pages 27 and 47).<sup>170</sup>

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.

#### ***b) Internationality and multiculturalism***

<sup>170</sup> 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<sup>171</sup> were primarily conceptualised to be implemented in the classrooms or the sports field of the individual schools as well as to get to know people from other nations and cultures. This took place only through texts, games, reenacted scenes, etc. The teenagers of the Network in fact have the possibility to encounter and to compete with young people of the same age from the partner schools and from the different continents. This concept, referred to by NAUL as “experience-oriented didactic approach”<sup>172</sup>, is based on COUBERTIN’S idea of peace education, which can only be successful through combination of theoretical learning and personal experience.<sup>173</sup>

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)<sup>174 175 176</sup>

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<sup>171</sup> Cf. NIKOLAUS, I.: *Die olympische Idee Pierre de Coubertins*, 2011, chapter 3 and 4 and vol. 2, Appendix for chapter 3.

<sup>172</sup> NAUL, R.: *Olympische Erziehung*, 2007, 77f.

<sup>173</sup> Cf. MÜLLER, N.: “The idea of Peace as Coubertin’s vision for the modern Olympic Movement” in: IOA (Ed.): *7<sup>th</sup> International Session for Educators and Officials of Higher Institutes of Physical Education*, 20-27 July 2006. *Proceedings*. Ancient Olympia 2007, 60. Cf. FN 97, page 57.

<sup>174</sup> Cf. NIKOLAUS, I.: *Die Olympische Idee*, 2013, chapter 3.1.2 on the Olympic Youth Camps from Helsinki 1952-Mexiko 1968, 103-107.

<sup>175</sup> 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 8<sup>th</sup> Youth Forum in Beijing.

Internationality and multiculturalism are two fundamental prerequisites for the successful implementation of Olympic education in the Network of Coubertin Schools. Given the universal and “multi-compatible”<sup>177</sup> 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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<sup>177</sup> Cf. LENK, H.: *Werte, Ziele Wirklichkeit der modernen Olympischen Spiele*. Schorndorf 1964, 16.

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

***5<sup>th</sup> International Pierre de Coubertin Youth Forum in Radstadt (Austria) 2005 - Participants' point of view***

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

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

SD = Standard Deviation

**6<sup>th</sup> International Pierre de Coubertin Youth Forum in Tábor (Czech Republic) 2007- Participants' point of view**

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

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

SD = Standard Deviation

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

Tab. 8: How do you evaluate the following points of the Youth Forum? (Question 15) (N=87)<sup>178</sup>

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

<sup>178</sup> 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.

**11<sup>th</sup> 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)<sup>179</sup> (N=117)

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

<sup>179</sup> 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.<sup>180</sup>

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:

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<sup>180</sup> 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.

**5<sup>th</sup> 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)<sup>181</sup>  
182

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

<sup>181</sup> 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.

<sup>182</sup> Due to slight rounding errors, the sum of the entries does not always equal to exactly 100%. To maintain clarity in the table, multiple decimal places were not used.

**6<sup>th</sup> International Pierre de Coubertin Youth Forum in Tábor (Czech Republic) 2007- Accompanying teachers' point of view**

Tab. 11: How do you evaluate the following points of the Youth Forum? (Question 25) (N=30)<sup>183</sup>  
184

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

<sup>183</sup> 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.

<sup>184</sup> Due to slight rounding errors, the sum of the entries does not always equal to exactly 100%. To maintain clarity in the table, multiple decimal places were not used.



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

Tab. 12: How do you evaluate the following points of the Youth Forum? (Question 25)  
(N=19)<sup>185 186</sup>

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

<sup>185</sup> See FN 184.

<sup>186</sup> 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.

**11<sup>th</sup> International Pierre de Coubertin Youth Forum in Ülenurme (Estonia)  
2017- Accompanying teachers' point of view**

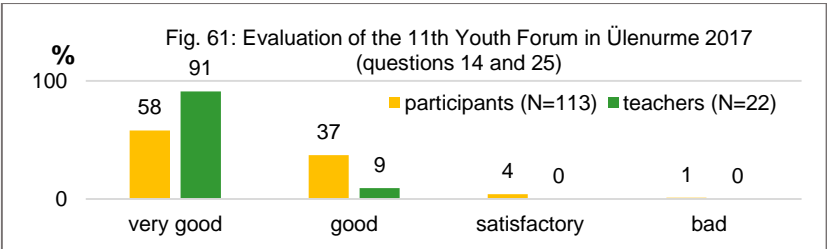
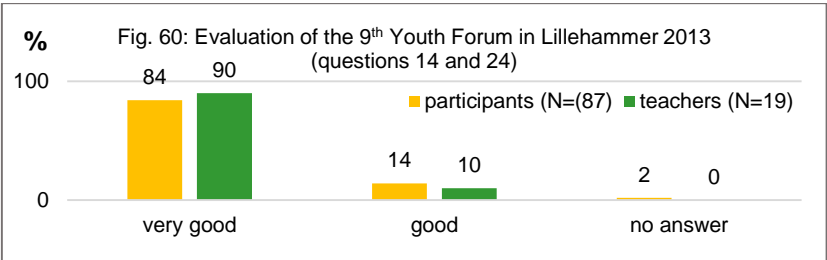
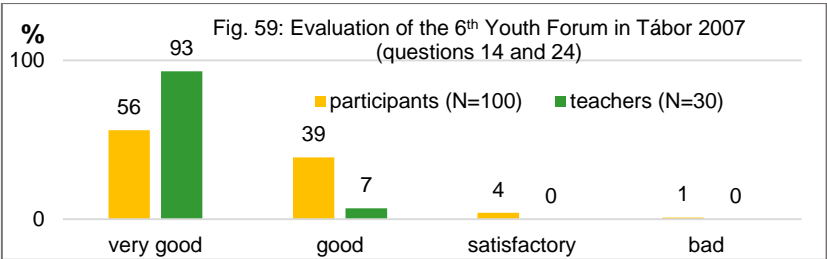
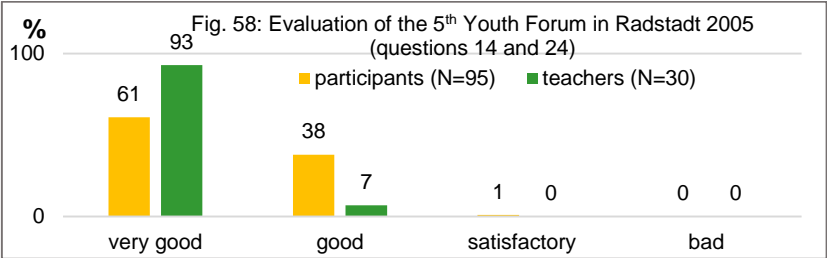
Tab. 13: How do you evaluate the following points of the Youth Forum? (Question 25) (N=23)<sup>187</sup>  
188

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

<sup>187</sup> See FN 184.

<sup>188</sup> 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:<sup>189</sup>



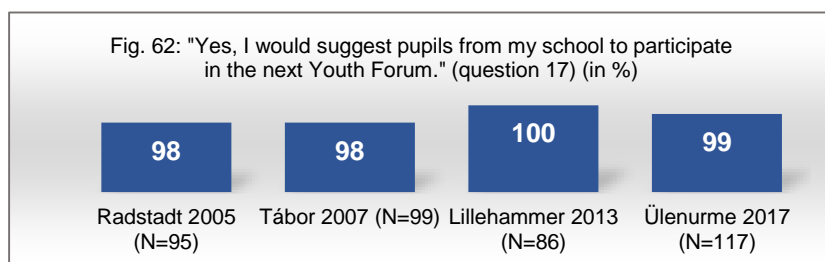
The majority of the teenagers acknowledged the respective Youth Forum as *very good* (2005: 61%, 2007: 56%, 2013: 84%! and 2017: 58%); in 2005, in

<sup>189</sup> 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.<sup>190</sup>



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.

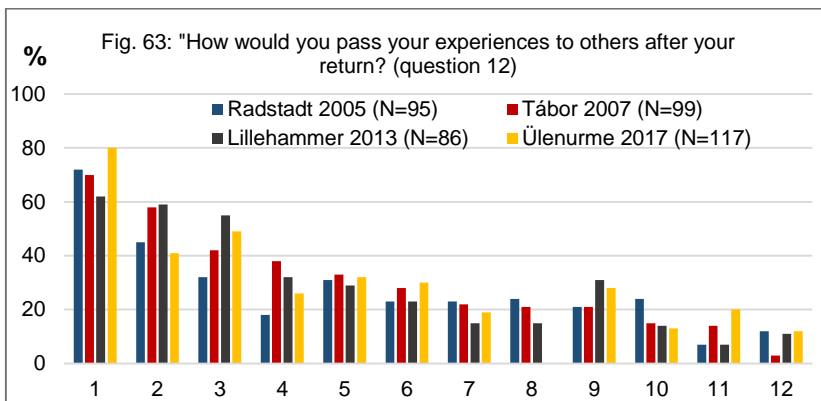
This in turn provides motivation for sustaining friendships that were made and for sharing the experiences with the school community and the public. In this case, students become a “multiplier” or an ambassador for Coubertin’s ideals in their home schools and beyond.

**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*

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

next Youth Forum (2005: 32%, 2007: 42%, 2013: 55%, 2017: 49%), with a report for younger pupils (2005: 18%, 2007: 38%, 2013: 32%, 2017: 26%), I want to present my video of the Forum (2005: 31%, 2007: 33%, 2013: 29%; 2017: 32%) and lastly, with a report on the homepage of our school (2005: 23%, 2007: 28%, 2013: 23%, 2017: 30%).<sup>191</sup>



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

2 with a photo exhibition

3 I want to help to prepare the delegation for the next youth forum.

4 with a report for younger pupils

5 I want to present my video of the Forum.

6 with a report on the homepage of our school

7 with a report in the local press

8 I want to organise a repeat of our theatre play.

9 with a poster for the school building

10 with an article in the pupils' magazine

11 I want to organise a discussion for my class mates.

12 Others<sup>192 193</sup>

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.

<sup>191</sup> 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).

<sup>192</sup> 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.*

<sup>193</sup> 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<sup>194</sup>. Already at this point, the participants are motivated to *give their best* and obtain further knowledge and expertise in order to secure one of the much-coveted seats on the delegation team.

The multifaceted high demands of the *Coubertin Award* require intense and long-term preparation from the participants (possible substitutes are also required). Hence, an intensive Olympic education 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.<sup>195</sup>

At some schools, it has become a tradition that future participants of the Youth Forums, as a form of ‘dress rehearsal’, hold presentations about Olympic themes, lead discussion rounds in the class, or present the well-rehearsed school presentations and art performances in front of their classmates.

