



INTERNATIONAL  
OLYMPIC  
COMMITTEE

**Report**

## Culture and Olympic Education

### **Progress Report – A review of IOC Policy and Actions**

September 2008  
International Cooperation and Development Dept

**TABLE OF CONTENT**

<b>Introduction.....</b>	<b>3</b>
<b>1. Advocacy and Support Activities .....</b>	<b>4</b>
1.1. IOC Commission for Culture and Olympic Education .....	4
1.2. 5 <sup>th</sup> World Forum on Sport, Education and Culture .....	5
1.2.1. The Beijing Declaration .....	5
1.3. 6 <sup>th</sup> World Forum on Sport, Education and Culture .....	7
1.3.1. Forum Programme and Objectives .....	7
1.4. 2009 Olympic Congress .....	8
1.5. Cultural Contests.....	9
1.5.1. Olympic Sport and Art Contest .....	9
1.5.2. IOC Sport and Singing Contest.....	9
1.5.3. Olympiart Award.....	10
1.6. Olympic Values Education Programme (OVEP).....	11
1.7. Youth Olympic Games (YOG) .....	12
1.8. Best of Us campaign .....	12
1.9. TOP partner programmes.....	14
<b>2. Culture and Olympic Education in the Games .....</b>	<b>14</b>
2.1. Beijing 2008 .....	14
2.2. Vancouver 2010.....	15
2.3. London 2012.....	16
2.4. Sochi 2014.....	17
<b>3. Culture and Education Partners.....</b>	<b>17</b>
3.1. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) .....	17
3.2. The United Nations Children’s Fund (UNICEF).....	17
3.3. Olympic Museum .....	18
3.4. Olympic Studies Centre.....	19
3.5. Olympic Solidarity (OS) .....	19
3.6. International Olympic Academy (IOA).....	20
3.7. International Pierre de Coubertin Committee (IPCC).....	21
3.8. Panathlon International (PI).....	21



## Introduction

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This year the IOC Commission for Culture and Olympic Education celebrated its tenth anniversary, all of it under the only chairman it has had, Mr Zhenliang He. There has been much to celebrate, not least the integration of education and culture as an integral part of the celebration of the Olympic Games. In those ten years, Olympic Education has taken a new meaning, the concept moving from an event of the Olympic Games to a process of developing Olympism within the member countries.

Several cultural activities, all of them aimed at ensuring the celebration of Olympism on a global scale by involving National Olympic Committees worldwide, have been launched by the Commission. The IOC Sport and Art contest, the Sport and Literature, Sport and Photo, the OlympiArt and, lately, the Sport and Music competition have become permanent fixtures on the commission's busy calendar.

As is testified in the pages of the Olympic Solidarity reports' pages, Olympic Education programmes are no longer the preserve of "big" NOCs, particularly those that have the capacity to host the Olympic Games. It has become one of the undertakings of the NOCs generally. The creation of National Olympic Academies and/or Education and Culture Commissions by NOCs, or hybrid combinations have helped drive Olympic Education in NOCs.

The Youth Olympic Games and the wider interpretation of education in the Olympic Movement to encompass educating athletes for life post high level competition have helped create even greater interest among the general public. The commission can take pride in having played a major role, and continues to do so, in popularising culture and Olympic education in the world.

The People's Republic of China through the Olympic Games in Beijing has brought new meaning to Olympic education, even if the numbers are daunting. Some 400 million young people took Olympic education as a subject of choice in the run-up to the Games in Beijing and the recently launched Olympic Values Education Programme (OVEP) is about to start in India. The Indian Olympic Association (IOA) and the authorities in that populous country are looking to reach millions of young people across the country.

The commission has much to crow about, but sadly, Chairman Zhenliang He will soon pass on the baton as he is reaching the mandatory retirement age. Whoever President Jacques Rogge appoints will find his work cut out for him or her.

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# 1. Advocacy and Support Activities

## 1.1. IOC Commission for Culture and Olympic Education

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**Commission** The role of the IOC Commission for Culture and Olympic Education remains 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. Under the Chairmanship of Mr He its members also actively continue to support programmes and activities in the field.

It is the most numerous of the IOC Commissions with 32 members in comparison to 30 in 2006 at the time of the last World Forum and 20 of the members are also IOC members.

Such membership places it in a strong position to ensure culture and Olympic education remains high on the list of Olympic priorities and to ensure that Olympism remains the second dimension of the Movement alongside sport.

The Chairman of the Commission makes a report to each IOC Session and the Department of International Cooperation and Development reported to each Executive Board meeting on behalf of the Commission.

