



# PROGRESS REPORT

## Sport, Education and Culture

**7th IOC World Conference on Sport, Education and Culture  
Durban, South Africa – 5-7 December 2010**

December 2010  
International Olympic Committee



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## 1. Introduction

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The World Conference on Sport, Education and Culture being held in Durban, South Africa is the seventh in the series; the first having been organized by the IOC in 1997, purely as a stand-alone forum on sport and culture, in Lausanne. Between then and now, the Forum has evolved into a full-blown international conference whose deliberations have influenced the direction and educational aspect of sport throughout most of the Olympic Movement.

In 2000 the Forum was again held in Lausanne to discuss the IOC cultural policy following the recommendations of the IOC 2000 Reform Commission. The Commission was specific in its recommendations on culture and education indicating the need to improve efficiency, productivity and visibility of centralized IOC efforts in the two fields.

In implementing the resolutions, the IOC continued to create the necessary structures within its Administration to support the effort, to bring under one roof the disparate entities that managed culture and education, while at the same time making resources available for direct actions at national level. Olympic Solidarity has provided allocated budgets in its quadrennial programmes to support efforts of the National Olympic Committees related to culture and education, simultaneously Organizing Committees of the Olympic Games accelerated their culture and education programmes.

Wiesbaden hosted the third forum in 2002 and Barcelona, itself a city of distinguished culture, was the host of the 2004 Forum. Changes in the event format were included at the Beijing edition in 2006 and again for 2008 in Busan. These past efforts have culminated in a special content delivery programme for the 2010 World Conference. Sessions are designed to be accommodative for the participants by encouraging interactive dialogues between panellists and participants so that all involved can actively contribute and be heard.

Both the President of the IOC and the Chairman of the Commission have emphasized the need to get as many participants as possible involved in the conference dialogues. Also illustrative is the fact that for the first time in all IOC conferences and forums, “real” young people have been invited in substantial numbers to be present and express themselves.

The IOC is grateful to the Youth Olympic Games having set this process in motion. The majority of young people coming to Durban are indeed YOG Athletes, Young Ambassadors and Young Reporters. Thus, YOG has succeeded in making the voice of young people be heard collectively for the first time. Considering the tendency of adults to designate themselves as the sole spokespersons for young people, this is no small achievement.

YOG and this conference will hopefully have changed the dynamics of an intergenerational dialogue for the future.



## 2. The IOC’s response to the integration of sport, education and culture

### Ongoing Commitment “Giving a Voice to Youth”

The IOC’s biennial World Conference on Sport, Education and Culture is taking place for the first time on the African continent. More than 500 delegates from over 130 countries have registered for the meeting in Durban, South Africa to discuss the link between sport, education and culture and how best to reach out to the younger generation. In partnership with the United Nations Educational, Scientific and Cultural Organization (UNESCO), and hosted by the South African Sports Confederation and Olympic Committee and the City of Durban, representatives from the Olympic Movement, the UN system, the academic community, ministries of sport and education, non-governmental organizations and experts from the world of sport,

education and culture will:

- Evaluate the progress of recommendations made during the 6<sup>th</sup> World Forum held in Busan, South Korea (2008).
- Act on leveraging and contributing proposals towards the implementation of the XIII Olympic Congress recommendations as they relate to culture and education.
- Share experiences and reflect on the first ever Youth Olympic Games and more generally to the international community's culture and education efforts.
- Establish a platform to showcase Youth as the key actors in strengthening responsible citizenship and leadership.
- Chart the way forward for the ensuing two years in the domain of physical and Olympic education and culture.
- Evaluate and underline the importance of the Cultural Olympiad
- Discuss steps to revive physical education in learning institutions
- Define the ways in empowering youth to have a true voice in the way forward

The seven opportunities outlined during the 2008 World Forum, “Sport and Education for the Now Generation” in the Busan Action Plan:

- (i) Youth;
- (ii) The Youth Olympic Games;
- (iii) Universality;
- (iv) Post-athletic life;
- (v) OCOG and NOC Education and Culture programmes;
- (vi) Partnerships; and
- (vii) The Olympic Congress

are further echoed in the conference motto of “Giving a Voice to Youth” and the central themes of the programme.



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The conference kick-off with the keynote address of the IOC President, Sport, Education and Culture: the inseparable trio will set the tone and provide direction for the future of Olympic Education. The topical areas to be touched upon include: defining values-based education, empowerment through sport engagement, promoting inter-cultural dialogue through sport, developing a culture of healthy lifestyles, education for sustainable development, sport in the education curricula, the healing powers of sport to mention a few. During the Closing Plenary, the Stars of the Future' take center stage as the young YOG participants share their personal experiences alongside their peers and voice their concepts and ideas for the future.