The competitive character becomes 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:<sup>196</sup>

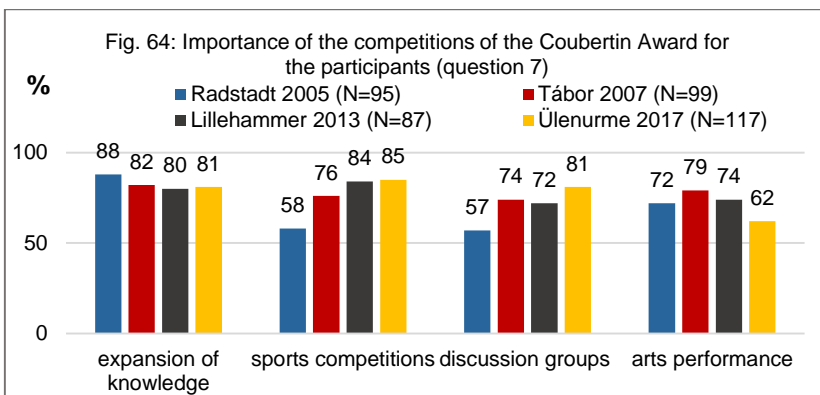
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<sup>194</sup> This is custom, in Erfurt, for instance. Or a theatre competition to find the best theatrical piece/best actor or actress, as is done in Tábor.

Australia can already look back on a more than 20-year-old successful tradition of the *Australian Pierre de Coubertin Award* (cf. BROWNLEE, H.: “*Sharing the Spirit*”, Bankstown, 2002, 51-53; CAHILL, J.: “Olympic Education Programs in Australia on the Occasion of the Sydney Olympic Games”, in: INTERNATIONAL OLYMPIC ACADEMY (Ed.): *Report on the I.O.A.’s Special Sessions and Seminars 2000*, Ancient Olympia, 376). It has already established itself as a national competition and, since the beginning of its participation in the Youth Forums in 2001, serves as the single selection criterion for the Australian delegations. This model was adopted by Mauritius in 2007, Japan in 2015 and India 2019.

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

<sup>196</sup> 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.

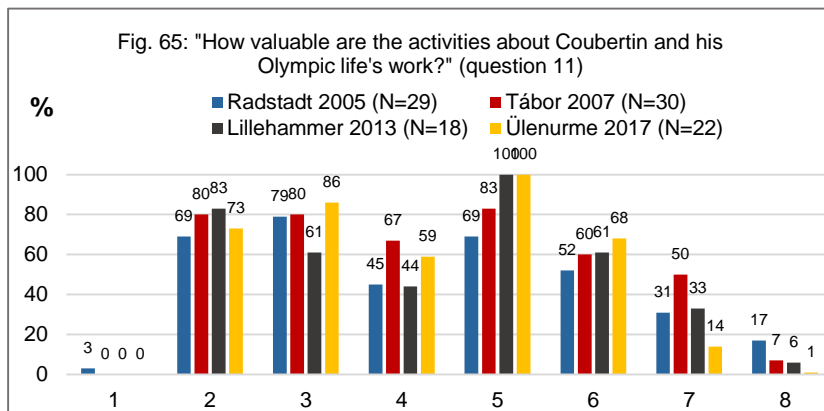
Three further aspects are illustrated by the following figures on pgs. 112-114:

#### 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 Lifework:*<sup>197</sup>

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

<sup>197</sup> No reply 2005: AUS, FRA, KEN; 2007: AUS, MRI, KOR; 2013: AUS, CYP, JPN. 2017 no reply by IND, GER 2.

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<sup>198</sup>

The first of the entries<sup>199</sup> 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%).<sup>200</sup> About half of the respondents view these

<sup>198</sup> 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.

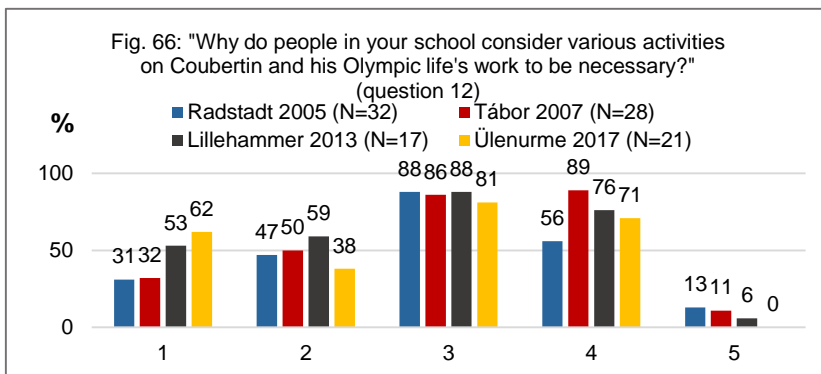
<sup>199</sup> Multiple answers were possible.

<sup>200</sup> 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%).<sup>201</sup> 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%)<sup>202</sup>.

## 2) The growing importance that is being attached to an Olympic education at the schools/institutions of the Network <sup>203</sup>



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.<sup>204</sup>
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.<sup>205</sup>

**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: *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 *the mediation of the Olympic values helps further social*

<sup>201</sup> It is important to bear in mind that the technical conditions at the schools of the Network vary from country to country and from continent to continent.

<sup>202</sup> 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.

<sup>203</sup> Multiple answers were possible.

<sup>204</sup> Explanation given in the teachers' questionnaire: "integral means a balanced education of *body and mind* in Coubertin's sense".

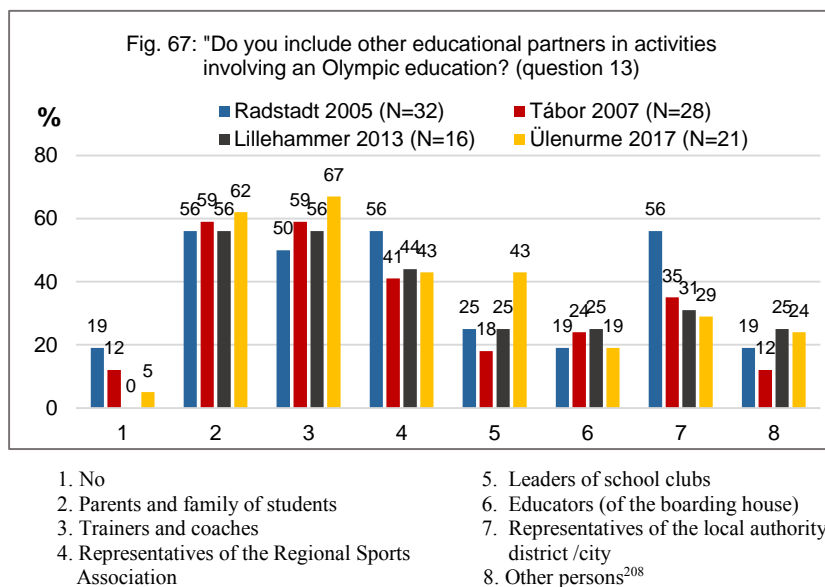
<sup>205</sup> In 2013, the following was included among others: foreign language training (SVK).

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*.<sup>206</sup> 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<sup>207</sup>



<sup>206</sup> Among the 21 interviewed schools/delegations in 2013 only 11 held the name *Coubertin*. No reply by Australia, Great Britain, Japan and Cyprus.

<sup>207</sup> Multiple answers were possible. 2017: No answer from IND, MRI, FRA 3, AUT 2.

<sup>208</sup> 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 10<sup>th</sup> Youth Forum in Piešťany (Slovakia).<sup>209</sup>

Two years later, again four new schools could be welcomed at the 11<sup>th</sup> 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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<sup>209</sup> In 2015, at the 10<sup>th</sup> 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<sup>210</sup>*

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)<sup>211</sup> and
- Strengthen Olympic values-based education (Recommendation 22)<sup>212</sup>.

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."<sup>213</sup>

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

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<sup>210</sup> IOC (Ed.): Olympic Agenda 2020, 2014.  
[https://stillmed.olympic.org/Documents/Olympic\\_Agenda\\_2020/Olympic\\_Agenda\\_2020-Context\\_and\\_background-ENG.pdf](https://stillmed.olympic.org/Documents/Olympic_Agenda_2020/Olympic_Agenda_2020-Context_and_background-ENG.pdf)

<sup>211</sup> Ibid, 67, Recommendation 20.

<sup>212</sup> Ibid, 71, Recommendation 22.

<sup>213</sup> 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 11<sup>th</sup> 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 6<sup>th</sup> Youth Forum in Tábor, the 9<sup>th</sup> Youth Forum in Lillehammer and the 11<sup>th</sup> 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 to

get to the venue, however, have to be paid for from the delegations' own budget.

In the last few years, the search for suitable accommodations at moderate prices became more difficult to find. 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.<sup>214</sup> Inevitably, then, only teenagers from financially strong households would be able to take part in the Youth Forum.

Similar challenges could be posed by the addition of more schools from other continents or hosting a Youth Forum on another continent. For example, the *Beijing High School Four Pierre de Coubertin* hosted the Youth Forum in 2011. Thus, for the first time, the CIPC Youth Forum took place outside of Europe, in the Olympic City Beijing.

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

The execution of the 9<sup>th</sup> Youth Forum in Norway, a very expensive country, posed particular challenges for the organisers. Due to a timely start on the preparations and the constant efforts of the organisational team at the site, the Norwegian NOC<sup>215</sup> as well as the Authorities of the County of Oppland were obtained as partners in supporting the Youth Forum. On top of this, a number of other sponsors covered parts of the costs.<sup>216</sup>

Last but not least, the exceptional volunteer work of the Community of Gausdal contributed to the overall success of the youth meeting.<sup>217</sup>

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

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

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

<sup>217</sup> 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.<sup>218</sup> 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 *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 *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 Ülenurme 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.

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<sup>218</sup> This was an important experience at the 4<sup>th</sup> 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 7<sup>th</sup> Youth Forum), the Coubertin School in Pyrgos cancelled its role as host for the planned Forum in Olympia in September 2009 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.<sup>219</sup>

### *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).<sup>220</sup>

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

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.<sup>221</sup>

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<sup>219</sup> 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 7<sup>th</sup> Youth Forum, organised and sponsored by the Coubertin School in Pallini, left a memorable impression on the participants.

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

<sup>221</sup> 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<sup>222</sup>, could not be fulfilled, remarkable accomplishments could still be observed in the meantime. This is reflected not only in the growing number of schools (currently 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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<sup>222</sup> Cf. MÜLLER, N. (Ed.): *Coubertin et l'Olympisme. Questions pour l'avenir*. Niedernhausen, Strasbourg, Sydney 1998, 298.

