Gudrun Doll-Tepper

The Relevance of Olympic Education in Today's Societies, Countries and School Programmes[1]

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Abstract

Academic literature on Olympic education is available in many countries, highlighting the history, concepts, teaching approaches, and many other aspects of this issue. Some authors have identified close links to physical education, whereas other authors of publications about physical education have not mentioned Olympic education at all. This paper begins by outlining key terms in the discussion, and also suggests that the competitive elements usually associated with Olympism might discourage some educators from including Olympic education into their curricula.

This paper presents selected contributions of the IOC to Olympic education based on material such as the *Teaching Values: Olympic Education Toolkit*, which is part of the "Olympic Values Education Programme (OVEP)", and conference proceedings, e.g. from the XIII Olympic Congress in 2009. Particularly, it considers the XIII Olympic Congress session, "Is competitive sport still appealing?" in order to outline different views and perspectives on the competitive elements of sport. Additionally, this paper reviews selected contributions from recent Fair Play Congresses with a focus on controversies related to competition, performance enhancement, and commercialisation. Both positive and critical examples towards Olympic-related developments are taken from conference proceedings, as well as national and institutional efforts to promote Olympic education.

Within the chapter about the influence of competitive sport on Olympic education, a special section is devoted to the idea and implementation of the Youth Olympic Games and the "Culture and Education Programme" (CEP). Of the many elements of the CEP in Singapore 2010 and Innsbruck 2012, only a few are highlighted to illustrate examples of how sport, competition, culture, and education could be linked. The introduction of the Youth Olympic Games has led to interesting debates with regard to developments in youth culture, especially as it relates to participation in youth sport. The motivations, perceptions, and the practices of sport are all found to differ considerably amongst young people. Some pursue a sporting career for a shorter or longer period, whereas others refrain from any competitive sport, preferring instead to have a leisurely and creative lifestyle.

The final chapter of this paper makes recommendations and highlights current measures that advance Olympism beyond competition. These initiatives include the IOC's "Olympism in Action" programmes that focus on issues such as "development through sport", "sport for all", "women and sport" and "sport and the environment" (IOC 2012). Other recommendations and suggestions include considering Whitehead's (2010) concept of "physical literacy" in the context of Olympic education, and encouraging improved communication and cooperation between various institutions and organisations such as schools, universities, National Olympic Committees, National Olympic Academies, the IOA, Bid and Host Cities, Youth Olympic Games and hosts of conferences on physical education and sport. Finally, in order to help promote the full potential of Olympic education, this paper recommends reinforcing the role of the IOC Olympic Studies Centre and continuing the analysis of strengths and weaknesses found in current networks of organisations and institutes.

Key words: Olympic education; physical education; youth sport; competition; Youth Olympic Games/Culture and Education Programme; recommendations for the promotion of Olympic education.

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1) Introduction

An important aspect of the Olympic Movement is related to education, and more specifically to Olympic education. Academic literature on Olympic education is available in many countries, highlighting the history, concepts and teaching approaches (e.g. Grupe 1997; Parry 1998; Binder 2006; Naul 2004; Naul 2007; Naul 2008). Some of these authors have identified close links to physical education in schools, whereas other authors of publications about physical education have not mentioned Olympic education at all in their handbooks, e.g. Kirk/Macdonald/O'Sullivan (2006). Naul (2010², 93-94) recognises this disparity by stating, "In many national and international textbooks and manuals on sports pedagogy and didactics of sport lessons, you will look in vain for Olympic education as a body of knowledge in sport pedagogy or a subject in teaching physical education. On the other hand there are quite well-known interpretations that have been widely circulated all over the world that include Olympic education or an Olympic curriculum …". In their "International Comparison of Physical Education", Pühse & Gerber (2005) present an overview of the situation of physical education in 35 countries, based on feedback and reports from experts. In a secondary analysis of this international survey, Naul (2010²) identifies only five countries in which the concept of Olympic education is mentioned: Germany, Greece, Lithuania, New Zealand and Poland. Other worldwide surveys covering even more countries have focused on the state and status of physical education (Hardman/Marshall 2001; Hardman/Marshall 2009) and have provided documentation and data concerning the changing role of this particular subject in schools.

Despite these studies, there is still a shortage of research on how Olympic education is promoted, both within and outside of physical education curricula. Because of the centrality of education to Olympism, it is crucial to discuss what is being done to promote Olympic education. It is also important to consider why some physical education teachers seem to oppose Olympic education. This paper suggests that the competitive elements usually associated with Olympism discourage some educators from including Olympic education into their curricula or promoting it outside of their schools. This paper aims to address these issues by reviewing selected initiatives and documents regarding "Olympic education," and is motivated by the first of the "Fundamental Principles of Olympism" in the *Olympic Charter* (IOC 2011) that states:

> "Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles" (IOC 2011, 10).