The current membership is:

Zhenliang HE (China)	Vladimir LISIN (Russia)
Haya Bint AL HUSSEIN (United Arab Emirates)	Alicia MASONI de MOREA (Argentina)
Béatrice ALLEN (Gambia)	Samih MOUDALLAL (Syria)
Fernando F. Lima BELLO (Portugal)	Norbert MÜLLER (Germany)
Valeriy BORZOV (Ukraine)	Roque Napoleón MUNOZ PENA (Dominicain Republic)
Helen BROWNLEE (Australia)	Mohamed MZALI (Tunisia)
Philip CRAVEN (United Kingdom)	Lambis V. NIKOLAOU (Greece)
Iván DIBÓS (Peru)	Francis W. NYANGWESO (Uganda)
Conrado DURÁNTEZ (Spain)	Enrico PRANDI (Italy)
Hicham EL GUERROUJ (Morocco)	Sam RAMSAMY (South Africa)
Manuel ESTIARTE (Spain)	Thomas P. ROSANDICH (United States of America)
Timothy FOK (Hong Kong, China)	Mounir SABET (Egypt)
Kostas GEORGIADIS (Greece)	Melitón SÁNCHEZ RIVAS (Panama)
Nat INDRAPANA (Thailand)	Klaus SCHORMANN (Germany)
Minos KYRIAKOU (Greece)	Antun VRDOLJAK (Croatia)
Karl LENNARTZ (Germany)	Ching-Kuo WU (Chinese Taipei)



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Importantly both the Chairman and Sir Philipp Craven are members of the 2009 Congress Commission, which is among others responsible for the Congress themes, speakers, publications, recommendations and final document and it is to be noted that Olympic education, values and youth figure strongly in the Congress themes.

Furthermore, the commission formed a working group to make proposals to the Youth Olympic Games (YOG) for their culture and education programme and subsequently the coordinator of the group was requested to join the YOG consultative work group formed to advise and validate the plans for the first Youth Olympic Games in 2010 to be held in Singapore.

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## 1.2. 5<sup>th</sup> World Forum on Sport, Education and Culture

### 1.2.1. The Beijing Declaration

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#### Follow up

A comprehensive report on the 5<sup>th</sup> World Forum on Sport, Education and Culture was published following the conference and widely distributed to the Olympic Family and all Forum participants.

The report included a copy of all the presentations delivered, summaries of presentations, messages from the organisations involved in the Forum, participant contact list and the final declaration.

In addition the IOC, UNESCO and BOCOG have followed up respectively on the points of the Beijing Declaration that apply to them and their constituents.

In response to the call for the **IOC to provide assistance in training Olympic educators to encourage NOCs to make universal ethical values education a preoccupation**, the IOC has notably continued to develop the Olympic Values Education Programme (OVEP) first presented at the 5<sup>th</sup> World Forum and included Olympic values as one of the themes of the 2009 Olympic Congress.

The implementation of the programme will certainly involve amongst others, **NOCs, Olympic educators, athletes and specialized educational institutions**. Furthermore the IOC has continued to work closely with varied institutions for the promotion of culture and education combined with sport such as UNESCO, International Pierre de Coubertin Committee and the International Olympic Academy to name just a few.

BOCOG the 5<sup>th</sup> World forum partners ran the largest Olympic education programme in history in addition to a rich cultural programme that culminated with the opening and closing ceremonies of the Games.

The biggest single development to raise the awareness of education was the decision to set up both summer and winter Youth Olympic Games (YOG) with a strong and innovative educational programme.

UNESCO who partnered the 5<sup>th</sup> World Forum heard the call for it **to play a leading role in promoting physical education and sport and to encourage cooperation between ministries responsible for education, youth and sport**, as did the many ministries present. UNESCO specifically works to promote physical education and sport

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through their International Committee for Physical Education and Sport (CIGEP's).

The United Nations agency, as the IOC, continues to **strive for further ratification of the anti-doping convention**. To date, 90 countries have ratified the global convention against the practises of doping in sports. The IOC continues to promote a zero-tolerance policy for doping with numerous and wide ranging measures that continually evolve over time and UNESCO has a three pronged approach of international cooperation, education and capacity building.

The plea to encourage the **Olympic Movement to participate in educational and cultural activities and to promote Olympic Youth Camps and traditional Games** has been taken up. Since the last World Forum notably the third edition of the Olympic Sport and Art Contest was held as was the first IOC Sport and Singing contest. The BOCOG organised the traditional Olympic Youth Camp during the Games with 409 youth participants from 204 NOCs and with the 6<sup>th</sup> World Forum being held in parallel to TAFISA World Sport for All Games the tie with traditional Games can only grow stronger.

Greater attention is being paid to ensure that **participation in high level sport goes hand-in-hand with education**, notably the IOC athletes Commission is dedicated to the cause and the IOC has an athletes career programme which is rapidly expanding. In addition a parallel session has been dedicated solely to the theme at the 6<sup>th</sup> World Forum.

The Olympic Museum and Olympic studies centre regularly assists **developing countries establish information and documentation centres and museums which allow them to preserve their sporting and Olympic heritage**. National Olympic Academies in many cases also play an important role in the preservation of this heritage and the Olympic legacy.

The Olympic Movement and its partners are constantly striving for **more attention to be attached to physical activity** and the promotion of active lifestyles through all the means at their disposal and are concerned by the decline in physical education on the curriculum. The IOC is also working to draw the interest of youth to sport via such means as the Youth Olympic Games and new disciplines on the Olympic programme. Through the Olympic Solidarity and the International Paralympic Committee the IOC seeks **for greater attention to be paid to persons with disabilities and to disadvantaged communities**.