IOC initiatives recently realized through the XIII Olympic Congress, the XXI Olympic Winter Games and the 2010 Youth Olympic Games are working to contribute to the international community's priority fields of action and translate these concepts using the framework of the sporting movement and the power of sport. In fact, the IOC 2000 Reforms started this process in-house as well as pertaining to all stakeholders.

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### 3. Action in Progress

#### 3.1. The Work of the IOC Commission

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**Mission Statement**

The Commission for Culture and Olympic education was created in 2000 by the merger of two existing Commissions:

- The Cultural Commission
- The IOC Commission for the International Olympic Academy and Olympic Education

Its role is to advise the IOC Executive Board on what policy the IOC and Olympic Movement should adopt in terms of the promotion of culture and Olympic education and, through its members to support the IOC programmes and activities in this field.

The Commission is composed of IOC members along with representatives of IFs, NOCs, athletes, the Paralympic Movement and individual experts. The Commission is currently chaired by Mr. Lambis V. Nikolaou. It meets once a year.



Current Members of the IOC Commission for Culture and Olympic Education are:

<p><b>Chairman:</b> Mr. Lambis V. NIKOLAOU (Greece)</p>	
<p><b>Members:</b></p> <p>Mr. Vittorio ADORNI (Italy) Princess Haya AL HUSSEIN (United Arab Emirates) Ms. Beatrice ALLEN (Gambia)</p> <p>Mr. Franco ASCANI (Italy)</p> <p>Mr. Valerly BORZOV (Ukraine)</p> <p>Ms. Helen BROWNLEE (Australia) Mr. Danilo CARRERA DROUET (Ecuador)</p> <p>Mr. Philip CRAVEN (U.K.)</p> <p>Mr. Iván DIBOS (Peru) Conrado DURANTEZ (Spain)</p> <p>Mr. Jean DURRY (France) Mr. Hicham EL GUERROUJ (Morocco) Mr. Manuel ESTIARTE (Spain) Mr. Timothy Tsun Ting FOK (Hong Kong, China)</p> <p>Mr. Kostas GEORGIADIS (Greece) Mr. Nat INDRAPANA (Thailand)</p> <p>Mr. Kipchoge KEINO (Kenya)</p>	<p>Mr. Isidoros KOUVELO (Greece)</p> <p>Ms. Karl LENNARTZ (Germany) Mr. Vladimir LISIN (Russia) Ms. Elizabeth LONGWORTH (New Zealand) Mr. Admire MASENDA (Zimbabwe) Ms. Alicia MASONI de MOREA (Argentina)</p> <p>Mr. Samih MOUDALLAL (Syria) Mr. Norbert MUELLER (Germany) Mr. Francis W. NYANGWESO (Uganda) Mr. Enrico PRANDI (Italy) Mr. Sam RAMSAMY (South Africa) Mr. Thomas P. ROSANDICH (USA) Mr. Mounir SABET (Egypt) Mr. Melitón SANCHEZ RIVAS (Panama) Mr. Klaus SCHORMANN (Germany) Mr. Antun VRDOLJAK (Croatia) Mr. Ching-Kuo WU (Chinese Taipei)</p>
<p><b>Honorary Member:</b> Mr. Zhenliang HE (China)</p>	

**Annual Commission Meeting**

The 2010 Commission meeting will take place following the Durban Conference to review outstanding issues and summarise the progress made to date.

The meeting is well placed in that it follows the successful Cultural Olympiad of the Vancouver 2010 Winter Olympic Games, the inaugural Youth Olympic Games in Singapore, the launch of the International Year of the Youth, the UN Summit on the Millennium Development Goals and the adoption by the 65<sup>th</sup> UN General Assembly of a resolution which again defines sport as a means to promote education, health, development and peace. In his report entitled "Sport for development and peace: strengthening partnerships", the Secretary General, Mr. Ban KI-moon emphasized the same point. In response, several countries took the floor



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to support the adoption of the resolution “Sport as a means to promote education, health, development and peace”.

The Chairman of the Commission prepares a report for each IOC Session and the Department of International Cooperation and Development reports to each Executive Board meeting on behalf of the Commission. Active contributions by Commission members were made during the Olympic Congress in Copenhagen in which Olympic education, values and youth were emphasized in the Congress themes. Moreover, the Commission formed a working group to channel proposals to the Youth Olympic Games for their culture and education programme.

Other matters that are being discussed and followed up by the Commission include IOC Contests and Awards, enhancing the existing relations between the International Olympic Academy, the National Olympic Academies and the National Olympic Committees, the way forward for the IOC’s global youth strategy in the implementation of the Olympic Values Education Programme (OVEP) and the furthering of the working relations with UNESCO, the UN agency whose broad-based mandate includes science, education and sport portfolios.

