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A thesis submitted in partial fulfillment of the requirements for the Doctor of Philosophy degree in Kinesiology

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A Notable Endeavor: The Nature and Significance of Olympic Education in the
Pre-and Post-Period of Beijing's 2008 Olympic Games

(Thesis format: Monograph)

by

Wenshuai Mao

Graduate Program in Kinesiology

A thesis submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy

The School of Graduate and Postdoctoral Studies

Western University

London, Ontario, Canada

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ABSTRACT

This study investigated the nature and significance of Beijing's Olympic education initiative from its inception seven years before the 2008 Olympic Games to 2015, seven years after the conclusion of the great festival. As exploratory research, this study is the first to cover this academic topic. In 2001, commensurate with Beijing's award of the 2008 Olympic Summer Games, a non-governmental "grassroots team" initiated an Olympic Education and Olympic Spirit initiative in a small sample of Beijing's primary and secondary schools. The team was led by a Canadian-trained professor, Dongguang Pei. In 2005, impressed with Pei's and his team's initiative, and following the International Olympic Committee's guidelines for host cities mounting Olympic Education initiatives, the Chinese government endorsed and supported an Olympic Education Legacy initiative called the Olympic Action Plan. The Chinese government's support of disseminating Olympic knowledge to 400 million Chinese youth nationwide presented Chinese schools, the IOC, and the world with a model for a comprehensive, vigorous, and what some have judged a highly successful public and private school Olympic education program.

Compared with the unique Olympic education program presented throughout the seven year period before and during the 2008 Olympic Games, in the seven years following (2008-2015), the carefully and energetically-built program of Olympic Education deteriorated badly. The Chinese government abandoned its leadership and enterprise in sustaining Olympic Education. Based on the investigation sample, "Olympic education activities" in the program's "model schools" deteriorated abruptly after 2008. Funding, Olympic Education teacher training, and international school partner associations ceased. On-site observation and interviews resulted in the finding that Yangfangdian Central Primary school, the pioneer school of Beijing's Olympic education, remained the only model school which retained Olympic education activity after the

2008 Games. During the post-Games period, Beijing's Olympic education was replaced by new government approaches to education. This study needs to be understood within China's unique social, educational and political climate. On the one hand, a centralized political system ensured that Olympic education be implemented under extremely powerful organizational orders. These orders guaranteed not only financial and human resources support, but also the climate for Olympic education to expand extremely quickly through multiple administrative levels. On the other hand, and correspondingly, the disappearance of Olympic education after the Games was, most certainly, due chiefly to the government's withdrawal of initiative and support. It is a justifiable conclusion that the Chinese centralized system, though enabling the program at its outset and early development periods, in the end rapidly constrained the entire initiative.

Keywords: 2008 Beijing Olympic Education, Post-Games operation of Beijing Olympic Education

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LIST OF ABBREVIATIONS

BAES	Beijing Academy of Educational Sciences
BCEC	Beijing City Education Commission
BCG	Beijing City Government
BIE	Beijing Institute of Education
BMCE	Beijing Municipal Commission of Education
BNU	Beijing Normal University
BOCOG	Beijing Organizing Committee for the Olympic Games
BODA	Beijing Olympic City Development Association
BOES	Beijing Olympic Education Series
BSU	Beijing Sports University
CAD	Canadian Dollar
CCW	Chinese Civil War
CME	Chinese Ministry of Education
COA	Canadian Olympic Academy
COA	Chinese Olympic Academy
COC	Chinese Olympic Committee
CPC	Communist Party of China
CUPE	Capital University of Physical Education
HHPP	Heart-to-Heart Partnership Program
IAAF	International Track and Field Association
ICOS	International Center for Olympic Studies
II	International Inspiration
IOA	International Olympic Academy
IOC	International Olympic Committee
ISSTA	International Sports Science and Technology Academy

JOA	Japan Olympic Academy
LOCOG	London Organizing Committee for the Olympic Games
MBEC	Minister of the Beijing Education Commission
MFA	Ministry of Foreign Affairs
NOA	National Olympic Academy
NOC	National Olympic Committee
OCOG	Olympic Organizing Committee for the Olympic Games
OERG	Olympic Education Research Group
OTTP	Olympic Teacher Training Program
PGBM	People's Government of Beijing Municipality
RMB	Chinese Dollar
POSS	Promotion of Olympism in the School System
PRC	People's Republic of China
SOCOG	Sydney Organizing Committee for the Olympic Games
UWO	The University of Western Ontario
USOC	United States Olympic Committee
YMCA	Young Men's Christian Association

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Chapter 1 Introduction

Without Olympic Education, Olympism could not attain its noble objectives.¹

-----Juan Antonio Samaranch

Since the first Modern Olympic Games organized in Greece in 1896, this international sports meeting has become a gigantic event held every four years in different cities all over the world. When French nobleman Pierre de Coubertin, father of the modern Olympic Games, revived Olympic Games in 1894, he proclaimed that the Games were not merely a multisport competition but rather an education movement to cultivate youth's all-round development with the purpose of making a peaceful and harmonious world.² Motivated by patriotism, Coubertin sought to establish a new education concept through physical and ethical education, thereby furthering the vitality of youth in France. In the first meeting of the International Olympic Committee (IOC) staged at the Sorbonne in 1894, the value of Olympic education was posed as one of the key points of a prospective Olympic Movement.³ The original *Olympic Charter (1896)* claimed four aims for the modern Olympic Games, three of which can be classified as educational:

1. To promote the development of those physical and moral qualities which are the basis of sport.

¹ Cited in J.O. Segrave, and D. Chu, eds, *The Olympic Games in Transition* (Human Kinetics, 1988).

² David C. Young, *The Modern Olympics: A Struggle for Revival* (Baltimore: The Johns Hopkins University Press, 1996). p. 12.

³ John J. MacAloon, *This Great Symbol: Pierre de Coubertin and the Origins of the Modern Olympic Games* (Chicago: The University of Chicago Press, 1981), p. 50.

2. To educate the young people through sport in a spirit of better understanding between each other and of friendship, thereby helping to build a better and more peaceful world.
3. To spread the Olympic principles throughout the world, thereby creating international goodwill.⁴

In 1927, Coubertin stated that “Olympism can become a school for moral nobility and purity as well as physical endurance and energy, but only if honesty and sportsmanship like unselfishness are as highly developed as the strength of muscles; the essence of Olympism is education.”⁵ As the IOC defines it:

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 found in effort, the educational value of good example and respect for universal fundamental ethical principles.⁶

Coubertin believed that "Olympism" was neither an institution nor a system. Rather, it involved the moral attitude of an individual. To that end, Coubertin reintroduced the religious

⁴ Cited by Deanna Binder, “The Legacy of the Olympic Games for Education,” in *the Legacy of the Olympic Games 1984-2000*, eds., Miquel de Moragas, Christopher Kennett, and Nuria Puig (Lausanne: IOC, November 2002), p. 375.

⁵ Cited by Dongguang Pei, *Olympic Research* (Beijing Sport University Press, 2011), p. 205.

⁶ Official website of the IOC, “What is Olympism,, <http://www.olympic.org/olympism-in-action> (accessed September 10, 2014).

goals of the ancient Olympic Games into the modern version, essentially without changing the spiritual sense of the Games.⁷

1-1. The Revival of Olympic Education

When I was elected President of the International Olympic Committee (IOC) in 1980, one of the items on my priority list was to promote Olympic education, as initiated by our founder Pierre de Coubertin.⁸

-----Juan Antonio Samaranch

Especially accelerating after the Los Angeles Olympic Games of 1984, commercialism enveloped the Olympic Movement. As a result, the steadfast pursuit of the commercial benefits within high-performance sports began to obliterate the educational purpose of the Modern Olympic Movement. Realizing this, and as a counterbalance, the IOC began to place a greater priority on prospective host cities for including culture and education in their bid plans and documents. As the host city of Games of the 29th Olympiad, the People's Government of Beijing Municipality signed the *Host City Contract* with the IOC on 13 July 2001.⁹ The *Contract* stipulated: "The organizing committee shall in the three years preceding the Olympic Games establish a plan for cultural activities designated as the 'cultural Olympiad' according to precedent," and "the cultural activities should help promote peaceful international relations and

⁷ *Pierre de Coubertin 1863-1937, Olympism, Selected Writings* by Norbert Müller (Lausanne: International Olympic Committee, 2000), p. 44.

⁸ Juan Antonio Samaranch, introduction to *Pierre de Coubertin 1863-1937, Olympism, Selected Writings* by Norbert Müller, p.15.

⁹ Official website of People, "China successfully earned the hosting right of the 29th Olympic Summer Games," <http://www.people.com.cn/GB/historic/0713/6745.html> (accessed September 10, 2014).

friendship, especially among the Olympic participants and spectators, in order to strengthen the connection between sport and culture that is the core of Olympism.”¹⁰

With a successful bid for the 2008 Olympic Summer Games, China was obliged to embrace a responsibility for mounting an Olympic Education program. In the 7 years commencing from China’s successful bid for the Games to the actual time of their opening in 2008, some 2 million teachers and students in Beijing were engaged in the Olympic Education program. Olympic knowledge books for primary, secondary and college/university students were compiled under the auspices of Beijing Organizing Committee for the Olympic Games (BOCOG). More than 1,000 Olympic Education teachers were trained in Olympic knowledge matters, and 200 Olympic Education model schools were established. Further, 200 primary and secondary schools were selected to participate in the “Heart-to-Heart” International Partnership Program and the Volunteer and Etiquette Education Programs. By operating the Olympic Education Program, the Chinese government demonstrated to the world a comprehensive picture of how successfully Chinese basic education cooperated and communicated with BOCOG. However, with the Games completed, BOCOG disbanded at the end of December 2008 and attention from the international community and global media, in general, disappeared.

Historically, the term “Post-Olympic Effect” did not appear in public consciousness until the number of prospective host cities increased dramatically after 1984.¹¹ As international awareness, media attention, and commercialism of the Olympic Games rose, so did a concern for Post-Games examinations. The last three decades of Olympic history have witnessed a general

¹⁰ Beijing Olympic Education Standing Office, *Report on Beijing’s Olympic Education Program* (Beijing: Beijing Sports University, 2010), p. 7.

¹¹ Xiaowei Yu, “The Question of Legacy and the 2008 Olympic Games: An Exploration of Post-Games Utilization of Olympic Sport Venues in Beijing” (PhD Diss., Western University, 2012).

failure in assessing various elements of so-called Olympic legacies, both tangible (i.e. Olympic venue maintenance/operation cost and environmental impact), and intangible (political context, symbolic value, and cultural traditions). This has been true for almost all host cities, from Montreal in 1976 to Athens in 2004, and, in the context of this research, Beijing in 2008.¹² This study will focus on an examination of the Post-Games atmosphere of Olympic Education in Beijing from 2009 to 2015.

1-2. Statement of the Problem and Importance of the Study

Since 13 July 2001 when Beijing was granted the right to host the Games of the 29th Olympiad, the attention of people all over the world was riveted on China. This was the first time that hosting rights for the modern Olympic Games were awarded to China, a country with a starkly different social and cultural background from any previous host country. Generally acclaimed as a significant cultural and human outcome of the Beijing Olympic Games, under the authority of Chinese government, Beijing's Olympic Education program not only successfully expanded an awareness of the outside world to the city's primary and secondary schoolchildren, but also promoted attention to the reform of Beijing's basic education system. In 2015, almost seven years after China hosted the Games of the 29th Olympiad, the Olympic education program remains unexamined and unevaluated. No known attempts have been made to carry this out. Like Post-Games studies on Olympic facilities, Olympic infrastructure, and Olympic commerce, each with its own examined consequence, so does the consequence of the Olympic education initiative merit attention. In what state is that program today?

¹² Ibid.

In evaluating the planning and execution of Beijing's Olympic education during the Post-Games period, a sober, objective, and practical perspective from the academic field is required. Such an academic analysis and evaluation of host city Post-Games planning and development is not only beneficial to future host cities, but can also provide the International Olympic Movement with a pragmatic guideline for sustainable development.¹³ With the purpose of making Beijing's Olympic Education a sustainable development of the Olympic Movement, objective and systematic research from an academic perspective is necessary. This research intends to examine the present situation of Post-Games operation almost seven years after the Games. "Olympic Education," with respect to this dissertation, is a descriptive term applied to a process of education aimed at informing Chinese, particularly school-age youth, on the history of the Modern Olympic Movement, and, as well, a process whereby perceived physical and moral values might be engendered through "Olympic-sponsored" sport participation. Has Olympic education been sustained in Beijing schools; what is the state of the initiative aroused as a result of the 2008 Games?

1-3. Methodology

The data collection for this research was largely based on the approach taken by Chang Liu in her Master's thesis defended at the University of Toronto in 2012. The difference between my study and Liu's thesis is that Liu selected one Olympic Education model school in Beijing in 2008 as a "one year" (2008-2009) case study. On the other hand, my research was conducted seven years after the Games and considered 20 Olympic education model schools, including both high profile and lesser known schools, located in both core urban areas and surrounding

¹³ Ibid.

mountain areas. This sample was selected in order to present the reader with a broader and more supportable research finding. Thematic data analysis approach was used to analyze data in this research. Braun and Clarke defined thematic analysis as:

a widely used qualitative analytical method for identifying, analyzing and reporting patterns within data. It minimally organizes and describes your data set in detail. However, it goes further than this, and interprets various aspects of the research topic.¹⁴

To avoid confusion between the “Chinese manner” of expressing the proper names of individuals, that is, noting the family name first, followed by the given name, and that of the English-language method of noting a person’s given name first, followed by the family name, the researcher elected to follow the “English language” format. All Chinese names of participants in this study are with the first name, followed by the family name structure.

1-3-1. Data Collection

In order to obtain a complete picture and understanding of the Post-Games operation of Beijing’s Olympic Education Program, textual analysis, key figure interviews, and story-telling techniques were employed as the three major methods of data collection. The researcher conducted on-site interviews and associated relevant investigations in Beijing from 1 September 2014 to 30 November 2014.

¹⁴ V Braun, and V Clarke, “Using thematic analysis in Psychology,” *Qualitative Research in Psychology*, vol. 3, Issue 2, 2006, p. 79.

1-3-2. Textual Analysis

In order to gain knowledge of the primary textual support for this research, the following document/archives were collected and analyzed prior to the data collection, allowing the researcher to construct questions for the interview protocol:

Candidature File of Beijing for the 2008 Olympic Games Bid released by Beijing 2008 Olympic Games Bidding Committee in January 2001;¹⁵ *Official Report of the Beijing 2008 Olympic Games* published by BOCOG;¹⁶ *Report on Beijing's Olympic Education Program* released by Beijing Olympic Education Standing Office; and *Series of Beijing Olympic Education, Beijing Olympic Education Album*, released by Beijing Olympic Education Standing Office in 2008.¹⁷ During the interviews, some principals and physical education teachers supplied the researcher with samples of their schools' Olympic Knowledge reading materials, brochures, sports equipment, exhibitions, photos, and videos relative to Olympic-related activities. These aided the researcher to pursue in-depth conversations with the interviewees. Given that all the documents and archives were in Mandarin Chinese, the researcher carefully translated them into English in the data analysis section.

1-3-3. Interviews

The interview was aimed at collecting data for the research. It was recognized that knowledge varies from one interviewee to another according to the research question. As well,

¹⁵ This document could be searched at the official website of the Chinese Olympic Committee. <http://www.olympic.cn/>

¹⁶ Ibid.

¹⁷ Those two documents are stored at the Capital University of Physical Education, Beijing, China.

the disciplinary perspective of the researcher is a consideration.¹⁸ The researcher sampled 20 model schools selected from a total of 200 Olympic Education model schools dispersed in ten districts in greater Beijing. The sample included at least one model school in each of the ten selected districts. Through this sample, the researcher attempted to present a broad picture of Post-Games Olympic Education's operation and status in Beijing. One hundred and eleven interviewees took part in the interview process. They were principals, teachers, students, and parents of model schools, and previous officials of the Olympic Education Office of BOCOG. Before the interviews, the researcher contacted potential interviewees by email or telephone and requested them to voluntarily take part in this research. After the interviewees expressed interest in the research, they were provided with informed consent letters by email. They signed their names on the letter at the beginning of the interview. The interviewees were given an outline copy of the interview questions in advance. Each interview was between half an hour and one hour duration and was held at a place and date designated by the interviewees. Some of the interviews were conducted face-to-face while others were on the telephone. All the interviews were conducted in Mandarin Chinese, subsequently translated by the researcher into English (the researcher's translation, after consultation with her supervisor, was further adjusted to better substantiate the interviewee's response). At the beginning of each interview, the researcher gave the interviewee the option of having the interview audio-recorded or note-recorded. The interview questions were semi-structured. According to Bloom and Crabtree, a semi-structured interview is conducted in conjunction with the collection of observational data. Semi-structured interviews are often the sole data source for a qualitative research project, and are usually

¹⁸ Barbara Diccio-Bloom and Benjamin F Crabtree, "The qualitative research interview," (*Medical Education* 2006, 40: 314-321).

scheduled in advance at a designated time and location outside of everyday events.¹⁹ Semi structured interviews can involve either one individual or a group of individuals.²⁰ Bloom and Crabtree also stated that the “semi-structured interview is generally organized around a set of predetermined open-ended questions emerging from the dialogue between interviewer and interviewees.”²¹ All respondents answered general questions about Beijing’s Olympic Education program in 2008 while answering specific questions regarding their own involvement with the program. In order to preserve the private identity of the interviewee (with the exception of Pei, Zhou, Ren, and Ru), interviewees were assigned a numerical number in the text. All audio tapes and transcripts, under the provisions of Ethics Approval, will be destroyed following the conclusion of the dissertation defense.

1-3-3-1. Storytelling/ “life history”

In order to obtain first hand reliable information through the lenses of beneficiaries of the Olympic Education program in the Post-Games period, the researcher conducted storytelling interviews with students from model schools. A storytelling/life-history interview, according to Bloom and Crabtree, reveals personal biography and is a potentially powerful method for understanding others’ life stories.²² This was used as the main method to learn about the students’ experiences while they participated in Olympic Education activities. My reason for

¹⁹ Ibid.

²⁰ Ibid.

²¹ Ibid.

²² Ibid.

choosing storytelling over standard interview procedures was to ensure that the students were free to share their experience in a way that made the most sense to them.²³

All the students selected for this research were from the 20 Olympic Education model school sample. The students in grade six were first enrolled in school in 2008. Each had experienced Post-Games activities from that time to this study's time frame. Before the interview, the researcher was granted access to the students by the principals and physical education teachers, who asked the students if they were interested in taking part in this research. The school authorities also gave permission to take pictures. Because the students interviewed were below 18 years of age, each student who expressed interest in being interviewed was given a letter of consent that his/her parents read and ultimately signed. At the beginning of each storytelling interview, each student was notified that he/she had the full right to skip any questions, choose to continue, or withdraw at any time. The researcher also reminded them that all the information they shared for this research would be kept strictly confidential throughout the entire interview process and beyond.

Upon request by principals and physical education teachers, all the story telling interviews took place at the end of physical education class time. Each lasted approximately half an hour. The principals stated that the break time between the two classes, the physical education class and the one following, would not cause inconveniences for students. This approach was also a good chance for the researcher to engage in sport activities and obtain numerous pictures. Most parents expressed unwillingness to allow their child to take part in the research during

²³ Liu, "From Rhetoric to Action—Employing Olympism as an Educational Tool.

studying time or weekends. During the interview, 8-10 students were grouped²⁴ together to share their experience with the researcher. All the conversations were conducted in Mandarin Chinese and audio-recorded with the consent of parents.

1-3-4. Data Analysis

Various responses gained from the interview did not fall into pre-defined statistical design. As a result, the researcher analyzed those diverse responses by categorizing them and then coding the categories.²⁵ According to Creswell, a standard format of the process of data analysis included three steps: open coding, axial coding and selective coding.²⁶

Creswell stated that the open coding step is known as a categorization phase.²⁷ In this part, the researcher formed the categories of the model schools based on the information obtained from the textual analysis and interviews. First, through archiving relevant text information related to the Beijing Olympic Education program, the researcher categorized the 200 model schools into Ordinary Primary and Secondary Schools, International Schools, Professional Schools, Special Schools, Private Schools, Minority Schools, Migrant Children Schools,²⁸ and Sport Schools. Such was the method of categorizing schools in the Post-Games Beijing Olympic Education operation.

²⁴ Diccio-Bloom and Crabtree, "The qualitative research interview," pp. 314-321. The author considers Group interviews often take the form of focus groups, with multiple participants sharing their knowledge or experience about a specific subject.

²⁵ This kind of analysis had been done before to examine the legacy issue of Beijing 2008 Olympic Games. It is applicable to this research. For more information, see Yu, "The Question of Legacy and the 2008 Olympic Games."

²⁶ John W. Creswell, *Qualitative Inquiry and Research Design: Choosing among Five Traditions* (Thousand Oaks, CA, USA; London, UK; New Delhi, India: SAGE Publications, 1998), p.57.

²⁷ Ibid.

²⁸ In Beijing, migrant children represent those who are not included in the census in Beijing. Their parents, too, are not included. This kind of school is usually located in the suburban areas of Beijing.

The second part of data analysis in this research was the axial coding phase, which followed the results from the first step, namely, the categorization phase.²⁹ According to Creswell, in axial coding, the researcher assembles the data after open coding by using a specific coding paradigm or logic diagram, in which the researcher identifies a central phenomenon, explores causal conditions, specifies strategies, identifies the context and intervening conditions, and delineates the consequences for the phenomenon.³⁰ Based on the outline of the interviews, information was grouped into three parts: historical background, present status, and suggestions for future development of Olympic Education in Beijing. The three parts form the pillars of the findings of this dissertation. The first part helps to build a general background and provide extensive context for the Beijing Olympic Education program. The second part helps to identify the program's current status, while the third part helps to provide a panoramic picture of the possible future for Beijing Olympic Education.

According to the results derived from the axial coding phase, the selective coding phase was conducted as the second step.³¹ Creswell identified selective coding as a “story line” that segregates the categories in the axial coding, and in this phase propositions or hypotheses are presented.³² In this step, the researcher attempted to summarize recommendations based on both open coding and axial coding, which were expected to be beneficial to both previous and future Olympic host cities. Moreover, conclusions regarding the exploration on Post-Games operation of Beijing Olympic Education were addressed on the basis of all the investigations.

²⁹ Creswell, *Qualitative Inquiry and Research Design*, p.57.

³⁰ Ibid.

³¹ Ibid.

³² Ibid.

1-3-5. Ethics

This research have ethics approved by the Western University's Research Ethics Board (Appendix D. Ethics Approval Letter). Although some of the interviewees provided me permissions to utilize their real names for this research, I have numbered the interviewees to protect the interviewees' confidentiality, such as Interviewee 1, Interviewee 2. All information obtained in this study will be kept strictly confidential and anonymous. The interview was recorded on audio-tape with the interviewee's permission. Both audio and note data will be stored until the project has been evaluated, after which time they will be destroyed immediately. Computer files will be deleted and paper files shredded. An information crosscheck will be conducted among the data collected from both interviews and textual investigation to ensure validity and reliability of this research.

1-4. Limitations

1-4-1. The Interviewee Pool

Accessibility to sources is the chief limitation in this study. This is especially with regards to personal interviews with municipal educational officials, school principals, teachers, past and present students, and parents. Due to the social and cultural climate in China, it is very difficult for an individual to do an interview without the consent of, and introduction to, an influential government officer. An "impromptu" selection of specific principals and physical education teachers of Olympic Education in the model schools by the researcher was impossible. Many of the previous officers of Beijing's Olympic Education Office, principals, and physical education teachers were unwilling to address the "true present situation," wanting only to focus on the positive part of a present status; negative or adverse effects were often ignored, despite

prompting. Some interviewees, especially the parents of students, as well as some principals of model schools, refused to be interviewed. Their motivations were prompted by such considerations as: lack of trust relative to the position of the interviewer; lack of basic interest in being interviewed; lack of time; indeed, a “defensive and protective” personality. Only 5 parents of the Yangfangdian primary school agreed to be interviewed.³³ Furthermore, some of the key officers had been transferred to other positions. Because the interviews were conducted seven years after the Games, the experiences shared by the interviewees depended heavily on their memories. Furthermore, some key officers and some principals have been transferred to other positions or had retired. Obviously, these factors would affect the accuracy and reliability of the study’s results. Lastly, the researcher was unable to recruit secondary school students involved in Olympic Education activities after 2008.³⁴ These students were preparing for national examinations for college and university admission. They are required to attend “after school class” until 9 P.M. each day, as well as weekend sessions. Their time and energy was a light priority, thus voiding participation in this research. Some secondary school students who participated in Olympic Education activities had graduated from their Olympic Education model school and were now studying in colleges or universities located away from Beijing, making them unavailable to be interviewed.