Within the International Olympic Committee (IOC) itself, a strong focus is placed on the promotion of education, for example, through publications, conferences, commissions and other initiatives. In particular, both the IOC Olympic Studies Centre (OSC) in Lausanne and the Olympic

Museum in which the Centre is housed have contributed tremendously to the dissemination of knowledge. For example, the Olympic Museum offers a host of resources about Olympic education for teachers, including brochures, posters, and various teaching kits based exhibitions from 2005-2011 (IOC 2012[1]). Another important example is the OSC's "Postgraduate Research Programme" that lists "Olympic education" as a primary field of research over the few last years. However, before reviewing contributions that the IOC and other institutions have made to promote Olympic education, this paper will introduce some general terms and definitions related to Olympic education.

2) On Terminology and Definitions

Two terms in the introduction were mentioned: Olympic education and physical education. However, these terms have many dimensions and are thus related to other terms found in this discussion. One conceptual problem is that these terms are often used synonymously. Accordingly, this section will categorise these terms in order to help clarify their use.

2.1) Physical Education

"'Physical education' is applied generically to encompass other descriptors for this school curricular subject such as 'physical education and sport', 'sport', 'sport education' and 'sport pedagogy' utilised in various European countries" (Hardman/Marshall 2005, 62). In an article entitled "Physical Education: Contested Positions, Competing Discourses – The Need for Renaissance?", Margaret Talbot (1998) expresses concern about the place and position of this subject in school curricula. She describes the different views on physical education and the lack of consensus that often results in the preference of different terms. "Indeed in some European countries," she writes, "the term Physical Education has already given way to 'Sports Education'" (*ibid*, 105). Talbot identifies diverse forms of physical education:

- "Physical Education as a school subject;
- Physical Education as a process of children's education;
- Physical Education as pedagogy – practice and theory;
- Physical Education as an academic and/or professional subject in higher or further education, in schools;
- Physical Education as a prevocational subject;
- Physical Education as research." (Talbot 1998, 106).

Additionally, the term school sport is being used in many countries with a clear focus on sport and sport competitions. An umbrella organisation, the International School Sport Federation (ISF), recognised by the IOC, organises such competitions in different sports and disciplines for pupils between the ages of 14 to 17 in the secondary school sector.

When analysing recent publications that use these different terms, it is obvious that despite some similarities such as the frequent emphasis on educational, cultural, and social benefits, differences can also be identified. For example, whereas the role of competition is an essential element of school sport or sports education for some, other authors in physical education would not place priority on competition, but rather on the participation, physical development, and health of the individual. This paper suggests that this debate about the influence of competition on sport could account for some physical education teachers rejecting Olympic education.

2.2) Olympic Education

The term Olympic education is also used and interpreted in different ways. "Olympic education includes a number of pedagogical concepts. Some of these share common historical and pedagogical principles, others take this in mind to focus on selected Olympic values from the Olympic Charter" (Naul 2010², 102). In his textbook, Naul describes different pedagogical concepts and makes a distinction between the following approaches:

- "Olympic Education in the Spirit of Pierre de Coubertin
- Olympic Education as a Cultural Tasks for School Sports
- Olympic Education as Didactic Objective for Physical Education
- Olympic Education as Value Education for Everyday Life
- Olympic Education as Olympic Learning within Social Milieus" (Naul 2010², 102-116).

Interestingly, this shows a close link between Olympic education and physical education in schools and school sport, but there are also approaches that are connected to educational goals in everyday life that extend beyond school settings. Physical education teachers who oppose Olympic education may not be aware of this aspect that promotes general development and education. Indeed, Grupe (1997) refers to the beginning of the modern Olympic Movement as based on the philosophy of Pierre de Coubertin and emphasises that the Olympic idea, in its origin and core, is a pedagogical idea and that Olympism should keep the educational goal as its central element. He also stresses the challenges for the Olympic Movement, such as commercialisation and performance enhancement.

Müller (2004) offers a definition of Olympic education that focuses on holistic human development:

> "'Olympic Education' endeavours to provide a universal education or development of the whole human individual, in contrast to the increasingly specialized education encountered in many specialized disciplines. Consequently, it can only be based on the fundamental values of the human personality" (Müller 2004, 7).