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### 3.2. A retrospective – Busan 2008

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#### Education and Youth

One month after the Beijing Games, the 6<sup>th</sup> World Forum on Sport, Education and Culture took place in Busan (South Korea) in 2008. The forum entitled, “Sport and Education for the Now Generation” focused on questions touching on the upcoming Olympic Congress, the promise of events like the Youth Olympic Games, athletes and life after a sporting career, the integrated use of social media and the digital revolution.

The delegates of the 6<sup>th</sup> forum even more strongly heralded youth as the future of sport and earmarked the need to use every opportunity and all means available to bolster the combination of sport, culture and education. For the first time, young people took the podium under the sub-theme of, “We are the Now” and communicated how sport had helped them develop life skills and of the difficulties they had faced combining their sporting career with their school education.

Life skills obtained through sport, such as aiming high, commitment, listening to instructions, leadership and working in a team were also expressed in illustrating how sporting performance can benefit young people far beyond the competition field. The experiences voiced by the participating students were a key input in the formulation of the Busan Action Plan (see attached).

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### 3.3. Olympic Values Education Programme (OVEP)

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#### The Toolkit

The Olympic Values Education Programme (OVEP) teaching resource was first presented and reviewed during the 5<sup>th</sup> World Forum in Beijing (2006). Since its inception, the OVEP project has primarily focused on the implementation of the teaching manual and the building up of a

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database of existing Olympic educational initiatives. A selection of these initiatives have been made available on the IOC website at [www.olympic.org](http://www.olympic.org) on the Educators' section.

Taking into account the IOC's social responsibility and recognising the catalytic power of sport in uniting people for a common goal as well as the positive example it can provide to youth is the foundation from which the IOC embarked on OVEP. Developed as a tool to further the IOC's global youth strategy, the resource, "Teaching Values, an Olympic Education Toolkit", conceptualizes education and promotes the development of a values-based, life-long learning paradigm.

The focus is on development of life skill sets and learning, that spreads beyond the sporting field or the four walls of the classroom encapsulated into the fabric of daily lives. The use of Olympic sport traditions and their inherent values is used as the backdrop for the IOC's values-based teaching and learning opportunities. OVEP integrates sport and physical activity within a cultural and educational framework, and is in line with the United Nations General Assembly declaration of the Decade of Education for Sustainable Development (DESD – 2005-2014) and in keeping with the Millennium Development Goal N° 2 (Achieve universal primary education).

In the period of 2005-2010, the OVEP project was launched, tested for its global applicability and fine-tuned where necessary. The pilot phase was built under the aegis of the "Train the Trainer" (TtT) model. The working concept underpinning the methodology was the "ripple or multiplier effect" in which the effective transfer of learning extends outward. This formula was successfully implemented through ten TtT workshops in three continents (Africa, Oceania and Asia) with a reach of 45 countries. The number and variety of follow-up activities in these regions show that the seed has fallen on fertile ground.

Like all large projects in a pilot phase, the period 2005-2010 has highlighted some areas in which the successful programme can perform even better. For example, the fact that all activities require a regional fine-tuning to increase the efficacy (from a socio-economic and political perspective) will bring an added value to the next phase of the project.

At the moment, a future strategic outlook or orientation to extend the reach through new partnerships and alliances is being pursued. In addition, the collaboration with international partner organizations such as UNESCO has shown to be of key supplementary value to the programme. Now that the immediate future of the project has been secured from a budgetary perspective with an extension of the donor-generated support, the programme will be continued in existing areas, while new activity regions can and will be added.

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### 3.4. XIII Olympic Congress 2009

#### **The Recommendations**

The XIII Olympic Congress entitled, "The Olympic Movement in Society" was held from 3 to 5 October 2009 in Copenhagen, Denmark. More than one thousand participants came together to hold



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extended discussions on the five prescribed themes of the Congress:

**Theme 1 : The Athletes**

**Theme 2 : Olympic Games**

**Theme 3 : The Structure of the Olympic Movement**

**Theme 4 : Olympism and Youth**

**Theme 5 : The Digital Revolution**

The Congress left the Olympic Movement with a blueprint for the future. Out of the 66 recommendations, the following specifically relate to culture and education.

**Recommendation 36 – Congress Theme: The Structure of the Olympic Movement**

The Olympic Movement should engage in the widest possible way with international institutions to support and promote the delivery of the UN Millennium Goals and further such initiatives. The Olympic Movement is equally committed to the protection of the global environment and to forging closer relationships with the United Nations (UN) and all other institutions to respond to this moral imperative, particularly with regard to the key issue of climate change.