The Olympic Movement has a strong gender equity programme in place that seeks to use every opportunity available in the Movement to advance the cause of women in sport and through sport. The recommendation **to ensure gender equity in all its educational and cultural activities, in the recruitment of volunteers, and providing equal opportunity of services to all IOA and NOA participants** was passed on to the IOC Women and Sport Commission as well at the 4<sup>th</sup> World Conference on Women and Sport.

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## 1.3. 6<sup>th</sup> World Forum on Sport, Education and Culture

### 1.3.1. Forum Programme and Objectives

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#### Education and Youth

The 6th World Forum on Sport, Education and Culture was prepared in collaboration with the Metropolitan City of Busan and UNESCO in parallel to the TAFISA World Sport For All Games.

The Forum entitled “Sport and Education for the Now Generation” is designed to specifically concentrate on youth in relation to sport, culture and education and has a strong link to both the Youth Olympic Games and the 2009 Olympic Congress. Important questions like what is the potential of events like the Youth Olympic Games? How can we educate athletes for the life after their sporting career? How can we discuss the doping scourge efficiently with youth? Have been placed at the centre of the programme. Furthermore to receive input from youth first hand one session was specifically designed to feature primarily youth speakers on the podium.

The programme also takes into account the in-depth surveys carried out on other IOC conferences which demonstrated that the participants, to increase the relevance and interest, wanted the forum to be run in a much more interactive mode than in the past. The new tendency is for lively panel discussions rather than traditional lectures from the podium.

Immediately after the Forum an online survey of the 6<sup>th</sup> World Forum will be sent to all participants and we encourage you to complete it with your detailed remarks so that we can continue to improve in the future and meet your needs.

It is hoped that the conference will serve its objectives set from an early stage:

- Communicating and reviewing the culture and education work undertaken by the Olympic Movement;
  - Evaluating the implementation of the recommendations of the 5<sup>th</sup> World Forum and charting the way forward, setting out orientations for sport, culture and education for the next two years;
  - Consolidating existing relationships and building new partnerships between the sports community and culture and education experts and institutions;
  - Examining and proposing contributions that culture and education through sport can make to the 2009 Olympic congress, the Youth Olympic Games and more generally to the international community's culture and education efforts;
  - Reviewing long-term plans for the IOC's Olympic Values Education Programme (OVEP)
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## 1.4. 2009 Olympic Congress

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### Copenhagen

The 13<sup>th</sup> Olympic Congress will be held in Copenhagen, Denmark from 3 to 5 October 2009 under the theme “Olympic Movement in Society” and the recommendations will be forwarded to the 122<sup>nd</sup> IOC Session for adoption.

This is the first Congress since 1994 in Paris which was titled Centennial Olympic Congress and Congress of Unity. The participants will include IOC members, honorary and honour members; representatives of the International Federations, National Olympic Committees and Organising Committees of the Olympic Games, athletes and athlete support staff; referees, judges and technical officials; the IOC’s partners; and the media.

For the first time in the history of the Olympic Congress the general public has been invited to express their opinions in a thousand words or less on the below Congress themes via the Virtual Olympic Congress at <http://www.2009congress.olympic.org/> until 31 December 2008. After this date an analysis of the contributions will be conducted and a synthesis of the results will be presented for consideration. We of course encourage you to participate in the virtual congress and voice your opinions and view points on the established themes.

#### **Theme 1: The Athletes**

1.1 Relationship between the athletes, the clubs, federations and the NOCs

1.2 Health protection in training and competition

1.3 The social and professional life of athletes during and after elite competition

#### **Theme 2: Olympic Games**

2.1 How to keep the Games as a premier event?

2.2 Olympic values

2.3 Universality and developing countries

#### **Theme 3: The structure of the Olympic Movement**

3.1 The autonomy of the Olympic Movement

3.2 Good governance and ethics

3.3 The relationship between the Olympic Movement and its stakeholders

#### **Theme 4: Olympism and Youth**

4.1 Moving towards and active society

4.2 Is competitive sport still appealing?

4.3 Youth sports events

#### **Theme 5: The Digital Revolution**

5.1 A new management of sports rights

5.2 How to increase the size of sports audience?

5.3 Communication with stakeholders in the digital age



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It is important to note that many of the Congress themes concern sport, culture and education the themes of the Busan Forum as well as its sub theme, the conclusions and recommendations will be an integral part of the Congress deliberations.

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## 1.5. Cultural Contests

### 1.5.1. Olympic Sport and Art Contest

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#### Third edition

The 2008 Olympic Sport and Art Contest launched in March 2007 followed on from the success of the first two editions organized in 2000 and 2004.

The competition took place in two phases: a national phase followed by an international phase from March to August 2008. Each NOC was directly responsible for the national phase whilst the IOC and the Olympic Museum organised the international phase. The contest included two categories of works of art – sculptures and graphic works and the theme for both was “Sport and Olympism”.

NOCs entered 61 art pieces in the two categories for the international stage and these were set up as an exhibition in the Maison International du Sport (MSI) for the international Jury composed of Commission members and art experts from the different continents, to judge. Three winners and five runners up were selected for each category.