³³ Ten parents spontaneously organized an Olympic Parents Committee at the Yangfangdian primary school. They donated much time and energy on Olympic Education at this school. Five parents accepted interview for this study.

³⁴ In China, students take 6 years primary education, 3 years junior high school, and 3 years senior high school.

1-4-2. Literature

Apart from problems associated with the interviewee pool, insufficient literature sources related to the Post-Games operation of Beijing's Olympic Education also posed a limitation. Credible and detailed information about the Legacy of Beijing Olympic Education has not been published by relevant researcher authorities through any channels. Moreover, some "facts" regarding Beijing's Olympic Education Program have been outdated. This research is also limited by the researcher's language background. All the materials from sources in Chinese utilized in this research are expressed in their English equivalent form. All translations from Chinese to English are those made by the researcher.

1-4-3. Role of the researcher

I initially became interested in Olympic Education in 2007 when I was doing my Master studies with Professor Dongguang Pei at the Capital University of Physical Education in Beijing, China. Professor Pei, credited as the father of Olympic Education in China, received a Master's degree at the Western University, London, Ontario in 1997. Before I met Professor Pei, my Olympic knowledge was limited on its elite sports properties, which was a common sense for most of the Chinese people. During my study lives, the education trend in China was: the physical education classes always borrowed by other major subjects, such as Mathematics, Chinese, English, Science, and History, which organized the national examination; the target of the teachers and the students were higher scores in the examinations and enrollment in colleges and universities; sporting was treated as playing and a waste of studying time; some students who were good at "playing" were labeled "bad students;" with endless academic practices,

examinations and after school classes, most of the “good” students have no time and energy to play and deal with their personal things. Parents took the responsibilities to take care of all aspects of their kid’s lives.

At the beginning of the study, I felt disappointment and confusion about this field. I did not know what I can learn from the opening and closing ceremonies of the Olympic Games and the sports competitions, which were the only information I knew about the Olympics. I had no idea about the origin of the Olympic Movement, the father of this international festival, or its educational properties. The only attraction to me was Professor Pei’s strong English ability and his humorous and optimistic personalities.

During the master’s study from 2007 to 2010, I was inspired by Professor Pei and joined the Olympic Education Grass-root team in 2007, which provided me opportunities to personally involve in promoting Olympic Education in Beijing’s primary and secondary schools during Beijing’s Olympiad. I attended Olympic relevant activities and ceremonies, talked to teachers, principals, students and parents at two Olympic education model schools in Beijing. In 2008, I volunteered and attended the 29th International Symposium of Olympic Studies, which staged at the Capital University of Physical Education. These experiences enriched me the Olympics knowledge, and provided me opportunities to connect with local and international scholars in the Olympic studies field. However, my awareness of the Olympics was still limited on its basic level, and my observations remained in an “outsider’s perspective” during that period.

The Master’s study with Professor Pei between 2007 and 2010 prepared my interest for future PhD study with Dr. Bob Barney at the Western University in Canada. From 2010 to 2015, I systematically studied Olympic History, American Sports History, and Canadian Sports History. I learned that the original intention of Coubertin’s revival of the Modern Olympic Movement

was to employ sports as a tool to cultivate the youth all-round development, which was lacking in China's "unhealthy" education system.

I was strongly curious about Beijing's Olympic Education in the Post-Games period after 5 years of foreign studies in the Olympic field. With the purpose of presenting a fresh gaze toward my previous Olympic education experience in Beijing, I conducted in-depth and on-site research about the present situation of Beijing's Olympic Education seven years after the 2008 Games. Having said all this, there is no doubt that I began this study with a positive impression of the value that Olympic Education can serve to the Chinese public.

1-5. Delimitations

Even though this research investigated the period of Beijing's involvement in Olympic Education between 2001 and 2015, the focus is on the period between 2009 and 2015, the "Post-Games period" of Olympic Education in Beijing. In terms of delimitation, though there are 200 Olympic Education primary and secondary model schools in Beijing, only twenty such schools were investigated. It was unworkable for the researcher to interview all the principals of 200 Olympic Education model schools and all the individuals who participated in the Olympic Education program in 2008.

1-6. Organization of the remainder of the study

Chapter 1. Introduction

Chapter 2. Literature Review

Chapter 3. A Brief of Sport Culture in China

Chapter 4. Overview of Beijing's Olympic Education From 2001 to 2008

Chapter 5. Findings

5-1. The Post-Games Operation of Beijing's Olympic Education Program at the Government Level (2009-2015)

5-2. The Post-Games Operation of Beijing Olympic Education Model Schools and Heart to Heart Partnership Program (2009-2015)

5-2-1 Ordinary Primary and Secondary Schools

5-2-1-1 Dayu No. 2 Primary School

5-2-1-2 Huairou No. 5 Secondary School

5-2-1-3 Shunyi Niulanshan No. 1 Secondary School

5-2-1-4 Daxing No. 1 Secondary School

5-2-1-5 Beiluyuan Primary School

5-2-1-6 Shijingshan Gucheng No. 2 School

5-2-1-7 Yangfangdian Central Primary School

5-2-1-8 Beijing Fuxue Hutong Primary School

5-2-1-9 Beijing Shijia Hutong Primary School

5-2-1-10 Beijing Dengshikou Primary School

5-2-1-11 Beijing No. 161 Secondary School

5-2-2 International Schools

5-2-2-1 Fangcaodi International School

5-2-2-2 Beijing NO. 65 Secondary School

5-2-3 Professional Schools

5-2-3-1 Huangzhuang Professional School

5-2-4 Special Schools

5-2-4-1 Dongcheng District Special School

5-2-5 Private Schools

5-2-5-1 Huiwen Secondary School

5-2-6 Minority Schools

5-2-6-1 Tibet Secondary School

5-2-6-2 Moslem Secondary School

5-2-7 Migrant Children Schools

5-2-7-1 Beijing Jingyuchen School

5-2-8 Sports Schools

5-2-8-1 Shichahai Sports School

5-3. The Post-Games Operation of Beijing Olympic Education with regard to the Community Program

5-4. The Post-Games Operation of Beijing Olympic Education Teacher Training Program

Chapter 6. Conclusions and Recommendations

6-1. Conclusions

6-2. Recommendations

6-3. Future Research

Chapter 2

Review of Literature

2-1. Historical Retrospect of “Olympic Education”

Why did I restore the Olympic Games? To strengthen and ennoble sports, to ensure their independence and duration, and thus to enable them to better fulfill the educational role incumbent upon them in the modern world.

Baron Pierre de Coubertin, 1894.¹

Baron Pierre de Coubertin (1863-1937), a French educationist and founder of the International Olympic Committee (1894) is commonly considered as the father of the modern Olympic Games. According to him, traditional education was problematic in making crucial contributions to the education of modern citizens. Strong emphasis on restrictive teaching methods and stifled curriculum were the main descriptions/descriptors of the education situation in his time.² Coubertin’s belief in the educational power of sport was first based on his study of England and American education institutions during the late 1880s and early 1890s. He believed that amateur sport could contribute to the development of positive moral and social features.³ It was Coubertin’s theory that the national virtue and international strength of England and the

¹ Official website of the IOC, “Sydney 2000 Sponsorship,” http://www.olympic.org/Documents/Reports/EN/en_report_253.pdf. (accessed December 2, 2014).

² Stephan Wassong, “Olympic Education: Fundamentals, Success and Failures.” In *Culture Imperialism in Action Critiques in the Global Olympic Trust: Eighth International Symposium for Olympic Research*, London, Ontario, 2006, pp. 220-229.

³ Ibid.

USA were rooted in the honor of sports as an effective educational channel.¹ Later, as a serious and highly motivated French education reformer and sports leader, Coubertin wrote that he wanted to attach his name to an educational reform movement that prepared adolescents to meet the political, social and economic demands of the twentieth century.² Wassong stated that “one should not forget that Coubertin regarded the Olympic Games only as a kind of framework for promoting the deeper significance of Olympic ideas and their educational possibilities. Coubertin himself never wrote on the educational aspects of Olympic sports and the Olympic Movement.”³

Olympic education is a process by which knowledge, skills, and attitudes important to the recognition of the philosophy of Olympism are transmitted. The International Olympic Academy (IOA) was founded in 1961. The purpose for its founding was to create an international cultural center in Olympia, Greece, whose mission was to preserve and disseminate the Olympic spirit, and to study and implement the educational and social principles of Olympism.⁴ As the IOA’s main target, Olympic education focused upon attaining mutual understanding, international friendship, and a peaceful world.⁵ In 1967, the IOC established a Commission for the IOA and Olympic education. In 2000, the IOC formed its Commission for Culture and Olympic Education

¹ Stephan Wassong, “Pierre de Coubertin’s Studies in and about the USA,” *Journal of Olympic History*, 13 November 2005, pp. 31-37.

² Stephan Wassong, “Olympic Education: Fundamentals, Success and Failures.” pp. 220-229.

³ Ibid.

⁴ Official website of the International Olympic Academy, <http://www.ioa.org.gr/> (accessed December 2, 2014).

⁵ Naofumi Masumoto, “Utilization of Films for Olympic Education, Possibility and Development in Japan”, In *The Global Nexus Engaged: Past, Present, Future Interdisciplinary Olympic Studies: Sixth International Symposium for Olympic Research*, eds., Kevin B. Wamsley, Robert K. Barney and Scott G. Martyn (London, Ontario: ICOS, October 2002), p. 240.

by merging the Cultural Commission and the IOC Commission for the IOA and Olympic Education.⁶

The official term “Olympic Education” did not enter the Olympic Movement until the 1970s. There is no agreement regarding which country initiated Olympic Education, however, many European scholars focus on Germany.⁷ The president of the International Pierre de Coubertin Committee, Norbert Müller, outlined six features of Olympic education based on Coubertin’s educational ideals and philosophical postures:

1. Union of body and mind, meaning Olympic education should concern the entire human being and the harmonious development of body, spirit and will.
2. Striving for self-perfection, the ideal that encourages athletes to work as hard as they can and struggle for general self-improvement at whatever level.
3. Amateurism: Athletes should be free from avarice and materialism. This rule is still pedagogically important, especially where the influence of business and media has no limit and athletes become marketing objects and lose their personal freedom.
4. Rule of ethics: Fair play is the acknowledgment of rules in a social-ethical convention that makes competition in civilized form possible. Moral and fair strategies must be lived and internalized.
5. Peace: Coubertin was directly influenced by both war and peace activities of his time. Knowing and understanding other people should create acceptance and sport should become the “peace-meeting.”

⁶ According to official website of the IOC, <http://www.olympic.org/culture-and-olympic-education-commission> (accessed December 1, 2014).

⁷ Chang Liu, “From Rhetoric to Action—Employing Olympism as an Educational Tool: An examination and evaluation of the school-based Olympic education programs in the Beijing 2008 Olympic Games” (Master Thesis, Toronto University, 2012).

6. Advancement of emancipation developments in and through sport, indicating that all games and all nations share equal rights for all disciplines. Sport is a meeting ground regardless of social position, possession or profession.⁸

The current *Olympic Charter*, in effect since 9 September 2013, mentions several clauses to the content and form of Olympic Education:

1. to encourage and support the promotion of ethics and good governance in sport as well as education of youth through sport and to dedicate its efforts to ensuring that, in sport, the spirit of fair play prevails and violence is banned (article 2).

2. to encourage and support initiatives blending sport with culture and education to encourage and support the activities of the International Olympic Academy (IOA) and other institutions which dedicate themselves to Olympic education (mission and role of the IOC).

3. to collaborate with organizations and entities pursuing such objectives, particularly through Olympic education and the propagation of sport (rules 5 & 6).

4. to contribute to the achievement of the goals set out in the *Olympic Charter*, in particular by way of the spread of Olympism and Olympic education (mission and role of the IFs).

5. to promote the fundamental principles and values of Olympism in their countries, in particular, in the fields of sport and education, by promoting Olympic education programs in all levels of schools, sports and physical education institutions and universities, as well as by encouraging the creation of institutions dedicated to Olympic education, such as National Olympic

⁸ Norbert Müller, "Olympic Education," in *Olympic Studies Reader*, eds., Hai Ren, Lamartine DaCosta, Ana Miragaya and Niu Jing (Beijing: Beijing Sports University Press, 2009), pp. 335-352.

Academies, Olympic Museums and other programs, including cultural programs related to the Olympic Movement (role of the NOCs).⁹

Germany was credited as the pioneer of Olympic Education because it established the first permanent National Olympic Committee (NOC) and organized the first International Congress for Health Education in 1904.¹⁰ The Olympic Education Program of 1972 commensurate with Germany's Munich Olympic Games was officially credited as the first such program in the history of the Olympic Movement.¹¹ Meanwhile, it set an indelible model for the following 1976 Montreal Olympic Games.

As one of the positive outcomes of the 1976 Olympic Games, Canada's Olympic Education tended to be all but lost in the shadow of severe financial dilemmas and problematic political issues.¹² A program called Promotion of Olympism in the School System (POSS) was launched to showcase Olympic ideals in local schools by teaching children Olympic-related knowledge and hosting of sports festivals. University professors and local teachers helped to incorporate Olympic knowledge and values into informative texts and pictures with appropriate strategies. The POSS program in Canada was credited as a watershed initiative in the development of Olympic Education.¹³

The spread of Olympic-related knowledge commensurate with the 1988 Olympic Winter Games in Calgary, Canada, received full support from the Federal government of Canada and the

⁹ Official website of the IOC, "Olympic Charter," http://www.olympic.org/Documents/olympic_charter_en.pdf (accessed December 2, 2014).

¹⁰ Roland Naul, The impact of the Le Harve congress on physical education in selected European countries, in *Coubertin and Olympism, Questions for the future*, 1998, pp.141-153.

¹¹ Liu, "From Rhetoric to Action—Employing Olympism as an Educational Tool."

¹² XXI Olympic Summer Games Organizing Committee. *Official Report of Montréal 1976: Games of the XXI Olympiad*.

¹³ *Ibid.*

province of Alberta, as well as the Organizing Committee of the Calgary Games.¹⁴ An education curriculum committee, which consisted of volunteer teachers and university professors was founded in 1983, aiming at both spreading knowledge of Olympic winter sports and imbuing children with community spirit. The committee constructed and distributed educational materials, such as Olympic knowledge booklets, bilingual program binders, and educational kits to all schools in Alberta.¹⁵ Finally, after the Calgary Games closed, this program was further developed into a national movement, one administered by the Canadian Olympic Association. With financial and policy support from Calgary's organizing committee, the Canadian Olympic Academy (COA), and the Federal government, together with significant assistance from volunteers, the education programs of the 1988 Calgary Olympic Games provided a multi-dimensional model for Olympic programs initiated by future host cities.

The 1998 Nagano Winter Olympic Games Olympic Education initiative was supported by several institutions: the national government, the Japanese Olympic Committee, the Ministry of Education, the Nagano Prefectural Board of Education, as well as private organizations.¹⁶ Various Olympic knowledge textbooks, Olympic Winter Games readers, newsletters, and miscellaneous items were published in 1994 and distributed to schools at all levels across Japan.¹⁷ The Nagano City Children's Environment Conference staged in 1996 also contributed to

¹⁴ XV Olympic Winter Games Organizing Committee. *Official Report of Calgary 1988: Games of the XV Olympiad*.

¹⁵ Binder, "The Legacy of the Olympic Games for Education," p. 375.

¹⁶ Naofumi Masumoto, "The Status Quo of Olympic Education in Japan, A Case Study in A University PE Class," in *Cultural Relations Old and New: The Transitory Olympic Ethos, Seventh International Symposium for Olympic Research*, eds., Kevin B. Wamsley, Scott G. Martyn and Robert K. Barney (London, Ontario: ICOS, October 2004), pp. 225-227.

¹⁷ The organizing committee for the XVIII Olympic winter Games, *Official Report of Nagano 1998: Games of the XVIII Olympiad*.

the environmental aspect of Olympic education.¹⁸ Japan's Olympic education program was primarily conducted prior to the Nagano Games to promote international exchanges at the grass-roots level. With the purpose of increasing familiarity between different cultures and cultivating students with broad International visions in accord with the Olympic spirit of friendship and mutual understanding, each of the 76 schools in Nagano was paired with a country participating in the Nagano Olympics. Students learned about the culture and customs of their partner-countries through various exchange activities. During the Games, foreign athletes and NOC officials were invited to those schools and introduced to traditional Japanese food, music and culture by the students in the schools.¹⁹ In 1998, the Japan Olympic Academy (JOA)²⁰ organized an annual session at which it discussed the Japanese Olympic education system.²¹ On 16 April 1998, the JOA proposed to the Japanese government that Olympic education should be included in the nation's schools as a compulsory subject beginning with grade four.²² The most significant influence of this program can be seen through its motto: "One School, One Country." This unique program was the first of its kind in Olympic Education history and it set the model for international exchange projects for future host cities.²³ Starting from the 2006 Torino Winter Games, the IOC decided to sponsor the Japanese international exchange program as an official

¹⁸ Ibid.

¹⁹ Ibid.

²⁰ Japan's Olympic Academy was founded on 23 June 1978. It is one of the oldest Olympic Academy in the Asian region. Its main target is to develop Olympic Education in Japan. <http://www.olympic-academy.jp/en/index-.html#010000> (accessed November 14, 2014).

²¹ Naofumi Masumoto, "The Status Quo of Olympic Education in Japan," pp. 225-227.

²² Ibid.

²³ Ibid.

educational mandate.²⁴ This program later inspired the 2008 Beijing Olympic Education program, which was named the “Heart-to-Heart” Partnership Program (HHPP). In 1999, Japan’s Ministry of Education changed its national primary school curriculum. Three years later (in 2002) Olympic-related information appeared in the textbooks of primary schools.²⁵ The “Integrated Learning Program”²⁶ was also popularly utilized in the Japanese Olympic educational system.²⁷ Since 2003, with the purpose of enhancing mutual understanding at the international level, knowledge about the function of the Olympic Games has been added to the theory class of physical education in Japan’s secondary school curriculum.²⁸

The Olympic Education program of the 2000 Sydney Olympic Games was included in Sydney’s bid for the 2000 Olympic Games.²⁹ It was named Sydney’s Olympic National Education Program, which was conducted primarily under the authority of the Sydney Organizing Committee for the Olympic Games (SOCOG), local government, universities and sport institutions throughout Australia.³⁰ After the bid was won, each school in New South Wales was invited to take part in the Olympic Education program.³¹ It was reported that 1,578 schools and as many as 431,403 students participated in the Olympic Education program.³² This program

²⁴ Liu, “From Rhetoric to Action—Employing Olympism as an Educational Tool.”

²⁵ Naofumi Masumoto, “Utilization of Films for Olympic Education, Possibility and Development in Japan,” p. 243.

²⁶ The IOC suggested in 1995 that subjects such as mathematics, science, writing and reading, art and physical education could be taught with Olympic-related themes, and not restricted solely to physical education.

²⁷ Naofumi Masumoto, “Utilization of Films for Olympic Education, Possibility and Development in Japan,” p. 244.

²⁸ Ibid.

²⁹ Cashman, *Bitter-Sweet Awakening*, p. 237.

³⁰ The organizing committee for the Games of the XXVII Olympiad, *Official Report of the Games of the XXVII Olympiad*.

³¹ Cashman, *Bitter-Sweet Awakening*, pp. 237-238.

³² Ibid., p. 238.

was one of the largest efforts in the history of Olympic Education.³³ Sydney's Olympic Education program included: a student newspaper named *O-News* and a multimedia Olympic resource, named *Aspire: 2000 Olympic Games Resource for Australia Schools*, which was the world's first multimedia Olympic education resource.³⁴ *Aspire* was distributed to 11,400 Australian schools and was accessed by some 3.2 million students.³⁵ An affiliated educational website called *Kids* and an Olympic volunteer education program named the Youth Ambassador Plan were launched in 1998. They attracted thousands of students to learn about the Olympic Games.³⁶ As with the extension of the Nagano Olympic education programs, the 2000 Sydney Olympic Education program aimed at promoting international understanding and friendship.³⁷ This exchange program was praised as one of the most important intangible legacies of Sydney's Olympic Games.³⁸

The history of China's Olympic Education can be traced to 1993, when China first bid to host the 2000 Olympic Games. A text book entitled *Olympic Movement* was planned, but with the city ultimately losing the bid to Sydney, this book was never published.³⁹ Since 2001, and the winning of the bid to host the 2008 Games, grass-roots initiatives sought to promote Olympic information.⁴⁰ In order to fulfill the mission to spread knowledge of Olympic Games in the host

³³ Ibid.

³⁴ Ibid.

³⁵ Ibid.

³⁶ Binder, "The Legacy of the Olympic Games for Education," p. 376.

³⁷ Ibid., p. 378.

³⁸ K. Toohey, S Crawford and S. Halbwirth, "Sydney's Olympic legacy and educational resources," *Orana*, March 2000, pp. 14-20.

³⁹ Dongguang Pei, *Olympic Research*, Beijing Sport University Press, 2011. pp. 209-210.

⁴⁰ Ibid.

city and country, the Olympic Education program of 2008 Beijing Olympic Games was officially addressed by the Beijing Olympic Committee and the Ministry of Education. In December 2005, an 11-word guideline for Chinese Olympic education was announced: “Taking the opportunity, Promoting Development, Making the Contribution, Leaving the Legacy.”⁴¹ The aim of the Program was to spread Olympic knowledge and promote the Olympic spirit to 400 million Chinese young people, especially 230 million primary and middle school students. Though the Olympic Education program was a combined effort in China, the national government was its chief sponsor.⁴² The two showcase programs of Beijing’s Olympic Education efforts were the Olympic Education Model School and the HHPP. Other programs such as Olympic Volunteer Education, Olympics for All, and the Olympic knowledge training program for professors and teachers at universities also played a crucial part in the grand scheme.⁴³ The main contents of Beijing’s Olympic Education were physical and moral education for young people, learning about the international Olympic Movement, and being educated in understanding the global environment. Paralympic Olympic Education was one component of Beijing’s Olympic Education Program. Its basic concepts were understanding, respect and sharing. The basic features of Beijing’s Olympic Education were: the combination of government effort and social power, the combination of priority projects and diverse activities, the combination of expert guidance and school innovation, and the combination of universal Olympism with China’s unique cultural characteristics.⁴⁴

⁴¹ Beijing Olympic Education Standing Office, *Report on Beijing's Olympic Education Program*.

⁴² Ibid.

⁴³ Ibid.

⁴⁴ Ibid.

2-2. Current Studies and Research on Post-Games Beijing Olympic Education

Most of the articles and books covered in this section were published in Chinese Mandarin, thus, targeting a very limited audience outside China. For this reason, such publications remain largely unread in the field of Olympic Education. While assessing the national scope of Chinese literature on this topic, this study introduces the academic efforts of Chinese scholars to a broader public.

Almost seven years have passed since the Beijing Olympic Games in 2008 were concluded. Chinese scholars have examined the current situation of Beijing Olympic-related activities at all levels of education, primary, secondary and universities. They have also analyzed the promotion of China's fundamental education reform relative to the Games. Scholars have also pointed out that China's Olympic education program aimed at social values has contributed to the International Olympic Movement.⁴⁵ A few scholars proposed recommendations for the future development of Olympic education in Beijing.

A Study of the "Beijing Model" in International Olympic Education was published in 2009. In this study, the author presented a detailed picture of Beijing's Olympic education program from 2005-2008, including: a basic description of Beijing's Olympic education program;

⁴⁵ For example:

Shen Geng, Lei Zhang, Xiaoli Lv, "Organization and Utilization of Beijing's Olympic Education Heritage-Based on a Survey of Beijing's Olympic Education in 2010," *Journal of Beijing Sport University*, vol.34, no. 12, December 2011, pp. 75-83.

Xiuying Ru, Xiaoli Lv, Yingjie Guo, "Research on Education for International Understanding in 'Heart to Heart' Partnership Program under the Context of Beijing Olympic Education," *Journal of Capital University of Physical Education*, vol. 23, no. 5, September 2011, pp. 409-419.

Shen Geng, "International Contribution of Beijing Olympic Education," *Education Research*, no. 7, 2009, pp. 52-57.