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 21<sup>st</sup> 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 10<sup>th</sup> Youth Forum in Piešťany (Slovakia) and the 11<sup>th</sup> 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 12<sup>th</sup> 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.<sup>223</sup>

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!**

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<sup>223</sup> See MÜLLER, N.: Circular letter of the CIPC President to all Board Members on the New Membership of the CIPC in the Permanent Consultative Council of the Intergovernmental Committee for Physical Education and Sport (CIGEPS) of the UNESCO (23.02.2015)

## Appendix

### 1 Short portrait of the Member Schools/Institutions of the International Coubertin Schools Network<sup>224</sup>

#### Colegio Padre Ramon De La Quintana



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

<b>Address:</b>	Rivadavia 479 (CP: 4700) San Fernando Del Valle De Catamarca
<b>Country:</b>	Argentina
<b>School Website:</b>	<a href="http://www.cef-quintana.com">www.cef-quintana.com</a>
<b>Telephone:</b>	0054 3834 42909
<b>Fax:</b>	0054 03834422909 // 4433829
<b>E-mail:</b>	<a href="mailto:dg@cef-quintana-cat.edu.ar">dg@cef-quintana-cat.edu.ar</a>
<b>The year the school was founded:</b>	1740
<b>The school has had the name since:</b>	1919
<b>Number of students:</b>	800
<b>Number of teachers:</b>	90
<b>Head of school:</b>	Mr. Lic. Leonardo Graffigna
<b>Type of school:</b>	High School Private School
<b>Sports profile:</b>	School with regular sport lessons according to the regional curriculum

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<sup>224</sup> 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:

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

*Fig. 69: The first team from Argentina during the Award Ceremony in Piešt'any 2017*

(photo: Forum Press Team Piešt'any)

*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) ►



## Winners of the Australian Coubertin Award<sup>225</sup>



Fig. 73: Logo of the Australian Olympic Committee<sup>227</sup>

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](mailto:aoc@olympics.com.au)

**Contact person:** Mrs. Helen Brownlee, Vice President Australian Olympic Committee [Helen.brownlee@olympics.com.au](mailto: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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<sup>225</sup> Cf. BROWNLEE, H.: "Global Initiatives on Olympic Education", in: INTERNATIONAL OLYMPIC ACADEMY (Ed.): *Report on the I.O.A.'s Special Sessions and Seminars 1999*. Ancient Olympia 2000, 72-78 and BROWNLEE, H.: *Sharing the Spirit*. Bankstown 2002, 51-53.

<sup>226</sup> 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
- Ülenurme (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



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 8<sup>th</sup> Youth Forum in Beijing 2011 (photo: H. Brownlee)



**Pierre de Coubertin Bundes-Oberstufenrealgymnasium (BORG)  
Radstadt**



*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](mailto: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 5<sup>th</sup> 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. 80:  
Students volunteering  
at the Special Olympic  
World Winter Games  
2017*

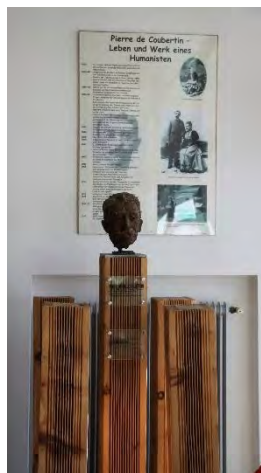
◀ *Fig. 79: For her outstanding  
engagement during many Youth  
Forums, the music teacher Ilse  
Hartl was honoured with the  
CIPC Coubertin Medal*



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

(photos:  
Pierre de  
Coubertin  
BORG  
Radstadt)

*Fig.78:  
The  
Coubertin  
Corner in the  
entrance hall*



## Don Bosco-Gymnasium Unterwaltersdorf



*Fig. 82: The school building*

<b>Address:</b>	Don Bosco-Straße 20, A 2442 Unterwaltersdorf
<b>Country:</b>	Austria
<b>School Website:</b>	<a href="http://www.donbosco gym.ac.at">www.donbosco gym.ac.at</a>
<b>Telephone:</b>	0043/2254 72313 13
<b>Fax:</b>	0043/2254 72313 20
<b>E-mail:</b>	<a href="mailto:adm.gym.unterwaltersdorf@noeschule.at">adm.gym.unterwaltersdorf@noeschule.at</a> <a href="mailto:gym.unterwaltersdorf@noeschule.at">gym.unterwaltersdorf@noeschule.at</a>
<b>The year the school was founded:</b>	1914
<b>The school has had the name since:</b>	1991
<b>Number of students:</b>	528
<b>Number of teachers:</b>	65
<b>Head of school:</b>	Until 2015: Father Dr. Bernhard Maier Since 2015: Dir. Mag. Beatrix Dillmann
<b>Type of school:</b>	High School Religious School
<b>Sports profile:</b>	School with regular sport lessons according to the national timetable
<b>How did the school become a member of the International Network of Coubertin Schools?</b>	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) ►



## Escola de Educação Básica da URI Erechim/RS



*Fig. 88: The school building*

<b>Address:</b>	Av. Sete de Setembro, 1621, Caixa Postal 743, CEP 99709-910 Erechim/RS Brasil
<b>Country:</b>	Brazil
<b>School Website:</b>	<a href="http://www.unicer.edu.br">www.unicer.edu.br</a>
<b>Telephone:</b>	0055 (54) 3520-9007
<b>Fax:</b>	0055 (54) 3520-9007
<b>E-mail:</b>	<a href="mailto:alanb@uri.com.br">alanb@uri.com.br</a>
<b>The year the school was founded:</b>	1977
<b>The school has had the name since:</b>	1977
<b>Number of students:</b>	933
<b>Number of teachers:</b>	97
<b>Head of school:</b>	Mr. Alan J. Bresolin
<b>Type of school:</b>	High School State School
<b>Sports profile:</b>	School with regular sport lessons according to the national timetable
<b>How did the school become a member of the International Network of Coubertin Schools?</b>	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 10<sup>th</sup> 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<sup>227</sup>



*Fig. 93: The first School Gate (photo: I. Nikolaus)*

<b>Address:</b>	Jia 2, Xihuangchenggenbei Street, 100034 Beijing,
<b>Country:</b>	People's Republic of China
<b>School Website:</b>	<a href="http://www.bhsf.cn">www.bhsf.cn</a>
<b>Telephone:</b>	0086-10-66175566
<b>Fax:</b>	0086-10-66175061
<b>E-mail:</b>	<a href="mailto:liuchm@bhsf.cn">liuchm@bhsf.cn</a>
<b>The year the school was founded:</b>	1907
<b>The school has had the name since:</b>	2008
<b>Number of students:</b>	2700
<b>Number of teachers:</b>	300
<b>Head of school:</b>	Mr. Changming Liu
<b>Type of school:</b>	High School State School
<b>Sports profile:</b>	School with regular sport lessons according to the national timetable
<b>How did the school become a member of the international Network of Coubertin Schools?</b>	Suggestion from BOCOG

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<sup>227</sup> 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)*

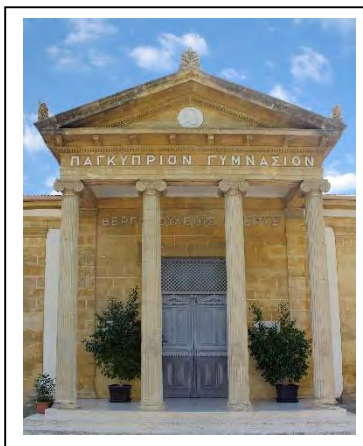
*Fig. 96: Beijing 2011: Closing Ceremony of the 8<sup>th</sup> Youth Forum (photo: A. Schöpke)*



▲ *Fig. 97: Chinese dancer at the 7<sup>th</sup> Youth Forum in Ancient Olympia (photo: CIPC Press Centre)*



## Pancyprian Gymnasium Nicosia



*Fig. 98: The school building (photo: Pancyprian Gymnasium)*

<b>Address:</b>	10-16 Arhiepiskopou Kiprianou, Nicosia
<b>Country:</b>	Cyprus
<b>School Website:</b>	<a href="http://lyk-pagkyprion-lef.schools.ac.cy">http://lyk-pagkyprion-lef.schools.ac.cy</a>
<b>Telephone:</b>	0035 722466711
<b>Fax:</b>	0035722430915
<b>E-mail:</b>	<a href="mailto:lyk-pagkyprion-lef@schools.ac.cy">lyk-pagkyprion-lef@schools.ac.cy</a>
<b>The year the school was founded:</b>	1812
<b>The school has had the name since:</b>	1896
<b>Number of students:</b>	419
<b>Number of teachers:</b>	79
<b>Head of school:</b>	Mrs. Sofia Ioannou
<b>Type of school:</b>	High School State School
<b>Sports profile:</b>	School with regular sport lessons according to the national curriculum
<b>How did the school become a member of the international Network of Coubertin Schools?</b>	Suggestion from Prof. Dr. Dikaia Chatziefstathiou (CIPC Board)



## Participation in the Youth Forums:

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



*Fig. 99: The Coubertin portrait in the gym  
(photo: M. Bojakowski)*



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



*Fig. 101: The Cypriot team during the Parade at the 11<sup>th</sup> Youth Forum in Estonia*

*Fig. 102:  
Cypriot  
dances in  
Tartu  
(Estonia)  
in 2017  
(photos:  
Forum  
Press  
Centre  
Ülenurme)*



## Gymnázium Pierra de Coubertina Tábor



*Fig. 103: The school building (photo: P. Nývlt)*

<b>Address:</b>	Náměstí Františka Křižíka 860, CZ 390 01 Tábor
<b>Country:</b>	Czech Republic
<b>School Website:</b>	<a href="http://www.gymta.cz">www.gymta.cz</a>
<b>Telephone:</b>	0042/038 1252136
<b>Fax:</b>	0042/038 1252920
<b>E-mail:</b>	<a href="mailto:skola@gymta.cz">skola@gymta.cz</a>
<b>The year the school was founded:</b>	1862
<b>The school has had the name since:</b>	1999
<b>Number of students:</b>	600
<b>Number of teachers:</b>	60
<b>Head of school:</b>	Until 2018: RNDr. Miroslav Vácha Since 2018: RNDr. Petr Nývlt, Ph.D.
<b>Type of school:</b>	High School State School
<b>Sports profile:</b>	School with regular sport lessons according to the national curriculum
<b>How did the school become a member of the international Network of Coubertin Schools?</b>	because of the name of the school