These sixteen works were first exhibited at the Olympic Museum for the public to admire before being shipped to Beijing to be displayed in the Olympic Expo which was held from 8 to 18 August at the Beijing International Convention Centre alongside other exhibitions which drew crowds of 10'000 per day, a number that would have been higher if not for security reasons.

A contest brochure was published with photographs of the artworks and we hope this will disseminate the contest to a wide public and generate increasing interest in this event.

The six prize winners from the contest will be presented to the 6<sup>th</sup> World Forum on Sport, Education and Culture to collect their prizes at the opening ceremony.

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### 1.5.2. IOC Sport and Singing Contest

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#### A first

Launched in November 2007 the IOC Sport and Singing contest is the latest IOC contest aimed at developing the association of sport and art at national and international levels.

All National Olympic Committees were invited to organise a national singing contest inspired by the idea of sport and to submit a song on

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DVD, composed of original lyrics, music and choreography.

The contest regulations, were left deliberately open (individual or group, with or without music whether live or recorded & no age limit) to respect all musical & singing cultures and ensure that songs could be entered by all NOCs.

More than 30 NOCs registered for the contest but it is expected that this number will grow for future editions. The international jury, consisting of experts in singing, members of the commission and representatives of the World Choir Federation met on 16 May and selected the winners, on the basis of DVD submissions and published the results on the IOC internet site.

South Korea took first place with their group “Voiture”, second place went to Colombia, third place Benin and five further entries were selected for highly recommended diplomas.

The winning group “Voiture” from Korea an a cappella group was invited to Beijing during the Games to perform the Olympic Anthem and their winning song at the opening ceremony of Olympic Expo and the occasion was also used to present them with their prize.

BBC Radio 4 also took an interest in the contest and included parts of the winning songs and an interview with the Chairman in a thirty-minute documentary, broadcast in July that explored the history of the Olympic Arts that were part of the Games between 1912 and 1948. Through the contest the documentary demonstrated that artistic contests still assume a significant role in the Olympic Movement today.

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### 1.5.3. Olympiart Award

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#### Huang Yongu

The award was launched in 1991 to strengthen the link between the arts and the celebration of the Olympiad and has to date been awarded to painter Hans Erni, architect Pedro Ramirez Vazquez, photographer Annie Liebowitz and Greek composer Mikis Theodorakis, all prestigious artists with a strong interest in sport, peace and youth.

This year the international jury composed of IOC President and personalities from the Arts world selected Mr Huang Yongyu over Mr Han Meilin also proposed by the Chinese Olympic Committee as a potential recipient.

Mr Huang is known as a Chinese art master and is famous for his woodblock prints, ink painting and literary works. A multi-talented man, he has published poems, essays, novels, screenplays and photo albums. A prolific carver of wooden engravings, he has held exhibitions in Australia, Germany, Hong Kong and China.

During the 120<sup>th</sup> IOC session Mr Huang received the specially engraved Olympiart Award trophy in recognition of his work.

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## 1.6. Olympic Values Education Programme (OVEP)

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### Olympic Values

The Olympic Values Education Programme (OVEP) was first presented at the last World Forum in Beijing by the Department and the Olympic Museum. Since then the programme has continued to develop and the first field results will be presented during one of the Forum parallel sessions, directly from OVEP participants.

OVEP comprises three main elements; a toolkit, know how database and motivation programme as proposed by a group of education and curriculum experts united to define the plans. OVEP is still in the development stage and the three elements are still to come together on an electronic platform on the new [www.olympic.org](http://www.olympic.org) but already parts are being rolled out with the printing of the English and French "Teaching Values: An Olympic Education Toolkit" and the completion of the information collection for the database.

The toolkit after being reviewed by education and curriculum experts from the different continents and education bodies and institutions was tested in a live situation at the 21<sup>st</sup> World Scout Jamboree. More than 500 children aged 14-17 participated in 16 workshops over a period of eight days in July/August 2007. The feedback from the students was extremely positive. After making minor modifications stemming from the workshop the toolkit was published in English and French.

The toolkit is designed for use by educators, coaches and youth leaders, includes information and activities for learners from 8 to 18 and is based on current athlete development and education theory. The focus is on HOW to teach the educational values of the Olympics and NOT on Olympic facts and information. Copies of the toolkit are available from the IOC.

To set the implementation of the toolkit rolling a first educate the educator workshop was held in Tanzania in April 2008 around the only torch relay stop in Africa. The participants were specially selected teachers, educators and administrators from Africa, Asia and Oceania. The programme consisted of five days of intensive learning and included one day of practical exercises in a primary and secondary school.

By the conclusion the participants were able to understand the theory, content and methodologies of Olympic education as well as the structure, content and activities of the toolkit. But most importantly they were able to explore and identify the challenges and opportunities of implementing OVEP in education, sport and youth group organisations in their regions. You will hear the results of this work in the parallel session dedicated to OVEP during the world forum.

Finally a special Focus magazine was published on OVEP for the world forum which notably includes the timelines for the roll out of OVEP. Once complete, the project should assist NOCs to disseminate Olympic education through the three elements of the programme listed above.

These tools are expected to provide increased visibility and recognition of existing education initiatives, provide Olympic education material to NOCs and NOAs, stimulate local Olympic education programmes and



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strengthen the role and responsibility of NOAs.