Xiuying Ru, "Research on Legacies of Olympic Education in Primary and Secondary Schools of Beijing," *Journal of Xi An Physical Education University*, vol. 29, no. 1, January 2012, pp. 107-111.

the history of Olympic education and some practice patterns seen in previous Olympic host cities; education initiatives; the organization and management system of Beijing's Olympic education program; the program's teacher training initiative; the function of Beijing's Olympic education model schools; the development and influence of Beijing's Heart to Heart Partnership program; the research about Beijing Olympic education; and the history of Olympic values education- "Beijing Model."⁴⁶ However, the Olympic education activities promoted by the grassroots team were excluded. *Sharing the Olympic Education: From the Schools to the Communities* is a book published by the Beijing Olympic Education Standing Office in 2010. In this book, Jianhua Zhang explored the radiation effect of Beijing's Olympic education program. In terms of those Olympic education qualities entering the community, he stated that not only was a transmission of Olympic spirit and knowledge implemented, but also information relative to moral education, environmental education, and volunteerism education.⁴⁷ In *Olympic Education Model School: the Innovation of Olympic Education and the Beijing Characteristic*, readers gained information on the establishment of Beijing's Olympic education model schools, their selection and management, and their radiation function and its value to the development of society. The bright spot of this book is its "Olympic model school case study" section. In this section, the authors outlined seven prominent Olympic education model schools and detailed their respective characteristics with regard to Olympic education theme activities.⁴⁸

⁴⁶ Shen Geng, Lei Zhang, Hai Ren, Zhaoxia Guo, "A Study of the "Beijing Model," in *International Olympic Education*, Beijing: Beijing Sport University, 2009.

⁴⁷ Jianhua Zhang, *Sharing the Olympic Education, From the Schools to the Communities* (Beijing: Beijing Olympic Education Standing Office, 2010). p. 6.

⁴⁸ Geng, Zhang, Ren, and Zhaoxia Guo, "A Study of the "Beijing Model".

Chang Liu defended her master's thesis at Toronto University in 2012 on the topic: *"From Rhetoric to Action—Employing Olympism as an Educational Tool: An Examination and Evaluation of the School-based Olympic Education Programs in the Beijing 2008 Olympic Games."* She chose Yangfangdian Central primary school as a single case study. Her work revealed a detailed picture of this school's Olympic education program up to the conclusion of the 2008 Beijing Olympic Games. Her thesis presents cogent information relative to literature review, a school's Olympic-related materials, and basic information on Beijing's Olympic education program from 2005 to 2008. In her thesis, Liu concluded that: "The biggest strength of Olympic education lies in the fact that significant emphases were given to a student's experience, feelings, and interests when participating in concrete activities."⁴⁹ She further stated that the Chinese government-led Olympic education programs reflected China's political and social surroundings. Without government's support, indeed its sponsorship, Olympic education would have been lost. A private or individually-sponsored program would have failed.⁵⁰ Although Liu's thesis is a significant contribution to the body of knowledge and also detailed the first attempt to survey the students' experience in the Olympic education program by interviewing them, her efforts alone are insufficient in understanding the present situation of Olympic model schools seven years later. Liu chose only one Olympic education model school, which limited the information she presented. Yangfangdian Central primary school was the pioneer of China's Olympic Education program since 2001, evolving four years before the Chinese government

⁴⁹ Chang Liu, "From Rhetoric to Action—Employing Olympism as an Educational Tool: An examination and evaluation of the school-based Olympic education programs in the Beijing 2008 Olympic Games" (Master Thesis, Toronto University, 2012).

⁵⁰ Ibid.

officially initiated Olympic education in 2005.⁵¹ Through on-site research, this study shows that this model school's Olympic-related activities are still being well conducted.⁵² The most outstanding feature of this school is its "Olympics" status, whose Olympic character resulted in it being a famous primary school.⁵³

Some scholars have examined the significance of Olympic education for Chinese youth. For example, Shen Geng wrote that, "Olympic education is an interaction between world cultures."⁵⁴ Jianhua Zhang declared that through Olympic-related activities, the youth may have more opportunities to do exercise and further strengthen their bodies. Additionally, Olympic education can promote the development of international understanding.⁵⁵ Dongguang Pei stated that the key aim of Olympic education is to develop students with all-round qualities. Unfortunately, the Chinese educational system was never able to fully implement this theory.⁵⁶ Pei further pointed out that Olympic education can change ideas and philosophy of education in China.⁵⁷ Shen Geng, in *experiencing the Olympics*, stated: "The Beijing Olympic Games add

⁵¹ The description was based on the researcher's on-site observation in October, 2014. Chenguang Zhou, interviewed by Wenshuai Mao, October 15, 2014. Zhou has been the physical education teacher of Yangfangdian Central primary school since 1988. He was one of the members of "grass-roots" level of Beijing Olympic Education in 2001. Currently, Zhou remains very active in promoting Olympic education at this school.

⁵² The researcher visited Yangfangdian Central primary school several times for interviewing teachers, students and parents. During those visits, the researcher got a chance to visit its mini Olympic museum and took many pictures of this school's Olympic theme. The research at this school received support from Chenguang Zhou, a physical education teacher of this school. He was one of the pioneers of Beijing Olympic education.

⁵³ A mother of a grade six student, interviewed by Wenshuai Mao, October 16, 2014 said: "Before 2001, this school was just a common one in this district, but after they started doing Olympic education, it became famous, because they are really doing good things for the kids, and my kid is happier and healthier even though she has a heavy study burden. She likes this school. So do I."

⁵⁴ Shen Geng, *Experiencing the Olympics* (Beijing: Beijing Sports University Press, 2010), p. 78.

⁵⁵ Jianhua Zhang, Hui Wang, "Discussion about Olympic Education and the Youth Sports Development," *Journal of Hu Bei Hanshou University*, vol. 26, no. 2, February 2013, p. 96.

⁵⁶ Pei, "Olympic Education in China," p. 208.

⁵⁷ *Ibid.*

powerful momentum to the development of Beijing's education, it is a good opportunity to develop a new type of moral education."⁵⁸

Points of view vary on the core importance of future Olympic education initiatives. In terms of the development of "Post-Games Olympic Education," Xia Pan pointed out that "as a sports country, the establishment of China's Olympic Academy and Olympic Museum is urgently needed, initiatives that will be effective channels for spreading Olympic-related information."⁵⁹ Shen Geng appealed to China's Olympic Committee to publish an annual plan for Olympic education and guarantee its fulfillment. Further, he suggested that by cooperating with China's Olympic Committee, the Olympic legacies administrative department might provide the youth with Olympic-related conditions.⁶⁰ Jian Zhang proposed that Olympic education teaching resources should be strengthened, such as more Olympic-related courses, and training the physical education teachers through different channels.⁶¹ Diqi Li declared that teacher training is the most important part of Olympic Education. He also stated that universities and colleges were taking the responsibility to spread Olympic information in the future.⁶² Shen Geng stated that sustainable development is the core content of Olympic education; it is not only knowledge learning, but also practical experience. Chinese Olympic education should retain its local features after the Games.⁶³

⁵⁸ Geng, *Experiencing the Olympics*, p. 41.

⁵⁹ Xia Pa, "The Thinking of Olympic Education Promotion," *Sports Culture Guide*, no. 7, July 2012, p. 149.

⁶⁰ Geng, Zhang, Lv, "Organization and Utilization of Beijing's Olympic Education Heritage, p. 83.

⁶¹ Jian Zhang, "The Exploration of Olympic Education in Universities," *Journal of Nanjing Institute of Physical Education*, vol. 10, no. 2, April 2011, p. 137.

⁶² Qiqi Li, "Discussion About the Nature of Olympic Education in Universities," *Journal of Physical Education Institute of Shanxi Normal University*, vol. 26, no. 2, April 2011, p. 11.

⁶³ Shen Geng, *Experiencing the Olympics*, p. 72

Chapter 3

Brief Overview of Sport Culture in China

3-1. Sports and Cultural Background

Olympic history could very well be a history of the interconnection of the world through sport, but the history of the interconnection between China and the West through sport is nearly nonexistent.

Susan Brownell¹

As one of the earliest sites inhabited by organized groups of human beings, China is credited as an ancient country with long, eventful and glorious culture. Evidence shows that inhabitants formed villages around 6,000 years ago. The development of a writing system could be traced back to some 4,000 years ago. As an integral part of the Chinese culture, sport² is deeply rooted among the laboring people. The emergence of Chinese early “sports” could be traced back to time immemorial, indeed, as early as hoary past when our ancestors learned how to subsist, when the Chinese civilization had just begun to take shape. It developed in its own course on the Chinese soil, taking a great variety of forms, spreading far and wide, finding favor

¹ Susan Brownell, “Western Centrism in Olympic Studies and Its Consequence in the 2008 Beijing Olympics,” in *Pathways: Critiques and Discourse in Olympic Research: Ninth International Symposium for Olympic Research*, eds., Robert K. Barney, Michael K. Heine, Kevin B. Wamsley, Gordon H. MacDonald (Beijing, PRC, August, 2008), p. 20. Susan Brownell, professor at the University of Missouri-St. Louis. She got involved in Beijing 2008 Olympic education with Grass-roots Team.

² In ancient times, there were no words in the Chinese vocabulary entirely equivalent to the Western terms of "sport" and "physical education." Such physical exercises as wrestling, swordplay, archery, charioteering and horse-racing were all included in military training and therefore came under the general term of "wuyi," or "martial arts." Thus a scholar was required "to be versed in both polite letters and martial arts." It was not until the last century that sport in the modern sense of the word found its way into China, first in the form of military drills, and then as part of the curricula of Western-type schools. Correspondingly, "sport" was first translated "ticao," or "physical education" or "physical culture" as part of national culture. Today, "sport" has become a general mass exercise (or sports for all) and school physical education. Though these maybe overlapping in form and content. At the same time, "sport" denotes a specific game or sporting event.

with and within different communities and age groups. It serves multiple purposes such as physical fitness, longevity, amusement, and military training. However, the geographical separation from Western cultures and its purposed isolation from its neighbors resulted in Chinese civilization being almost buried in the Western world.

Modern sport was introduced in China as a result of the modernization of sport in the West on the one hand, and the Westernization Movement in China on the other. China did not open to the outside world until the aftermath of the Opium Wars in 1840.³ The treaties resulting from the Opium Wars provided Westerners with free access to China than ever before. Meanwhile, China started to be defeated in wars against imperialist invasions and suffered with large areas of its territory annexed to the Western powers. During the last four decades of the 19th century, a number of reformists adopted Western technology and built a new army and navy in the Western fashion. “Sports” in China experienced tremendous changes in this period.

Western sports were originally introduced to China by the Europeans, Americans and Japanese. During this period, the traditional Chinese “sports” inherited from the past coexisted and developed side by side with Western sports, forming a new genre with salient Chinese features. The Qing government engaged a number of foreigners to teach "foreign drills" and opened physical training courses in some military academies, including gymnastics, fencing,

³ The First Opium War (1839–42), also known as the Opium War and as the Anglo-Chinese War, was fought between Britain and China over their conflicting viewpoints on diplomatic relations, trade, and the administration of justice for foreign nationals. Toward the end of the 18th century, the British merchants realized the sale of opium is the easiest way to make great money from their trade with China. At that time, China was largely self-sufficient and Europeans were not allowed access to China's interior. European silver flowed into China when the Canton System, instituted in the mid-17th century, confined the sea trade to Canton and to the Chinese merchants of Thirteen Hongs. In 1839, the Daoguang emperor, rejecting proposals to legalize and tax opium, appointed Lin Zexu to solve the problem by abolishing the trade. Upon the arrival in Guangzhou, Lin forced the British and a number of American merchants to surrender their stocks of opium. Some 20,000 were confiscated trade and publicly destroyed on the beaches. The first opium war lasted from June 1840 to August 1842. In 1842, the Treaty of Nanking—the first of what the Chinese later called the unequal treaties—granted an indemnity and extraterritoriality to Britain, the opening of five treaty ports, and the cession of Hong Kong Island. It was the first humiliating clause forced on China by the foreign powers. The failure of the treaty to satisfy British goals of improved trade and diplomatic relations caused the Second Opium War (1856–60). The war is now considered in China as the beginning of modern Chinese history.

boxing, athletics, football, and swimming. In the new-type public schools established by the reformists along the Western education pattern, great attention was paid to physical training, which played a positive role in criticizing the prevailing "cult for frail-looking scholars." Since then, an increasing number of insightful Chinese men started to realize that traditional Chinese culture and its "sport" forms could no longer meet the needs of the country's development. Conflict naturally occurred between Western and Chinese sport.

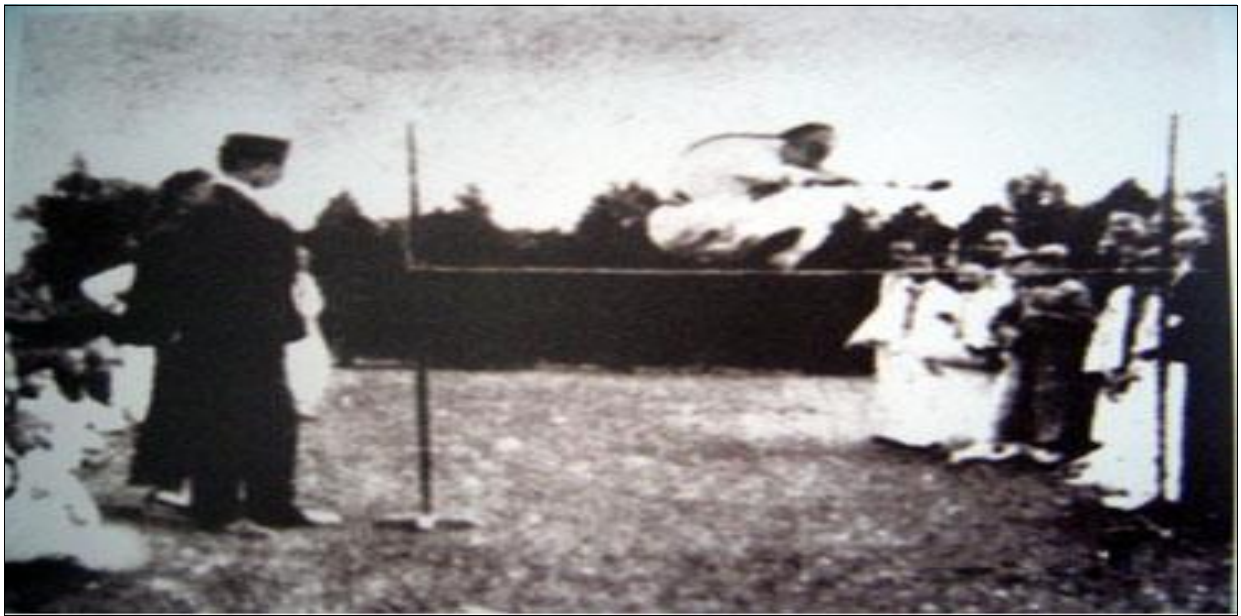


Figure 1. China's first intramural athletic meeting was held in 1890 at a missionary school founded by St John's Academy in Shanghai in 1879.⁴

There was yet another important channel through which modern sports were introduced into China—the missionary schools, colleges, and the Young Men's Christian Association (YMCA) organizations founded in various parts of the country by British and American initiatives as well as churches disseminating Christianity. The schools had no formal physical training courses, but they promoted athletics and ball games as extracurricular activities.

⁴ Official Website of Chinese Olympic Committee, <http://en.olympic.cn/> (accessed October 5, 2014).

Early in the 19th century, it was stipulated that all schools should open *ticao* (gymnastic) courses for two or three hours a week, with military formations as the main content. The stipulated purposes of these courses included "an even-balanced development of the body, agility of the four limbs, a cheerful frame of mind, and the cultivation of bravery, esprit de corps, and sense of discipline." Being tinted with militarist colors, the monotonous *ticao* courses, mostly conducted by low-ranking army officers, failed to suit the physical and mental characteristics of the juveniles, and fell into disfavor with the general public. In 1922-23, the Northern Warlords' government were led to change *ticao* into *tiyu* (physical education) courses, which replaced military drills with modern athletics and ball games.⁵



Figure 2. In school physical education, both modern Western and traditional Chinese sports were taught, with the latter in the form of wushu lessons, as were given at this primary school in Shanghai in the 1910s.⁶

⁵ With the introduction of modern sports into China, traditional Chinese sports receded into the background as a physical education system. However, during the long process of its development, some of the events, such as wrestling, archery and horse-racing---remained independent sports, while physical exercises, barehanded or with weapons, have developed into wushu with attacking and defensive skills as its content and set-pattern routines and free combat as its form. There were hundreds of schools and styles of wushu, the most popular being taijiquan practiced regularly by millions upon millions of people for the purpose of keeping fit and curing chronic diseases. Up to now, the traditional sports centered on wushu have remained dominant as far as the number of participants is concerned.

⁶ Official Website of Chinese Olympic Committee, <http://en.olympic.cn/> (accessed October 5, 2014).

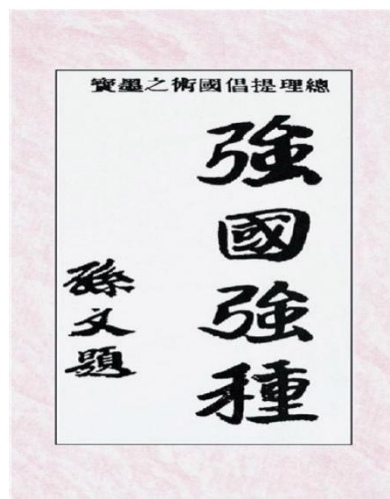


Figure 3. Handwriting by the great Democratic revolutionary Dr. Sun Yat-sen (1866-1925). It reads: “Make our nation and race strong.”⁷

During the 1930s, the Kuomintang government promulgated a series of programs concerning school physical education based on Western systems. However, it produced little effects because of the divorce from reality and lack of teaching personnel and financial resources. The 1940s witnessed a low ebb in sports and physical education because of the Chinese Civil War (CCW).⁸ Under the authority of the communists, the Chinese sports activities were carried

⁷ Ibid. Sun Yat-sen was a Chinese revolutionary, the first president and the founding father of the Republic of China (1912–1949). As the foremost pioneer of the Republic of China, Sun is referred to as the "Father of the Nation" in the Republic of China (ROC), and the "fore runner of the democratic revolution" in the People's Republic of China. Sun played an instrumental role in the overthrow of the Qing dynasty. He was appointed to serve as the Provisional President of the Republic of China, when it was founded in 1912. He later co-founded the Kuomintang (KMT), serving as its first leader. Sun was a uniting figure in post-Imperial China, and remains unique among 20th-century Chinese politicians for being widely revered among the people from both sides of the Taiwan Strait. Wikipedia, http://en.wikipedia.org/wiki/Sun_Yat-sen (accessed October 5, 2014).

⁸ The Chinese Civil War was a civil war in China fought between forces loyal to the Kuomintang (KMT) -led government of the Republic of China, and forces loyal to the Communist Party of China (CPC). The war began in August 1927, with Chiang Kai-shek's Northern Expedition, and essentially ended when major active battles ceased in 1950. The conflict eventually resulted in two de facto states, the Republic of China (ROC) in Taiwan and the People's Republic of China (PRC) in mainland China, both claiming to be the legitimate government of China. The war represented an ideological split between the Communist CPC, and the KMT's brand of Nationalism. The civil war continued intermittently until late 1937, when the two parties came together to form the Second United Front to counter a Japanese invasion. China's full-scale civil war resumed in 1946, a year after the end of hostilities with Japan. After four more years, 1950 witnessed the cessation of major military hostilities, with the newly founded People's Republic of China controlling mainland China (including Hainan), and the Republic of China's jurisdiction being

out in connection with military training during respites. Athletic meetings were often held on such holidays as the Chinese People's Liberation Army Day on August 1, and the International Labor Day on May 1. During the War of Resistance against Japan, the "Fighting" basketball team under the 120th division became a backbone in promoting sports among the troops.⁹

3-1-1. China and the Olympic Movement

The starting point of Olympic history in China can be traced back to 1895.¹⁰ Several months before the first modern Olympic Games were staged in Greece in the spring of 1896, the Qing government of China received an invitation from the French Embassy. The emperor of the Qing government knew nothing about Olympic Games at that time. Without any knowledge of such a Western phenomenon, there was no response from the Chinese government.¹¹

As a matter of fact, long before the Olympic Movement became rooted in China, Western sports, most with the features of military exercises (1840-1911) developed rapidly and broadly in China. They merged with Chinese martial arts and the traditional Chinese ideal of a unified state known as the "Central Kingdom."¹² Although the Central Kingdom's authority had been challenged by the end of the 19th century, much of its cultural values remained unbroken, including its physical exercises with military nature.¹³ After the Xin Hai Revolution of 1911¹⁴

restricted to Taiwan, Penghu, Quemoy, Matsu and several outlying islands. Wikipedia, http://en.wikipedia.org/wiki/Chinese_Civil_War (accessed October 5, 2014).

⁹ Official Website of Chinese Olympic Committee, <http://en.olympic.cn/> (accessed October 5, 2014).

¹⁰ Shiyong Quain, "The Olympic Committee and China", *Journal of Chinese Sports History*, Vol. 3, 1984, p. 6.

¹¹ Dongguang Pei, "A Question of Names": *The Two Chinas Issue and the People's Republic of China's Return to the Olympic Games*, Thesis for the degree of Master of Arts, Western University, 1994. p. 6.

¹² *Ibid.*, p. 6. The PRC is a unitary state. Its formal authority is constitutionally held by the central government.

¹³ *Ibid.*, p. 7.

and the establishment of a national government, China transformed into a semi-capitalist, semi-democratic nation. Much of Western culture returned to China. The conception of physical education and knowledge of the Olympic Games started to appear in China. Gradually, the Chinese people started to be aware of Western physical education practices.¹⁵

By the end of the 19th century, the YMCA played an effective role in promoting Western sports and physical education in many Asian countries. This included the construction of sporting grounds and facilities, organization of sporting competitions, and providing sporting specialists.¹⁶ Basketball was also introduced into China through the YMCA in Tianjin. A number of classes for training sports organizers and instructors were set up. Textbooks and journals on physical training were published. A small number of gymnasiums and swimming pools were built in China's major cities. C. H. Robertson, a YMCA secretary, gave many lectures in Beijing and Tianjin on the topic of modern sports. Also, the YMCA played a crucial role in China in the understanding of the Olympic Games and its spirit, which aimed at building people both physically and mentally. In 1908, after watching a slide show of the London Olympic Games introduced by a YMCA member, some patriot students of Nankai University asked: When will China participate in the Olympic Games? When will Chinese athletes win gold medals in the

¹⁴ The Xinhai Revolution, also known as the Revolution of 1911, or the Chinese Revolution, was a revolution that overthrew China's last imperial dynasty (Qing dynasty), and established the Republic of China (ROC). The revolution was named Xinhai (Hsin-hai) because it occurred in 1911, the year of the Xinhai stem-branch in the sexagenary cycle of the Chinese calendar. The Revolution arose mainly in response to the decline of the Qing state, which had proven ineffective in its efforts to modernize China and confront foreign aggression. The Xinhai Revolution overthrew the Qing government and two thousand years of monarchy. Throughout Chinese history, old dynasties had always been replaced by new dynasties. The Xinhai Revolution, however, was the first to overthrow a monarchy completely and attempt to establish a republic to spread democratic ideas throughout China. In 1911, at the provisional government welcome ceremony, Sun Yat-sen said, "The revolution is not yet successful, the comrades still need to strive for the future." Wikipedia, http://en.wikipedia.org/wiki/Xinhai_Revolution#Social_influence (accessed September 28, 2014).

¹⁵ Pei, "*A Question of Names*", p. 7.

¹⁶ Hai Ren, *Olympic Movement*, (China: Sports Press, 1993). P. 275.

Olympic Games? When will China be able to invite the world to come to China for an Olympic Games?¹⁷ Those three questions were credited as the first aroused intention of China's "Olympics Dream." The Westernization of physical education provided a solid social foundation for the later development of the Olympic Movement in China.



Figure 4. The first group of Chinese students majoring in physical education at Springfield College in the United States in the 1920's. L-R: Xu Minhui, Gao Xiwei and Dong Shouyi.¹⁸

¹⁷ These three questions are famous in Chinese sports history, named "Olympics three asks". In 1979, Chinese leader Deng Xiaoping pointed out that China would bid to host the Olympic Games when time was appropriate. In 1984, IOC President Samaranch said the IOC would like to see China host not only the 1990 Asian Games but also the Olympic Games. Official website of the Chinese Olympic Committee, http://en.olympic.cn/china_oly/history/2004-03-27/121838.html (accessed October 5, 2014).