## Participation in the Youth Forums:

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



▲  
*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. 106: Coubertin School Tábor: Host of the 6<sup>th</sup> Youth Forum in 2007*  
(photos 104 and 105: I. Nikolaus)



◀ *Fig. 107: The stand of the Czech team at the 11<sup>th</sup> Youth Forum in Ülenurme 2017*  
(photo: Forum Press Centre Ülenurme)

## Ülenurme Gümnaasium



*Fig. 108: The school building (photo: Ülenurme Gümnaasium)*

<b>Address:</b>	Tartu mnt. 5, Ülenurme, EE 61714 Tartumaa,
<b>Country:</b>	Estonia
<b>School Website:</b>	<a href="http://www.yle.edu.ee">http://www.yle.edu.ee</a>
<b>Telephone:</b>	00372/ 509 1527
<b>Fax:</b>	00372/ 750 2635
<b>E-mail:</b>	<a href="mailto:kool@yle.edu.ee">kool@yle.edu.ee</a>
<b>The year the school was founded:</b>	1984
<b>The school has had the name since:</b>	1994
<b>Number of students:</b>	1007
<b>Number of teachers:</b>	70
<b>Head of school:</b>	Mr. Olev Saluveer
<b>Type of school:</b>	Comprehensive school Municipal School
<b>Sports profile:</b>	School with sport-oriented classes
<b>How did the school become a member of the international Network of Coubertin Schools?</b>	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 11<sup>th</sup> Youth Forum in 2017 in front of the school building (photos: Ülenurme Gümnaasium)



## Lycée Polyvalent Pierre de Coubertin Bolbec<sup>228</sup>



*Fig. 113: The school building (photo: I. Nikolaus)*

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

**The year the school was founded:**

**The school has had the name since:** 1961

**Number of students:** 500

**Number of teachers:** 65

**Head of school:** M. Jean-Marie Auberville

**Type of school:** High School (Lycée)

State School

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

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

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<sup>228</sup> 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. 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. 115: Coubertin bust in the school hall*

(photo: I. Nikolaus)



*Fig. 116: Participants from Bolbec during the Award Ceremony of the 5th Youth Forum in Radstadt 2005* (photo: Press Centre Radstadt)

## Lycée Pierre de Coubertin Nancy<sup>229</sup>



*Fig. 117: The school building (photo: Lycée Pierre de Coubertin Nancy)*

<b>Address:</b>	5 rue Robert Schuman, F-5400 Nancy
<b>Country:</b>	France
<b>School Website:</b>	<a href="http://www.lyceecoubertin.fr">www.lyceecoubertin.fr</a>
<b>Telephone:</b>	0033/ 38328 49 49
<b>Fax:</b>	0033/ 383 28 00 82
<b>E-mail:</b>	<a href="mailto:lycée.coubertin@laposte.net">lycée.coubertin@laposte.net</a>
<b>The year the school was founded:</b>	1920
<b>The school has had the name since:</b>	2003
<b>Number of students:</b>	520
<b>Number of teachers:</b>	49
<b>Head of school:</b>	Mme Sandrine Guillaume
<b>Type of school:</b>	Vocational and Technical High School (Lycée professionnel et technique) Private School
<b>Sports profile:</b>	School with regular sport lessons according to the national timetable
<b>How did the school become a member of the international Network of Coubertin Schools?</b>	because of suggestion from M. Jacques de Navacelle (Coubertin family)

<sup>229</sup> 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 6<sup>th</sup> Youth Forum in Tábor 2007*



*Fig. 119: The school's volley team during the charity volleyball tournament for the ELA association in 2012  
2,300€ were donated to the association fighting against brain diseases  
(photos: Lycée Pierre de Coubertin Nancy )*

*Fig. 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**



*Fig. 121: The logo of AES<sup>230</sup>*

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](mailto: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:**

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

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<sup>230</sup> 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 10<sup>th</sup> 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](http://www.slzb.de)

**Telephone:** 0049 030/983185205

**Fax:** 0049 030/983185209

**E-mail:** [secretariat@slzb.de](mailto: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 7<sup>th</sup> Youth Forum in Tábor (photo: Press Centre Tábor)

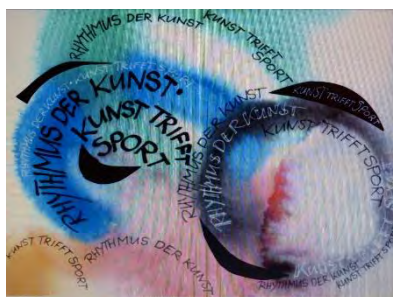


Fig. 130: Invitation to the annual Sports Gala (photo: K. Lange)

## Pierre-de-Coubertin-Gymnasium Erfurt



*Fig. 131: School complex with boarding house and gym (photo: O. Kleinecke)*

<b>Address:</b>	Mozartallee 4, 99096 Erfurt
<b>Country:</b>	Germany
<b>School Website:</b>	<a href="http://www.sportgymnasium-erfurt.de/">http://www.sportgymnasium-erfurt.de/</a>
<b>Telephone:</b>	0049 361 3481-421
<b>Fax:</b>	0049 361 3481-430
<b>E-mail:</b>	
<b>The year the school was founded:</b>	1976
<b>The school has had the name since:</b>	1993
<b>Number of students:</b>	439
<b>Number of teachers:</b>	59
<b>Head of school:</b>	Until 2013: Mr. Klaus Böttner Since 2013: Mr. Joachim Rauch
<b>Type of school:</b>	High School State School
<b>Sports profile:</b>	A specialist sports school
<b>How did the school become a member of the international Network of Coubertin Schools?</b>	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
- Ülenurme (EST) 2017

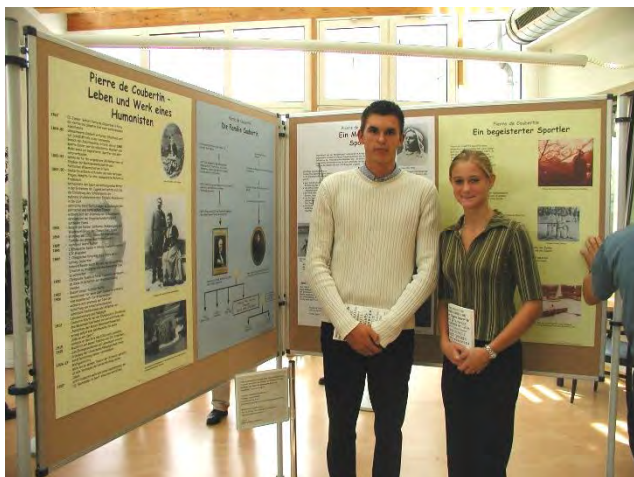


*Fig. 132: Coubertin Memorial  
in the school yard  
(photo: O. Kleinecke)*

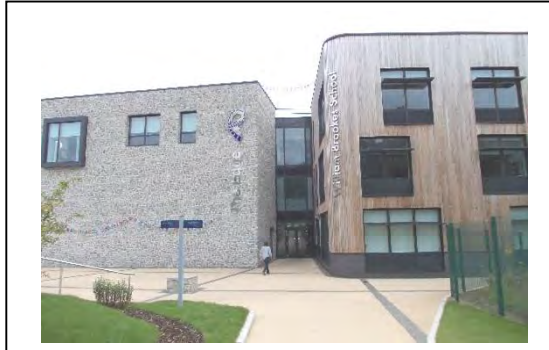


▲  
*Fig. 133 and 134:  
2<sup>nd</sup> School internal  
Coubertin Award 2014  
(photos: Reporter Team  
Coubertin-Gymnasium  
Erfurt)*

*Fig. 135: Pupils' exhibition  
"Pierre de Coubertin –  
Life and Works of a  
Humanist"  
(photo: I. Nikolaus) ►*



## William Brookes School Much Wenlock



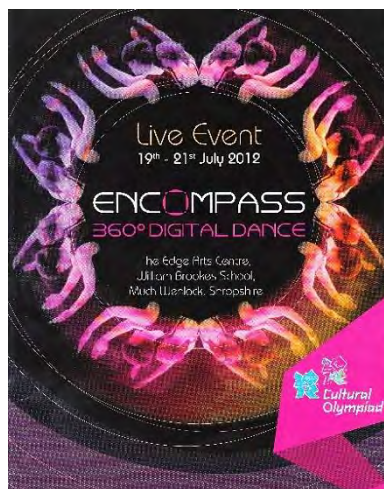
*Fig. 136: School complex (photo: I. Nikolaus)*

<b>Address:</b>	Farley Road, Much Wenlock, GB Shropshire TF 13 NB
<b>Country:</b>	Great Britain
<b>School Website:</b>	<a href="http://www.williambrookes.com">www.williambrookes.com</a>
<b>Telephone:</b>	0044-1952-728900
<b>Fax:</b>	0044-1952-728918
<b>E-mail:</b>	<a href="mailto:head@williambrookes.com">head@williambrookes.com</a>
<b>The year the school was founded:</b>	1952
<b>The school has had the name since:</b>	1970
<b>Number of students:</b>	959
<b>Number of teachers:</b>	62
<b>Head of school:</b>	Until 2012: Mrs. Penelope Cooper Since 2012: Mr. Geoff Renwick
<b>Type of school:</b>	Comprehensive School State School
<b>Sports profile:</b>	School with regular sport lessons according to the national timetable
<b>How did the school become a member of the international Network of Coubertin Schools?</b>	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. 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. 139: Cultural presentation by British participants during the 6<sup>th</sup> Youth Forum in Tábor 2007 (photo: Press Centre Tábor)*



*Fig. 140: The British stand at the Mini-Expo in Piešťany 2015 (photo: CIPC Press Centre)*

## 1<sup>st</sup> Gen Lykeio Pierre de Coubertin Pallini

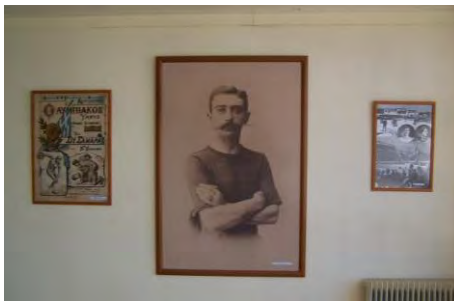


*Fig. 141: The Greek team for Mâcon in front of the school building  
(photo: Coubertin-Lyceum Pallini)*