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## 1.7. Youth Olympic Games (YOG)

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### **Youth Education**

The Youth Olympic Games are a major development in the 112-year history of the Olympic Games. Starting in 2010, this event will bring together even younger people from across the globe to celebrate youth, humanity, sport and Olympic education. Young people will live the true spirit of Olympism, learning life skills that should make them better citizens and future leaders.

The YOG, as they are known, are the brain-child of President Jacques Rogge and the IOC. They follow previous experiments at continental levels at which Games participants were required to think more about the world around them and understand and practise human values rather than focusing completely on sports competitions. The YOG are a unique product in the sense that they will go beyond competition to provide education on the values around sport.

The Youth Olympic Games are meant to inspire young people around the world to participate in sport and adopt and live by the Olympic values. They are meant to be a catalyst for the development of young people, delivering education and life skills on the back of what truly brings mankind together.

The advisory group set up by the IOC President to review and validate the initial plans met in January and will meet again in November to evaluate the progress. A representative of the Culture and Education Commission was included in the group and there is clearly a will to make education an integral part of these Games.

The plans being developed for a modern education programme as an essential component of the YOG will be described and debated during two sessions of the 6<sup>th</sup> World Forum on Sport, Education and Culture.

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## 1.8. Best of Us campaign

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### **Best of Us**

The theme of the promotional campaign is “The Best of Us” a simple, powerful idea that transcends cultures and borders, motivating young people around the world to participate in sport by proving that sport can bring out the best of them. The campaign was launched in 2007 and is continuing. It has taken the form of a multi-dimensional campaign, comprising TV, online, print, viral promotion and public relation activities.

Among the different elements of the programme is a television advert that communicates that being an athlete can help teens overcome their insecurities – either real or those imposed by their peers. It aims to demonstrate how sport can play an important role in boosting young

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people's confidence. In addition a public service announcement named "heroes" which leverages the determination and performances of Olympic athletes to communicate the key Olympic values was also widely diffused.

A humorous, fictional "Puskitas" "viral" campaign was also made available on a number of websites such as You Tube. The film features Puskitas, an underdog judo athlete, who amazingly wins his match and proceeds to celebrate in a very original way! Puskitas is capable of overcoming the odds and "bringing out his best" in order to achieve his goals.

Also within the framework of the Best of Us campaign the Spanish artist Jesus Morilla created art work featuring his interpretation of the Olympic Values of Excellence, Friendship and Respect for the print and digital media.

In addition the IOC has set up an online "Olympic Personal Trainer" that has had thousands of views from Olympic fans and young athletes from around the world looking to benefit from the expertise and experience of Olympic legends including Sergey Bubka, Hicham El Guerrouj and Charmaine Crooks. On this online tool visitors can hear these world-class athletes speak about their personal experiences and their thoughts on questions like How do you set goals? Or How do you learn from failure? And why is teamwork important?

In the run up to the Beijing Games the first Olympic Games "e-journal", named Olympic Express, was launched for young people. It is interactive, contains a wide range of animated features and provides information for young people to be able to follow the Games. Before the Games it was published twice a week to teach about the 35 sports, different sporting stars, teams and technical details about specific sports. During the games it became daily and brought news of all the competition's events and sporting exploits, as well as stories about the world's greatest athletes. Following the Games special issues were published one with the best photos, another about the Paralympics and another on the Youth Olympic Games describing how young people can celebrate the Olympic spirit by taking part in their own Games.

Not part of the Best of Us campaign but also worth mentioning is the April-June 2007 issue of the Olympic review which was dedicated to Olympic Values and specifically examined how the Olympic Movement defines its core values of Excellence, Friendship and Respect and how these values underpin all of its activities today. A DVD was also produced on these to profile the Olympic Movement's programmes in the areas of development through sport, Olympic Solidarity, women and sport, sport and peace, athlete's career programme, Sport For All, sport and environment, and culture and Olympic education. It blends powerful moving images and music with stirring messages from those who live by, are inspired by, or benefit from the core Olympic values every day.

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## 1.9. TOP partner programmes

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### **Sponsors and Education**

The IOC sponsors are also increasingly using their partnership with the IOC for educational purposes. This was especially the case in association with the Beijing Games.

VISA again launched their Visa “Olympics of the Imagination” programme following the success encountered at past editions which have drawn the participation of millions of kids.

The programme challenged school children to use their imagination to create a piece of art based on the theme of global unity: “Show how the Olympic Games connect different cultures and capture the Beijing theme – One World One Dream”. Thirty winners were selected based on their works and themes such as “Dare to dream” “Games for Peace” and “Unified World”, to attend the Games in Beijing.

McDonalds brought kids to the Games for a programme that was created to inspire and engage young people worldwide in activities that encourage sport, fitness, and fun while providing a once-in-a-lifetime opportunity for them to experience the Games first hand. During their stay the children met athletes, visited cultural sites and attended Olympic events, leaving them with a multitude of stories and experiences to share with family and friends.