This paper favours Müller's definition of Olympic education because of its appeal to the humanistic core Olympic values of friendship, respect, and excellence. Although competition is not mentioned

when defining Olympic education, this paper will later highlight how the competitive elements usually associated with Olympism might discourage some physical education teachers from including it in their curricula. But first, the following chapter will review what is being done to promote Olympic education by drawing from recent conference proceedings and other published materials.

3) Selected Contributions to Olympic Education

3.1) Contributions from the IOC

The IOC can be considered leaders in the promotion of Olympic education. Besides the IOC's Olympic Museum and Olympic Studies Centre with its Postgraduate Research Programme, which were mentioned in this paper's introduction, the IOC has hosted numerous conferences whose proceedings addressed Olympic education, and it has published materials to help promote Olympic education.

Central to these efforts are materials such as the *Teaching Values: An Olympic Education Toolkit*, edited by education consultant Deanna Binder (IOC 2007). The *Toolkit*, which is part of the "Olympic Values Education Programme" (OVEP), offers a comprehensive approach to Olympic education. By drawing from "current educational theory about multicultural, intercultural and multiple-intelligence approaches to learning and teaching" (IOC 2007), the *Toolkit* aims to extend a sense of social justice into communities beyond the world of sport. This thorough resource accounts for the various educational approaches around the world used to inspire learners with the Olympic values of excellence, friendship and respect for others. It includes various activity sheets about themes that range from research projects about the ancient Olympic Games, to creating symbols that represent peace and friendship. However, it is often the case that teaching staff members do not know this material very well. Although the *Toolkit* goes to great lengths in identifying cross-cultural education, the training of teachers, particularly physical education teachers, differs considerably from country to country, sometimes even within a country.

The *Toolkit* highlights the IOC's aim of teaching Olympic values and the Olympic idea in close connection to physical education and beyond. Information and relevant issues for discussion in schools are being added to the agendas of teachers' seminars, conferences, and congresses on national and international levels. Examples of international events that present issues related to Olympic education include the IOC World Conferences on Sport, Education and Culture, the most recent of which was held in December 2010 in Durban, South Africa. Amongst the conference objectives were:

- "Review of long-term strategy for the IOC's Olympic Values Education Programme (OVEP) project; …

- Serve to establish a platform to reinforce the specific vision and establish concrete recommendations/actions to chart the course for the ensuring two years in the domain of physical and Olympic education and cultural activities" (IOC 2011).

On a global level, these topics are being discussed from different perspectives at such events, thus providing an excellent platform for the exchange of ideas and information about new developments. During the recent 5th IOC World Conference on "Women and Sport" in February 2012, the importance of physical education in an Olympic context was also highlighted with a special focus on girls and women. For example, this included presentations from Berhane (Ethiopia) on "Educating tomorrow's women leaders today: making sport and physical education a factor" and from Paquelet (Brazil) on "Education and empowering girls in marginalised societies". These examples from IOC conferences show that education is given high priority and is discussed in various contexts.

When looking into other areas in which various aspects of Olympic education are found, the IOC's most recent XIII Olympic Congress in Copenhagen (Denmark) in 2009 can provide important information on the status of the Olympic Movement. Prior to the Olympic Congress, a "Virtual Congress" was organised, which offered the members of the Olympic family, the administration, and the public the opportunity to contribute to different themes: the Athletes, Olympic Games, the Structure of the Olympic Movement, Olympism and Youth, and the Digital Revolution (cf. IOC 2009). Particularly in the section about "Olympism and Youth", several papers addressed the need to promote Olympism through Olympic education and physical education. This included Song's contribution (who submitted the paper on behalf of Qiu Xue of the China Institute of Sport Science) that stated, "Olympic education shares the objectives of the Olympic Movement. It is a dynamic process that addresses social, mental, cultural, ethical and physical development. Sport education is the core of this education" (Song 2009, 429).

Other participants of the Virtual Congress emphasised the importance of physical education and sport in school curricula. However, they expressed quite diverse positions, particularly in relation to competition and education. With regard to sport and education, Wangchuk stated, "The purpose of education is to provide all young people the opportunity to be involved in sport and physical activities and not to make winning the sole objective, although winning in a competitive sport is important" (Wangchuk 2009, 435).

In the same section of the Virtual Congress, Wilmi-Rokkanen addressed the need for increased physical activities among young people in industrialised countries, stating, "Physical education in schools should focus on three aspects: everyone should be involved, exercise should be fun and competition is not important. The students should not be encouraged to compare their results among themselves, but rather to compare their results with their own previous results, and to monitor their own progress" (Wilmi-Rokkanen 2009, 438). These contributions from the Virtual

Olympic Congress were then used by the following Olympic Congress as a basis for dialogue and debate, which included a panel that assessed the continuing appeal of competitive sports.