<b>Address:</b>	16 km of Marathon Avenue, GR-153 51 Pallini
<b>Country:</b>	Greece
<b>School Website:</b>	<a href="http://lyk-pallin.att.sch.gr/school-en.htm">http://lyk-pallin.att.sch.gr/school-en.htm</a>
<b>Telephone:</b>	0033/ 1666 53 16
<b>Fax:</b>	0033/ 1666 53 16
<b>E-mail:</b>	<a href="mailto:mail@lyk-pallin.att.sch.gr">mail@lyk-pallin.att.sch.gr</a>
<b>The year the school was founded:</b>	1982
<b>The school has had the name since:</b>	2003
<b>Number of students:</b>	268
<b>Number of teachers:</b>	28
<b>Head of school:</b>	Until 2018: Mr. Anastasios Boudouvas Since 2018: Mrs. Efi Sakarellou
<b>Type of school:</b>	High School State School
<b>Sports profile:</b>	School with regular sport lessons according to the national curriculum
<b>How did the school become a member of the international Network of Coubertin Schools?</b>	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 7<sup>th</sup> Youth  
Forum in 2009  
(photo: CIPC Press  
Centre)*



*Fig. 144: The team from Pallini at the  
Parade in Tartu, Estonia (photo: I. Nikolaus)*

### 3<sup>rd</sup> Lykeio of Pyrgos Pierre de Coubertin<sup>231</sup>



*Fig. 145: Coubertin teachers visiting the School Museum  
(photo: K. Lange)*

<b>Address:</b>	Ólympion & Kolliriou, GR-27100 Pyrgos
<b>Country:</b>	Greece
<b>Telephone:</b>	0030/ 26210 31238
<b>Fax:</b>	0030/ 26210 30164
<b>E-mail:</b>	<a href="mailto:library@3lyk-pyrgou.ilei.sch.gr">library@3lyk-pyrgou.ilei.sch.gr</a>
<b>The year the school was founded:</b>	1989
<b>The school has had the name since:</b>	1995
<b>Number of students:</b>	240
<b>Number of teachers:</b>	35
<b>Head of school:</b>	Until 2016: Mr. Panagiotis Parras Since 2016: Mrs.: Evridiki Pavlopoulou
<b>Type of school:</b>	High School State School
<b>Sports profile:</b>	School with regular sport lessons according to the national timetable
<b>How did the school become a member of the International Network of Coubertin Schools?</b>	Suggestion by Prof. K. Georgiadis, Dean of the IOA and its proximity to Ancient Olympia

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<sup>231</sup> Reprint of the school portrait from the first edition in 2015 (Ed. Note).



## Participation in the Youth Forums:

- Much Wenlock (GB) 1999
- Genua-Arenzano (I) 2003
- Radstadt (AUT) 2005
- Tábor (CZ) 2007
- Olympia (GRE) 2009
- Beijing (CHN) 2011



▲  
*Fig. 146: Decoration of the school building with numerous paintings on Olympic topics*

◀ *Fig. 147: Interview with the CIPC-President in the entrance hall*  
(photo: I. Nikolaus)



*Fig. 148: Dancers from Coubertin School Pyrgos*  
*Opening Ceremony of the 7<sup>th</sup> Youth Forum in Olympia*  
(photo: CIPC Press Centre)

## Indian Pierre de Coubertin Association (IPCA)



Fig. 149: Logo of the Indian Coubertin Association<sup>232</sup>

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.

<b>Address:</b>	River Bridge, Argora, PO & PS Argora Ranchi- 834002 Jharkhand
<b>Country:</b>	India
<b>Website:</b>	<a href="http://ipcasports.org">http://ipcasports.org</a>
<b>Telephone:</b>	0091- 651- 2253777/2252444 (St. Xavier School)
<b>Fax:</b>	0091- 651- 2252666 (St. Xavier School)
<b>E-mail:</b>	<a href="mailto:ranchiipca@gmail.com">ranchiipca@gmail.com</a>
<b>President:</b>	Mr. Dilip Tirkey
<b>Contact person:</b>	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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<sup>232</sup> Sent by Mrs. Sarojini Lakra (e-mail from April 7<sup>th</sup> 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 12<sup>th</sup> Youth Forum in Mâcon 2019 (photos: IPCA)*





*Fig. 154: School building (photo: Liceo della Rovere)*

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

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<sup>233</sup> Reprint of the school portrait from the first edition in 2015 (Ed. Note).



## 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 150<sup>th</sup> anniversary of birth by participants of the Savona team for Beijing 2011*



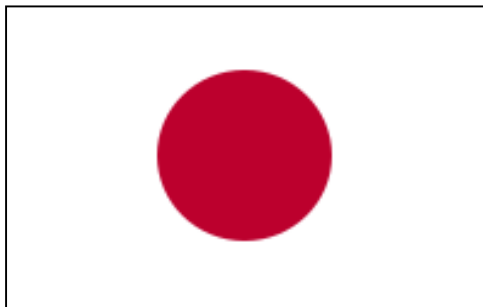
*Fig. 158: Rehearsal for the Lillehammer Forum in 2013*



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

(photos: Liceo Statale “Giuliano della Rovere”)

**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](mailto: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 7<sup>th</sup> 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)*

<b>Address:</b>	P.O. Box 7532, 30100 Eldoret
<b>Country:</b>	Kenya
<b>School Website:</b>	<a href="http://www.kipkeinofoundation.org">http://www.kipkeinofoundation.org</a>
<b>Telephone:</b>	00254/ 721326547 <b>Fax:</b> 00254/ 53 206 1981
<b>E-mail:</b>	<a href="mailto:kipkeinohschool@gmail.com">kipkeinohschool@gmail.com</a>
<b>The year the school was founded:</b>	2008 (High School) <sup>234</sup>
<b>The school has had the name since:</b>	2008
<b>Number of students:</b>	140
<b>Number of teachers:</b>	12
<b>Head of school:</b>	Mr. Julius Keen
<b>Type of school:</b>	High School (boys' boarding school), Private School, supported by the Kipkeino Foundation
<b>Sports profile:</b>	School with regular sport lessons according to the national curriculum
<b>How did the school become a member of the international Network of Coubertin Schools?</b>	because of the name of the school and of the importance of sport at the school

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<sup>234</sup> 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 5<sup>th</sup> Youth Forum in Radstadt 2005*

(photo: Forum Press Centre Radstadt)

*Fig. 166: The Kenyan team presenting Masai culture during the Parade in Piešťany 2015*



*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<sup>235</sup>



*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](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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<sup>235</sup> Reprint of the school portrait from the first edition in 2015 (Ed. Note).

## Shkolla e Mesme-Gjimnazi „Ismail Qemali” Kamenice<sup>236</sup>

**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

*Fig. 170:  
The participants  
from Kosovo at  
the  
5<sup>th</sup> Youth Forum  
in Radstadt 2005  
(photo: Press  
Centre Radstadt)*



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<sup>236</sup> Reprint of the school portrait from the first edition in 2015 (Ed. Note).

## Senior Methodist Girls School Kuala Lumpur



*Fig. 171: School building (photo: MGSKL)*

<b>Address:</b>	Jalan Cenderasari, 50480 Kuala Lumpur, Malaysia
<b>Country:</b>	Malaysia
<b>School Website:</b>	<a href="http://www.mgskl.edu.my">http://www.mgskl.edu.my</a>
<b>Telephone:</b>	0060 3 2692 6010
<b>E-mail:</b>	<a href="mailto:smkkpml@mgskl.edu.my">smkkpml@mgskl.edu.my</a>
<b>The year the school was founded:</b>	1896
<b>The school has had the name since:</b>	1896
<b>Number of students:</b>	610
<b>Number of teachers:</b>	51
<b>Head of school:</b>	Since 2018: Mrs Chong Moi Lian
<b>Type of school:</b>	High School State School
<b>Sports profile:</b>	School with regular sport lessons according to the national timetable
<b>How did the school become a member of the international Network of Coubertin Schools?</b>	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<sup>237</sup>

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

**Organiser:** 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](mailto: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 6<sup>th</sup> Youth Forum in Tábor 2007  
(photo: Press Centre Tábor)

<sup>237</sup> 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



*Fig. 181: School building (photo: Gausdal videregående skole)*

<b>Address:</b>	Baklivegen 1477, 2651 Østre Gausdal
<b>Country:</b>	Norway
<b>School Website:</b>	<a href="http://www.gausdal.vgs.no/">http://www.gausdal.vgs.no/</a>
<b>Telephone:</b>	0047 61224200
<b>Fax:</b>	0047 61220284
<b>E-mail:</b>	<a href="mailto:Gausdal.vgs@oppland.org">Gausdal.vgs@oppland.org</a>
<b>The year the school was founded:</b>	1979
<b>The school has had the name since:</b>	2009
<b>Number of students:</b>	350
<b>Number of teachers:</b>	45
<b>Head of school:</b>	Mr. Erland Sandvik
<b>Type of school:</b>	High School State School
<b>Sports profile:</b>	a specialist sports school
<b>How did the school become a member of the international Network of Coubertin Schools?</b>	Suggestion from Robert Marxen, CIPC honary member



## Participation in the Youth Forums:

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



▲ Fig. 182: Norwegian participants demonstrating the “Telemark” at the 7<sup>th</sup> 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)

## 2013:

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

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



*Fig. 186: School complex with stadium (M. Wasiak)*

<b>Address:</b>	ul. Szczepańskiego 7 62-330 Nekla
<b>Country:</b>	Poland
<b>School Website:</b>	<a href="http://www.szkoła.nekla.pl/">http://www.szkoła.nekla.pl/</a>
<b>Telephone/Fax:</b>	0048 61 4386087
<b>E-mail:</b>	<a href="mailto:zespolneklasp@wp.pl">zespolneklasp@wp.pl</a>
<b>The year the school was founded:</b>	2000
<b>The school has had the name since:</b>	2001
<b>Number of students:</b>	800
<b>Number of teachers:</b>	55
<b>Head of school:</b>	Mr. Robert Andrzejczak
<b>Type of school:</b>	Primary/Middle School State School
<b>Sports profile:</b>	School with regular sport lessons according to the national timetable and sport-oriented classes
<b>How did the school become a member of the international Network of Coubertin Schools?</b>	Suggestion from Polish Olympic Committee
<b>Participation in the Youth Forums:</b>	
<input type="checkbox"/> Ülenurme (EST) 2017	

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)



## Foundation for Sport and Development and Peace (FSDP)



*Fig. 190: Logo of the Foundation*

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>

**Telephone:** 0027 82 202 3454

**E-mail:** [info@foundationforsportanddevelopmentandpeace.com](mailto: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 1<sup>st</sup> African Coubertin Youth Forum on occasion of the 100<sup>th</sup> 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 1<sup>st</sup> African  
Coubertin Youth Forum in front of the forum banner  
▼ (photos 2017 and 2018: I. Nikolaus)