Coca-Cola focused on going green and its eco-friendly efforts and targeted the athletes rather than children during the Games. A large programme to engage athletes was set up in the Olympic village to educate and inspire them about the environment with inspiration talks, theme games and prizes, interactive learning activities and documentation. They also showed as premiere their documentary film which tells the stories of seven torch relay runners selected by Coca-Cola for their dedication to the environment. In addition to these education efforts they also applied strict environment criteria to their activities during the Games by way of example.

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## 2. Culture and Olympic Education in the Games

### 2.1. Beijing 2008

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#### **Biggest-ever**

The world’s largest-ever Olympic education programme was undertaken in schools throughout China to ensure the Beijing Games leave a lasting legacy for the country’s young generation.

The programme launched by the Beijing Organising Committee for the Olympic Games (BOCOG) with China’s Education Ministry and National Olympic Committee reached a staggering 400 million children by integrating Olympic education into the curriculum of over 400,000 schools. Teachers passed on the Olympic values of excellence, friendship and respect, while textbooks highlighted the history of the Games, Olympic sports and the Olympic Movement’s contribution to

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international peace and friendship. Foreign-language speech contests also helped promote Olympism in schools.

Olympic education model schools were created to set the benchmark in providing Olympic education for their pupils and some 556 elementary secondary schools were given the honour and many of these joined the “Heart-to-Heart” programme in which more than 200 schools “adopted” sister schools in countries represented by an NOC.

These are but some of the major education initiatives carried out by the BOCOG and others involved notably universities and Olympic education research and the organisation of the traditional youth camp during the Games. It united more than 500 participants mainly aged between 16 and 18 and was held at Beijing No 101 middle school over 10 days and for the first time included participants with disabilities under the slogan “Youth Creates The Future”. The programme included attendance at the opening ceremony, certain sporting events as well as a tour of the city and participation in education programmes and sports events designed for the youth participants. The feedback from the participants was extremely positive many stating that it was an incredible source of inspiration for them to one day participate in the Games.

You will have the chance during the forum to hear the details of the BOCOG programme, how they did it and about the long term benefits of it.

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## 2.2. Vancouver 2010

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### **Internet based**

Vancouver 2010 have concentrated their education programme principally online line as is more and more the tendency of the OCOGs in order to reach the greatest number of people with modern learning and communication tools.

In September 2007 VANOC launched their online learning environment (EDU) where students, teachers and the public can learn more about Vancouver 2010, the Olympic and Paralympic Movements, and the three pillars of sport, culture and sustainability.

Every issue of EDU contains a lead story; resources developed by teachers and non-profit organizations across Canada and including especially the existing and considerable Canadian Olympic Committee education programme. Also participating are Canadian museums, environmental groups and arts and culture organizations; and, interactive programs connected to a wide range of schools curricula and student interests as well as to the 2010 winter Games.

The basic concept is to connect schools to schools, teachers to teachers and students to students and all to Vancouver 2010 and to innovate while making the best use of existing materials and organizations.

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## 2.3. London 2012

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### Youth and education

London promised in their bid amongst others to provide youth-orientated London Games in 2012. Lord Coe in his speech to the IOC session went as far as to say “it is a decision about which city will help us show a new generation why sport matters in a world of many distractions, why Olympic sports matter. On behalf of the youth of today, the athletes of tomorrow and the Olympics of tomorrow we humbly submit the bid of London 2012”.

The official education programme aims to capture the imagination of young people around the world and will offer children and young people ways to get involved - no matter what they are inspired by. It will attempt to spark their imagination and enthusiasm for learning and help them realise their potential and engage with other young people across the UK and around the world.

Before the official launch in September a number of activities with schools, children and youth were launched such as the VeloDream competition that challenged schoolchildren to design their own dream Velopark to host the cycling sports of future Games. More than 500 schools competed for the prizes on offer.

The occasion of the Paralympic handover early in September was used to invite children and young people in schools and colleges across the UK to lead the Paralympic handover celebrations. In support of the celebrations an online resource featuring films, fact sheets, assembly materials and activity ideas was launched and thousands of schools and colleges registered for it on the website and became part of the handover.

The day following the handover “Get Set”, the official four-year London 2012 domestic education programme was launched. This programme will be driven by an interactive website featuring games, videos fact sheets and lots more resources to help children and young people understand and demonstrate a commitment to the Olympic and Paralympic values. The Get Set website is for all schools, colleges local authority education providers, children and young people in the UK and contains resources for 3 to 19 year olds.

This is just the start though and the programme will go much further and with a number of partners, resources on eight key themes will be developed: internationalism, citizenship, practical learning, sport and PE, enterprise, sustainability and regeneration culture and creativity, and healthy, active lifestyles. Many of these are already live and others are in the final stages.

LOCOG also agreed to host the Olympic Youth Camp during the Games in 2012 and will certainly brief you about this and their many other plans for the education programme over the next four years during the Forum in Busan.

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## 2.4. Sochi 2014

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### Early stages

For Sochi 2014 it is still early days in terms of the development of their culture and education programmes but the planning has started in earnest and some initiatives are already underway. However, the organising committee has ambitious plans for higher education at graduate level. Negotiations between the IOC and other interested parties to make this happen.