¹⁸ Official website of the Chinese Olympic Committee, http://en.olympic.cn/china_oly/history/2004-03-27/121838.html (accessed October 5, 2014).



Figure 5. A basketball game between China and France at the Berlin Olympic Games in 1936.¹⁹



Figure 6. Fu Baolu, the only Chinese to advance to the finals at the Berlin Olympic Games in 1936.²⁰

¹⁹ Ibid.

²⁰ Ibid.



Figure 7. China (on the offensive) vs England at the Berlin Olympic Games in 1936.²¹



Figure 8. The Three Chinese IOC members in the first half of the twentieth century: (L-R) Wang Zhengting, Kong Xiangxi and Dong Shouyi.²²

²¹ Ibid.

²² Ibid.

China did not officially return to the Olympic Family until 1979.²³ Since the settlement of China's representation in the Modern Olympic Movement, the Chinese government heightened its eagerness regarding participating in physical activities. Susan Brownell stated in *Western Centrism in Olympic Studies and Its Consequence in the 2008 Beijing Olympics*:

China was dismissed from the history of sport in Western scholarship of the nineteenth century, with the result that when it reentered the international sports world in the 1980s, it was one of the 'people without sport history'. It was the desire to be counted among the driving forces of history, and among the 'people with sport history', that motivated the pursuit of Olympic Games and medals.²⁴

During 1991 and 2001, Beijing, the Chinese capital city, made two Olympic bids, one for 2000 and the other for 2008. In its first bid, Beijing lost to Sydney by a narrow margin of two votes. In its second bid, Beijing beat other nine cities to win the right to host the 29th Olympic Summer Games in 2008.²⁵ It became only the third time the Olympic Summer Games had been hosted outside of a Western country, after Tokyo in 1964, and Seoul in 1988. Meanwhile, China was the first East Asian country to host the Games without the influence of U.S. Military bases.²⁶

²³ The first Chinese sports organization was founded as early as October 1910, and recognized by the IOC in 1922. In May 1954, not long after the founding of the People's Republic of China, the IOC recognized the All-China Sports Federation (Chinese Olympic Committee, COC) at the 49th IOC Session held in Athens. In 1956, however, the IOC allowed the Taiwan authorities to send a team to the 16th Olympic Games. The All-China Sports Federation protested against the "two Chinas" plot fabricated by the IOC leader. In August 1958, the COC severed all its relations with the IOC. It was not until November 26, 1979 that, with a resolution adopted by all IOC members, the COC's legal status was reinstated in the IOC, while the Olympic Committee in Taipei was allowed to remain in the IOC under the name of "the Chinese Taipei Olympic Committee." Official website of the Chinese Olympic Committee, <http://en.olympic.cn/coc/> (accessed in October 2014). For More details on China and Olympic Movement see Pei, "'A Question of Names'".

²⁴ Brownell, *Western Centrism in Olympic Studies and Its Consequence in the 2008 Beijing Olympics*, p. 20.

²⁵ Official website of the Chinese Olympic Committee, http://en.olympic.cn/china_oly/history/2004-03-27/121838.html (accessed October 5, 2014).

²⁶ Brownell, *Western Centrism in Olympic Studies and Its Consequence in the 2008 Beijing Olympics*, p. 21.

In China, there was a common saying that the Beijing Games would finally erase the label of “Sick Man of East Asia”.²⁷ Interviewee 1 pointed out that those ideas started about one hundred years ago and are still relevant in the present situation of China. The health condition of Chinese children has declined dramatically in recent decades because of a lack of physical exercise. If this phenomenon continues, China will suffer the same problems in the future. The Beijing Olympic Games were the right time to re-introduce and strengthen Western ideas about sports and physical exercises to China, in order to build a stronger and healthier generation.²⁸

Professor Pei: When I first visited some primary and secondary schools and tried to tell them about Olympic Games, Olympism and Olympic Education, most principals and physical education teachers looked at me with suspicion in their eyes. Some even thought I was crazy! I talked to some principals and tried to show my education plan, and they just wondered what will benefit their schools, such as if they can achieve distinctions from the government. These were deep-rooted ideas in Chinese people’s minds. It was not easy to change only through a Beijing Olympic Games----It was such hard period.²⁹

Chenguang Zhou was frustrated by similar experiences before he met Professor Pei. To him, an experienced physical education teacher, Olympic-related information was still blank in his mind:

²⁷ In 1895, China was defeated by Japan in the Sino-Japanese war, and the Chinese suffered a terrible psychological and mental shock. Many members of the Chinese elite concluded from the loss that China the “sick man of East Asia”, and needed a strong medicine to save it from total disintegration. Within the context of Social Darwinism, the negative stereotypes about the weak Chinese body crystallized into the label of the “Sick man of East Asia”. This phrase has loomed in the Chinese imagination as an insulting label applied to China by Japan and the West for a century.

²⁸ Interviewee 1, interview by Wenshuai Mao, October 10, 2014.

²⁹ Pei, interview by Wenshuai Mao, October 10, 2014.

Zhou recalled: When Beijing won the bid for the Olympic Summer Games, I just knew the Olympic Games were about sport competition but nothing else. When I met Professor. Pei and he started to explain the origin, history development of the Olympic Games, I felt so confused. It was such a far reaching thing for me. I've been working as a physical education teacher in this school for more than 20 years, but before I knew about Olympic education, the only thing I can remember was watching the opening ceremony of the 1984 Los Angeles Olympic Games on a black and white TV. Nobody taught me what the Olympics were about when I was a student. I never thought that I could have any relationship with the Olympics, let alone the students.³⁰

3-2. Chinese Educational Background

Chinese culture features a concentration on education. Since the establishment of the PRC in 1949, the theory of education has been fixed on an educational system consisting of physical education, aesthetic education, and moral education, which were close to today's key points of Olympic education. Mao Zedong, the first chairman of the PRC, complained in his first published article, *A Study of Physical Culture* that, "exercise is important for physical education, but today, most scholars are not interested in sports." Mao further declared that the reason for this phenomenon was because they had no personal experience of physical exercises, felt no need for it, and, therefore, had no interests in it. They were deeply influenced by the Chinese traditions of "respect for learning" and "a good man does not become a soldier."³¹ Until now, the Chinese education system was never able to fulfill those duties.

³⁰ Chenguang Zhou, interview by Wenshuai Mao, October 15, 2014.

³¹ Mao Zedong, "A Study of Physical Exercise", *New Youth III*, 2, April 1917, p. 7.

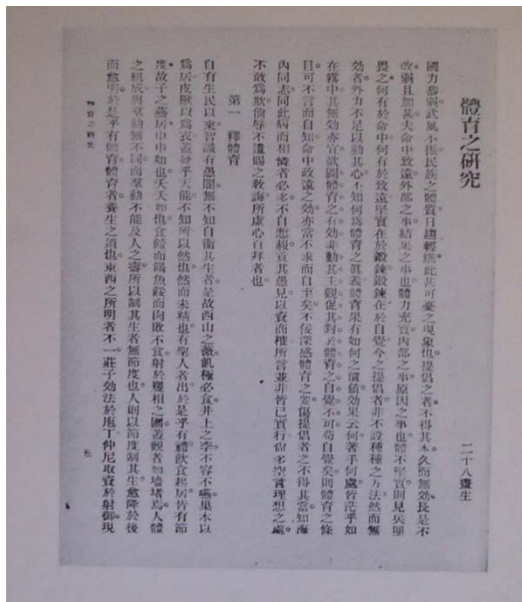


Figure 9. A passage from “A study of Physical Culture” by Mao Zedong published in New Youth on April 1, 1917. He points out on the essay that equal attention should be paid to moral, intellectual, and physical education.³²



Figure 10. Chairman Mao Zedong in 1946 in Yan'an, the cradle of the Chinese revolution. He encouraged people to improve their fitness level through his own participation in various sporting activities.³³

³² Official website of the Chinese Olympic Committee, <http://www.olympic.cn/museum/online/modern/03gmgjdydfz.html> (accessed October 5, 2014).

³³ Ibid.



Figure 11. Hand writing of Chairman Mao “Promote physical culture and build up the people’s health.”³⁴



Figure 12. The picture of “Promote physical culture and build up the people’s health.”³⁵

³⁴ <https://www.google.com.hk/> (accessed November 3, 2014).

³⁵ Ibid.

China's education system suffered a heavy Soviet influence during Mao's period. It included an emphasis on science, technology, mathematics, as well as the importance of collective behavior.³⁶ Diligence is greatly valued specifically among the Chinese students. Although physical education is stipulated as a compulsory part of the current Chinese education system, it has not been taken seriously compared to academic education. Higher education is a final target that parents hold for their children, especially for the 80s generation.³⁷ University and college enrollment is determined by the score in the national examination, which takes place once a year for secondary school students. This examination is usually credited as a fate-defining moment for students. During the national examination, a certain score may be included for impressive sports performance, but this part may be ignored by the universities or colleges if they are not interested in athletes. Under these circumstances, physical education and sporting activities are usually considered unimportant subjects. Sport is a word which was exclusively connected to athletes. The seriously valued national examination produced an excessive study burden on secondary schools students. In addition to five days of regular school hours every week, the students must attend after-school classes almost every night and weekends. Boundless academic learning and examinations are their whole world. The students were inculcated by the

³⁶ The class-break setting-up exercise is a good example to explain collective behavior. Hundreds of students must conduct the exercise as one person from any angle. The students cannot find happy and relax from this "soldier training". It is a mess physical exercise learned from the Soviet Union in 1950. In 1951, the All-China Federation of Sports officially popularized the first set of exercises to radio music. Shortly afterwards, the exercise for the adults, and the children were launched.

³⁷ The 1980s generation is a special one in the history of China. In 1979, in order to control the population, the Chinese government published "family plan policy", also known as "one-child policy". Since that time, each family allowed to have only one child. With the reform and opening up in China, people's living standard get improved. They have much money to support their children for study. Most of the parents of the 80s generation were suffered from the Great Cultural Revolution, a social-political movement that took place in the People's Republic of China from 1966 to 1976. They were deprived the rights of studying, so their culture level were very low, and most of them are labor workers. With the purpose of making their only-child well educated and get a good job, they would support them at all costs.

teachers and parents that doing exercise is a waste of time.³⁸



Figure 13. Chinese student's morning exercise.³⁹

In China, there is a popular saying, “four developed limbs and a simple brain”, which means a strong body produces simple mind. Teachers of academic subjects often “borrowed” physical education class time, with the thought of repaying the time after the examination. However, this did not often happen. Physical education teachers’ statuses were at the bottom of the society and lacking in consideration. Students who were active or good at sports were usually treated as bad students. They did not have playmates because most of the students were studying, not “playing”. The parents indicated that their children should play with good students to avoid being labeled as “bad students”. In short, the goal for schools was the examination, the goal for the students was to achieve a higher score in the examination, and the goal for parents was to support them at all costs. “Chinese students are forced to run a marathon at the speed of the 100-meter dash. They are exhausted by the time they enter universities or colleges; that is why

³⁸ Dongguang Pei, “Olympic Education Programmes for the 2008 Beijing Olympic Games: A Collaboration of Grassroots and Government”, p. 537.

³⁹ <https://www.google.com.hk/> (accessed November 3, 2014).

universities and colleges are nicknamed ‘youth sanatoriums’ in China.”⁴⁰ Regarding the declining of Chinese students’ health in recent couple of decades, some scholars argue that the primary reason for this is the lack of physical education and an inactive lifestyle.⁴¹

⁴⁰ Ibid.

⁴¹ Ibid.

Chapter 4

Overview of Beijing's Olympic Education from 2001 to 2008



Figure 14. A picture poster of Beijing Olympic Education in 2008.¹

Millions of Chinese youth have experienced for the first time the charm of Olympic friendship, respect, excellence and other values.²

Juan Antonio Samaranch

China had spread Olympic knowledge among 400 million young people. This figure is very attractive, it embodies the essence of the Olympic spirit, and it proves that our choice in Moscow was correct.³

¹ Beijing Olympic Education Standing Office, *Series of Beijing Olympic Education, Beijing Olympic Education Album*, 2008.

² Beijing Olympic Education Standing Office, *Report on Beijing's Olympic Education Programs*, p3.

³ Ibid.

Count Jacques Rogge, former president of the IOC

This is a great program. It makes the spread of Olympic Values in China much wider than any other country in the world.⁴

Olympic Review

China is the first developing nation to carry out Olympic education on a large scale.⁵

Susan Brownell

4-1. The Political Background of China

The People's Republic of China (PRC), known as a One-Party (Communist) Country, has most of its power centralized in the Communist Party of China (CPC).⁶ As early as the Qin (B.C. 221-207) and Han (B.C.206-A.D.24) Dynasties, there were debates and struggles over *junxianzhi*⁷ and *fengjianzhi*.⁸ Administrative orders are issued from the top level of the government and passed down through different levels. The CPC possesses extreme power

⁴ Ibid.

⁵ Ibid.

⁶ The Communist Party of China (CPC) is the founding and ruling political party of the People's Republic of China (PRC). The CPC is the sole governing party of China, although it coexists along with 8 other legal parties that make up the United Front. It was established in 1921, chiefly by Chen Duxiu and Li Dazhao. The party grew fast, and by 1949 the CPC had driven the Kuomintang (KMT) from mainland in a 10-year civil war, thus leading to the establishment of the People's Republic of China. The CPC is organized on the basis of democratic centralism, a principle conceived by Russian Marxist theoretician Vladimir Lenin which entails democratic and open discussion on policy on the condition of unity in upholding the agreed upon policies. The CPC is the world's largest political party with a membership of 86.7 million as of 2014. Wikipedia, http://en.wikipedia.org/wiki/Communist_Party_of_China (accessed November 1, 2014).

⁷ A unified and centralized political system with local administrative prefectures and counties.

⁸ A decentralized enfeeblement system.

and influence to mobilize people from various circles of society. “Nationwide System”⁹ is a common expression of China’s major projects, especially for the sports system.

Interviewee 2: Realistically, there is no chance for the Olympics to spread to the whole city or country without the support of the government. Without the government, where will the money come from? Where will the permission come from? Without the support from the “top,” nothing. Only the government could implement such a great scale Olympic education program.¹⁰

Zhou recalled: After the government issued the document about promoting Olympic Education in Beijing, it seemed that Olympic education became the top duty among all schools. The school authority would ask me to design some activities about the Olympics. When I applied money to buy equipment and it arrived right away, everything about Olympics was going so smoothly.¹¹

Interviewee 3: After 2005, Olympic education in Beijing was widely “officialized.” Sometimes it just felt like every school was too eager to label anything with “Olympics.” All people followed their superiors’ orders. Students followed their teachers’ instructions, the teachers followed their principals’ instructions, the principal followed the Education Commission’s instructions, and, finally, the Education Commission followed the top government’s orders.¹²

Compared to the period of the Grassroots initiation of Olympic education in 2001, in 2005 when the government fully got involved in this program, circumstances turned bright immediately.

⁹ The “nationwide system” is an operating system that takes the national interest as the highest goal, and mobilizes all the nation’s human and material resources to take national major projects. It was learned from the Soviet Union.

¹⁰ Interviewee 2, interview by Wenshuai Mao, October 9, 2014.

¹¹ Zhou, interview by Wenshuai Mao, October 15, 2014.

¹² Interviewee 3, interview by Wenshuai Mao, October 3, 2014.

This effectively proved that the Olympics would not have space in China without both the political and financial support from the Chinese central government. Similarly, according to the researcher's on-site interviews, most of the complaints from the physical education teachers about the present situation of the schools' Olympic education were about the lack of effective attention from the Chinese government.

Interviewee 4: After the Games, we did not receive any Olympic-related duty from the "top". The Games had gone, we had presented the world a super showcase. Now, we must fulfill the current teaching tasks, such that we are strictly compliant with the "*Sunshine Sporting Plan*".¹³ Let the students go outside and have one hour of activity every day. If you really want me to say something about present Olympic education activities in this school, I can link all the daily sporting activities with Olympic education.¹⁴

¹³ It was a school-based fitness plan for Beijing's primary and secondary schools. With the slogan "work out for one hour every day, work healthy for fifty years, be happy all your life," this *Plan* was launched by the government in April 2007, in order to deal with the decline of the students health condition.

¹⁴ Interviewee 4, interview by Wenshuai Mao, November 4, 2014.

4-2. The Genesis of Beijing's Olympic Education Programs at the Grassroots Level



Figure 15. Juan Antonio Samaranch and Dongguang Pei at the IOC. From the left to the right: Samaranch, Dongguang Pei.¹⁵



Figure 16. Zhenliang He and Dongguang Pei. From the left to the right: Zhenliang He, Dongguang Pei.¹⁶

¹⁵ The pictures were provided by Dongguang Pei from his private collection.

¹⁶ Ibid.

‘Olympic Education’ is a label used to describe a program designed to provide Chinese people with basic Olympic knowledge, promote sports and physical fitness as a way of life, instill certain ideals and values, and allow the populace to personally take part in the whole phenomenon of the Olympic Games and “Walk Together with the Olympics,” which was a popular slogan of the Beijing Olympic Games.¹⁷

Dongguang Pei

In 1993, when China first bid for the 2000 Olympic Summer Games, a college-level textbook *Olympic Movement* was prepared by Hai Ren, a professor at the Beijing Sport University (BSU). But, with Beijing’s defeat in the bidding, this textbook did not get published. However, this marked a milestone of the initiation of an Olympic curriculum in physical education institutes in China.¹⁸

¹⁷ Dongguang Pei, professor at Capital University of Physical Education in Beijing. He received his Master’s Degree in Olympic history at the University of Western Ontario, in 1999. He was the first person to promote Olympic Education in China. Interview by Wenshuai Mao, October 2, 2014.

¹⁸ Hai Ren, a professor of Olympic Studies area at Beijing Sports University, he received PhD degree at the University of Alberta in Canada. Interview by Wenshuai Mao, October 11, 2014.



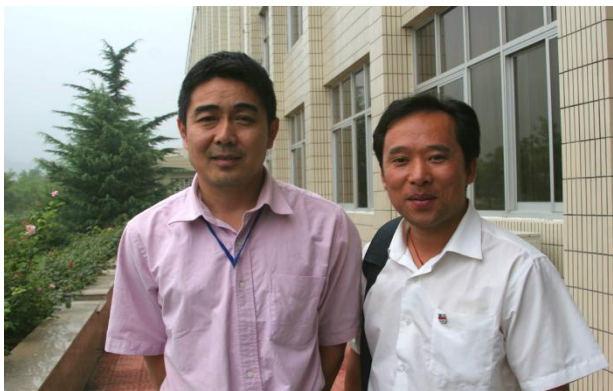
Figure 17. The Olympics Exhibition Designed by Pei presented at Yangfangdian Central Primary School in 2001.¹⁹

In 2001, during Beijing's bid for the 2008 Olympic Games, the father of China's Olympic Education, a Canadian trained professor, Dongguang Pei, designed an "Olympic Exhibition Tour of China." According to Professor Pei, the Exhibition was a set of 138, 2 meters by 1 meter, foam board posters containing information about Olympic history and philosophy illustrated by more than one thousand vivid pictures. The exhibition toured six Olympic co-host cities, ten universities, one hundred communities, reaching almost one million Chinese people. A series of

¹⁹ These pictures were provided by Dongguang Pei from his private collection.

Olympic knowledge posters selected from the exhibition boards were circulated to some 100,000 schools.²⁰ The financial support for this Exhibition came from China Petroleum and Chemical Corporation.²¹ After prolonged study at the International Center for Olympic Studies (ICOS), Pei realized that the shortcoming in China's physical education and its teachers training program were the major barriers against promotion of the Olympics. Pei believed that Olympic education should emphasize enthusiasm, happiness, participation, and creation. These factors should be implemented into physical education classes, in order to energize and break the rigid teaching model of traditional physical education.²² Stated Pei:

Why do students not like physical education classes? Because the traditional physical education classes in China are largely influenced by the Russia tradition, rigid and formative, focusing on group cohesion and discipline, just like military training, the students cannot feel relaxed and be happy in the classes.²³



²⁰ Pei, interview by Wenshuai Mao, October 10, 2014.

²¹ According to Pei, because the editor-in-chief of the China Petroleum was his good friends, so he could get the funding.

²² Pei, interview by Wenshuai Mao, October 10, 2014.

²³ Ibid.

Figure 18. The Grass-Roots Team of Beijing’s Olympic Education, from the left to the right: Dongguang Pei, Chenguang Zhou.²⁴

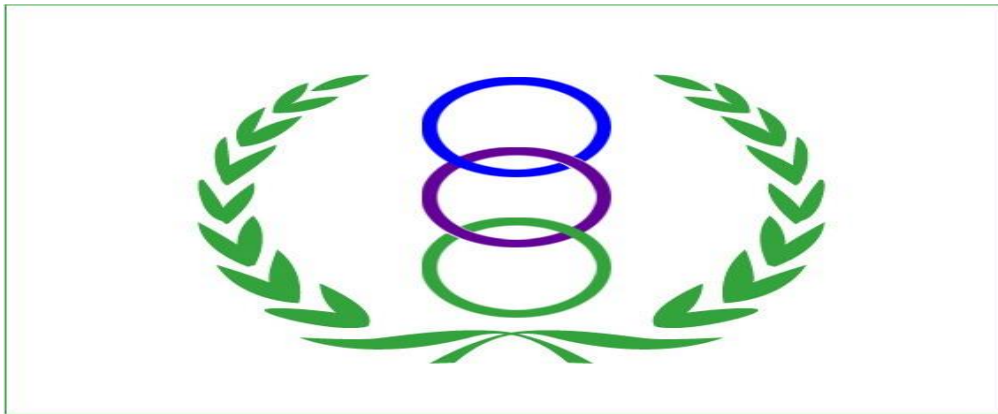


Figure 19. The Logo of Grass-Roots team, designed by Pei.²⁵

After Beijing’s triumph in winning of the bid, Pei visited a small sample of Beijing schools, in an effort to interest them in teaching Olympic knowledge and the Olympic spirit. However, few physical education teachers and principals welcomed the prospect. But, in one school Pei met a physical education teacher enthusiastic about such an initiative. This school was the Yangfangdian Central Primary School, and the teacher was Chenguang Zhou. Together with Pei they would pave the way for the future development of Beijing’s Olympic education at the grassroots level.²⁶ Professor Pei recalled:

Zhou was the only one who accepted my idea. We decided first to organize an Olympic theme activity for the pupils named the “Mini Olympic Opening Ceremony and Ancient Olympic Pentathlon.” I

²⁴ These pictures were provided by Dongguang Pei from his private collection.

²⁵ Ibid.