3.2) Contributions from Fair Play Congresses

Other international conferences such as the European Fair Play Congresses also focus on education. On the occasion of the 13th European Fair Play Congress in Frankfurt am Main in October 2007 entitled "The Olympic Values and the Future of Sport" (Höfer/Lämmer 2009), Binder raised a number of questions in her contribution "Olympic Education: Teaching Values Through Sport", which can also be found in the conference's accompanying publication (Binder 2009). She makes connections between the educational values of Olympism and sport, and physical activity in school settings, sport clubs and communities. Exemplary of the necessary interrelation between sport organisations and forums, Binder also gives a specific reference to the IOC's *Toolkit* and Olympic Values Education Programme. In this context, she highlights the following aspects:

> "… In a world where obesity is a major concern and where children in deprived communities need hope and a sense of achievement, physical activity and sport have an important role to play…. A program based on the values of Olympism can help to transcend and also celebrate difference by focusing on the common aspirations that we all have for the well-being of our children. We want them to be physically active and healthy; we want them to play fair; we want them to respect others and we want them to become the best they can be" (Binder 2009, 73).

Interestingly, Binder does not use the term "physical education", but prefers "physical activity and sport", obviously because her approach goes beyond formal school settings. She also does not frame her points in terms of competition. In an earlier publication, Binder (2006) had emphasised how Olympism could be taught in schools, focusing particularly on the instilling of values.

This European Fair Play Congress in 2007 was connected to a further education training programme for teachers. In addition to presentations on Olympic themes, especially Olympic education, the participants had an opportunity to take part in practical workshops and to discuss the contributions of the Congress with the presenters. In Geßmann's (2008) evaluation report about this training programme, he summarises the teachers' general opinion that Olympic and fair play education should be, in the first place, connected to sport and physical education in schools, but should also have an impact on other school subjects.

Ethical concerns regarding developments in high performance sport, Olympic sport, or both, such as "The Profit Maximisation Principle: Success vs. Morality" by Emrich (2009) or "Doping: Can Sport Survive" by Schenk (2009) were also discussed by the teachers. Doping and the commercialisation of sport, both of which are related to elements of competition, are issues that have been debated for some time and lead to very critical positions towards the Olympic Movement. These controversies even turn some away from Olympic education. It is essential to ensure an on-

going dialogue, both with supporters and critics of Olympic education amongst teachers (especially physical education teachers), researchers and other professionals in order to identify positions of consensus or disapproval.

The motto of the 16th European Fair Play Congress in Prague, Czech Republic, was "Fair Play Education in Schools: A Shared Responsibility" (Dovalil et al. 2011). In their article entitled "Fair Play Education as part of Olympic Education at Sport Universities", Czech scholars Rychtecký and Dovalil (2011) explain the close relationship between the Olympic Games, Olympism, and the concepts of Olympic education, including fair play.

Rychtecký and Dovalil also report research findings of their survey that aimed to identify what young people, university students of physical education and sport, and Czech Olympians immediately associate with Olympic Games, Olympism, and fair play. Despite the fact that quite positive perceptions were reported, for example, favourable associations between Olympic Games and fair play, the survey also identified negative perceptions related to competition. It reports, "As the age of young respondents increases, more often among the males than in females, the frequency of association between the OG and the occurrence of negative phenomena in the Olympic Movement: commercialism, extremely overvalued role of money, strong influence of media and abuse of doping etc. increases as well" (Rychtecký/Dovalil 2011, 75). This example given from the Czech Republic is a clear indication how it is possible to include Olympic-related themes into university curricula, linking theory and practice. The authors explain the two different approaches that are being practised in the universities:

- "Implementing Olympic themes in social science curriculum subjects for training physical education specialists" (Rychtecký/Dovalil 2011, 82).
- "Olympism as a separate instructional and educational subject in the curriculum" (Rychtecký/Dovalil 2011, 84).

In addition to these training opportunities, Olympism is a subject of research at Czech universities. This example of a particular country is given to show what efforts are being made to "spread the principles of Olympism and Olympic values in physical education and sports programmes at schools and universities" (Rychtecký/Dovalil 2011, 85). When analysing various reports on developments in Olympic education and physical education, it becomes obvious how diverse the situation differs from country to country and sometimes within a country. International conferences and seminars are therefore important platforms to exchange information about current situations, challenges, obstacles, and also success stories.