**Recommendation 47 – Congress Theme: The Structure of the Olympic Movement**

The Olympic Movement should take appropriate measures to promote a closer relationship between sport, culture and education through the Olympic Games and the Youth Olympic Games and through supporting and encouraging activities such as International Olympic Academy, the National Olympic Academies, Olympic Museums and the Olympic Museum Network.

**Recommendation 50 – Congress Theme: Olympism and Youth**

To pursue the interests and aspirations of young people it is proposed the IOC design a comprehensive strategy to promote and respond to the needs and challenges faced by young people of all social milieu world-wide. In pursuit of this objective it is recommended that the IOC consider establishing the most appropriate forms of institutionalized and interactive dialogue.

**Recommendation 51 – Congress Theme: Olympism and Youth**

Everyone involved in the Olympic Movement must become more aware of the fundamental importance of physical activity and sport for a healthy life style, not least in the growing battle against obesity, and must reach out to parents and schools as part of a strategy to counter the rising inactivity of young people.

**Recommendation 52 – Congress Theme: Olympism and Youth**

The Olympic Movement should promote the development and organization of educational and sports programmes which are better adapted to the needs of young people, having first identified those

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needs.

**Recommendation 53 – Congress Theme: Olympism and Youth**

The Youth Olympic Games are a unique opportunity in the history of the modern Olympic Movement to raise the bar worldwide in terms of the delivery of educational and sport programmes for all young people; and Olympic Congress Recommendations to determine future action by the IOC and the Olympic Movement with regard to youth educational and sports programmes.

**Recommendation 55 – Congress Theme: Olympism and Youth**

The Olympic Movement should use the opportunity of the Youth Olympic Games to disseminate information on educational and cultural programmes and initiatives aimed at inspiring the world's youth to IFs and all other stakeholders.

The platform of the Virtual Olympic Congress resulted in 453 contributions from the Olympic Family and 1319 contributions in the form of narrative essays from the general public on the established themes and sub-themes of the Olympic Congress. A selection of the contributions has been published by the IOC Congress Committee And can be found on <http://www.olympic.org/fr/content/Le-CIO/CONGRES/XIII-CONGRES-OLYMPIQUE/> under "Publications".

The implementation of the Olympic Congress recommendations is an ongoing process and one that is an integral part of the IOC's daily operations such as:

- **Olympic Games** – Sochi 2014 and Rio 2016 events are forecasted to respectively reach 33 million and 76 million young people under 24 years of age (source: the CIA World Factbook 2009).
- **Youth Olympic Games** – the YOG in 2010 and 2012 is a particular event for young people (over 3,500 athletes between 14 and 18 years in Singapore; 1,100 in Innsbruck). The event is led by young people for young people. Sixty culture and education champions, 29 young ambassadors and 29 young reporters play a pivotal role in the CEP.
- **Olympic Day** – On an annual basis, an average of 150 NOCs organize an Olympic Day celebration (23 June) and 86% of the participants are under the 24 age bracket.
- **Olympic Youth Development Center (OYDC)** in Lusaka, Zambia, is the first youth centre to be built and funded by the IOC. It is strategically located in the outskirts of the capital in an area with a population of more than 100,000 families. More than 50% of the population consists of children and adolescents.
- **The Olympic Museum and its network** – reaches approximately 300,000 young people under the age of 16 years worldwide on an annual basis.



- **Olympic Values Education Programme (OVEP)** – the expansion of the project will engage populous countries such as India (over 20 million young people through the National Club Games and Indian National Games). In addition, the partnership with UNESCO Associated Schools Network (more than 9,000 schools in 180 countries) and the opening up of Latin America will add to greater exposure and extended reach.
- **Social Media** - Since social media has been added to the IOC Communications structure, the organisation has taken full advantage of the new technologies to engage young people. The IOC has tracked millions of fans on Facebook, Twitter and Flickr and views on YouTube.

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### 3.5. Youth Olympic Games: Singapore 2010

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#### **A Strong Education and Cultural Component**

Singapore 2010 Youth Olympic Games Organizing Committee broke new ground when it delivered the inaugural Youth Olympic Games this past August 2010. A flagship event that illustrated the IOC's determination to reach out to young people, the YOG seamlessly combined sporting excellence with a synchronized Culture and Education Programme (CEP). More than 50 CEP activities, each one linked to one of the educational themes of: Olympism, Skills Development, Well-Being and Healthy Lifestyle, Social Responsibility and Expression served to raise awareness and provide hands-on training with a creative bent.

CEP Activities within the Youth Olympic Village (YOV) included:

- Chat with Champions
- Discovery Activity (Exhibitions)
- Discovery Activity (Workshops)
- World Culture Village
- Community Project
- Arts and Culture

CEP Activities outside of the YOYV included:

- Island Adventure
- Exploration Journey

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#### **Contribution of International Organizations to the CEP**

An important addition to the CEP programme, outside the context of the event itself, was the Twinning Schools Project, in which Singaporean schools got in contact with foreign schools through the Internet. This overspill effect allowed for a roll-out and sustainable impact of the YOG in its own right.