## Lycée N° 211 Pierre de Coubertin St. Petersburg



*Fig. 194: School building (photo: Lycee N° 211 Pierre de Coubertin)*

<b>Address:</b>	ul. Gorokhovaya, 20, Sankt-Petersburg, Russia 191186
<b>Country:</b>	Russian Federation
<b>School Website:</b>	<a href="http://211spb.ru">http://211spb.ru</a>
<b>Telephone:</b>	007 812 417 26 23
<b>Fax:</b>	007 812 315 98 96
<b>E-mail:</b>	<a href="mailto:sch211@center-edu.spb.ru">sch211@center-edu.spb.ru</a>
<b>The year the school was founded:</b>	1860
<b>The school has had the name since:</b>	1999
<b>Number of students:</b>	400
<b>Number of teachers:</b>	36
<b>Head of school:</b>	Mrs. Ljudmila Alexandrowna Babajewa
<b>Type of school:</b>	Secondary School State School
<b>Sports profile:</b>	School with regular sport lessons according to the national curriculum
<b>How did the school become a member of the international Network of Coubertin Schools?</b>	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 3<sup>rd</sup> 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)*

<b>Address:</b>	Námestie SNP č. 9, SK 92126 Piešťany
<b>Country:</b>	Slovakia
<b>School Website:</b>	<a href="http://www.gypy.sk">http://www.gypy.sk</a>
<b>Telephone:</b>	00421/ 33 79 893 33
<b>Fax:</b>	00421/ 33 76 240 07
<b>E-mail:</b>	<a href="mailto:riaditel@gypy.sk">riaditel@gypy.sk</a>
<b>The year the school was founded:</b>	1936
<b>The school has had the name since:</b>	2003
<b>Number of students:</b>	650
<b>Number of teachers:</b>	55
<b>Head of school:</b>	Until 2014: Mgr. Iván Luknár Since 2014: Mgr. Miroslava Hanková
<b>Type of school:</b>	High School State School
<b>Sports profile:</b>	School with regular sport lessons according to the national curriculum
<b>How did the school become a member of the International Network of Coubertin Schools?</b>	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 70<sup>th</sup> 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 10<sup>th</sup> Youth Forum in Piešťany in 2015 (photo: Press Centre Piešťany)*

## Gyeongil Girls' High School Daegu<sup>238</sup>

**Address:** 1322-1 Bongdeok 3dong Namgu, 705-832 Daegu,  
**Country:** South Korea  
**School Website:** <http://www.g-il.hs.kr>  
**Telephone:** 0082 16 851 4632  
**Fax:** 0082 53 471 7784  
**E-mail:** [bkdsoc@hanmail.net](mailto: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 6<sup>th</sup> Youth Forum in Tábor 2007*  
(photo: Press Centre Tábor)



<sup>238</sup> Reprint of the school portrait from the first edition in 2015 (Ed. Note).

## Ecole Nouvelle de la Suisse Romande<sup>239</sup>

**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](mailto: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 6<sup>th</sup> Youth Forum in Tábor 2007*  
(photo: Press Centre Tábor)



<sup>239</sup> 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)

<b>Address:</b>	La Salle, 2, 39400 Los Corrales de Buelna, Cantabria
<b>Country:</b>	Spain
<b>School Website:</b>	<a href="http://www.lasallecorrales.es">http://www.lasallecorrales.es</a> <a href="http://www.facebook.com/LaSalleCorrales">http://www.facebook.com/LaSalleCorrales</a> <a href="http://www.twitter.com/lasallecorrales">http://www.twitter.com/lasallecorrales</a> <a href="http://www.instagram.com/lasallecorrales">http://www.instagram.com/lasallecorrales</a>
<b>Telephone/Fax:</b>	00942 83 01 95
<b>E-mail:</b>	dircorrales@sallep.net
<b>The year the school was founded:</b>	1891
<b>The school has had the name since:</b>	1891
<b>Number of students:</b>	870
<b>Number of teachers:</b>	72
<b>Head of school:</b>	Mr. José Manuel Merino Gil
<b>Type of school:</b>	High School Private/Religious School
<b>Sports profile:</b>	School with regular sport lessons according to the regional curriculum
<b>How did the school become a member of the international Network of Coubertin Schools?</b>	Suggestion from the Spanish Olympic Academy
<b>Participation in the Youth Forums:</b>	<input type="checkbox"/> Ülenuyme 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<sup>240</sup>

**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 Gasmî

**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 4<sup>th</sup> Youth Forum in Genova-Arenzano 2003 (photo: I. Nikolaus)*

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

### 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 8<sup>th</sup> Youth Forum in Beijing 2011 (photo: A. Schöpke)

## Secondary school № 142 Pierre de Coubertin



*Fig. 213: The school building*

<b>Address:</b>	2, Belyaeva Street, Dnipro City, 49080
<b>Country:</b>	Ukraine
<b>School Website:</b>	<a href="http://school142.dnepredu.com">http://school142.dnepredu.com</a>
<b>Telephone:</b>	80562 38 27 65
<b>Fax:</b>	80562 38 23 19
<b>E-mail:</b>	<a href="mailto:sz142@dhp.dniprorada.gov.ua">sz142@dhp.dniprorada.gov.ua</a>
<b>The year the school was founded:</b>	1991
<b>The school has had the name since:</b>	2019
<b>Number of students:</b>	1335
<b>Number of teachers:</b>	77
<b>Head of school:</b>	Mrs. Lyudmila Khmelenko
<b>Type of school:</b>	Comprehensive School State School
<b>Sports profile:</b>	School with regular sport lessons according to the national curriculum
<b>How did the school become a member of the international Network of Coubertin Schools?</b>	Suggestion from the Olympic Academy of Ukraine
<b>Participation in the Youth Forums:</b>	
<input type="checkbox"/> 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. Pancyprrian Gymnasium Nicosia (Cyprus)
9. Gymnazium Pierra de Coubertina Tábor (Czech Republic)
10. Ülenurme 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. 1<sup>st</sup> Gen. Lykeio Pierre de Coubertin Pallini (Greece)
18. 3<sup>rd</sup> 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<sup>241 242</sup>

Summer 1996	First contact to Coubertin Schools by CIPC
September 1997	1 <sup>st</sup> Youth Forum in Le Havre (France); introduction of the competitions for the <i>Carnet Coubertin</i> (Coubertin badge with certificate)
July 1999	Project “In the footsteps of Dr. William Penny Brookes and Pierre de Coubertin” in Much Wenlock (participating schools: Much Wenlock and Erfurt)
September 1999	2 <sup>nd</sup> Youth Forum in Much Wenlock (Great Britain)
1999	Nomination ceremony at Gymnázium Pierra de Coubertina Tábor (Czech Republic)
September 2001	3 <sup>rd</sup> Youth Forum in Lausanne (Switzerland) Home stay of the Australian participants in Erfurt
July 2003	1 <sup>st</sup> Teachers-in-service training for teachers from Coubertin Schools within the framework of the Educationist’s Session at the IOA
September 2003	4 <sup>th</sup> Youth Forum at Genova-Arenzano (Italy) Home stay of the Australian participants in Berlin
2003	Nomination ceremony at Gymnázium Pierra de Coubertina Piešť’any
March 2004	Symposium “The Relevance of the Olympic Values” in Erfurt (participating schools: Unterwaltersdorf, Tábor, Piešť’any, Much Wenlock, Erfurt)
2004-2007	Comenius School Development Project “Coubertin Academy” (participating schools: Piešť’any, Sopot, Ülenurme, Erfurt)
September 2005	5 <sup>th</sup> Youth Forum in Radstadt (Austria) Home stay of the Australian participants in Tábor
November 2005	Donation of the bronze plaque “Membre du Réseau mondial des Ecoles Pierre de Coubertin” by CIPC Board Members to the Coubertin School Berlin

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<sup>241</sup> Due to limited space, schools and institutions are referred to by location.

<sup>242</sup> An attempt of a comprehensive inquiry is not feasible for the reason that there were numerous shared initiatives between two or more schools.

- July 2006 2<sup>nd</sup> Teachers-in-service training for teachers from Coubertin Schools within the framework of the Educationist's Session at the IOA in Ancient Olympia  
Visit of the 3<sup>rd</sup> 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, Piešťany and Erfurt at the Thuringian cycling tour around the castles
- September 2007 6<sup>th</sup> Youth Forum in Tábor (Czech Republic)  
Home stay of the Australian participants in Piešťany
- July 2008 3<sup>rd</sup> Teachers-in-service training for teachers from Coubertin Schools within the framework of the Educationist's Session at the IOA in Ancient Olympia
- 2008 Coubertin Football Tournament in Unterwaltersdorf with participants from Piešťany and Radstadt
- May 2008 Nomination ceremony at Beijing High School Four Pierre de Coubertin (China)
- September 2008 International School Olympics in Ülenurme with participation of students from Erfurt
- September 2009 7<sup>th</sup> Youth Forum at the IOA in Ancient Olympia (Greece)  
IOC Teachers-in-service training for the OVEP-programme  
Home stay of the Australian participants in Much Wenlock
- October 2009 Nomination ceremony at Gausdal videregående skole Pierre de Coubertin (Norway)
- August 2010 International Summer Camp at Beijing High School Four Pierre de Coubertin (China) with participation of students from Gausdal (Norway)
- July 2011 International Summer Camp at Beijing High School Four Pierre de Coubertin (China) with participation of pupils from Gausdal
- August 2011 8<sup>th</sup> Youth Forum in Beijing (China)



November 2011	IOC Teachers-in-service training for the OVEP-Programme at Fondation Coubertin in St. Rémy near Paris
July 2012	International Encompass Dance Project as part of the Cultural Olympiad of the London 2012 Olympic Summer Games (participating schools: Much Wenlock, Gausdal, Radstadt, Unterwaltersdorf)
September 2012	International School Olympics in Ülenurme with participation of students from Gausdal
August 2013	9 <sup>th</sup> Youth Forum in Lillehammer/Gausdal (Norway) Home stay of the Australian participants in Erfurt
December 2013	Visit of a delegation from Ülenurme at Lycée N° 211 Pierre de Coubertin in St. Petersburg (Russia)
July 2014	Participation of a team from Gausdal in the Wenlock Olympian Games
September 2014	International School Olympics in Ülenurme with participation of students from Gausdal
September 2015	10 <sup>th</sup> Youth Forum in Piešťany (Slovakia) Home stay of the Australian participants in Unterwaltersdorf (Austria)
February 2017	OVEP-Workshop with students and teachers in Savona in preparation of the 11 <sup>th</sup> Youth Forum, led by the Delegate for Coubertin Schools
May 2017	4 <sup>th</sup> Teachers-in-service training for teachers from Coubertin Schools within the framework of the Educationist's Session at the IOA in Ancient Olympia
August 2017	11 <sup>th</sup> Youth Forum in Ülenurme (Estonia)
December 2017	OVEP-Workshop for teachers from European Coubertin Schools in Mainz (Germany)
September 2018	First African Coubertin Youth Forum in Cape Town/Robben Island (South Africa)
July 2019	5 <sup>th</sup> Teachers-in-service training for teachers from Coubertin Schools within the framework of the Educationist's Session at the IOA in Ancient Olympia
August 2019	12 <sup>th</sup> Youth Forum in Mâcon (France)

#### **4       Mottos of the CIPC Youth Forums**

There had not been a motto for the 1<sup>st</sup> and 2<sup>nd</sup> Youth Forum.