²⁶ Pei, interview by Wenshuai Mao, October 10, 2014.

learned this idea at the International Olympic Academy (IOA) during a postgraduate student seminar, where it is an annual ritual for the students to dress in togas and take part in sprinting, long jumping, wrestling, discus and javelin. With almost a year's preparations and without any funding, we designed the model: olive-branch crowns, angel wings for our "Olympic Angel Choir," a torch stand with flame, actually, it was not a real flame, just colored cloth blown upward with a fan. It was such a difficult time in my life-----We did not get any support from the government, and all the expense were from our own pocket. I remember clearly that we bargained for the price of constructing the torch stand with a carpenter, eventually reaching a deal of 200 RMB for the stand (around 41 CAD). During his work, the carpenter chatted with us and asked why we were doing this and for what? After I explained to him over the reason, and about Olympic spirit, he refused our money. His only request for his pay was: 'could you please go to my hometown and give our children a chance to experience the Olympics? I am living in a mountain area.'²⁷

Physical education teacher Chenguang Zhou recalled:

I remember clearly that until 2001, when Beijing won the 2008 Games bid, I only knew the Olympic Games were just a kind of sporting competition, nothing more. The Olympics were such an unreachable thing for me. During that period, I was confused about my job. How to be a good physical education teacher? How to make my students feel truly happy? What is a real physical education class? I had been working as a physical education teacher for around 10 years by 2001, but I did not really enjoy it. I was introduced by a friend to Professor Pei, he had invented software for physical education class preparation, which could effectively save physical education teachers' time. At the beginning, we

²⁷ Ibid.

just chatted about our daily lives and work. When Pei asked me if I knew about the Olympic spirit, I had no answer. Then Pei started to explain about the origin, history and the development of the Olympic Games. I was attracted by the idea that the Olympics could be employed as a tool to complement standard physical education classes. There was no library at my school and very few books about Olympics available on the market. So Professor Pei was the only person I could get information from about the Olympics. Since then, I visited Prof Pei every weekend at his home to learn about the Olympics. I was excited when Pei mentioned the mock ancient Olympic Games he had experienced in Greece. We decided to organize a ‘Mini Olympic Games’ at my school.²⁸

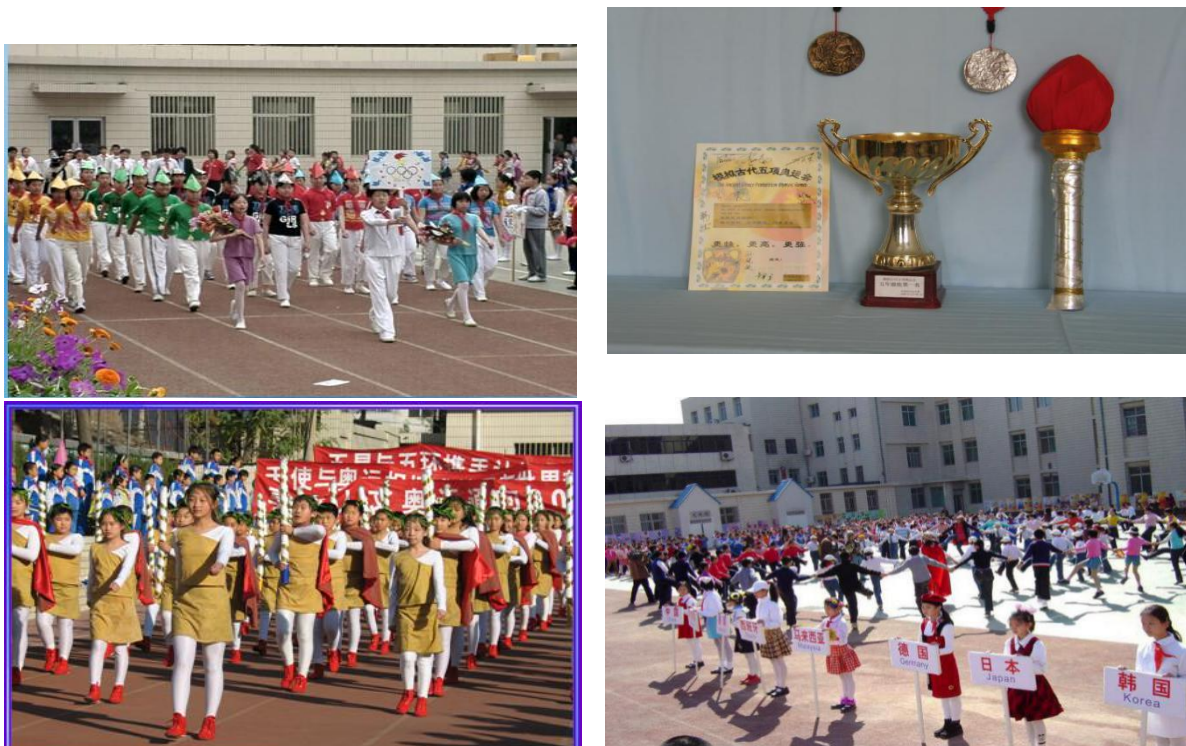


Figure 20. The “Mini Olympic Games” at Yangfangdian Central Primary School in May 2005.²⁹

²⁸ Chenguang Zhou, a physical education teacher at the Yangfangdian Central Primary School. He was a steadfast colleague of Professor Pei in promoting Olympic Education at the most difficult times. According to Zhou’s recall, when he got involved in the preparation of the “Mini Olympic Games,” most of his school colleagues believed that he was crazy. “Nobody really knew why I devoted time, energy and money on these things.” Zhou said. Now, Zhou still actively works on Olympic education at this school after 2008 Beijing Olympic Games. Interview by Wenshuai Mao, October 15, 2014.

²⁹ These pictures were provided by Chenguang Zhou from his private collection.

According to Professor Pei, the “Mini Olympic Games” at Yangfangdian Central Primary School were very successful. Pei recalled that on the morning of May 10, 2002, many people, including students, parents, and local residents, gathered on the campus. The students marched into the stadium representing different countries, wearing their traditional dress, speaking their language, and performing their traditional dances. An Olympic angel holding an Olympic torch lit the Olympic flame to the accompaniment of the Olympic hymn.³⁰ Pei reflected:

There were around 80 people visited this “Mini Olympic Games.” All the people were moved by the experience of Olympic spirituality, beauty, dignity and the romance of that moment. An official of Beijing Administration of Education, Xiaoli Liu, presented at the ceremonies said that she was moved to tears at the moment of Olympic angel lit the Olympic flames and by the pupils on the stage reciting Coubertin’s ‘Ode of Sport’. ‘Before I understood Olympic education, the only information I know about Olympic Games was that it is a 17-day sports meeting, with only events being jumping and running. It was difficult for us to buy a ticket to watch the performance in person. The Olympic Games were so far from our daily life.’³¹

After its initial success, Yangfangdian Central Primary School’s “Mini Olympic Games” earned recognition and support from the Beijing Municipal Commission of Education (BMCE). This school was honored as the pioneer of Olympic education in China by the BOCOG and the

³⁰ Pei, interview by Wenshuai Mao, October 10, 2014.

³¹ Ibid.

Chinese Ministry of Education (CME).³² Similar to Yangfangdian's activities reached their peak between 2007 and 2008 in Beijing's primary and secondary schools. Interviewee 5 stated, these activities generally became an annual tradition of this school, and received enthusiastic social evaluation.³³ Shortly after the original Yangfangdian "Mini Games" Pei and Zhou established a "Grassroots Olympic Education Promotion Team" (Grassroots team) without any form of support from the government. Pei recalled that the team was made up of some 20 people, including university professors, physical education teachers, students, and citizen volunteers. The original goals of the Grassroots team were to promote the concept of Olympism to the Chinese people, especially Chinese Youth, including Olympic knowledge, broaden students' international vision, the concept of a "healthy spirit in healthy body," promote "sports for all," "sport as a way of life," and "fair play." The suggestion was for schools to provide students with more outdoor activities to promote their health.³⁴ Pei said:

Our motto was Sacred, Beauty, Dignity, and Romantic. We wanted the students to personally get involved in the activities, so "Participation" is very important in China's Olympic education. In present China, most children are an "only child" due to the one-child policy. They have been spoiled by the parents and grandparents, so they are selfish and afraid of getting hurt. Thus, Chinese educators should emphasize that the students should get involved and be engaged. The target of our team was very clear, Olympic Education truly could service society. There was also a shortcoming in the universities toward research, that is, the results of

³² The certificate is now located in the Yangfangdian Central Primary School's file of 2006.

³³ Interviewee 5, interview by Wenshuai Mao, November 8, 2014.

³⁴ Pei, interview by Wenshuai Mao, October 10, 2014.

much research were shelved, instead of being pressed toward society. We were looking for an effective way to combine theory with practice, to make our kids more a harmoniously developed person.³⁵

Pei remembered that from 2002 to 2005, the Grassroots team conducted the planning and implementation of Olympic education, edited Olympic reference books and “Olympic Classroom” CDs, and set up an Olympic education-related website titled “Folk Website for Olympic Education” (<http://www.aoyun5.com>), and published more than 30 articles on Olympic education in various journals and newspapers, for example, “Exalting the Olympic Spirit and Implementing Olympic Education,” “Olympic Education Value Practices in China,” and “Olympics and Aesthetics.”³⁶ The team also cooperated with mass media to promote Olympic education, such as the television programs, “Olympic Dawn,” and “Moments of the Olympics,” screened on China Central Television for 15 minutes every day for a year. Thus, 365 Olympic Stories were shown on Beijing Television in a year.³⁷ These activities were implemented without support from the Chinese government. Professor Pei further mentioned that he and Tieli Yang³⁸ jointly completed a research project titled *Planning and Implementing Olympic Education Programs in China*. Pei and Yang delivered a two hour lecture at an Olympics thematic workshop organized by the “Jiu San Scholars Commission.” The themes of the lecture were: Value of Olympic Education, Objective of Olympic Education in China, Planning and Implementing Olympic Education in

³⁵ Ibid.

³⁶ Ibid.

³⁷ Ibid.

³⁸ Tieli Yang, a professor at the Capital University of Physical Education.

China, Deserving the Olympic Education Program in Athens 2004 and Sydney 2000.³⁹ Some 30 people attended, among them, the Minister of the Beijing Education Commission (MBEC), the presidents from the BSU and the Capital University of Physical Education (CUPE), professors from the department of Kinesiology at Beijing Normal University (BNU), media representatives, and scholars in the Olympic Studies area.⁴⁰



Figure 21. An Olympic exhibition themed “The Olympics and China” sponsored by Beijing Jiusan Society in July 2003. From the left to the right: Tieli Yang, Dongguang Pei, Chenguang Zhou, and Zhou’s son.⁴¹

³⁹ Pei, interview by Wenshuai Mao, October 10, 2014. The Jiusan Society is one of the eight legally recognised political parties in the People's Republic of China that follow the direction of the Communist Party of China and are members of the Chinese People's Political Consultative Conference. The party's name refers to the date of Chinese victory in the Sino-Japanese War (September 3, 1945). The party's mission statement is to "lead the nation to power and the people to prosperity," though this must be subordinate to the national interest. The party has a membership of over 68,000 members, mostly high- and medium-level intellectuals in the fields of science, technology, education, culture, and medicine. Pei and Yang are members of this party. Pei's Olympic Education got many support from this Commission. Wikipedia, http://en.wikipedia.org/wiki/Jiusan_Society (accessed in October 2014).

⁴⁰ Pei, interview by Wenshuai Mao, October 10, 2014.

⁴¹ This picture was provided by Dongguang Pei from his private collection.

Since the establishment of the Grassroots Team in 2002, with the goal of “entering the schools, entering the communities, entering the companies,”⁴² the members of the team actively promoted the Olympic spirit and the spread of Olympic knowledge in Beijing’s primary and secondary schools. The Team visited hundreds of schools in dozens of communities (including schools in mountain areas). Pei emotionally recalled: “we experienced many impressive moments, and learned that the true charm of Olympic education is the real communication between people. It is hard to express my feeling by words; the only way to feel the true feeling is get involved into it personally.”⁴³

April 11, 2006: Do Not Leave, We Will Perform In the Rain⁴⁴

Today, we came to Mentougou Dayu Second Primary School in Mentougou District. It is their Olympic Day. The teachers and students designed many Olympic relevant activities, such as the Olympic Parade, Hoop Parade and Taiping Drum.⁴⁵ At the last performance of Taiping Drum, it began to rain suddenly, and the principal of this school decided to cancel this performance. At this moment, a little girl ran to us and said: “please do not go, we will perform in rain for you.”⁴⁶

⁴² Dongguang Pei, “Olympic Education Programmes for the 2008 Beijing Olympic Games: A Collaboration of Grassroots and Government,” *Pathways: Critiques and Discourse in Olympic Research: Ninth International Symposium for Olympic Research*, Beijing, China, 2008, pp. 534-546.

⁴³ Pei, interview by Wenshuai Mao, October 10, 2014.

⁴⁴ Cited from Dongguang Pei, *Olympic Research-Collected Works* (Beijing: Beijing Sports University Press, 2011). The researcher received permission from Pei to cite his diary in this study. The diary was named as Olympic education diary by Pei.

⁴⁵ Both Hoop and Taiping Drum are Chinese traditional cultural performance.

⁴⁶ Cited from Dongguang Pei, *Olympic Research-Collected Works* (Beijing: Beijing Sports University Press, 2011). The researcher received permission from Pei to cite his diary in this study.

May 16, 2006: The Last Ten Meters⁴⁷



Figure 22. The Olympic Education Activities Organized in the Local Community.⁴⁸

Today, three of us came to Tuanjieshu Primary School in Chaoyang District, Beijing. They are going to organize an Olympic education activity themed by “Space Olympic Games.” The teachers and children were so happy and excited, just like being in a festival. The last item was the Torch Relay; each torch was transferred by the old people and disabled people in this community to the students. For the penultimate torch, a emotional picture presented. An 89 year-old-lady got the torch and after barely walking, at a distance of 10 meters to the next transfer, she started to run, finally transferring the torch to a 12 years old girl. Everyone was motivated by the old lady’s spirit.

⁴⁷ Ibid.

⁴⁸ These pictures were provided by Dongguang Pei from his private collection.

August 5, 2006: Under the Same Sky⁴⁹



Figure 23. Chenguang Zhou was spreading the Olympics at Beijing Juvenile Prisons.⁵⁰

On July 5, 2006, I received a letter from a prisoner of Chadian Prison. He expressed that he wanted to spread Olympic awareness in the prison and do something for the Olympic Games. He hoped that Zhou and I could help him. Working as the vice leader of the Team, Zhou mailed him some Olympic-related books and CDs. For this special letter, the Team held a meeting and discussed that Olympic education should not forget that special part of the society. Shortly afterwards, Zhou and me visited Beijing's Prisons and juvenile Prisons several times to spread the Olympics.

⁴⁹ Cited from Dongguang Pei, *Olympic Research-Collected Works* (Beijing: Beijing Sports University Press, 2011). The researcher received permission from Pei to cite his diary in this study.

⁵⁰ This picture was provided by Chenguang Zhou from his private collection.

4-3. The Genesis of Beijing's Olympic Education Programs at the Government Level



Figure 24. Dongguang Pei was spreading Olympic Knowledge at primary School.⁵¹



Figure 25. Dongguang Pei was attending the Olympic Education Activity organized by the government at Huajiadi Primary School.⁵²

⁵¹ These pictures were provided by Dongguang Pei from his private collection.

⁵² Ibid.

With the promotion of the Chinese government, our sparks of Olympic education became a prairie fire soon.⁵³

Dongguang Pei

Professor Pei expressed that Qiang Wei, the director of the BMCE played a crucial role in promotion of Beijing's Olympic Education program on the government level. Pei recalled:

The 'Mini Olympic Games' were a success, and received much attention from social and mass media. Qiang Wei was the director of BMCE at that time. He personally invited Zhou and me to know about Olympic education. We did not know each other at that time. Because Beijing Television had delivered my lecture in prime time. Wei came to know me and my grassroots team. The location we arranged to meet was the main gate of the China Film Studio. I remember clearly that Wei held a bottle of wine in his hand. We both stood there for about 10 minutes without recognizing each other, because we had never met each other before. Finally I just asked if he was Wei. We three had lunch at the Hong Mao dumpling restaurant together, and chatted about the Olympic Games, Olympic spirit, and Olympic education for more than four hours. Wei was excited and fascinated by the Olympic spirit and the prospect of Olympic education. Shortly afterwards, we started to be invited by the universities and teacher training institutions to give lectures about the Olympics. I remember that the busiest time for me was 7 lectures a day. When arrived home, I did not have energy even for eating. I was exhausted.⁵⁴

In 2002, the Beijing Academy of Educational Sciences (BAES) was commissioned by the BMCE to carry out research on the topic, "*The Relationship between the Olympic Games and*

⁵³ Pei, interview by Wenshuai Mao, October 10, 2014.

⁵⁴ Ibid.

Education in the Capital.” The result of this research was expressed in as the *Research Report on the Development and Reform of Education in the Capital in the Context of the Olympic Games*, which provided the theoretical preparation for the full implementation of Beijing’s Olympic education program.⁵⁵

Further, according to Interviewee 5, in 2003, the BMCE commissioned the BAES to formulate the *Beijing Olympic Education Action Plan*.⁵⁶ In September of the same year, BOCOG, the BMCE, and the BAES jointly held the “*Beijing 2008 Olympic Education Forum*,” in which expert scholars from the capital’s institutes and educators from the realm of basic education shared a discussion on both a theoretically and practically important topic: “*Opportunities and Challenges - The Development and Reform of Beijing’s Education in the Context of the Olympic Games*.” This forum was the first to link up with China’s basic conditions to conduct a comprehensive analysis of Olympic education.⁵⁷

In 2004, the BMCE commissioned the BAES to establish the “Beijing Olympic Education Standing Office” with the purpose of researching the formulation of the Beijing Olympic Education Action Plan, and organizing the editing of a primary and secondary school reader on etiquette.⁵⁸ In the Decision on the Strategy to Implement the Development of Education in the Capital and Lead the Realization of the Modernization of Basic Education, the BMCE and the municipal government proposed the “Olympic Education Service Project,” and put forward a clear request for the launching of the Olympic education program. The

⁵⁵ Shen Geng, former official of Beijing Olympic Standing Office, interview by Wenshuai Mao, October 20, 2014.

⁵⁶ Interviewee 5, interview by Wenshuai Mao, November 7, 2014.

⁵⁷ Ibid.

⁵⁸ Interviewee 6, interview by Wenshuai Mao, October 7, 2014.

establishment of the Beijing Olympic Education Standing Office signaled Beijing's Olympic education program entrance into the era of full implementation.⁵⁹

Beginning in 2005, China's educational system officially expressed the position that by the 2008 Olympic Games and the Paralympic Games, it could launch a sweeping wave of colorful Olympic Education activities targeting its 400 million youth nationwide, with a focus on its 230 million primary and secondary school students. This was based on the promises in the *Beijing Olympic Games Candidature File* and the requirements of the *Host City Contract*. During this period, according to the Official Website of the People, over two million Beijing primary and secondary students and educators were expressed to a basic tenet of the *Olympic Charter*:

The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practiced in accordance with Olympism and its values”, and at the same time ‘to encourage and support initiatives blending sport with culture and education.’⁶⁰

The *Beijing Olympic Candidature File* promised the IOC that China would promote “Olympism through School Education----so that young people could benefit from the Olympic experience and become adherents and promoters of the Olympic spirit.”⁶¹ As the host city of the 29th Olympiad, the People's Government of the Beijing Municipality signed the *Host City Contract* with the IOC on July 13, 2001.⁶² The Contract guaranteed:

⁵⁹ Beijing Olympic Education Standing Office, *Report on Beijing's Olympic Education Programs*, p. 15.

⁶⁰ Official Website of the IOC, “What is Olympism,” <http://www.olympic.org/olympism-in-action> (accessed November 2, 2014).

⁶¹ *The Candidature File of Beijing for the 2008 Olympic Games Bid*-Volume II, January 2001.

⁶² Official Website of People, “on 13 July, 2001, Beijing won the bid for the Olympic Games,” <http://www.people.com.cn/GB/historic/0713/6745.html> (accessed November 2, 2014).

The organizing committee shall in the three years preceding the Olympic Games establish a plan for cultural activities designated as the ‘cultural Olympiad’ according to precedent, and the ‘cultural activities’ should help promote peaceful international relations and friendship, especially among the Olympic participants and spectators, in order to strengthen the connection between sport and culture that is at the core of Olympism.⁶³

In March 2005, the office of the “Beijing Olympic Education Leading Group”⁶⁴ was officially established, following which it initiated a review of information on Olympic education in other countries, conducted specialized research on Olympic education programs, organized a full-time Olympic education team, and formulated an Olympic education knowledge reader.⁶⁵ In December, the BMCE and BOCOG co-convened an Olympic education working meeting and formally announced the *Beijing Municipal School Olympic Education Action Plan*.⁶⁶

The guiding thoughts for Beijing’s school Olympic education stipulated in the *Action Plan* were:

- ① Centered on actualizing the conceptual strategy of “New Beijing, New Olympics.”
- ② Fully implement the goals and tasks of the “Beijing 2008” Primary and Secondary School Olympic Education Program.
- ③ Guided by the policy of “seize the opportunity, make a contribution, promote development, and leave a legacy.”

⁶³ *Host City Contract*

⁶⁴ At the time of its formal establishment, the name of the “Olympic Education Standing Office,” as it was known in the preparatory period, was changed to the “Standing Office of the Beijing Municipal Leading Group for Olympic Education,” thereafter referred as “Beijing Olympic Education Office.”

⁶⁵ Beijing Olympic Education Standing Office, *Report on Beijing’s Olympic Education Programs*, p. 18.

⁶⁶ Beijing Organizing Committee for the Games of the XXIX Olympiad, *Official Report of the Beijing 2008 Games*, Volume III, p. 293.

- ④ Each level and category of school, taking advantage of the historic opportunity to host the 2008 Olympic Games.
- ⑤ Exploit the resources of the educational system, adopt a variety of moralities, and actively and voluntarily serve the Olympic Games.
- ⑥ Through the organic combination of Olympic education, school moral education and physical education, new curricular reform, and practical activities, encourage the effective development of school physical education.
- ⑦ Raise the level of students' health, launch rich and varied activities.
- ⑧ Spread the Olympic spirit and popularize Olympic knowledge.
- ⑨ Communicate Olympic culture.
- ⑩ Encourage young students to pay attention to the Olympics, understand the Olympics, participate in the Olympics, and benefit from the Olympics.
- 11 Promote the harmonious mind-body development of young students and cultivate a generation of youth with international qualities, in order to construct a favorable humanistic atmosphere for the successful hosting of the Beijing 2008 Olympic Games, thus helping to shape an Olympic legacy with Beijing characteristics.⁶⁷

The chapter content of the Beijing Olympic Education Program included the following five items:⁶⁸

⁶⁷ Beijing Olympic Education Standing Office, *Beijing Municipal School Olympic Education Action Plan*, 2005.

⁶⁸ Geng, Zhang, Ren, and Zhaoxia Guo, "A Study of the "Beijing Model," pp. 92-100.