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## 3. Culture and Education Partners

### 3.1. The United Nations Educational, Scientific and Cultural Organisation (UNESCO)

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#### UNESCO

In 2006 the 5<sup>th</sup> World Forum on Sport, Education and Culture was organised in partnership with UNESCO and the BOCOG in Beijing. UNESCO not only invited their constituents but also provided many of the speakers and moderators and participated in the drafting committee. For this Forum in Busan UNESCO have committed to partner with the IOC, Busan Metropolitan City and the Korean Olympic Committee and provide similar assistance.

UNESCO has many interests in common to those of the IOC and notably collaborates with the IOC in the fight against doping in sport and especially through the global convention against the practises of doping in sport that has been ratified by 90 countries to date. On the education front of doping UNESCO produced an adventure comic strip featuring Rattas Holmes and Felis Watsin, detective heroes against doping in sport published during the Beijing Games and including a section on the Games.

In April UNESCO and IOC met to review their cooperation and activities and notably the IOC offered to host one of the forthcoming meetings of the Permanent Consultative Council (CCP) of the Intergovernmental Committee for Physical Education and Sport (CIGEPS).

Furthermore it was agreed to improve the communication between the two organisations on respective projects such as UNESCO's work on traditional Games and the Olympic Friendship Children's Forum and for the IOC the Olympic Values Education programme (OVEP) and the Youth Olympic Games (YOG).

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### 3.2. The United Nations Children's Fund (UNICEF)

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#### UNICEF

The United Nations Children's Fund assumed a major role in the Athens

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Olympic Youth Camp and reported in detail on the results of their participation and made recommendations for future youth camps which were subsequently distributed to all relevant parties.

UNICEF are working closely with LOCOG to give young people a sporting chance by using sport to increase access to quality education for children and young persons

Discussions are also underway to see how UNICEF could contribute to the Youth Olympic Games and especially its education programme through their wealth of expertise in the domain.

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### 3.3. Olympic Museum

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#### **Youth Mobility**

The Olympic Museum has continued its mission of showing visitors the depth, richness and importance of the Olympic Movement. Through images and symbols it shows the visitor that Olympism is not merely a matter of sports competition but rather a philosophy of life whose roots are deeply embedded in history.

The museum is a centre for reflection that acts as a witness to the Olympic Games and their role in society in addition to being the universal home of the written, visual and graphic memory of the Olympic Games.

Beyond the permanent exhibitions such as the ones on the winter and summer Games and the philatelic and numismatic areas the museum organises a great variety of events such as concerts, film showings, workshops, temporary exhibitions, television programmes and much more in Lausanne.

Since the last World Forum there have been numerous temporary exhibitions such as “125 years of gymnastics”, “sailing the world”, “the mind makes a champion” and the large Beijing 2008 exhibition which introduces its visitors to modern China, and the change process underway in society because of the catalyst of the Olympic Games, but also what remains of China’s Eternal Empire.

The museum is also increasing its activities outside Lausanne with for instance the IOC Olympic Treasure Exhibition which travelled round the major cities in China and with other temporary exhibitions in countries like Guatemala and Spain. This is particularly useful since it brings a part of the museum to many people who would probably never otherwise have the chance to visit Lausanne.

Also of particular interest are some of the education initiatives targeted at youth which have been set up in addition to their regular programmes aimed at encouraging the discovery of Olympism and the Games for young people. The museum through its pedagogical section is assuming a major role in the Olympic Values Education Programme (OVEP) with the creation of a Know How Database of education initiatives from around the world to stimulate the growth in Olympic education.

Also of particular interest are some of the youth publications such as the How well do you know the games? brochure - which now exists in eight languages due to popular demand.

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In parallel to the temporary exhibition entitled “The mind makes a Champion” a special programme for schools (8-15 year olds) was developed in partnership with the Ecole en Santé Foundation which was distributed in Switzerland and largely abroad through the Foundation network. This educational kit: The Mind Makes a Champion: Training my Mind at School focuses on six key mental skills for sportspeople and looks at transferring them to a school environment.

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### 3.4. Olympic Studies Centre

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**Olympic heritage** The primary activity of the Olympic Studies Centre (OSC) is to make the Olympic heritage collection available to the public and to improve their assistance to the public you can now find all their services available on [www.olympic.org](http://www.olympic.org). These include written documents (historical archives, library, information centre), audiovisual and photographic resources.

The Olympic Studies centre also encourages research on Olympism through the IOC postgraduate research grant programme. The most recent papers published being “A cultural perspective on IOC sport development and aid in sub-saharan Africa” and “a history of a non-event: the 1940 Tokyo Olympic Games”.

It also encourages academic activities linked to Olympism such as conferences, symposiums and collaboration programmes and regularly assists NOCs, IFs and other partners in their Olympism activities.

Finally in order to develop and facilitate contacts and exchanges between research institutions working on Olympism they recently published an Olympic Studies International Directory that can also be found online.

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### 3.5. Olympic Solidarity (OS)

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**Olympic Values** The primary objective of the Olympic Solidarity is to organise assistance to NOCs, in particular those which have the greatest need of it.

This reflects the Olympic ethic which has as basic notions generosity, understanding and international co-operation, cultural exchanges, the development of sport and its education aspects and the promotion of a society concerned with human dignity and peace.