3.3) Contributions from other Institutions

Despite the fact that there are quite a number of universities, departments, and institutes that focus on Olympic themes and Olympic education, such as the Catholic University of Leuven (Belgium), the

University of Gama Filho in Rio de Janeiro (Brazil) and the German Sports University of Cologne (Germany) to name but a few (cf. Naul 2010[2]), the majority of institutions of higher education for physical education teachers' training does not focus on Olympic pedagogy and Olympic education at all. When students do not receive an introduction into these areas, they must then use their own initiative to learn about Olympic-related issues. Furthermore, it is important to emphasise the need for Olympic-related research, particularly in educational contexts.

Although we can find such universities involved to some extent with Olympic education, their number should clearly be increased. A particular responsibility for the dissemination of teaching material and similar obligations exists with regard to "Olympic Centres", "Olympic Study Centres" and "National Olympic Academies". Also, since its establishment in 1961, the International Olympic Academy (IOA) in Ancient Olympia has made an enormous contribution – on a global scale – to educating and inspiring people (cf. Georgiadis 2011).

All these academies – to different extents – offer programmes and provide teaching material on Olympic education. The German Olympic Academy, for example, regularly publishes teaching material in Germany, both in printed form for primary schools and as an online version for secondary schools. These materials produced both for the Summer and the Winter Olympic Games are entitled *Olympia ruft: Mach mit!* (Olympia is calling: Join in!) (DOA 2008; DOA 2009). Currently, such teaching material is being compiled for the Olympic Games and the Paralympic Games in London, 2012. The main chapters of the first part include: the Olympic Games and the Olympic Idea; suggestions for school activities; the history of the Olympic Games; the Paralympics; the Olympic Movement in Germany; and information about the particular Olympic Summer or Winter Games.

The second part of *Olympia ruft: Mach mit!* contains teaching material on Olympic-related themes, such as stories and texts, puzzles, pictograms of the Games, fair play games, pictures and texts about sport for athletes with a disability, songs and dances, instructions for handicrafts and much more. Teachers are encouraged to use this educational material in their classes. Particularly for primary school teachers, it is possible to include these materials in different school subjects – such as music, language, arts and crafts, geography – and not just in physical education.

Despite this quantity of materials, conferences, and publications about promoting Olympic education, some physical education teachers still oppose including Olympic education in their curriculums. We have seen above how debates about commercialisation and competition, perhaps especially as the latter relates to doping, obstruct the promotion of Olympic education. The following section highlights the debate about competitive sport in recent conference proceedings. It also shows how theory about Olympic education can be transformed into practice by drawing from the Culture and Education Programmes of the recent Youth Olympic Games.

4) The Influence of Competitive Sport on Olympic Education

Although "competition" is not part of the three official values of Olympism – friendship, respect, and excellence – it is arguably a driving force of the Games. The influence of competition poses challenges to the relation of education and sport, particularly amongst physical education teachers who might see competitive elements as counter-productive to personal and physical development. As already mentioned, there are controversial positions concerning the importance of the competitive components of physical education and sport.

In response to this debate, a particular session during the XIII Olympic Congress in Copenhagen focused on the topic "Is competitive sport still appealing?" by offering presentations from speakers representing the NOC, the IF, and the IOC. In response to the session's theme, Erdener (2010) began the discussion by curiously announcing, "I think we can answer this question very simply and directly: yes, no or maybe" (Erdener 2010, 168). The "maybe" part of this statement suggests that the answer might not be as obvious as it appears. Erdener emphasised the competitive element of Olympic sport, outlining the various challenges such as initial entry systems for young people in sport, competition formats, the use of the "digital revolution" and media, and public attractiveness. "Finally, some of the most important things to consider in developing a strategy to satisfy our public: do we have a sport that is interesting, direct, immediate, exciting, and dramatic? This will make the sport competitively appealing" (Erdener 2010, 169). However, Erdener made no reference to how the competitive aspects of Olympism could detract from support for Olympic education.

At the same Congress, Sérandour (2010) mentioned new and recreational activities in sport, based on personal experiences, observations, and opinion polls. With regard to sport in general, he expressed his point of view, "I have noticed that the practice of sport among young people is always driven by a desire for entertainment, to acquire and develop new skills, feel healthy and in good physical shape, and enjoy the experience of competition" (Sérandour 2010, 169-170).

For Larfaoui (2010), the main focus is also on the positive aspect of competition. "We must hold competitions capable of attracting the top stars in our sports, in carefully chosen venues and with a programme that is both simple to understand but also attractive for television and other media" (Larfaoui 2010, 171). Again, although competition could be a positive experience, some physical education teachers reject competition in favour of more development-orientated education. Therefore, the undertone of "competition" in Olympism may turn some teachers away from Olympic education.