Chart 1: The Content of Beijing Olympic Education

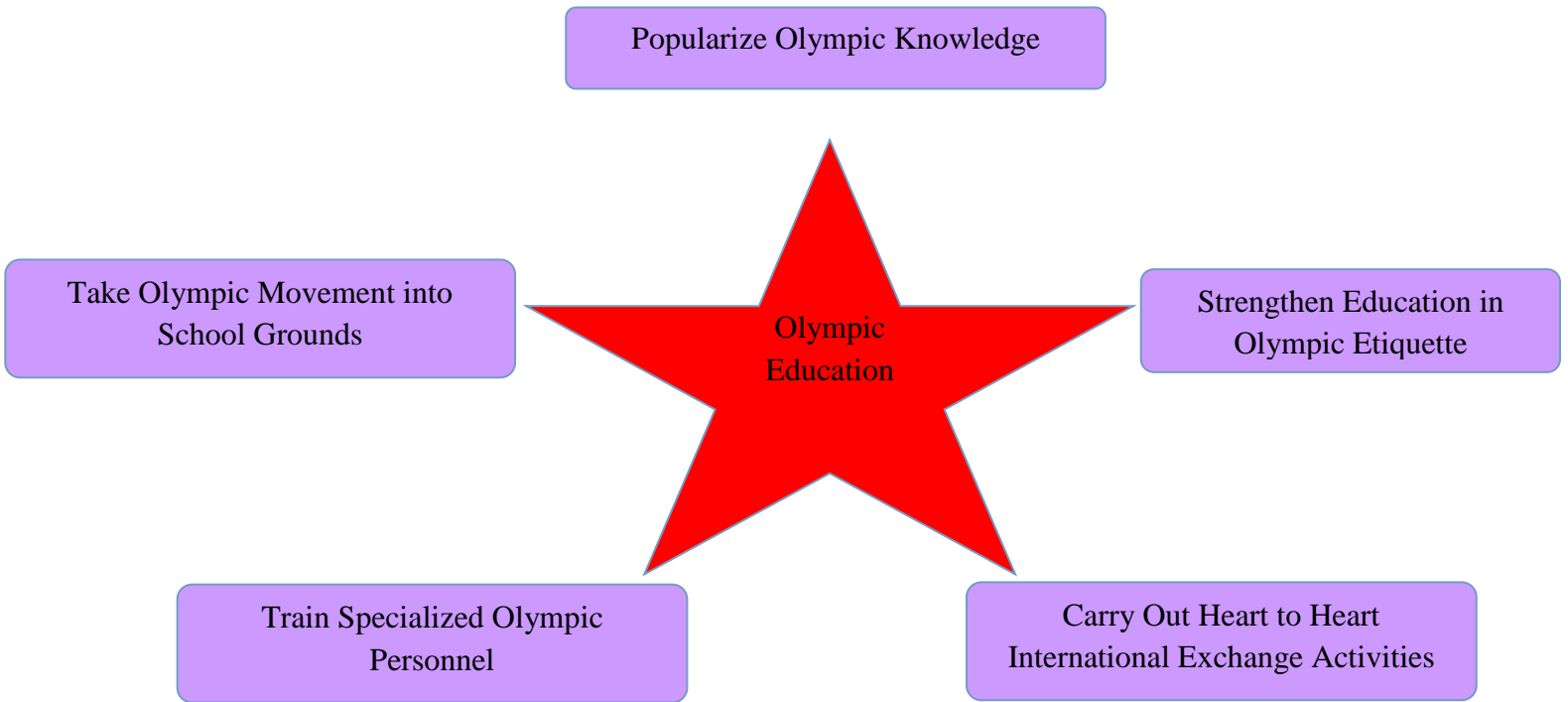
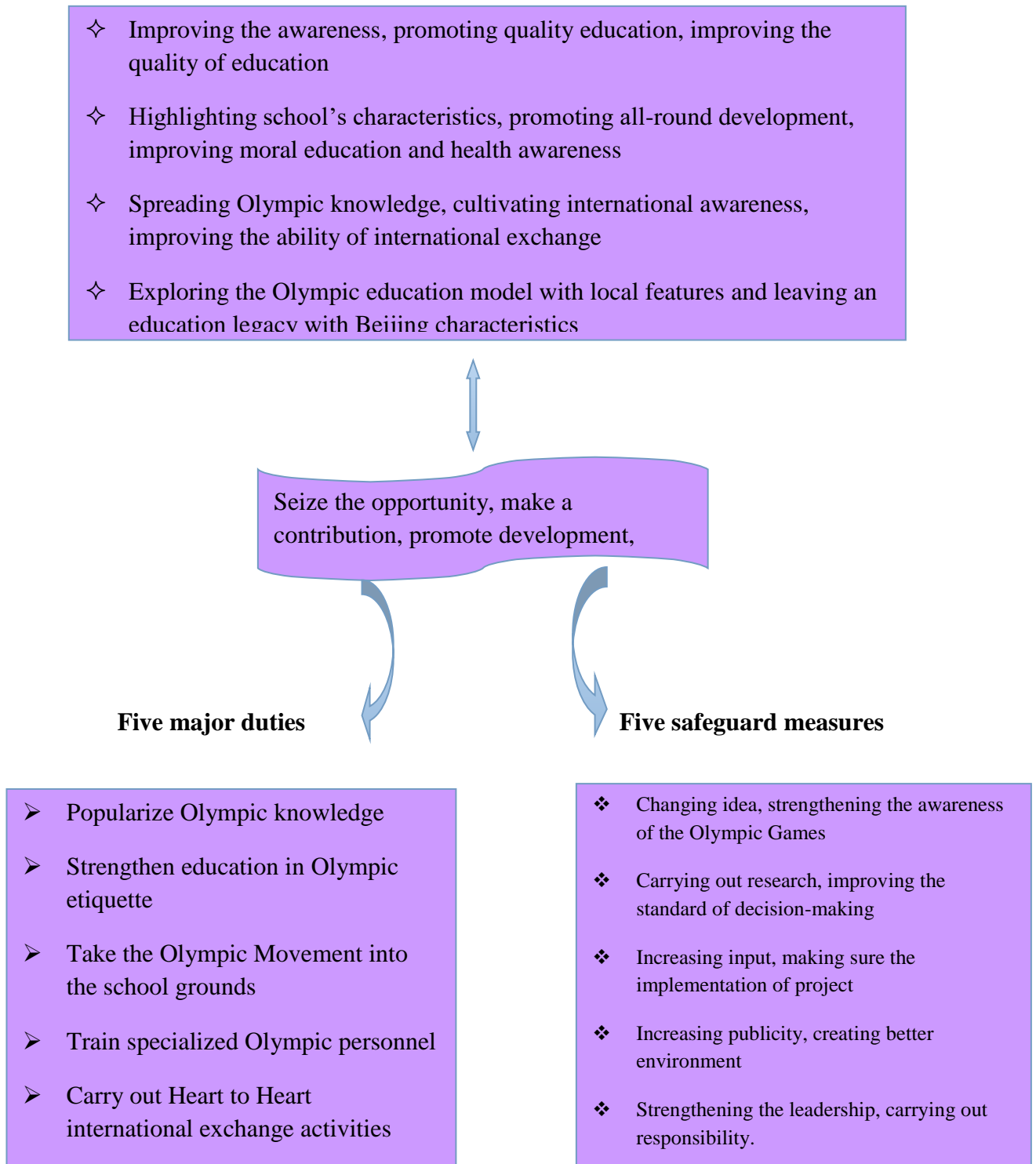


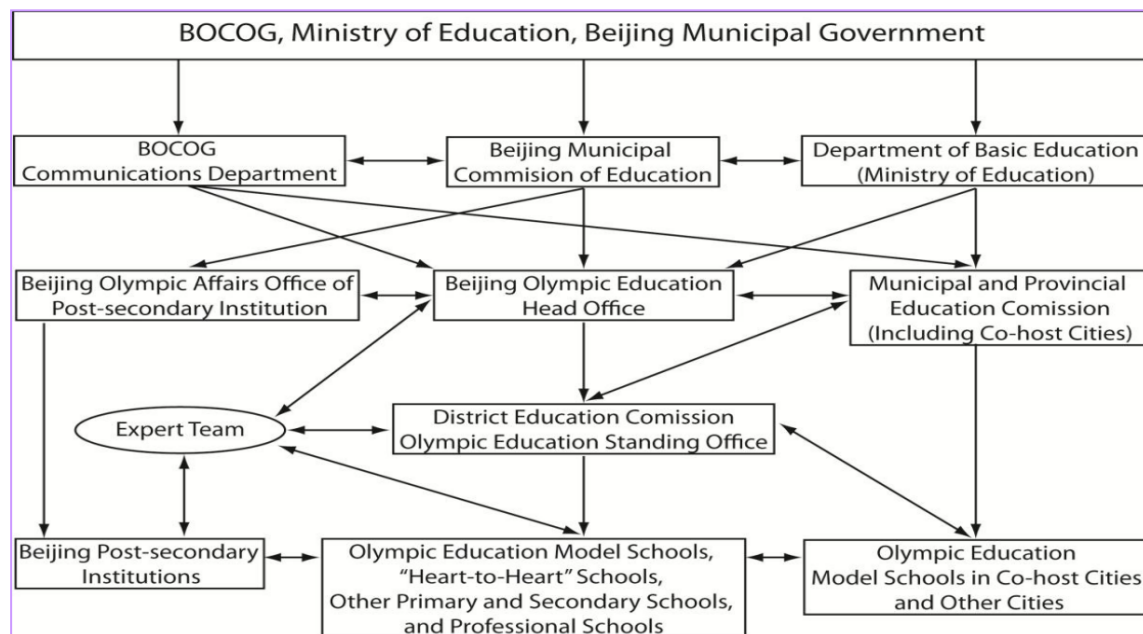
Chart 2: The Four major Goals of Beijing Olympic education.⁶⁹



⁶⁹ Ibid.

The highest leadership organs of Beijing's Olympic Education were BOCOG and the CME. The Olympic education activities of each province, autonomous region and municipality, and Olympic host cities were presided over by the departments of the local government responsible for education. Beijing Municipality's Olympic education activities were jointly presided over by BOCOG, the CME, and the BMCE.⁷⁰

Chart 3: The Organization and Management System of Beijing Olympic Education⁷¹



Beijing adopted its Olympic education and to associated work of “overall planning, by implementing in steps, emphasizing key points, paying attention to effectiveness.”⁷²

⁷⁰ Beijing Olympic Education Standing Office, *Report on Beijing's Olympic Education Programs*, p. 16.

⁷¹ Ibid., the original chart was written in Mandarin Chinese, this was translated by the researcher of this study into English.

⁷² Ibid., p. 16.

Implementation was organized based on the annual “Project Fan-fold.”⁷³ In addition, the process was actively by organizing different forms of working conferences, such as workshops and forums for exchanging experiences.⁷⁴

The activities in “Project Fan-fold” originated from the *Action Plan*. The “Project Fan-fold,” a crucial project initiative, was sponsored by the central government and coordinated and carried out by related departments.⁷⁵ For example, in 2006 “Project Fan-fold” involved 14 activities for the “popularization of Olympic knowledge,” two activities for “strengthening the learning of Olympic etiquette,” four activities for “taking the Olympic Movement into the school grounds,” five activities for “training specialized Olympic education personnel,” one activity for “international cooperation and exchange,” and ten activities for ensuring and managing the priority projects.⁷⁶ In this way, Interviewee 5 proclaimed that the district and county education commissions and schools integrated their own actual situations with the requirement of “Project Fan-fold” to formulate an annual plan for the implementation of Olympic education in each district, county and school, so that each assignment in the Beijing Olympic Education action plan achieved full implementation.⁷⁷

Important features of Beijing’s Olympic education initiative were, holding “working conferences,” “workshops,” “forums for exchanging experiences,” and other such forms of meetings in order to advance the implementation of “*Project Fan-fold*.” At regular intervals, the

⁷³ “Fan-fold” refers to the shape of traditional Chinese books and opera programs, which were constructed in an accordion-fold shape. The title “Project Fan-fold” was intended to capture the way in which the project unfolded stages.

⁷⁴ Beijing Olympic Education Standing Office, *Report on Beijing’s Olympic Education Programs*, p. 16.

⁷⁵ Ibid.

⁷⁶ Ibid.

⁷⁷ Interviewee 5, interview by Wenshuai Mao, November 7, 2014.

BMCE convened Olympic education working sessions, inspections, and supervisory visits in order to assess the progress of the various assignments set forth in the *Action Plan*, the achievements of school Olympic education, and disseminate the innovative experience of the schools in a timely fashion. The district and county education commissions used similar means to advance the development of Olympic education activities in each category of school in their district or county.⁷⁸

Chart 4: The Exploded View of Beijing Municipal Olympic Education Action Plan⁷⁹



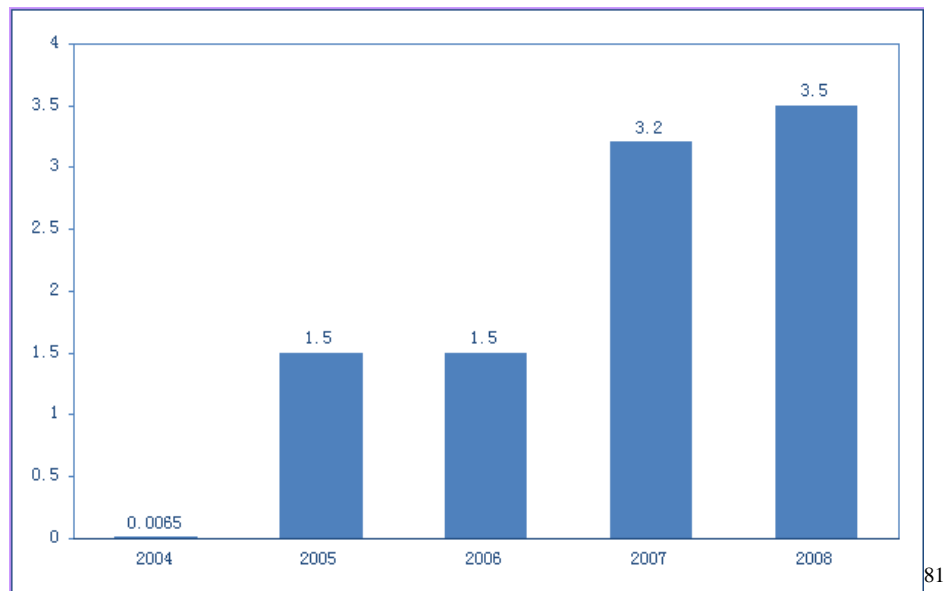
⁷⁸ Ibid.

⁷⁹ Geng, Zhang, Ren, and Zhaoxia Guo, “A Study of the “Beijing Model”, p. 113, the original chart was written in Mandarin Chinese, this was translated by the researcher of this study into English.

4-4. The Funding for Beijing’s Olympic Education Programs from 2005-2008

The funding for Beijing’s Olympic education came entirely from the government. Beijing Municipality’s Bureau of Finances established a special fund for “Olympic education and training” in order to guarantee the smooth execution of each programmatic item of the *Action Plan*.⁸⁰ From 2004 to 2008, the Bureau of Finances invested 49.99 million RMB (about 10 million CAD) into the special fund.

Chart 5: The Bureau of Finance’s investment to Beijing’s Olympic education program from 2004 to 2008



According to Interviewee 5, the funding was divided among the key programs as follows: “Beijing 2008 Olympic Education Model Schools” received a total allocation of 10,400,900 RMB (about \$2.2 million CAD); the Heart to Heart Partnership Program received a total

⁸⁰ Interviewee 5, interview by Wenshuai Mao, November 7, 2014.

⁸¹ Beijing Olympic Education Standing Office, *Report on Beijing’s Olympic Education Programs*, p. 20.

allocation of 10,661,800 RMB (about \$2.1 million CAD). Each district and county education commission also set up guaranteed funding mechanisms for Olympic education and supported each level and category of school within the municipality for their Olympic activities.⁸² The total amount of funding invested by the sixteen districts⁸³ far surpassed the municipality level investment. According to incomplete statistics, the funds invested by the districts and counties into the program that organized one million Beijing primary and secondary school students to spectate at the Olympic Games alone, surpassed 10 million RMB (about 2 million CAD).⁸⁴

4-5. Beijing's Olympic Education Teacher Training Program

With the “door” opened by the government, Beijing's Olympic Education Program operated in amazingly smooth fashion. From 2005 on, the Grassroots team started to be invited by the Beijing City Government (BCG) to assess and instruct the Olympic education model schools and the training of some 3,000 schoolteachers on the Olympics.⁸⁵ The teacher training program was one of the important methods to ensure the smooth operation of the *Action Plan*. After 2005, the BMCE and relevant institutions of higher education jointly established professional teacher training, including full-time physical education teacher training.⁸⁶ On 29 August 2006, the opening ceremony of the first Olympic Teacher Training Program (OTTP) was hosted at the

⁸² Interviewee 5, interview by Wenshuai Mao, November 7, 2014.

⁸³ Based on the examination, Beijing's 18 districts had merged into 16 in 2007. (more explain will be presented in Chapter 4).

⁸⁴ Beijing Olympic Education Standing Office, *Report on Beijing's Olympic Education Programs*, p. 20.

⁸⁵ Pei, interview by Wenshuai Mao, October 10, 2014.

⁸⁶ Beijing Organizing Committee for the Games of the XXIX Olympiad, *Official Report of the Beijing 2008 Games*, Volume III, p. 293.

CUPE. This marked the Beijing's OTTP's official launch by the government.⁸⁷ Xiaoyu Jiang, the vice president of BOCOG stated that the training ensured the necessary human resources for Beijing's Olympic education, and would leave precious legacies for Beijing.⁸⁸ The content of the teacher training program were:⁸⁹

Chart 6: The Content of the OTTP



In 2007, the BMCE established teacher training bases at the CUPE and the Beijing Institute of Education (BIE). Those two training bases played an important role in disseminating Olympic knowledge and training teachers in conducting Olympic education activities.⁹⁰ The CUPE, originally established in 1956,⁹¹ following the successful bid for the 2008 Olympic Games

⁸⁷ Official website of China News, "Chinese government had officially launched the Olympic Teacher Training Program," <http://www.chinanews.com/ty/bjay/news/2006/08-29/781550.shtml> (accessed October 28, 2014).

⁸⁸ Ibid.

⁸⁹ Geng, Zhang, Ren, and Zhaoxia Guo, "*A Study of the "Beijing Model,"*" p. 126. The original chart was written in Mandarin Chinese, this was translated by the researcher of this study into English.

⁹⁰ Interviewee 5, interview by Wenshuai Ma, November 7, 2014.

⁹¹ Official website of the Capital University of Physical Education, <http://www.cupes.edu.cn/cenep/cupes/> (accessed November 6, 2014).

became the hub for the promotion of Olympic education. Two leaders of note at the CUPE were Dongguang Pei and Xiuying Ru.⁹² With the purpose of presenting the achievements of Beijing's Olympic education and keeping forward its legacies, in 2008, the CUPE established an Olympic education museum by the support of the BMCE. The museum was composed by the sculpture exhibition of the ancient Olympic Games; the Olympic-related works by the students; the picture exhibition of Beijing's Olympic education; the books exhibition of Beijing's Olympic education reading materials. On 5 August 2008, the former vice president of the IOC, Richard W. Pound attended its opening ceremony.⁹³



Figure 26. The Olympic Education Museum at the CUPE in 2008.⁹⁴

⁹² Xiuying Ru is professor of Olympic Studies at Capital University of Physical Education; she was a member of the “Grassroots Team.”

⁹³ Official website of the Library of the Capital University of Physical Education, <http://lib.cipe.edu.cn/> (accessed November 6, 2014).

⁹⁴ This picture was from official website of the Library of the Capital University of Physical Education, <http://lib.cipe.edu.cn/> (accessed November 6, 2014).

During this period, the BMCE, the CUPE, and the BNU were jointly responsible for training Olympic education full-time cadres and physical education teachers. With the purpose of deepening the understanding of the tenets of Olympic education and exchanging experiences, this training program was launched in April 2007.⁹⁵ The training aimed at school principals, and moral education cadres from Beijing's district and county education commissions, Olympic education model schools, and selected kindergartens.⁹⁶ The methods of training were focused on instruction, topical lectures, and exchanges of experiences. The content of the training was focused on Olympic spirit and its education function. By the end of 2007, the program had successfully trained more than 3,600 education cadres and physical education teachers. The program also organized Olympic education experts to visit more than 100 primary and secondary schools, including Beijing's mountain areas.⁹⁷ Professor Pei recalled:

That period was a hard and happy one in my life. During the training, I realized that most of the principals of Beijing's primary and secondary schools were lacking in knowledge of the Olympics. One hundred percent of them believed that Olympic Games were just a sporting competition without an educational function. They had zero information about the origin of Olympic Games, Olympic spirit, or Olympic education. That was such a common and sad phenomenon. I realized the importance of spreading relevant Olympic information among government and education officials.⁹⁸

⁹⁵ Ru, interview by Wenshuai Mao, November 21, 2014.

⁹⁶ Ibid.

⁹⁷ Pei, interview by Wenshuai Mao, October 10, 2014.

⁹⁸ Ibid.

The OTTP at the BIE, launched in March 2007, focused on primary and secondary school physical education teachers.⁹⁹ With the purpose of exploring a model of Olympic education teacher training and practical experience, the training embraced a credo “educate the body, educate the mind, educate the person.” It also aimed at utilizing effective methods for integrating Olympic knowledge, culture, and spirit into physical education classes, extracurricular activities, and school culture. According to Pei, the whole training program was divided into three parts: studying and tutoring Olympic theory; tracking and guiding experiential Olympic education and Olympic etiquette; and the training of sports skills.¹⁰⁰ The content of the training included five aspects: Olympic knowledge, Olympic culture and school physical education, Olympic etiquette, specialized skills and innovation for physical education teachers, and sports for all.¹⁰¹ By May 2008, more than 4,128 primary and secondary school physical education teachers in Beijing’s sixteen districts had taken part in special training for Olympic education.¹⁰² Professor. Pei commented:

During the training, I found physical education teachers were lacking in Olympic-related information. Their recognition of the Olympic Games was limited regarding sport competition. I can totally understand it, because I felt disappointment when I was first offered to study Olympic history at The University of Western Ontario (UWO) in Canada. I did not know much about the Olympics either, even though I had been a physical education teacher for more than 10 years. I just felt that I had nothing to learn from the Olympic Games. Before I went to Canada to

⁹⁹ Interviewee 5, interview by Wenshuai Mao, November 7, 2014.

¹⁰⁰ Ibid.

¹⁰¹ Ibid.

¹⁰² Beijing Olympic Education Standing Office, *Report on Beijing’s Olympic Education Programs*, pp. 89-92.

further my studies, I just thought that a stopwatch, a ruler, and whistle were the means of my job. I was shocked two times. One, as a physical education teacher, I only got half of a regular teaching salary, the so called reason was because physical education is easy work with no technical value. The other time was, when a cleaner of my school chatted with me and stated that he could do my job, because it is such an easy job. Those two things motivated me to go abroad to see how physical education teachers work in foreign countries. In 1992, the first time I met my supervisor, I expressed my confusion. My supervisor said: ‘do you know the definition of physical education? To you, physical education only presents the *physical* part without the *education* part. That’s one reason why you do not truly understand physical education. You will know the duty of a physical education teacher after studying the Olympics.’¹⁰³

4-6. The Reading Materials for Beijing’s Olympic Education Program

The *Action Plan* considered the popularization of the Olympic knowledge as crucial content in the promotion of Olympic education, stipulating that Olympic education model schools should establish Olympic education classes independently.

With the purpose of ensuring the creation of Olympic education classes, in 2004 the BMCE compiled the *Secondary School Olympic Reader* and the *Primary School Olympic Reader*.¹⁰⁴ In 2006, the *Beijing Olympics Primary School Reader*, *Beijing Olympics Secondary School Reader*, and *Beijing Olympics English Conversation Reader* were published.¹⁰⁵ Ru stated that the published materials introduced the history and culture of the Olympic Movement, as well

¹⁰³ Pei, interview by Wenshuai Mao, October 10, 2014.

¹⁰⁴ Beijing Olympic Education Standing Office, *Report on Beijing’s Olympic Education Programs*, p. 81.

¹⁰⁵ *Ibid.*

as the events of the Olympic Games. They were important sources for the schools in promoting Olympic education.¹⁰⁶

Between 2005 and 2008, the BMCE successively published: *Collection Documents of Beijing Olympic Working Conferences*; *Collection of Experiences in Nagano and Sydney for Beijing's Heart to Heart Partnership Program (HHPP)*; *Collected Outstanding Papers from the 2008 Olympic Education Forum*; and *Olympic Knowledge Handbook for the Beijing Educational System*.¹⁰⁷ As well, some compiled reading materials were collected for primary and secondary school teachers and students, such as *Olympic Education Revelations* and *The Olympic Movement*.¹⁰⁸

In 2005, Beijing produced primary and secondary student readers on the subject of etiquette, as *Action Plan* requirement.¹⁰⁹ Through reading *Primary School* and *Secondary School Student Etiquette* readers, students learned basic knowledge of the Olympic Games, civility, and etiquette.

In September 2006, the BMCE officially launched the publication of the *Beijing Olympic Education Series* (BOES). By April 2009, a total of 22 books comprised the series.¹¹⁰ The BOES included five themes: learning Olympic knowledge; spreading the Olympic spirit; Olympic Education Model Schools; HHPP; and the research results of Olympic education.¹¹¹ Interviewee

¹⁰⁶ Ru, interview by Wenshuai Mao, November 21, 2014.

¹⁰⁷ Beijing Olympic Education Standing Office, *Report on Beijing's Olympic Education Programs*, p. 81.

¹⁰⁸ Ibid.

¹⁰⁹ Beijing Organizing Committee for the Games of the XXIX Olympiad, *Official Report of the Beijing 2008 Games*, Volume III, p. 294.

¹¹⁰ Ibid.

¹¹¹ Ibid.

6 expressed that the richness of the reading materials gave the teachers and students the theory of the Olympic knowledge and guidance for Olympic education activities in their schools.¹¹²

4-7. Beijing's Olympic Education Model Schools Program



Figure 27. The Plate of Beijing 2008 Olympic Education Model School.¹¹³

“Olympic Education Model Schools” (hereafter referred as Model Schools) were an innovation that evolved as a result of Beijing’s being awarded the 2008 Olympic Games. The schools were selected based on a balanced and rational distribution across districts. Each model school acted as an exemplary model of Olympic education program for surrounding schools. In 2008, primary and secondary schools in Beijing firmly grasped advantage that the Olympics and Paralympics offered in developing Olympic education activities in school settings. Through the “hand-in-hand” method, the model schools shared their experiences in Olympic education with other schools, as well as with the greater social community in school districts. This enabled Olympic knowledge to be popularized on a large scale, achieving the goal of spreading the Olympic spirit.

4-7-1. The Designation of the Olympic Education Model Schools

¹¹² Interviewee 6, interview by Wenshuai Mao, October 7, 2014.

¹¹³ This picture was from *Beijing Olympic Education Album*.