Also a first was the contribution of the IOC's partner organizations. At the Youth Olympic Village (YOV) athletes had the opportunity to learn more about global issues through a series of interactive displays run by



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International Organizations (IOs). Activity highlights included:

- HIV/AIDS Education and Prevention (**The Joint United Nations Programme on HIV/AIDS - UNAIDS**);
- Climate Change and Biodiversity (**The United Nations Environment Programme - UNEP**);
- First Aid, Blood Donation and Accident Prevention (**The International Federation of the Red Cross and Red Crescent Societies - IFRC**);
- Children's Rights and Responsibilities (**The United Nations Fund for Children – UNICEF**);
- Anti-Doping Prevention (**The World Anti-Doping Agency – WADA**).
- Sportsmanship and the values inherent to fair-play ( the **International Fair Play Committee - CIFP**); and

Fundamentals of Olympism and how athletes can adopt the Olympic values in their day-to-day lives. (**International Olympic Academy – IOA**).

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## 4. Partnering with the UN International Agenda

### 4.1. Sport and the Millennium Development Goals (MDGs)

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#### Overview

Early on the renovator of the modern Olympic Games, Pierre de Coubertin recognised that sport and physical education play an important role in human development. The power of sport is based on the Olympic Movement's basic and universal need for participation, inclusion and a sense of belonging. For the singular person, sport enhances one's personal abilities, general health and self-knowledge. On a country level, sport and physical education contribute to economic and social growth, improve public health and bring different communities together. On the global level, sport and physical education can have a reverberating positive effect on human development, public health, and an unification of one's environment.

The International Year of Sport and Physical Education (IYSPE 2005) saw sport as an entry point to help youth achieve health through an active lifestyle, education in thinking and development of character in order to reach the MDGs and for communicating values, such as respect, friendship and equality and a bridge for intergenerational understanding. The event reached a consensus on how sport could help achieve the following objectives:

#### **Goal 1: Eradicate extreme poverty and hunger**

The sports industry as well as, the organisation of large sports events creates opportunities for employment. Sport provides life skills essential for a productive life in society.

#### **Goal 2: Achieve universal primary education**

Sport and physical education is an essential element of quality

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education. They promote positive values and skills which may have a lasting impact on young people. Sports activities and physical education generally make school more attractive and improve attendance and motivation.

**Goal 3: Promote gender equality and empower women**

Sport can provide a gateway for women and girls to (physical) education and thereby help in the building of confidence and a stronger social integration. Involving girls and boys together in sport activities can help overcome prejudice that often contribute to social vulnerability of women and girls.

**Goals 4 & 5: Reduce child mortality and improve maternal health**

Sport can be an effective means to provide women with a healthy lifestyle as well as to convey important messages such as general health issues and increased awareness through education.

**Goal 6: Combat HIV/Aids, malaria and other diseases**

Sport can help reach out to otherwise marginalized populations and provide positive role-models. Sport, through its inclusiveness and mostly informal structure, can effectively assist in overcoming prejudice, stigma and discrimination by favoring improved social integration.

**Goal 7: Ensure environmental sustainability**

Sport is ideal to raise awareness about the need to preserve the environment. The interdependency between the practice of sport and the protection of the environment is a message that can be imprinted on the young athlete.

**Goal 8: Develop a global partnership for development**

Sport offers endless opportunities for innovative partnerships for development and can be used as a tool to build bridges between developed and developing nations.

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## 5. Culture and Olympic Education in the Games

### 5.1. Vancouver 2010

**Education  
On-line**

Vancouver2010.com/EDU, the Canadian school portal for the Vancouver 2010 Games was established in order to maximise the sharing of resources and in order to reach the greatest number of people using online learning environments, models and resources.

The education programme brought to life three of the Olympic and Paralympic Winter Games pillars:

- culture and multiculturalism;
  - sport and healthy living; and
  - sustainability and social responsibility.
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In keeping with the trademark of the Games an inclusive approach was developed involving the British Columbia Ministry of Education, the Canadian Olympic Committee, the aboriginal population, NGOs, schools nationwide and globally, to create on-line educational resources. Interestingly, web traffic statistics indicated that the IOC's OVEP Toolkit which was featured on the Vancouver 2010, *Sharing the Dream* website was downloaded more than 20,000 times.

Students were inspired and engaged to creatively express themselves through programmes such as Project Showcase, the Olympic Truce project, "Make Your Peace" and the Sharing the Dream webcast series which used technology to connect students from around the world in a discussion of global citizenship and Olympic values.