When Hoevertsz (2010) prepared her presentation for the Congress, her first reaction to "Is competitive sport still appealing?" was that she expected a general positive agreement to this seemingly simple question. However, the more she thought about it, the more she realised reasons

for concern. In her statement, she addressed several issues such as low participation rates in organised sports in her country of Aruba; sexual harassment and abuse in sport, particularly in elite sport; high costs for sport participation; and pressure on athletes (cf. Hoevertsz 2010). Hoevertsz seems to suggest that these are the negative aspects of competitive sport that trouble some educators who are opposed to Olympic education. She continued in the proceedings:

> "We may expect athletes to be interested in and dedicated to competitive sports, but our contemporary society and modern lifestyle are placing more importance on pleasure, social contact and health than emphasising the benefits of competing in a sport, of being part of a competitive culture. These opposing expectations, of society and of the sporting world, lead to more people choosing not to participate in competitive sports" (Hoevertsz 2010, 172).

Here, Hoevertsz associates some quite controversial positions with the competitive element of sport. Above, she is actually advocating for the Olympic values to be framed beyond competition, not unlike what is included in the IOC's *Teaching Values: An Olympic Education Toolkit*. Indeed, Hoevertsz continues this train of thought with her encouraging closing words of this particular session:

> "We should listen carefully to the voice of our youth. Listen to what attracts them to sport. Listen to what sports they find appealing … We need to instil in our youth the importance of the Olympic values and Olympic education" (Hoevertsz 2010, 173).

4.1) The Youth Olympic Games as Olympic Education Beyond Competition

Hoevertsz's statements about the relationship between competition and Olympic education are in line with the idea of holistic and humanistic education as part of the Youth Olympic Games (YOG), which were introduced just recently. IOC President Jacques Rogge explained the relevance of creating the Youth Olympic Games in 2007 by saying,

> "Alongside competition itself, the event can offer an excellent platform to create a time community between the youth of the world and the participants by learning and sharing experiences. A major role will thus be given to information and education linked to sensitive subjects like the dangers of doping in sport; violence in stadiums; the risks associated with extremes, whether a sedentary lifestyle or overtraining; the benefits of a balanced diet; and the advantages of striking a healthy balance between sport and other social and educational activities" (Rogge 2007, Foreword).

Both host cities, Singapore for the Inaugural Summer Youth Olympic Games (SYOGOC) in 2010 and Innsbruck for the Inaugural Winter Youth Olympic Games (IYOGOC) in 2012, organised excellent sport competitions and also launched a detailed "Culture and Education Programme (CEP)" that offered a tremendous opportunity for all participants to learn about current issues of the Olympic Movement, and also to connect these issues to their own lives. The areas addressed in both CEP activities were:

- Olympism
- Skills development
- Well-being and healthy lifestyles

- Social responsibility
- Expression (cf. SYOGOC 2010; IYOGOC 2012).

In addition to this Olympic education offered to young athletes, it is important to note that young people from the host cities were also involved, either in school partnerships such as twinning programmes or in special initiatives in schools that focused on Olympic education. The "World Culture Village" in Singapore and the "World Mile" in Innsbruck, which were prepared by children, youth and their teachers in the host cities, included booths that featured all participating National Olympic Committees. In most cases, important information was collected on facts of the nations, favourite sports and famous athletes, typical food, dances, and other cultural aspects.

The above-mentioned twinning programmes between schools of the host city or region and schools in other parts of the world created a unique opportunity to learn about other cultures and their education and sport systems. Of the many elements of the Culture and Education Programmes in Singapore and Innsbruck, only a few will be highlighted here in order to advance towards an even greater inclusion of Olympic education into sport and beyond.

The SYOGOC offered community participation programmes addressed to people of all ages, but particularly to children and youth, thus linking the Youth Olympic Games to the general public via activities and material that helped connect people and promote the Olympic idea. They also integrated Olympic education into school curricula in Singapore. It will be interesting to follow up on these initiatives to see what sustainable effects they have had.

The IYOGOC initiated the so-called "School Sport Challenge", in which more than 3,000 children and youth in Tyrol participated in sporting competitions and games. This initiative strengthened the relationship between school activities, the Youth Olympic Games and the CEP, and also disseminated knowledge about the Olympic Movement.