Given that the popularization of Olympic knowledge in China has a comparatively short history, and in reference to the problem of how to carry out an Olympic education program among China's 400 million primary and secondary students, the first consideration in Beijing's selection of the channels for implementing Olympic education was the individual students. The selection of "Model Schools" was determined and organized based on on-site surveys and the solicitation of opinions from academic experts.¹¹⁴

Interviewee 6 told the researcher that in March 2005, after repeated deliberations, BOCOG, the CME, and the BMCE decided to utilize China's traditional method of first implementing a "test site" and then broadening the experiment. A consensus was reached on co-naming "Olympic education bases."¹¹⁵ After investigating Olympic education activities at Yangfangdian Central Primary School in Beijing's Haidian district, a *Working Plan for Beijing 2008 Olympic Education Base Schools* (hereafter referred as *Working Plan*), was jointly drafted. The plan was approved by BOCOG President Liu Qi and Beijing Mayor Wang Qishan.¹¹⁶

In August of the same year, the BMCE sought out the opinions of Olympic education experts as well as selected primary and secondary schools principals. The *Working Plan* was revised, and the title "Olympic education model school" was put in place, aimed at highlighting their value as exemplary "pilot projects" that hopefully would multiply to other schools and communities.¹¹⁷ In November, BOCOG and the BMCE organized a joint survey group to visit districts and counties to develop an on-site survey of Olympic education model schools, which

¹¹⁴ Shen Geng, "The Profound Significance of the Olympic Education Model Schools," *Olympic Education News*, no. 14, April 13, 2007, p. 1.

¹¹⁵ Interviewee 6, interview by Wenshuai Mao, October 7, 2014.

¹¹⁶ Beijing Olympic Education Standing Office, *Report on Beijing's Olympic Education Programs*, p. 28.

¹¹⁷ *Ibid.*

provided practical data for establishing the first batch of “Beijing 2008 Olympic education model schools.” Meanwhile, this provided rich first-hand documentation for publicizing the model schools.¹¹⁸

In January 2006, BOCOG and the CME jointly produced the *Circular on Initiating the Establishment and Naming of the Beijing 2008 Olympic Education Model Schools and the Working Implementation Plan for Establishing and Naming the Beijing 2008 Olympic Education Model Schools* (hereafter referred as *Implementation Plan for Model Schools*).¹¹⁹ Afterwards, the BMCE acted as the chief agent in establishing concrete “implementation methods” for selecting the “Model Schools.”

4-7-2. The Selection of the Olympic Education Model Schools

According to the regulations of the *Implementation Plan for Model Schools*, the selection of the “Model Schools” included five criteria:¹²⁰

- ❖ Emphasis physical fitness training and the physical education curriculum for the students.
- ❖ Has a plan for developing Olympic education and has created new activities.
- ❖ Has established physical facilities on the school grounds (especially sports facilities) that reach nationally stipulated standards.
- ❖ Brings into play the “radiation effect” of the exemplary model.
- ❖ The school is comparatively well-run and has a good social reputation.

¹¹⁸ Ibid., p. 30.

¹¹⁹ Official website of Guangming Daily, “Olympic Education Model School is spreading in Beijing.” http://www.gmw.cn/01gmr/2006-06/15/content_433616.htm (accessed November 9, 2014).

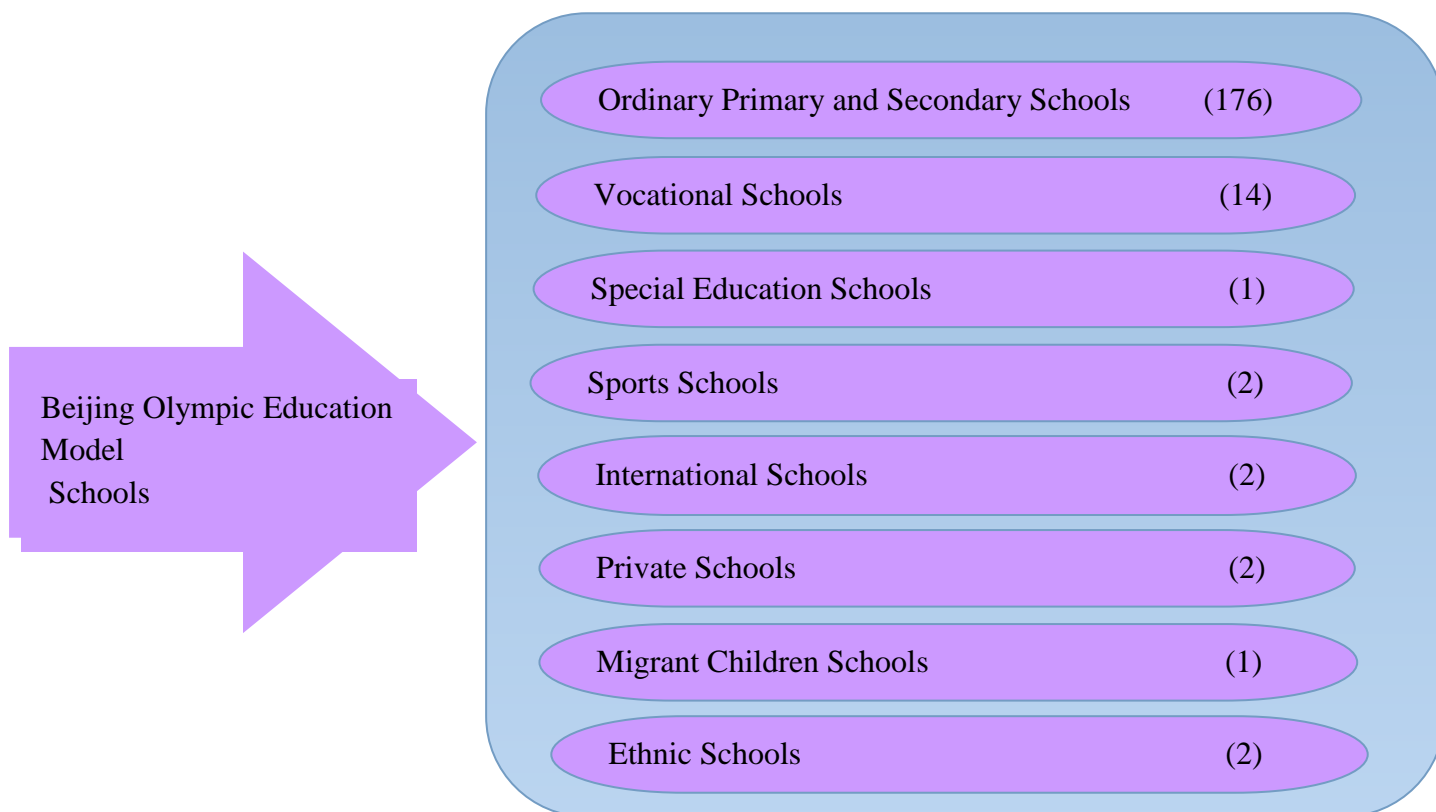
¹²⁰ Geng, Zhang, Ren, and Zhaoxia Guo, “A Study of the “Beijing Model,” pp. 157-159, the original clauses was written in Mandarin Chinese, this was translated by the researcher of this study into English.

In December 2005, according to the above criteria, and following careful inspection and evaluation, BOCOG, the CME, and the People's Government of Beijing Municipality (PGBM) nominated the first batch of twenty "Model Schools."¹²¹ (See Appendix A) These twenty "Model Schools" were distributed among all sixteen districts in Beijing. In 2006, the Beijing municipality named a further 180 "Model Schools." (See Appendix B) Those schools included both ordinary primary and secondary schools, vocational schools, special education schools, sport schools, international schools, migrant children schools, ethnic schools, and private schools.¹²²

¹²¹ Official website of People, "The Olympic Education Model Schools will be nominated nationwide," <http://2008.people.com.cn/BIG5/22180/22193/4324000.html> (accessed November 5, 2014).

¹²² Interviewee 5, interview by Wenshuai Mao, November 7, 2014.

Chart 7: The Categories of Olympic Education Model Schools¹²³



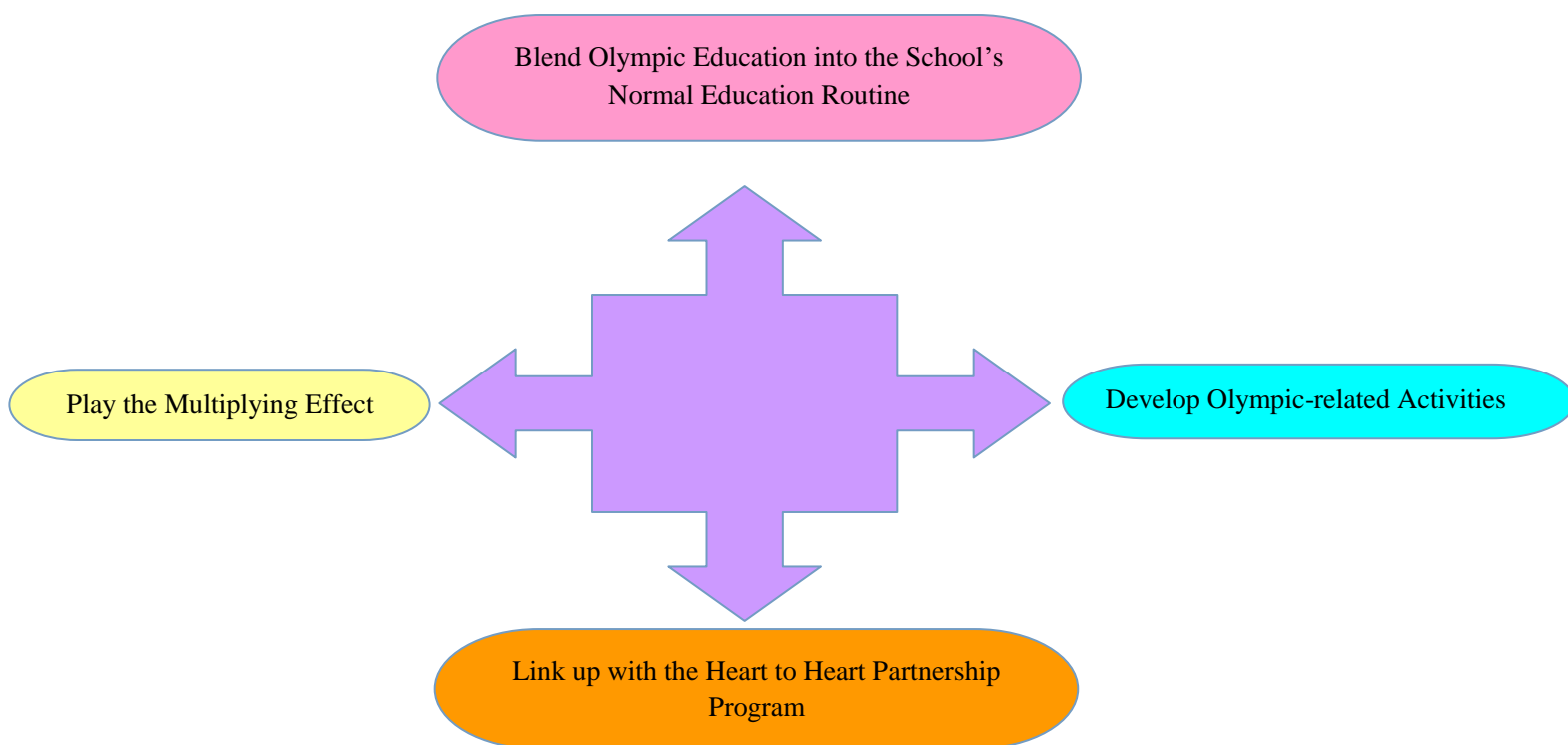
4-7-3. The Missions of Olympic Education Model Schools

According to Interviewee 5, the goal of the “Model Schools” was to create a batch of model schools that would actively develop sport activities; popularize Olympic knowledge; spread the Olympic spirit by means of inspection and selection of Olympic education projects

¹²³ The original clauses were written in Mandarin Chinese, this was translated by the researcher into English. According to a national project about Beijing’s Olympic Education program published in 2010, there were two Migrant Children Schools nominated as an Olympic education model school. But, based on an examination of 200 model schools’ official websites, the researcher found that there was only one Migrant Children School, Jingyuchen School, among the 200 Olympic education model schools. Also, there were 176 ordinary primary and secondary schools among the 200 Olympic education model schools, not 175. There were two sports schools among the Olympic education model schools, but, one of them was merged with three other schools in 2009. In other words, there was only one sports school among the Olympic education model schools after the 2008 Olympic Games (details will be presented in Chapter 4).

developed by the primary and secondary schools.¹²⁴ The *Implementation Plan for Model Schools* stipulated four tasks for the “Model Schools.”¹²⁵ One of its important tasks was playing the “radiation function” of the “Model Schools.” Through the “hand-in-hand” method, the “Model Schools” led other schools and communities in collaborative Olympic education activities. Based on their own successful experience about Olympic education, these “Model Schools” made Beijing’s Olympic education activities a broad development.¹²⁶

Chart 8: The Tasks of the Olympic Education Model Schools



¹²⁴ Interviewee 5, interview by Wenshuai Mao, November 7, 2014.

¹²⁵ Beijing Olympic Education Standing Office, *Report on Beijing’s Olympic Education Programs*, p. 27.

¹²⁶ Interviewee 5, interview by Wenshuai Mao, November 7, 2014.

4-8. The Heart to Heart Partner Program (HHPP)



Figure 28. The logo of Beijing's HHPP.¹²⁷

Embracing the core idea of carrying out education intent on fostering international understanding among youth, the HHPP was an Olympic education activity co-planned by the BMCE and BOCOG. Its basic concept was to cultivate young people towards becoming responsible citizens with the courage to face the world in their future lives.¹²⁸ The *Olympic Charter* itself paid great attention to mutual understanding and cultural exchange. For instance:

The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practiced without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.¹²⁹

¹²⁷ This picture was from *Beijing Olympic Education Album*.

¹²⁸ Beijing Olympic Education Standing Office, *Report on Beijing's Olympic Education Programs*, p. 36.

¹²⁹ Official website of the IOC, "What is Olympism," <http://www.olympic.org/olympism-in-action> (accessed November 9, 2014).

For the Beijing Olympic Games, in addition to the model in place at previous Olympic Games and organization of Olympic Youth Camps. HHPP drew on the success of the “One School, One Country” program to develop this program. This was the largest scale international exchange program in the history of China, and it created a huge platform for spreading the Olympic spirit.¹³⁰

4-8-1. The Genesis of the HHPP

The HHPP originated from the “One School, One Country” program initiated at the Nagano 1988 Olympic Winter Games. Due to the successful implementation of this program in Nagano, the Sydney 2000 Summer Games, the Salt Lake City 2002 Winter Games, and the 2006 Torino Winter Games all conducted similar educational activities.¹³¹ Beijing borrowed from this idea and its associated exchange activities with the purpose of developing its HHPP.¹³² Beijing’s HHPP surpassed the similar activities of past Olympic host cities in both scale and content, and added rich new educational content to this program.

According to interviewee 5, in January 2003, based on a recommendation from BOCOG, the Olympic Education Research Group (OERG) of the BAES conveyed to the BMCE the lessons inherent from the Nagano Winter Games. A project proposal to develop a “One School, One Country” program was made. The BMCE studied it and decided to include it in the Olympic Education *Action Plan*.¹³³

¹³⁰ Ibid., p. 37.

¹³¹ Pei, interview by Wenshuai Mao, October 10, 2014.

¹³² Shen Geng, “The Origin and Development of the Hear-to-Heart Program,” *Hear-to-Heart in Beijing*, July 2008, p. 1.

¹³³ Ibid.

After thorough research and discussion in December 2014, the BMCE listed the “One School, One Country” program as one of the priority programs of Olympic education.¹³⁴ In June 2005, the relevant personnel of BMCE visited Nagano and Sydney as a group to collect information. In September 2006, it organized another visit to Salt Lake City and Torino. On the basis of this research, the BMCE and BOCOG debated and then carried out a scheme of fundamental principles and a plan of concrete implementation. Shortly after that, they publicly solicited all primary and secondary schools in Beijing for a name of the program. After discussion and debate, the name reached for the program was “Heart to Heart Partnership Program.”¹³⁵

On 17 December 2006, BOCOG and the BMCE officially launched the HHPP.¹³⁶ The president of BOCOG, the Mayor of Beijing, and officials from 70 foreign embassies in China attended the opening ceremony.¹³⁷ Interviewee 5 further explained that one important characteristic of Beijing’s HHPP was that it implemented the idea of matching “one school” to “one country,” by pairing one school with each member of the international Olympic family. As well, a “one to one” cultural and educational exchange with every single member of the Olympic family was conducted.¹³⁸ From over 2,200 primary and secondary schools, the BMCE selected 210 schools and paired them with the 205 member countries of the international Olympic

¹³⁴ Interviewee 5, interview by Wenshuai Mao, November 7, 2014.

¹³⁵ Ibid.

¹³⁶ Official website of China, “2008 Beijing Olympic Games, Heart to Heart Exchange Program officially launched,” http://www.china.com.cn/sports/zhuanti/2008ay/txt/2006-12/18/content_7521502.htm (accessed November 8, 2014).

¹³⁷ Ibid.

¹³⁸ Interviewee 5, interview by Wenshuai Mao, November 7, 2014.

family.¹³⁹ The plan's method was to evenly distribute the countries (or territories), based on representative from the five continents, to Beijing's sixteen districts. Subsequently, each district education commission organized its schools to sign up a "claim" a partner country or territory.¹⁴⁰

Pei recalled:



Figure 29. Olympic Education Program Entered Beijing's Rural Areas.¹⁴¹

In May 2007, an opening ceremony of the HHPP was staged by the Beijing City Education Commission (BCEC) on the campus of Dachengxiang Primary School in Miyun County, a rural area of Beijing. From that moment, Beijing's Olympic education program started to expand into isolated areas.¹⁴²

4-8-2. The Characteristics of the HHPP

Even though the HHPP was a kind of "people to people" diplomacy, Beijing provided a great deal of governmental support in order to make sure that this educational program would

¹³⁹ Ibid.

¹⁴⁰ Beijing Olympic Education Standing Office, *Report on Beijing's Olympic Education Programs*, p. 39.

¹⁴¹ This picture was provided from Chenguang Zhou from his private collection.

¹⁴² Pei, interview by Wenshuai Mao, October 10, 2014.

fully realize its unique potential. In December 2005, the *Beijing 2008 Primary and Secondary School Student Olympic Education Plan* of the Ministry of Education and BOCOG, as well as Beijing's *Action Plan*, listed HHPP as one of the key working programs of Beijing's Olympic education. In 2006, the Beijing's government listed it in the Olympic Countdown- "*Project Fan-fold*."¹⁴³ Interviewee 6 recalled that among the 205 members of the Olympic family in which the 210 Heart to Heart schools interacted, there were 30 nations which China did not establish diplomatic relations with. With the help of the Ministry of Foreign Affairs (MFA) of the People's Republic of China (MFA of the PRC) and with the purpose of guaranteeing the smooth progress of this program, the BMCE and the BOCOG discussed the basic principles and methods for reaching out to foreign nationals.¹⁴⁴ Both of them realized that the HHPP could provide great help in the successful staging of the Beijing Olympic Games. Meanwhile, those exchange activities would exert an extremely important positive influence on China's interaction with the other nations which had not established diplomatic relations.¹⁴⁵ With the assistance of policy guidance and corresponding support from the MFA of the PRC, the HHPP earned further promotion.¹⁴⁶ In January 2007, the BMCE and BOCOG jointly announced the *Guiding Ideas for the development of the HHPP*, ideas that provided a framework for recommendations towards implementing appropriate exchange activities linked with actual condition.¹⁴⁷

Attending the Welcoming Ceremony in the Olympic Village was a symbolic activity of the HHPP. Between 30 July and 8 August, 2008, nearly 3000 primary and secondary schools

¹⁴³ Beijing Olympic Education Standing Office, *Report on Beijing's Olympic Education Programs*, p. 40.

¹⁴⁴ Interviewee 6, interview by Wenshuai Mao, October 7, 2014.

¹⁴⁵ Shen Geng, "One World One Heart," *Olympic Education News*, no. 52, August 15, 2008, p. 1.

¹⁴⁶ Beijing Olympic Education Standing Office, *Report on Beijing's Olympic Education Programs*, p. 40.

¹⁴⁷ *Ibid.*

teachers and student representatives from 210 HHPP schools, along with 36 school performance teams, held 62 welcoming ceremonies for 204 NOCs' delegations in the Olympic village.¹⁴⁸ The theme song for the HHPP, *Heart to Heart* was sung again and again. Many teachers and students communicated with their partner athletes at the welcoming ceremony. International athletes appeared moved by the enthusiastic welcome.

Organizing the students of Beijing's primary and secondary schools to watch the competition was also one of the activities of HHPP. It was called the "Tickets Plan." According to Interviewee 6, the prices for the tickets for the educational programs were lower when compared to the regular prices. They utilized a targeted sales method to provide the students with group ticketing to watch the Games. More than one million tickets were distributed nationwide, Beijing took around 480,000 tickets, covering 22 events.¹⁴⁹ With the purpose of ensuring the smooth operation of the Tickets Plan, the BMCE formulated a strategy for its management.

Including:

1. Guaranteeing that all of Beijing's schools would have a chance to organize students to watch the competitions, including the primary and secondary schools, vocational schools, and special education schools.
2. Ensuring that the Olympic education model schools and the HHPP schools could watch all of the events.
3. Leaving enough tickets for the football and volleyball semifinals and finals so that the HHPP schools could watch their partner countries and territories.¹⁵⁰

¹⁴⁸ Ibid., p. 42.

¹⁴⁹ Interviewee 6, interview by Wenshuai Mao, October 7, 2014.

¹⁵⁰ Beijing Olympic Education Standing Office, *Report on Beijing's Olympic Education Programs*, p. 75.

With the purpose of underscoring the connection between the HHPP schools and members of the Olympic family, in August 2007 the BOCOG and the BMCE organized the *2007 Beijing Good Luck Heart to Heart Summer Camp*.¹⁵¹ The *Camp* was organized around five themes: *partner matching day, enchanting China day, experience Beijing day, friendship and peace day, and reluctant goodbye day*.¹⁵² More than 300 teachers and students took part in the Camp, as well as 34 HHPP schools partnered with seven countries and territories, such as Greece, the U.S., Finland, and New Zealand.¹⁵³

Regarding the importance of the HHPP to China, Interviewee 6 expressed:

Before 2004, increasing numbers of schools in Beijing had developed educational exchange activities with some twenty foreign schools. Since the HHPP was launched in December 2006, each HHPP school carried out multiple models of international exchange activities with foreign embassies, Olympic Committees, and their partner schools. By September 2008, 150 foreign embassies in China had carried out exchange activities with their Chinese partner schools. Ten foreign political leaders visited their partner schools. HHPP schools established interactions with their sister schools in 161 countries and territories. Through learning about the physical geography, social customs, culture and history of partner schools, international and respect was promoted. This experience was an invaluable asset in their lives.¹⁵⁴

¹⁵¹ Official website of Beijing Municipal Commission of Education, “2007 Beijing Good luck Heart to Heart Summer Camp officially launched,” <http://www.bjedu.gov.cn/publish/portal0/tab103/info7003.htm> (accessed November 12, 2014).

¹⁵² Ibid.

¹⁵³ Interviewee 6, interview by Wenshuai Mao, October 7, 2014.

¹⁵⁴ Ibid.

Professor Ren indicated that HHPP was a breakthrough in the history of international exchanges in Chinese education. It greatly contributed to both the world and China. The *Camp* strengthened the friendship and multicultural understanding between youth in China and other countries in the world, as well as provided the opportunities for the youth of different countries to understand the Olympics and Chinese culture.¹⁵⁵

4-9. The Beijing's Olympic Education Program Enters the Communities

Along with the in-depth development of Olympic education at various levels and in various forms, an increasing number of “Model Schools” carried out activities among their students relying on the geographic advantages surrounding their communities. Interviewee 7 stated that the Olympic education activities in the communities were characterized by being formative, interesting, related to public benefit, and with ideological sense. With the purpose of disseminating civility and fitness habits, bringing the intense Olympic atmosphere to residents and spreading the Olympic spirit, teachers and students, employing the Olympics as a theme, embedded themselves into communities, military barracks, stores, gathering places, parks, and other public places where they could explain Olympic knowledge and organize fitness activities.¹⁵⁶

In November 2007, the BMCE officially launched the program named *Olympic Education Model Schools Enter the Communities*.¹⁵⁷ According to the Official Website of China Education News, its target was to inject the popularization of the Olympic Movement into

¹⁵⁵ Hai Ren, interviewed by Wenshuai Mao, October 11, 2014.

¹⁵⁶ Interviewee 7, interview by Wenshuai Mao, November 10, 2014.