3 <sup>rd</sup> Youth Forum in Lausanne 2001	“Sport, Culture, Peace”
4 <sup>th</sup> Youth Forum in Genova-Arenzano 2003	“Protection of the Environment as a Significant Part of Olympism”
5 <sup>th</sup> Youth Forum in Radstadt 2005	“Making Olympic Principles Work in the Life of Youth”
6 <sup>th</sup> Youth Forum in Tábor 2007	“The Reality of Olympism in Schools”
7 <sup>th</sup> Youth Forum in Olympia 2009	“Youth and the Olympics”
8 <sup>th</sup> Youth Forum in Beijing 2011	“Youth. Cultural Diversity in our World and Common Values”
9 <sup>th</sup> Youth Forum in Lillehammer 2013	“Youth and the Olympics. Sustainable Development and Closeness to Nature”
10 <sup>th</sup> Youth Forum in Piešťany 2015	“Riding the Wave of the Olympic Spirit”
11 <sup>th</sup> Youth Forum in Ülenurme 2017	“KALOKAGATHIA – the Harmony of Body, Will and Mind”
12 <sup>th</sup> Youth Forum in Mâcon 2019	“Olympisme à l’école. Il faut l’encourager!” (“Olympism at school. It must be encouraged!”).

## 5 Participation of the schools in the Youth forums

Tab. 14: Participation of the schools in the Youth Forums (till 2017)

Youth Forum School	Le Havre (F) 1997	Much Wenlock (GBR) 1999	Lausanne (CH) 2001	Genève- Arenzano (ITA) 2003	Radstadt (AUT) 2005	Tábor (CZE) 2007	Olympia (GRE) 2009	Beijing (CHN) 2011	Lilleham- mer (NOR) 2013	Piesňany (SVK) 2015	Utenurne (EST) 2017	total
ARG										✓	✓	2
AUS			✓	✓	✓	✓	✓	✓	✓	✓	✓	9
AUT 1					✓		✓	✓	✓	✓	✓	7
AUT 2			✓	✓	✓	✓	✓	✓	✓	✓	✓	9
BRA										✓	✓	2
CHN						✓	✓	✓	✓			4
CYP			✓	✓	✓	✓	✓	✓	✓	✓	✓	3
CZE							✓	✓	✓	✓	✓	9
ESP											✓	1
EST					✓	✓	✓	✓	✓	✓	✓	8
FRA 1	✓			✓	✓	✓	✓					2
FRA 2					✓	✓	✓					2
FRA 3										✓	✓	2
GER 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
GER 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
GBR	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	11
GRI 1		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
GRI 2		✓		✓	✓	✓	✓	✓				6
IND											✓	1
ITA				✓	✓	✓	✓	✓	✓	✓	✓	8
IPN								✓	✓	✓	✓	4
KEN					✓	✓	✓	✓	✓	✓	✓	7
KOR						✓						1
KOS					✓							1
MAS								✓	✓	✓	✓	4
MRI						✓	✓	✓	✓		✓	5
NOR						✓	✓	✓	✓	✓	✓	6
POL										✓	✓	1
RSA										✓	✓	2
RUS			✓						✓	✓	✓	3
SUI						✓						1
SVK				✓	✓		✓	✓	✓	✓	✓	8
TUN				✓			✓	✓				3
UKR											✓	1
sum of delegations	4 (6)	5 (7)	9 (10)	12	15	20	18 (19)	19 (22)	19	20 (21)	24	24

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).

## 6 Programme of the 11<sup>th</sup> Youth Forum in Ülenurme 2017

### Saturday, August 19<sup>th</sup> 2017

14.00 Arrival in the afternoon  
19.00 Lunch  
20.00 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 20<sup>th</sup> 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



14.00 Lunch  
16.30 Planting of an Oak Tree  
17.00 **Opening Ceremony**  
19.00 Dinner  
20.00 Social evening for the Youth  
20.30 Teachers' meeting with the Mayor  
22.00 Feedback & back to hotel  
23.00 Lights out

### Monday, August 21<sup>st</sup> 2017

7.30 Morning walk to Ülenurme  
Gymnasium  
8.00 Breakfast  
8.30 **Discipline of the Coubertin Award:  
Arts workshops 1**  
Improving your sporting abilities:  
Paralympic sports and games  
Lunch  
11.00  
13.00 **Discipline of the Coubertin Award:  
Discussion topic 1**  
14.00 **Discipline of the Coubertin Award:  
Knowledge Test**  
16.00 Bus to hotel and back to  
Ülenurme Gymnasium  
17.00 Dinner  
18.00 Mini-Expo and Disco  
19.30 Feedback & back to the hotel  
22.00 Bedtime  
23.00

### Tuesday, August 22<sup>nd</sup> 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)**  
Lunch  
13.30  
14.30 **Discipline of the Coubertin Award:  
Discussion topic 2**  
16.00 **Discipline of the Coubertin Award:  
Sport competitions**  
18.00 Dinner



19.00 Visiting an "Estonian Agricultural  
Museum; Folk Party by the camp fire  
22.00 Feedback & back to the hotel

### Wednesday, August 23<sup>rd</sup> 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**

Dinner  
19.00 Rehearsals at the assembly hall  
19.30 Presentation of the arts workshop  
20.00 ERASMUS+ & Youth Pass Info  
21.30 Feedback & back to the hotel  
22.00 Bedtime  
23.00

### Thursday, August 24<sup>th</sup> 2007



7.30 Morning walk to Ülenurme  
Gymnasium  
8.00 Breakfast  
8.45 Excursion to an Estonian National  
Park and Seto Museum  
Dinner  
17.30 Parade through the town and  
19.00 performances at Town Hall Square  
22.00 Feedback & back to the hotel  
23.00 Bedtime

## Friday, 25th August 2017

- 7.30 Morning walk to Ülenurme Gymnasium
- 8.00 Breakfast
- 8.45 Survey on the Forum (participants)
- 9.45 Survey for teachers/ Teachers' meeting/Discussion on the cooperation in the Network of Coubertin Schools
- 9.45 Improving your sporting abilities: Team sports/ Scavenger Hunt/  
**Erasmus+ feedback**
- 13.00 Lunch
- 14.00 Preparation for the closing Ceremony/ free time
- 16.00 Closing ceremony
- 19.00 Dinner
- 19.30 Farewell party
- 23.00 Back to the hotel
- 24.00 Bedtime

## Saturday, 26th August 2017

- 8.00 Breakfast at the Hotel Rehe
- Video presentation/Feedback
- Departure



Hotel Rehe  
Linna vere tee 3  
Tartu, 61709  
Tel. : 00372 1307287  
e-mail : [rehehotel@rehehotel.ee](mailto:rehehotel@rehehotel.ee)  
Website : <http://www.rehehotel.ee>

## Organisation

### International Pierre de Coubertin Committee (CIPC)



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CH- 1001 Lausanne  
Switzerland  
E-mail: [info@coubertin.org](mailto:info@coubertin.org)

Website: [www.coubertin.org](http://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](mailto:Ines.Nikolaus@web.de)

### Host School

Ülenurme Gymnasium  
Tartu mnt. 5  
Ülenurme vald  
61714 Tartumaa  
E-mail: [kool@yle.edu.ee](mailto:kool@yle.edu.ee)  
Website: <http://www.yle.edu.ee>



Olev Saluveer, the Principal of the school.  
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Merlin Ponna, the Project and Development Manager of the school.

Tel.: 00372 51912061

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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**  
19<sup>th</sup> – 26<sup>th</sup> 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 ☒ Héracles ☐ Agamemnon 1/1P

**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. 1/1P

b. If you know the first and only sport event of the first Games, write it down for an extra point

stadium run 1/1P

c. 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. 0/1P

**d. Was there a TRUCE during the Olympic Games in Ancient Greece? (Tick the right answer.)**

- ☒ Yes ☐ No 1/1P

What does 'OLYMPIC TRUCE' mean? (Explain, please. Word groups will be fine.)

→ the peace between the nations. ✓

2/2 extra points

**e. Were there other places in ancient Greece where sports games were held?**

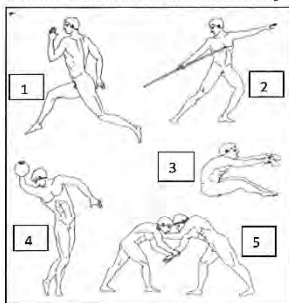
- ☒ Yes ☐ No 1/1P

If yes, can you name any?

Sparta, Nemea 2 extra points

**3. Who was/were according to the rules NOT authorized to compete in the Ancient Olympic Games? (Give two answers.)**a. women ✓b. slaves ✓ 2/2P**4. Name the events of the Ancient Olympic Games shown in the pictures.**

5/5P

1. running ✓2. javelin ✓3. long jump with halteres ✓4. discus ✓5. wrestling ✓

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

pentathlon 1/1P

**5. Name three other events athletes competed in during the Ancient Games.**

3/3P

1. boxing ✓2. marathon ✓3. stadium run ✗4. pancratation ✓ (One extra point possible)

2

19/17

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.)

☒ 1836-1937 ☐ 1896-1980 ☒ 1863-1937 2 / 2P

b. What sports did Coubertin like to practice himself?

(Give two examples.)

1. cycling ✓

2. rowing ✓ 2 / 2P

c. Pierre de Coubertin was also a talented artist. (Give two examples.)

1. Nini pate un lere<sup>er</sup> painter ✓

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 (Much Wenlock, 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?

I. nternational O. lympic C. ommittee ✓

3 / 3P

9. Name three tasks of the IOC within the Olympic Movement today. (You will get extra points for further correct contributions.)