Another example of an innovative project at the IYOGOC was based on a joint initiative of the Foundation of Global Sport Development (GSD) and the Innsbruck Games. Together they selected schools from different countries (Czech Republic, Sweden, Turkey, Ukraine, and South Korea) based on a creative competition, and invited five young people and their teachers to Innsbruck for the YOG and CEP. This initiative shows how the YOG and CEP draws from competition, but also promotes cross-cultural values and learning experiences. An ideal formula for Olympic education would be a balance between competitive and non-competitive elements, while also considering what attracts people to participation in sport, both competitively and recreationally. The next section briefly outlines this relationship.

4.2) The Relationship between Participation in Sport, Competition, and Olympic Education

When studying different educational and sport systems, it is obvious that there are many differences between curriculum content, time allocation, and teacher and coach education. Within these systems, there are also considerable differences between attitudes toward competitive sport, which in turn affects positions toward Olympic education. In this context, great importance has to be placed on the link between schools and sport clubs to ensure a holistic approach to Olympic education. In many countries, such cooperation exists and is very often encouraged by governing bodies such as National Olympic Committees and sport federations. However, surveys at the international level have shown enormous differences regarding the participation rate of young people depending on age, gender, and type of school (cf. De Knop/Engström/Skirstad/Weiss 1996; Brettschneider 2009).

De Knop/Engström/Skirstad/Weiss (1996) reported on developments in youth sport by taking physical education in schools into consideration. The differences between teachers and coaches, their different approaches and motivations and – in most cases – their different forms of professional training need to be considered when cooperation is the goal. Again, the majority of physical education teachers do not necessarily accept the competitive approach taken by many sport clubs, which may hinder their acceptance of Olympic education. On the other hand, there are many examples of physical education teachers who are also instructors and coaches in sport clubs. High quality education and training of all professionals is needed in every case in order to ensure that young people have access to meaningful learning experiences in Olympic education, physical education, and sport. On this, De Knop/Engström/Skirstad state:

> "Perhaps one of the greatest challenges facing youth sport now and in the near future is to set up a cooperative and coordinated approach by schools and clubs with the purpose of offering sports as an educational environment for all children that will enable them to develop at their own speed according to their own interests" (1996, 281).

On participation in sport, Brettschneider (2009) describes historical and current developments of the global phenomenon of youth sport, affirming:

> "We can identify at least four settings in which young people participate in sport: 1) organised youth sport in voluntary organisations. Mainly sports or youth clubs; 2) unorganised sport in peer groups with informal activities such as skateboarding, jogging and cycling as favourites; 3) sport from commercial providers, e.g. fitness centres, dance studios, martial arts schools; 4) sport controlled by the state; this mainly comprises school physical education, sport in the community, and informal sport (sport practised outside of any organised structure)." (Brettschneider 2009, 64).

Of course, motivation, perception, and practice of sport can differ considerably amongst young people. Some might prefer creative activities as a part of youth culture, others enter sport at an earlier age and pursue a sporting career, but not always continuously within the same sport. On the occasion of the XIII Olympic Congress, Hoevertsz (2010) pointed out that participation in competitive sport presents several challenges to young people that can lead to dropping out from

sport. This position is shared by Brettschneider (2009) when characterising the competitive sporting career of young people, in that "early specialisation and the growing dual burden of the requirements of school and training are key factors causing young people to drop out of youth elite sport" (Brettschneider 2009, 65). The rate of athletes who drop out of competitive sport influences negative perceptions of competitive sport, which may lead to a rejection of Olympic education altogether, although Olympic education includes the promotion of values that extend beyond the competitive aspects of sport.

Surveys that evaluate the positive and negative impact of competitive sport on young people show that certain teachers, coaches, and parents do not share the same perception of sport. It is therefore no surprise that those within the sport system share a more positive attitude towards competitive sport, Olympic sport, and Olympic education. Others, on the other hand, emphasise the risks and dangers of competitive sport for the development of young people, and are opposed to including too much competition into physical education in schools as well as in sport clubs programmes. The following chapter presents some recommendations in order to build bridges between these controversial positions.

5) Outlook and Recommendations for the Promotion of Olympic Education

The relevance of Olympic education in today's societies can be documented in many ways. This paper aimed to review and discuss current developments both within school settings and beyond. Those involved in sport, and in Olympic sport in particular, seem to share a more positive attitude towards the value of Olympic education, whereas others who are also active in educational contexts may tend to be opposed to Olympic education. This position can be found amongst physical education teachers who prefer an approach to teaching that employs little or no competitive elements. However, opponents of Olympic education must be informed that Olympic education extends beyond the competitive elements of sport. This is exemplified by the IOC's "Olympism in Action" initiatives, which focus on issues such as "development through sport," "sport for all," "women and sport," "education through sport," "peace through sport," and "sport and the environment" (IOC 2012[2]).