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## 5.2. London 2012

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### **Capturing the Global Imagination**

When winning the bid to host the London 2012 Games, London made a commitment to use the power of the Olympic and Paralympic Games to inspire and capture the imagination of young people across the UK and the world. The London 2012 education programme and the London 2012 Cultural Olympiad are acting on this promise by engaging and helping to involve millions of young people, and their wider communities, in educational activities inspired by the Olympic Games.

#### **Education:**

- Over 22,000 schools and colleges (over 2/3 of the total in the UK) are now involved with London 2012-related activities through the official London 2012 education programme, Get Set ([www.london2012.com/getset](http://www.london2012.com/getset)) and Get Set+. Launched in 2009, the network is a community of schools and colleges using the Olympic Values to meet their individual educational priorities. Further to this is the engagement with universities through Podium, the Higher and Further Education Unit for London 2012 Games ([www.podium.ac.uk](http://www.podium.ac.uk)).
- Over 850 schools and colleges in the UK are now being rewarded through the Get Set network for their commitment to the Olympic Values. Applications for the network are being submitted at a rate of 50 per week.
- International Inspiration, a Games-related international sports legacy programme, has already had an impact on 6.24 million children and young people's lives encompassing 15 countries. It is delivered by UK Sport, British Council and UNICEF in close cooperation with the LOCOG, the British Olympic Association and the British Paralympic Association.

#### **Culture:**

The London 2012 Cultural Olympiad is a four-year celebration of arts and culture. Strands such as the (i) Cultural Olympiad Projects (ii) Inspire Mark (iii) Open Weekend and (iv) London 2012 Festival invite the country and the world through dance, music, theatre, the visual arts, film and digital innovation are aimed at young people, the population at

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large and visitors to be more aware of, and appreciate the British cultural heritage and engage innovatively in their communities and outward. A strong regional profile ensures an overall national activation.

The London culture and education concept can be considered as a living case study involving multiculturalism, dialogue, interactivity, participation and personal growth.

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### 5.3. Sochi 2014

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#### **Sochi 2014 EDU System**

Organisers of Sochi 2014 are putting in place a systematic and tailor made approach to their culture and education programme. History and philosophy of the Olympic and Paralympic Movement, hosting of the Winter Olympic Games with a focus on its specificities are the focal areas for educational and enlightenment programs in the three levels of popular, academic and professional.

**Popular education** is primarily focused on Olympic values oriented at different target groups such as children, youngsters and adults with a regional approach. Internet users can also download a multimedia education product.

**Academic education** is focused on developing educational resources. This includes lectures and development of new educational modules for students. Involvement with the university network is an effective additional tool for collaborative learning purposes.

**Professional education** aims for training of specialists in the field of sports management with an emphasis on transfer of knowledge and legacy. Within this framework, the Russian International Olympic University in Sochi was established to build a long-term relationship with the IOC, National Olympic Committees and other sport organizations post Games.

In May 2010, the Cultural Olympiad programme kicked off with its first thematic year, the Year of Cinema to be followed by the Year of Theatre (2011), the Year of Music (2012), and the Year of Music (2013). In culmination, 2014 will showcase the best projects of the preceding four years.

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### 5.4. Rio 2016

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#### **Youth and Education**

Within its Bid City application Rio made a commitment to build on the Brazilian Federal Government's ongoing programme to disseminate the powerful combination of sports and education country-wide in order to reach out to young people, particularly in economically challenged areas of the country. Examples of collaborative government projects would be:

- i. Programa Segundo Tempo (PST), a United Nations supported programme providing sports at public schools with a potential reach of 1 to 3 million children, I
  - ii. Investment in Mais Educação, a Federal programme funding sports infrastructure for public schools,
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- iii. Organisation of the School and University Games (an IOC awarded initiative) stimulating participation in Olympic sports (this programme is aligned to the IOC YOG concept)

And as part of its own development programmes in the run-up to the Games, the Organising Committee is putting in place an extensive outreach programme that is aimed at making a real difference in the lives of young people in renowned favelas. The project builds on the passion for culture that is inherent in Brazilians and will provide life skills and education to young people; an inclusive programme for the community across the gender divide and HIV and AIDS prevention.

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## 6. Grassroots Agenda and Activities

### 6.1. NOC Activities

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#### **Olympic Solidarity (OS)**

Olympic Solidarity works on a quadrennial basis parallel to the structure of the four year Olympiad. Within the OS World Programmes there are seven programmes dedicated to the promotion of the Olympic values, including the Culture and Education programme.

The OS objectives include encouraging National Olympic Committees and academies to promote culture and Olympic Education and assisting them to develop specific activities linking sport and culture, as well as by implementing Olympic education programmes.