1. organized youth forums ✓

2. choosing the country for the next Olympic Games ✓

3. check that every sportsman 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 afar ✓, speak frankly ✓, act firmly ✓."

3 / 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 sportmen  
act after the rules they are given.  
And respect each other.

3 / 3P

Name at least three other Olympic values.

respect  
friendship  
balance between body, mind and will

3 / 3P

14. Do the Modern Olympic Games have the same number of sports as the Ancient Olympic Games?

( ) Yes (X) No

1 / 1P

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. golf

4. tennis

5. table tennis

6. football

3 / 3P (0.5P each)

15. Which sport event was introduced into the Olympic Programme by Pierre de Coubertin himself? (Tick the right answer.)

( ) 200m sprint (X) Modern Pentathlon ( ) Decathlon ( ) Pole Vault

1 / 1P

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.)

(X) 1912, Literature ( ) 1916, Javelin  
( ) 1908, Pole Vault ( ) 1924, Distinguished services

2 / 2P

17. This September will be the 80<sup>th</sup> anniversary of Pierre de Coubertin's death. Do you know where Coubertin's grave can be found? (Tick the right answer.)

( ) Paris ( ) Olympia (X) Lausanne ( ) Athens

1 / 1P



18. Next year we will celebrate the XXIII Olympic Winter Games. Where will they be organised?

Country: South Korea City: Pyeongchang

2 / 2P

19. When and where were the first Olympic Winter Games celebrated?

Year: 1924 Country: France City: Chamonix

3 / 3P

20. Which cities hosted the last two Olympic Winter Games?

( ) Beijing (X) Sochi ( ) Innsbruck

(X) Vancouver

2 / 2P

21. Which country has hosted the Olympic Winter Games twice?

( ) Australia ( ) Germany (X) Japan

2 / 2P

22. Which city/country will host the ...

1. Olympic Summer Games in 2020? City: Tokyo Country: Japan

2. Olympic Winter Games 2022? City: Beijing Country: China

4P

27/27



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 City: Buenos Aires ✓

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 ✓

1

C/ Table-tennis

27. At the Olympic Games in Rio 2016 some surprising news reached the public: a trio of identical sisters, the Luik sisters, started together in one event:

A/ Marathon ✓

B/ Handball

1

C/ Diving

8/8

## Original Certificate of Performance 2017



### PERFORMANCE CERTIFICATE

11TH INTERNATIONAL PIERRE DE COUBERTIN YOUTH FORUM

ÜLENURME (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

田原 淳子

Prof. Dr. Junko Tahara  
VICE-PRESIDENT of CIPC

Olev Saluveer

Olev Saluveer  
HEAD of ÜLENURME  
GYMNASIUM

Ines Nikolaus

Dr. Ines Nikolaus  
CIPC BOARD MEMBER  
RESPONSIBLE FOR THE  
COUBERTIN SCHOOLS

Fig. 219: Original participant's Certificate, 11<sup>th</sup> Youth Forum Ülenurme 2017  
(Pauline Schlotfeldt)

## 9 Original questionnaire for the participants in the 11<sup>th</sup> Youth Forum in Ülenurme (Estonia) 2017<sup>243</sup>

### 11<sup>th</sup> 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.                             | <input type="checkbox"/> | <input type="checkbox"/> |
| • ... to learn something new about the participating countries and their cultures.  | <input type="checkbox"/> | <input type="checkbox"/> |
| • ... finally meet representatives of our partner schools.                          | <input type="checkbox"/> | <input type="checkbox"/> |
| • ... to travel and get to know Austria.  | <input type="checkbox"/> | <input type="checkbox"/> |
| • ... to learn more about Coubertin and Olympic history.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| • ... to take part in the Coubertin Award and perhaps even win the Coubertin medal. | <input type="checkbox"/> | <input type="checkbox"/> |
| • ... to experience something exciting.   | <input type="checkbox"/> | <input type="checkbox"/> |
| • ... to do sports with young people from many countries.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| • ....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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • the preparation in languages  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • for the school presentation   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • for the Knowledge Test  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • for the discussion groups   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • for the sports competitions   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • for the Arts Performance  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

<sup>243</sup> Here only the questionnaire of the last investigation in 2017 is published. For the original questionnaire of 2005 see NIKOLAUS, I.: The CIPC's Network, Lausanne 2015, p. 209-212.

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

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**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!*

	very important	important	not so important	unim- portant
• expansion of knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• to reach the Coubertin medal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• exchange of experiences with young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• understanding in a foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• getting to know other cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• sports competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• arts competition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• discussion groups about current Olympic topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• excursions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• recreation / relaxation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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 keep in touch with my new friends and help to strengthen the friendship of our schools.
- ☐ Others \_\_\_\_\_
- ☐ I want to present my video of the Forum.
- ☐ I want to organise a discussion for my class mates.
- ☐ I want to help to prepare the delegation for the 12<sup>th</sup> Youth Forum.
- ☐ I want to organise a repeat of our theatre play.

**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:**

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**Negatives:**

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**15. How do you evaluate the following points of the youth Forum?**

*Please, tick each line!*

	very good	good	satisfactory	bad	very bad
• information about the Youth Forum and the Coubertin Award before your departure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• information about the daily programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• sports facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• accommodation in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• several nations in one room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• programme in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• timing (schedule) of the events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• opening ceremony	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• visit of the Sports Museum in Tartu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• practicing Paralympic sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Mini-Expo of the schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• international arts workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• sports competitions for the PdC Award	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• singing at the camp fire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• parade of the delegations in Tartu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• excursion to the National Park	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• quality of the discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• relations to young people from other delegations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Forum website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• care from the host school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• care from the organising committee (CIPC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**16. Which special personal experience/ adventure during the Youth Forum do you like to remember?**

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**17. Would you suggest pupils from your school to participate in the next Youth Forum?**

☐ yes, because

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☐ no, because

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**Finally some personal questions to you:**

**18. Your gender?**

☐ female

☐ male

**19. When were you born? (year)**

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**20. What country do you come from?**

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## 10 Original questionnaire for Head teachers and accompanying teachers in the 11<sup>th</sup> Youth Forum in Ülenurme (Estonia) 2017<sup>244</sup>

### 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? lessons
  - ☐ Which type?
  - ☐ A Specialist Sports School
  - ☐ A school with sport-orientated
  - ☐ A school with regular sport 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

<sup>244</sup> 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
- ☐ Other

Please specify \_\_\_\_\_

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?

Subject	10-12 years	13-15 years	16-18/19 years
Mother tongue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other foreign languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physics / Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sport(Theory)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sport(Physical)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other subjects Which?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- ☐ **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?**

Activities	for all students	for individual classes/students	not used yet
School clubs Which?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports festivals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excursions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation of the Youth Forum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe some of these important activities prepared as a class or a school **after the 9<sup>th</sup> Youth Forum 2013** briefly and include the duration and content.

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**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!***

- |   |  |
|---|--|
| <input type="checkbox"/> No   | <input type="checkbox"/> leaders of school clubs           |
| <input type="checkbox"/> Parents and family of students                   | <input type="checkbox"/> educators (of the boarding house) |
| <input type="checkbox"/> Trainers and coaches                             | <input type="checkbox"/> Representatives of the local      |
| <input type="checkbox"/> Representatives of the Regional Sport Federation | authority district / city                                  |
| <input type="checkbox"/> Other persons: _____                             |  |

**14. Do the public have access to the results of the activities on the Olympic education?**

- ☐ Yes
- ☐ No

In what way? (e.g. via lectures, notices in the school building and in public buildings, in the local press etc.)

**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.

**18. What effects of the 10<sup>th</sup> Youth Forum in Piešťany could you notice among the participants of your school after their return? *Please tick only one answer per line!***

effect	completely correct	mostly correct	partly correct	mostly not correct	not at all
An increased knowledge of Coubertin and of the Olympic Movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An improved team spirit in the school team, that also has a positive effect on the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A visible personal development of the participants (e.g. confidence in front of a large audience)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A better understanding and respect of other cultures caused by the experience of friendship amongst young people from numerous countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A sense of achievement in understanding foreign languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Other** Please specify \_\_\_\_\_

**19. How do you use the experiences and impressions that the participants from your school got from the 10<sup>th</sup> Youth Forum in Piešťany? *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?**

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**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?**

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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?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

#### IV. Additional paper: Evaluation of the 11<sup>th</sup> 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:**

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**Negatives:**

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26. How do you evaluate the following points of the Youth Forum?

*Please, tick each line!*

	very good	good	satis- factory	bad	very bad
• information about the Youth Forum and the Coubertin Award before your departure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• information about the daily programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• sports facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• accommodation in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• several nations in one room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• programme in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• timing (schedule) of the events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• opening ceremony	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• visit of the Sports Museum in Tartu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• practicing Paralympic sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Mini-expo of the schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• international arts workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• sports competitions for the PdC Award	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• singing at the camp fire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• parade of the delegations in Tartu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• excursion to the National Park	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• quality of the discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• relations between the young people from different nations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• relations towards colleagues from other delegations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Forum website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• care of the host school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• care of the organising committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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### **Cover**

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inner front side	<p>Le Havre (France) 1997: The Award Ceremony (photo: K. Lange)</p> <p>Much Wenlock (Great Britain) 1999: Hiking in the Shropshire mountains (photo: N. Müller)</p> <p>Lausanne (Switzerland) 2001: Excursion to the Swiss Alps (photo: CIPC Archives)</p> <p>Genova-Arenzano (Italy) 2003: The participants before the Cross Country Run (photo: K. Lange)</p> <p>Radstadt (Austria) 2005: The forum community in front of Castle Tandalier (photo: Radstadt Press Centre)</p> <p>The CIPC President Prof. Dr. Norbert Müller (photo: CIPC Press Centre Olympia 2009)</p>
back inner side	<p>Tábor (Czech Republic) 2007: Young participants from 20 countries (photo: Tábor Press Centre)</p> <p>Ancient Olympia (Greece) 2009: The torch relay by the participants (photo: CIPC Press Centre Olympia 2009)</p> <p>Beijing (China) 2011: The forum community on the Great Wall (photo: Beijing Press Centre)</p>

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

Piešť'any (Slovakia) 2015: All participants in front of a Slovak castle (photo: Piešť'any Press Centre)

Ülenurme (Estonia) 2017: Estonia handing the baton to France – All schools are looking forward to the 12<sup>th</sup> Youth Forum in Mâcon 2019! (photo: Taavi Taivere)

back side      The author of the study: Ines Nikolaus (photo: IOA Press Centre 2014)

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