Another recommendation would be to consider Olympic education in the context of "physical literacy," as published in the series on "International Studies in Physical Education and Youth Sport" by editor Margaret Whitehead (2010). "As appropriate to each individual's endowment," states Whitehead, "physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to maintain physical activity throughout the life course" (2010, 5). Physical literacy is an engaging pedagogical and philosophical idea that is currently being discussed in educational contexts, drawing the attention to overcoming dualistic approaches

(body-mind), and making the case for life-long participation in physical activity. Learning and participation in physical activity and sport are by no means limited to educational settings, such as schools, but are related to the whole lifespan of individuals. Introducing physical literacy into educational practices can also offer new perspectives for the integration of Olympic education and physical education because it might be an appealing concept to physical education teachers who reject Olympic education based on its association with competitive elements.

From recent discussions, for example based on the Youth Olympic Games, it is obvious that the competitive elements of sport and early specialisation in high performance sport lead to controversial debates. It is crucial to continue dialogues amongst all involved people and to continue the exchange of positions in various forms. It is particularly important to share knowledge and to promote Olympic education, and emphasise that Olympic education extends beyond competitive sport, into humanistic values and development.

Below are some suggestions and recommendations with regard to different institutions and organisations involved with Olympic education.

5.1) Schools, Universities, and Institutes of Higher Education:

- Include modules of Olympic topics, including Olympic education, in study programmes for physical education teachers
- Intensify cooperation among students and teachers with a special interest in Olympic education in different universities and schools
- Further develop the network of Olympic Studies Centres in cooperation with the OSC of the IOC
- Intensify the cooperation between academics and the NOCs and NOAs, as well as the different Olympic Studies Centres and the OSC of the IOC with regard to teaching and research
- Use documents and materials, e.g. *The OVEP Toolkit,* as well as proceedings from Olympic Congresses and Fair Play Congresses in teaching contexts

5.2) National Olympic Committees and National Olympic Academies

- Cooperate closely with each other and publish teaching material, e.g. for schools
- Include modules on Olympic education into training courses for instructors and coaches
- Offer courses on Olympic education for teachers
- Publish teaching material on Olympic education
- Support research on Olympic-related issues and topics

5.3) Bid and Host Cities of Olympic Games

- Emphasise Olympic education initiatives in schools, sport clubs, and communities
- Encourage the production and dissemination of teaching material to be used in schools and sport clubs for sustainable development

5.4) Youth Olympic Games

- Further develop the Culture and Education Programmes (CEP) of the YOG that were implemented in Singapore and Innsbruck for future YOG

- Include Olympic education into twinning programmes and the "World Mile"/"World Culture Village", along with information about the educational system of each country, how physical education is included in the curriculum, and if Olympic education is part of teaching and learning
- Analyse inter-cultural education programmes and initiatives, such as the international students who visited Innsbruck, and receive feedback from all people who are involved. For example, what kind of physical education and sport background do participants have? Have they been introduced to Olympic education? What experiences did they have at the YOG and CEP, and how did it affect them?

5.5) Conferences on Sport and Physical Education on International, National, and Local Levels

- Include presentations and workshops on Olympic related topics, particularly on Olympic education
- Intensify cooperation amongst all relevant partners and organisations. An excellent example is the International Convention on Science, Education and Medicine in Sport (ICSEMIS) in which the IOC, IPC, ICSSPE and FIMS work together in organising this international event. The second edition of ICSEMIS will be held in Glasgow in July 2012.

Besides the different programmes and events offered by the International Olympic Academy, it is important for the National Olympic Academies to intensify communication and cooperation. In order to encourage such an exchange of ideas, the German Olympic Academy is inviting other European Olympic Academies to a joint conference under the title "Olympic Education in Europe: National Experiences – International Perspectives" (October 2012). Conferences such as these are excellent occasions to discuss terminology, definitions and content of Olympic education, as well as identify controversial issues such as the influence of competition on Olympic education, and encourage debate about what may be hindering the promotion of Olympic education.

Finally, the Olympic Studies Centre of the IOC with their various activities and initiatives, such as the Postgraduate Research Grant Programme, should be central to improving networks and collaboration between the other Olympic Studies Centres, the various research groups, and the IOC. An analysis of strengths and weaknesses of these relations as identified during a brainstorming session in December 2011 should be continued and shared with all relevant partners in order to improve the collaboration between the academic community and the Olympic Movement. This kind of collaboration can help promote the full potential of Olympic education, both within and beyond competitive sport.

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