In all past quadrennials, OS has funded hundreds of education and culture related projects at the request of National Olympic Committees across the globe. The implementation of the national phase of the IOC Sport and Literature Competition in 2009 resulted in 46 participating countries, a number of which were supported by OS. During the year of the 1<sup>st</sup> YOG, an emphasis on youth was placed through educational school programmes and youth camps.

At a continental level, OS programmes are attracting interests in all five continents. A number of NOCs have been granted an allocation on a quadrennial or multi-year basis within the OS strategy to encourage a long-term approach and thinking of national education and cultural programmes.

In addition, OS is a contributor to the current World Conference in Durban, South.

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## 7. Conclusion

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### **Reaching for the Future**

Education and culture have assumed even greater importance in the Olympic Movement with the introduction of the Youth Olympic Games. This “product” requires new thinking that will ensure the continued success of the Games as a forum for the direct education of young people through sport. The YOG is about empowering young people and reposing in them to shape their own future with their own hands. The different pathways in education that the IOC in particular has developed, among them the OVEP, support the formal education and the life skills development programme for top level athletes, and are becoming more and more important in the lives of athletes and youth in general.

The cultural programmes, manifested through a number of contests that are supervised by the IOC Commission for Culture and Olympic Education are being revamped in order to attract greater participation of ordinary citizens through their National Olympic Committees. At the same time, the Commission will ensure that contributions at and resolutions of the world conferences are mainstreamed into Olympic programmes and throughout the Olympic Movement.

Just two days after the conference, the Commission will meet to discuss ways through which the decisions and recommendations of the world conference may be implemented. The involvement of UNESCO in the Commission for the first time brings a new dimension to the deliberations of this entity. UNESCO has always been a partner in the organization of the world conference. However, since last year, the agency has been at the forefront of introducing, on a trial basis, the OVEP into its network of schools around the world in the hope that this will result in full acceptance in the educational systems of governments.

The conference is certainly not an end objective by itself. It is just a milestone in the long process of refining, defining and maintaining education and culture in life. The Commission has always encouraged participants to continue being in contact beyond the conference, to continue exchanging ideas of best practices. The organizers intend to facilitate and build on a continued existence of such a virtual network community.

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**IOC Department of international Cooperation and Development  
5 – 7 December 2010  
Durban, South Africa**



**Declaration of the 6<sup>th</sup> World forum on Sport, Education and Culture**  
**Busan, Republic of Korea - 25-27 September 2008**

**THE** 6<sup>th</sup> World Forum on Sport, Education and Culture was organised in Busan, Korea, by the International Olympic Committee, Korean Olympic Committee and Metropolitan City of Busan, in partnership with the United Nations Educational, Scientific and Cultural Organisation from 25-27 September, in which more than 600 delegates from National Olympic Committees, International Federations, Organising Committees for the Olympic Games, educational and cultural institutions, UN-specialised organisations, governmental and non-governmental organisations participated.

Under the theme “Sport and Education for the Now Generation”, panel discussions were held and presentations made in plenary and specialised break-out sessions. All discussions took place in an atmosphere of friendship and informed debate.

The participants resolved to:

1. Adopt the Busan Action Plan, which requires the support and active involvement of all for it to be implemented;
2. Express their gratitude to the Mayor of the Metropolitan City of Busan, Mr Nam-Sik Hur, Korean Olympic Committee President Mr Yun-Taek Lee and the Minister of Culture, Sports and Tourism Korea, Mr In-Chong Yu, for their exceptional hospitality and excellent forum facilities, which contributed to the success of the Forum;
3. Thank the Organising Committee of the 4<sup>th</sup> Busan TAFISA World Sport for All Games for the invitation to attend their Games.

**27 September 2008**  
**Busan, Republic of Korea**



## The Busan Action Plan

The Forum recognised youth as the future of sport, and noted the need to use every opportunity and all means available to advance the combination of sport, culture and Olympic education. To this end, seven opportunities were recognised. These were:

### **1. Youth**

After a session addressed solely by young people from around the world, speaking about their educational and sports needs, the conflict between academic studies and participation in sport and the painful choices they are sometimes required to make in their lives in order to fulfil both or either of the two important aspects in their lives, the Forum:

- a. Resolves that the IOC, the Olympic Movement and UNESCO should work together to ensure that governments require physical education as a normal part of the curriculum;
- b. Accepts the concept of involving young people in decision-making in areas and activities that concern them - as practised by the IOC since the introduction of the Athletes' Commission - and resolves that this should be extended to the organisation of conferences like this one;
- c. Appeals to the IOC to issue a standing invitation to young people to fully participate in subsequent conferences so that they can add their voices, contribute their ideas, and relate their own personal experiences;
- d. Appeals for the identification and better and greater use of young role models;
- e. Cautions against wholesale blaming of "modern youth culture" for declining youth interest in sport when in many countries, and particularly in urban areas, a decline in opportunities for sports participation is the real culprit. Loss of sports grounds, fiscal budgets, trained coaches, and community, school and club programmes has reached a crisis point in many of the world's cities, even in developed countries.