Olympic Solidarity has a specific culture and education programme that is part of the wider promotion of Olympic values programme and beyond assisting the NOCs with IOC activities it provides funds to assist NOCs to set up and carry out individual initiatives on a national basis. For example support for the creation of National Olympic Academies or support to NOCs for activities such as Olympic education programmes in schools and institutions and assistance for exhibitions.

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NOCs understandably tend to place sport as their first priority and the programme provides NOCs with a true possibility to promote in addition to sport the values of Olympism through diverse and interesting means.

The current quadrennial programme of the Olympic Solidarity, started in 2005 comes to a close at the end of this year and the detailed results of the programme from the last four years are currently being reviewed. However it is already clear that the majority of NOCs benefited from the programme in some form and that the programme is growing in popularity.

It is hoped that the culture and education programme will be continued in their new quadrennial (2009-2012) plans.

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### 3.6. International Olympic Academy (IOA)

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#### **Olympism**

To explore and enhance the contribution of Olympism to humanity in the 21<sup>st</sup> century is the vision of the IOA and one that the IOC shares and supports.

Pierre de Coubertin wrote that Olympism is not a system but a state of mind and the IOA has continued to provide a unique opportunity for students, academics, athletes, artists and officials from all over the world to exchange ideas and share this state of mind in a unique setting in Olympia.

The wide variety of educational sessions, academic programmes and in depth research studies that are offered, all aim towards serving the IOA vision for the 21<sup>st</sup> century.

The IOC regularly participates in the traditional sessions such as the ones for young participants, presidents and directors of NOAs and journalists in addition to providing assistance to targeted persons to attend. In particular this year 21 NOCs without an NOA were offered to opportunity to attend the session for Directors of National Olympic Academies to encourage them to set up a NOA.

The IOA has continued to innovate as testified by the recent announcement of a Master's Degree on Olympic studies with an emphasis on Olympic education issues in collaboration with the University of Peloponnese. Through the NOAs 30 students world-wide will be selected per year to participate in this new programme.

In the context of the Beijing Games students and teachers from Beijing High School were invited to attend lessons related to Olympic education and visit the archaeological sites.

With the first Youth Olympic Games in 2010 the special theme of various sessions has been concentrated around these new games designed for youth participants.

Furthermore the IOA has continued to focus on further disseminating information through their internet site [www.ioa.org.gr](http://www.ioa.org.gr) and now transmits certain sessions live through the internet.

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### 3.7. International Pierre de Coubertin Committee (IPCC)

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#### **Pierre de Coubertin**

The IOC naturally holds close ties with IPCC whose purpose is to study, and make known and understood, the work of Pierre de Coubertin and to assure its dissemination throughout the world.

IPCC is run by a group of extremely dedicated and active persons mainly with academic backgrounds who manage through their small organisation to implement each year numerous and wide ranging activities. In fact since the last World Forum in 2006 they have been engaged in so many activities that it is only possible to describe a few in this report.

The 6<sup>th</sup> IPCC Youth Forum was organised in Tabor, Czech Republic in September 2007 with more than 150 students and teachers from 25 secondary schools from four continents. In addition to supporting the Forum itself, for the second time the IOC provided support to an African delegation to participate in an intensive programme addressing the theme of sport, art, society, the history of the Olympic Movement and its values. For the IOC it is important that the Forum has a global outreach and young persons from all continents and developed and developing countries alike are provided with an opportunity to participate. The next Forum is already being planned in Pyrgos, Greece in 2009.

With the Beijing Games naturally many of IPCC's activities were concentrated on China with the translation into Chinese of the IPCC exhibition on the life and works of de Coubertin, an exhibition that will remain permanently in the sports and physical education University in Beijing. Also published in Chinese were the Olympic Manifesto (text of the 1892 Coubertin speech in which he proposed the restoring of the Olympic Games), Jean Durry's book "The real Coubertin" and the Coubertin texts on Olympism gathered by Prof. Müller. This considerable work was published by the Sports Edition of China and supported by the IOC.

The network of Coubertin schools also continues to grow with the addition this year of Beijing number four secondary school.

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### 3.8. Panathlon International (PI)

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#### **Panathlon**

Panathlon International seeks the achievement of the sporting ideal and the establishment of its cultural and moral values as a means towards the development of the individual and solidarity between men and peoples.

In terms of activities since the last Forum in 2006 Panathlon International has concentrated mainly on the implementation and diffusion of the "Panathlon International Declaration on Ethics in Youth Sport" presented in Ghent in 2004. Already adopted by many Federations and sport

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bodies Panathlon continues to seek the adoption of this Declaration which establishes clear rules of conduct in the pursuit of the positive values in youth sport. Their wish is to have it adopted by governments, sports federations, sport agencies, sports goods industries, media, business, sport scientists, sport managers, trainers, parents and children so that it can be truly implemented. To this effect in November 2007 they held a Congress in Antwerp in November 2007 with IOC support.

Panathlon International also participated in the Youth Olympic Games consultative group formed to review and approve the plans for the first Youth Olympic Games in 2010 and submitted written proposals.

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**IOC Department of International Cooperation and Development  
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