### **2. Youth Olympic Games**

Recognising the fact that the Youth Olympic Games provides an excellent opportunity for an organised approach for the IOC and the Olympic Movement to directly affect the lives of young people around the world, and noting with satisfaction the involvement of international organisations such as UNESCO in the development of the educational and cultural programme of the YOG, the Forum:

- a. Congratulates the President of the IOC and the Olympic Movement for establishing the Youth Olympic Games;
- b. Takes note of the fact that the programme will have strong Olympic-values content and will also be an educational experience for the participants;
- c. Endorses the resolve to give sport, intercultural and values education equal emphasis with sports performance in the YOG programme;
- d. Appeals to the IOC, the IFs and all concerned to ensure that the benefits of the programme are not confined only to the direct participants of the Games;
- e. Requests that the educational programmes of the YOG be ongoing between editions of the Games;
- f. Takes note that a festive and celebratory atmosphere is especially conducive to learning for young people, and encourages the YOG to maintain such an atmosphere and encourages other sports bodies to follow.

### **3. Universality**

Recognising the need to interpret the term "universality" in its widest form, and noting the concerns that the disparity between developed and developing countries is as much a deterrent to sharing Olympic education as the problems caused by gender disparities, the Forum:

- a. Insists that all educational and intercultural opportunities associated with sport be marked by respect for cultural identity and diversity, real gender equality, and accessibility to persons with disabilities;
- b. Requests the IOC and its partner organisations to consider the fact that Olympic education is, in some cases, the only opportunity for education available to youths in some developing communities and therefore should develop closer ties with NOCs and authorities to ensure that the young people derive maximum benefit from such programmes.



#### **4. Post-athletic life**

Having listened to impassioned pleas from former athletes for the sporting movement as a whole to ensure that necessary steps are taken to guarantee continued better life post-high performance sport; and noting that many athletes have fallen on hard times at the end of their athletic careers, the Forum:

- a. Congratulates the IOC and its Athletes' Commission for instituting special programmes that aim to provide career training and certification;
- b. Urges NOCs, NFs and IFs to consider establishing new assistance programmes for athletes seeking to obtain their first academic degrees (high school, university, etc.);
- c. Requests that these opportunities be widely publicised to all member countries.

#### **5. OCOG and NOC education and culture programmes**

Noting that all the organising committees for the Olympic Games now develop extensive educational programmes as part of the organisation of the Games - the recent Beijing programme having been the biggest of all time with 400 million young people participating across the country - and that NOC investments in these areas are highly uneven;

Noting too that every city that organises the Games also undertakes to organise the "Cultural Olympiad", which often lacks in publicity and funding and therefore suffers the consequence of inattention, the Forum:

- a. Requests that such programmes be publicised to all countries, particularly those which do not have the capacity to develop their own parallel programmes;
- b. Strongly proposes that such programmes be ongoing as processes rather than events related only to particular Games;
- c. Appeals for greater visibility of the "Cultural Olympiads" and that they be given as much publicity as possible during the Games and encourage Games participants to attend them;
- d. Proposes that both the educational programme and the Cultural Olympiads be part of the legacy and knowledge transfer system.

#### **6. Partnerships**

The Olympic Movement has always prided itself on collaborating with like-minded organisations, particularly in leveraging sport for societal development, youth and community education and peace. The invitation to non-sports organisations by the President of the IOC and the wonderful collaboration of the sporting movement and UNESCO is ensuring that the International Convention Against Doping in Sport is being ratified by the world's nations. Therefore, the Forum;

- a. Appreciates the collaboration with the UN, governmental and non-governmental organisations in applying sport to development, youth mobilisation and education;
- b. Encourages the World Anti-Doping Agency and its collaborating organisations to expand education and preventive approaches by carefully evaluating existing campaigns in other areas of occupational health and safety.

#### **7. Olympic Congress**

The Olympic Congress in Copenhagen in 2009 will provide an opportunity for the sporting community as a whole to influence the future direction of sport and intercultural education. The Forum:

- a. Appeals to educationists, academics, young people and the public at large to seize this opportunity to contribute proposals to the Congress agenda;
- b. Requests all parties to participate in the virtual Olympic Congress, which has already been launched online by the IOC;
- c. Urges the IOC to also invite young people to the Congress in order to contribute to the discussions and debates about youth and Olympism.

**Busan  
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27 September 2008**