¹⁵⁷ According to official website of 2008 Sohu, “Beijing Olympic Education Enter the Communities Program Officially Launched,” <http://2008.sohu.com/20071103/n253039121.shtml> (accessed November 12, 2014).

society, and strengthen the awareness of physical fitness among the residents through a series of activities in which the “Model Schools” could share the Olympic spirit with the residents of the communities.¹⁵⁸ The major methods that the students communicated with the residents of the communities were as follows:¹⁵⁹

Chart 9: The Major Communication Methods between the Students and the Residents



In May 2008, the BMCE hosted the *Forum on the Hand-in-Hand Olympic Sharing Activities between the Olympic Education Model Schools and the Communities*. During the

¹⁵⁸ According to official website of China Education News, “Olympic Education Enters the Communities promote the development of harmonious society,” http://www.jyb.cn/2008/aysp/t20080925_197353.htm (accessed November 12, 2014).

¹⁵⁹ Geng, Zhang, Ren, and Zhaoxia Guo, “A Study of the “Beijing Model,”” p. 201.

Forum, the experiences of Tiantongyuan School in Changping District and eleven other Olympic education model schools were showcased.¹⁶⁰ According to Pei, with the spirit of the Olympic education concept of “little hands holding big hands, jointly build a harmonious community,” the students of Tiantongyuan School led their families and the community in experiential social activities to popularize Olympic knowledge and spread the Olympic spirit.¹⁶¹

The Shuangjing Neighborhood Middle School attached to the Beijing Polytechnic University established the first community Olympic education school in Beijing.¹⁶² Interviewee 5 recalled that they designed an Olympic education curriculum with six modules: in “Olympic history,” “Olympic etiquette,” “Olympic events knowledge,” “Olympic English,” “Aerobic dance training,” and “Tai-Chi.”¹⁶³

During the period of the Beijing bid for and execution at the Games of XXIX, the Olympic spirit and the Olympic-related knowledge were widespread and disseminated in the most populous and developing country in the world. Beijing’s Olympic education program was a combined effort of the Chinese government and private individuals. Chronologically, an individual-based Olympic Exhibition initiative was pioneered by a professor at CUPE, who received a Master’s Degree in Olympic history at the UWO. Supported, too, by the involvement of a physical education teacher of Yangfangdian Central Primary School, a grass-roots-based Olympic education program was initiated in 2001, some four years previous to the official

¹⁶⁰ Beijing Olympic Education Standing Office, *Report on Beijing’s Olympic Education Programs*, p. 35.

¹⁶¹ Pei, interview by Wenshuai Mao, October 10, 2014.

¹⁶² Beijing Olympic Education Standing Office, *Report on Beijing’s Olympic Education Programs*, p. 35.

¹⁶³ Interviewee 5, interview by Wenshuai Mao, November 7, 2014. Tai-Chi is Chinese martial art practiced for both its defense training and its health benefits. It is also typically practiced for a variety of other personal reasons: its hard and soft martial art technique, demonstration competitions, and longevity. Wikipedia, http://en.wikipedia.org/wiki/Tai_chi (accessed November 12, 2014).

Olympic education program launched by the Chinese government. This “Two Person Team” experienced numerous difficulties, including little financial support, little higher administrative support and little social recognition. With the successful organization of “Mini Olympic Games” at Yangfangdian Central Primary School by the grass-roots team, the Chinese government started to pay attention on this mandate requiring by the IOC. Beijing’s Olympic education program did not start to reach a nationwide scale until the Chinese government officially launched the Olympic education program at the end of 2005. It reached its peak in 2007 and 2008. During Beijing’s “Olympic experience,” Olympic education was blended into Beijing’s primary and secondary schools regular educational pedagogy. Various Olympic-related activities and reading materials were designed. During those four years, more than four million youths nationwide, focusing on 230 million primary and secondary school students, received wide range of Olympic education activities. Moreover, the reaching out from the model schools to the communities on a large scale ensured the Olympic values in China reached a wider scale than previous Olympic education program in other host countries. The Olympic education model schools and the HHPP were the two priorities created by the Chinese government. Two hundred primary and secondary schools in Beijing were selected as Olympic education model schools by the government. Two hundred and ten HHPP Schools contacted 204 countries and territories, ultimately creating sister school relationships with 161 countries and territories in the world, marking seven times as much international exchange in Beijing’s primary and secondary schools compared with 2004.¹⁶⁴ With the purpose of guaranteeing the smooth execution of Beijing’s Olympic education program, between 2004 and 2008, the Bureau of Finance invested 49.99 million RMB (about 10 million CAD) into Beijing’s Olympic education and teachers training

¹⁶⁴ In 2004, Beijing’s primary and secondary schools had international exchanges with twenty-three countries and territories.

program. In 2004, it invested 320,000 RMB (about \$65 thousand CAD); in 2005, 8,063,000 RMB (about \$1.5 million CAD); in 2006, 8,069,500 RMB (about \$1.5 million CAD); in 2007, it 15,875,100 RMB (about \$3.2 million CAD); in 2008, 17,664,200 RMB (about \$3.5 million CAD). The previous president of the IOC, Jacques Rogge praised Beijing's Olympic education program in May 2008, stating that "The competitions have not yet started, but China has already won a gold medal in Olympic education."¹⁶⁵

¹⁶⁵ Beijing Olympic Education Standing Office, *Report on Beijing's Olympic Education Programs*, p. 117.

Chapter 5

Findings

5-1. Beijing's Post-Games Olympic Education Program at the Government Level



Figure 30. Picture Poster of Official Website of Beijing Olympic City Development Association.¹

The Beijing Olympic City Development Association (BODA) is a post-Games extension organization of the Beijing Organizing Committee for the Olympic Games (BOCOG).² It was officially established on August 6, 2009, about one year after the Beijing Olympic Summer Games.³ BODA was announced as a non-governmental and non-profit organization for which the Mayor of the Beijing Municipality was selected as the honorary Chairman. The Secretary of

¹ This picture was from official website of Beijing Olympic City Development Association, <http://www.beijing2008.cn/mechanism/bjaycsfzcjh/20110809/1513.shtml> (accessed November 20, 2014).

² According to the home page of official website of Beijing Olympic City Development Association, BODA was the abbreviation of Beijing Olympic City Development Association. <http://en.beijing2008.cn/> (accessed November 20, 2014).

³ Official website of Beijing Olympic City Development Association, "Beijing Olympic City Development Association Established," <http://www.beijing2008.cn/mechanism/bjaycsfzcjh/20110809/1513.shtml> (accessed November 20, 2014).

the Beijing Municipal Government (BMG) Qi Liu was selected as the executive Chairman.⁴

According to Qi Liu, BODA's primary mission is:

To develop the Olympic spirit, expand the Olympic achievements, promote the sustainable development of Olympics and Paralympic causes in the city, contribute to the construction of Humanistic Beijing, Hi-tech Beijing and Green Beijing, and to accelerate the development of Beijing as a modern developed city and international sports culture center.⁵

According to BODA the scope of its operations involves:

Mobilizing social forces to carry forward the Olympic spirit and boost the development of the Olympic movement in the city; to support the development of public welfare work including Olympic culture, education, sports, youth, people with disabilities and volunteer service etc, and to contribute to the development of Beijing as a modern developed city and international sport center; to conduct sport related exchanges and cooperation with relevant international organizations such as World Union of Olympic Cities; to organize the implementation of projects to promote Olympic city development, Olympic research, and put forward recommendations on city development; to promote sustainable development of the Olympic and Paralympic causes. It will also encourage and support its member organizations to conduct relevant public welfare activities by providing a platform of events.⁶

After the 2008 Games, with the cooperation of other relevant units, BODA launched a series of Olympic education activities for primary and secondary schools in Beijing. According

⁴ Official website of Beijing Olympic City Development Association, "About the BODA," <http://www.beijing2008.cn/English/BODA/20110719/1315.shtml> (accessed November 20, 2014).

⁵ Official website of Beijing Olympic City Development Association, "Beijing Olympic City Development Association Established," <http://www.beijing2008.cn/mechanism/bjaycsfzcjh/20110809/1513.shtml> (accessed November 20, 2014).

⁶ Official website of Beijing Olympic City Development Association, "About the BODA," <http://www.beijing2008.cn/English/BODA/20110719/1315.shtml> (accessed November 20, 2014).

to Interviewee 5, the establishment of BODA and its activities largely promoted the Post-Games operation of Beijing Olympic Education Model Schools (hereafter, BOEMS) and Heart to Heart Partner Program (HHPP), each of which were credited as the most precious legacies of the Beijing 2008 Olympic Games.⁷

In 2010, a brand program of Beijing Olympic Education Series Activities for Primary and Secondary Schools in Beijing (hereafter referred as “Series Activities”) themed “Sports, Happiness and Health,” was jointly launched by BODA, BMCE, Beijing Municipal Bureau of Sports (BMBS), Beijing Municipal Communist Youth League,⁸ and CPC Beijing Municipal Committee. With the goal of carrying forward the Olympic spirit and promoting youth Olympic education in China, the “Series Activities” relied on Olympic model schools. Sport talent cultivation bases and faculties with traditional sports were dedicated to popularize sport skills among the youth, improve their health and physical skills, encourage them to participate in physical exercises, and cultivate sportsmanship. The following are included in “Series Activities”: The “Olympic City Cup” Beijing Primary and Secondary School Campus Football Games (hereafter referred as “City Cup Games”); “Premier Skills” physical education teacher training class (hereafter referred as “Premier Skills”); “Barca’s La Masia Youth Training Camp”; “Bai Dui Cup” Youth Football Game; International Youth Football Camp, and Olympic Winter Camp.⁹

⁷ Interviewee 5, interview by Wenshuai Mao, October 7, 2014.

⁸ The Communist Youth League of China, also known as the Young Communist League of China, or simply the Communist Youth League, is a movement of the People's Republic of China for youth between the ages of fourteen and twenty-eight, operated by the Communist Party of China (CPC). Wikipedia, http://en.wikipedia.org/wiki/Communist_Youth_League_of_China (accessed in October 29, 2014).

⁹ Official website of Beijing Olympic City Development Association, “Olympic Champions ‘Wall facilitates the first class Chinese Olympic Champions’ Wall Campus Tour Activity of London Olympic Games Starts Today,”

The government launched the "City Cup Games," a series of football competitions between Beijing's primary and secondary schools, with the purpose of inheriting and carrying on Olympic education legacies, as well as developing the same methods which had proved effective in the operation of the Beijing Olympics. Inspired by the Olympic spirit, students were encouraged to take part in outdoor physical exercises, go out to playgrounds, experience nature, and improve their physical fitness. Through the virtues of mutual understanding, respect, teamwork, perseverance, and struggle, the program promotes the all-round development of primary and secondary school students. In 2010, with the purpose of developing the "City Cup Games" into a brand project of Olympic City integrating with Olympic education, youth quality education, social benefit, and international exchange, BODA, BMCE, and BMBS officially co-launched this program. According to Jinmin Liu, the vice president of BODA, in order to actively guarantee the development and utilization of Olympic legacy and fully integrate social resources during the first "City Cup Games," around 500 campus football teams and 40,000 teenagers were successively organized to take part in the football culture communication activities.¹⁰

In 2011, a total of 635 schools in the city with nearly 10,000 schoolchildren participated in various activities of the Youth Olympic Education Program. In 2011, too, on the basis of the successful execution of the first "Olympic City Cup," a football competition between Beijing's primary and secondary schools was held. BODA integrated the three great competition resources of the City's educational and sporting systems under the banner, "Sport, Happiness, Health" ---

<http://www.beijing2008.cn/english2013/education/news/20121205/5622.shtml> (accessed October 29, 2014). Football in Chinese context refers to soccer football

¹⁰ Official website of Beijing Olympic City Development Association, "'Olympic City Cup' 2011 Beijing Primary and Secondary School Campus Football Games launched," <http://www.beijing2008.cn/english2013/education/news/20100817/5606.shtml> (accessed October 29, 2014).

"Olympic City Cup." In a unified arrangement and promotion, the scale of the event and number of participants exceeded that of 2010, further expanding the social influence of the "Olympic City Cup." In all, 803 teams with participants of all ages took part in the Cup, with a total of 2,085 matches played.¹¹

In an effort to develop the football tournament, popularize football culture among a wider range of students and involve more young people in the Youth Olympics Sports Center, BODA developed a campus football-themed essay, and a photography and animation contest among Beijing's primary and secondary schools students. BODA received 2,243 submissions. At the beginning of each year, BODA organized a trip for outstanding young people in the "Series Activities" to attend the Olympic Education Winter Camp in Switzerland. This project provided students with a chance to visit the IOC and the Olympic Museum, where they experienced the fascination of the Olympic Movement.¹²

On the afternoon of March 26, 2011, Jinmin Liu introduced the overall plan of Beijing campus football work at the opening ceremony of "2011 City Cup Games." He said:

"This year, we will integrate the resources of three events in education and sports systems of the whole city and uniformly name them the 'Olympic City Cup' 2011 Beijing Primary and Secondary School Campus Football Games, making an overall planning and coordination and uniformly propagandizing, to expand the event scale and influence further. Moreover, a variety of football promotion activities such as Youth Football Day, International Junior Football Camp, Football Entering Campus, and Migrant Children's Football Games will be held throughout the year,

¹¹ Official website of Beijing Olympic City Development Association, "The BODA in 2011," [http://www.beijing2008.cn/Hot_Event/activities_2010/festival/Videos/20120724/download/BODA%202011\(3.12\).pdf](http://www.beijing2008.cn/Hot_Event/activities_2010/festival/Videos/20120724/download/BODA%202011(3.12).pdf) (accessed October 29, 2014).

¹² Ibid.

helping the teenagers to understand the football culture and make them love football.”¹³

Since 2011, BODA invited football coaches and players from England Premier Leagues to train physical education teachers in Beijing primary and secondary schools in order to improve their football skills and coaching experience. The “Premier Skills” was an international project co-developed by Premier League and the British Council.¹⁴ The “Premier Skills” training activity in Beijing was co-sponsored by BODA, the Beijing Municipal Commission of Education, the Beijing Municipal Bureau of Sports, Culture, and Education Section of the British Embassy.¹⁵ According to the official website of BODA, the “Premier Skills” activity of 2011 was held in the National Olympic Sports Center between June 6 and 10. Four coaches from the Premier League delivered football training to 40 primary school physical education teachers from 16 Beijing districts. The courses covered football teaching and competition-related leadership arts, teaching and training skills, body-building methods, nutritional science, and physical education affairs management.¹⁶

¹³ Official website of Beijing Olympic City Development Association, “‘Olympic City Cup’ 2011 Beijing Primary and Secondary School Campus Football Games launched,” <http://www.beijing2008.cn/english2013/education/news/20100817/5606.shtml> (accessed October 29, 2014).

¹⁴ The “Premier Skills” activity dedicated to developing and improving physical education and English teaching of schools, allowed education authorities to realize the overall development of students by virtue of football activities. Until now, more than 1,000 coaches in 15 countries worldwide have received the training and nearly 300 thousand people have benefited from this activity. Since 2009, “Premier Skills” activity was officially launched in China’s four major cities: Beijing Shanghai, Dalian and Hong Kong.

¹⁵ Official website of Beijing Olympic City Development Association, “Beijing ‘Premier Skills’ Physical Education Teacher Training Activity in 2011 successfully held,” <http://www.beijing2008.cn/english2013/education/news/20100407/5604.shtml> (accessed October 29, 2014).

¹⁶ Official website of Beijing Olympic City Development Association, “Beijing ‘Premier Skills’ Physical Education Teacher Training Activity in 2011 successfully held,” <http://www.beijing2008.cn/english2013/education/news/20100407/5604.shtml> (accessed October 29, 2014).

Between July 17 and 23, 2011, BODA co-hosted the first International Youth Football Summer Camp with BMBS and Beijing Municipal Committee of the Communist Youth League. Thirty teams from eight counties participated in this Camp, and the activity received high evaluations from youth and their parents. This activity gave young people from all over the world the opportunity to gather together and experience happiness and good health through the competition. According to the Beijing Olympic City Development Association, the Camp was also an excellent opportunity to experience cultural similarities and differences and further promote international exchange.¹⁷

After successful experiences in 2010 and 2011, the “Series Activities” committee used the London Olympic Games as an opportunity and theme on “Promoting Olympic spirit and practicing Beijing spirit.” In 2012 they integrated youth sport resources from both the education and sport systems in Beijing in 2012, expanding the program, to carry out ten main activities and a dozen competitions, intended it greatly enrich the Olympic education series activities.¹⁸ On the afternoon of March 28, 2012, the Committee held the first meeting. During the meeting, Jingmin Liu pointed out four requirements for Olympic education activities:

1. To carry out Olympic education in primary and secondary schools by seizing the opportunities of the Olympic Year, carrying forward and practicing Beijing Spirit.
2. To integrate resources, improve the mechanism and work together to provide powerful organizational and funding support for various jobs.

¹⁷ Official website of Beijing Olympic City Development Association, “The BODA in 2011,” [http://www.beijing2008.cn/Hot_Event/activities_2010/festival/Videos/20120724/download/BODA%202011\(3.12\).pdf](http://www.beijing2008.cn/Hot_Event/activities_2010/festival/Videos/20120724/download/BODA%202011(3.12).pdf) (accessed October 29, 2014).

¹⁸ Official website of Beijing Olympic City Development Association, “About the Activities,” <http://www.beijing2008.cn/english2013/education/activities/> (accessed October 29, 2014).

3. To carry out all organizational jobs through defining and implementing their responsibilities.

4. To strengthen news propaganda.¹⁹

On April 22, one of the 2012 activities of “Series Activities”— Beijing primary and secondary school student Shuttlecock Competition—was held at the Beijing Ditan Gymnasium. More than 500 students from 36 schools (22 primary schools and 14 secondary schools), in 14 Beijing districts participated in this contest.²⁰

In 2012, in order to express the gratitude of China’s Olympic athletes and share the honor of the Olympic gold medal in London Olympic Games, the “Chinese Olympic Champions’ Wall Campus Tour” activity (hereafter referred as “Wall activity”) was jointly hosted by BODA, Beijing Municipal Committee of the Communist Youth League, and Beijing Volunteer Federation (BVF).²¹ Located in the Olympic Park, the Wall was the first large landscape in Beijing themed on portraits of Chinese championships in the London Olympic Games.²² After each Olympic event was completed, the portrait of the Chinese athlete who won the gold medal was set up. Those portraits became the highlight on the Summer Square for National Fitness. It attracted many Beijing citizens and visitors to take pictures with the champions and to express their best wishes to the Chinese Olympic team.²³

¹⁹ Official website of Beijing Olympic City Development Association, “The First meeting of the Organizing Committee of ‘Sport, Happiness and Health’ 2012 Olympic Education Activities in Primary and Secondary Schools of Beijing held,” <http://www.beijing2008.cn/english2013/education/news/20121205/5612.shtml> (accessed October 29, 2014).

²⁰ Official website of Beijing Olympic City Development Association, “Shuttlecock competition held successfully,” <http://www.beijing2008.cn/english2013/education/news/20121205/5617.shtml> (accessed October 29, 2014).

²¹ Official website of Beijing Olympic City Development Association, “Olympic Champions’ Wall facilitates the first class? Chinese Olympic Champions’ Wall Campus Tour Activity of London Olympic Games Starts Today,” <http://www.beijing2008.cn/english2013/education/news/20121205/5622.shtml> (accessed October 29, 2014).

²² Ibid.

²³ Ibid.

On April 17, 2013, the “Series Activities” themed on “The Spirit of Olympics in Beijing” was launched at Yangfangdian Central Primary School in Haidian District. Taking the opportunity of the 5th anniversary of Beijing 2008 Olympic Summer Games, Beijing continued to integrate the educational and sports competitions. Ten major activities were organized including, “The spirit of Olympics in China” Photography, Writing and Painting Competition, Training for Primary and Secondary Teachers, “My Olympics” Teenager Experience Camp, “Express to Sochi” Olympic Education Winter Camp, and Nanjing Youth Olympic Games. Besides those activities, 22 diversified events for teenagers were organized, for example: campus football, basketball, volleyball, and swimming games.²⁴

In 2014, the Committee of “Series Activities” took Beijing’s bid for the 2022 Olympic Winter Games as an opportunity to enrich its program and organize 10 major activities, as well as 22 campus context themes on “Running, Exercising, Growing,” “Supporting bid for Olympic Winter Games,” and “Making China’s Dream Come True.” With the purpose of supporting Beijing’s bid for 2022 Olympic Games, a reward ceremony for the primary and secondary school Skiing competition co-sponsored by BODA, BMBS, and BMCE, was carried out on December 21. During the ceremony, Xiaoyu Jiang, the Vice-chairman of BODA, encouraged students to go to the skating rink, snow pack, be actively involved in winter events, and experience happiness from the snow and ice. He also encouraged the students to support the bidding of 2022 Olympic Winter Games with their practical ideas and actions.²⁵

²⁴ Official website of Beijing Olympic City Development Association, “‘The Spirit of Olympics in China’ 2013 Olympic Education Activities in Primary and Secondary Schools of Beijing launched,” <http://www.beijing2008.cn/english2013/education/news/20130417/5625.shtml> (accessed October 29, 2014).

²⁵ Official website of Beijing Olympic City Development Association, “‘The Spirit of Olympics in China’ 2013 Olympic Education Activities in Primary and Secondary Schools of Beijing launched,” <http://www.beijing2008.cn/english2013/education/news/20130417/5625.shtml> (accessed October 29, 2014).

The Skiing competition hosted in the morning was composed of three parts: Support for the bidding for the 2022 Olympic Winter Games, the school team for elementary education; and Individual competition. Various winter activities provided students with opportunities to go outside in the winter to challenge themselves. According to BOCDA, more than 100 students received preliminary skiing skills through that contest and activities.²⁶

Since its official launch in 2010, the “Series Activities” has been blended into the campus lives of primary and secondary school students in Beijing, playing an active role in the healthy growth of teenagers.²⁷ According to the official website of BODA, in 2013, around 200,000 students from 1,000 schools participated in thousands of matches of “Series Activities.”

5-2. Beijing’s Olympic Education Program at the Olympic Education Model Schools and Heart-to-Heart Partnership Program (HHPP) during the Post-Games Period (2009-2015)

According to the published documents of Beijing’s Olympic Education program, during the Beijing Olympiad, the 200 Olympic Education Model Schools were distributed in throughout 18 districts. They were: Dongcheng district; Xicheng district; Chongwen district; Xuanwu district; Chaoyang district; Haidian district; Fengtai district; Shijingshan district; Mentougou district; Fangshan district; Tongzhou district; Shunyi district; Changping district; Daxing district; Pinggu district; Huairou district; Miyun county; and Yanqing county.²⁸ Seven years after the Beijing Games, in the General Report of Beijing Olympic Education published in January 2010,

²⁶ Official website of Beijing Olympic City Development Association, “2014 Olympic education activity-Skiing,” http://www.beijing2008.cn/News/Spot_News/20141223/6319.shtml, (accessed October 29, 2014)..

²⁷ Official website of Beijing Olympic City Development Association, “2104 Beijing Olympic Education Series Activities in Primary and Secondary School started,” http://www.beijing2008.cn/News/Spot_News/20140417/6056.shtml (accessed October 29, 2014).

²⁸ Beijing Olympic Education Standing Office, *Report on Beijing Olympic Education Programs*, pp. 142-144.

the distribution of Beijing's Olympic education model schools kept following the original edition description mentioned above. A national project about Beijing's Olympic Education program published in 2010 stated that the Olympic education model schools had been distributed into 19 districts. In that project, Fangshan and Yanshan districts were separated.²⁹ As a result, in this study, the geographical distribution of Beijing's Olympic Education Model schools has followed the latest distribution of Beijing districts.³⁰

5-2-1. Ordinary Primary and Secondary Schools

5-2-1-1 Shijingshan Gucheng No. 2 Primary School

Shijingshan Gucheng No. 2 Primary School is a public school located in Shijingshan district of Beijing.³¹ It was originally established in 1965, and was nominated as a key primary school of this district at the beginning of the 1980s. In 1986, this school was designated as the “China and Peru friendship primary school” by the BMG.³² With the theme “Smile Education,” this school's target was to promote teachers' and the students' all-round development and happier lives. In 2006, because of its advanced educational idea and good social reputation,

²⁹ Based on the document examination, the original Xicheng and Xuanwu districts had been consolidated into one district on 1 July, 2007, and was called the “Big Xicheng district”. Also, the original Dongcheng and Chongwen districts had been consolidated into one district on 1 July, 2007, and re-named “Big Docheng district.” The Fangshan county and Yanshan district had been officially merged as one district, and named Fangshan district on 11 November, 1986. Official website of Beijing Administrative Division, “The history of Beijing Fangshan district,” <http://www.xzqh.org/html/show/bj/28.html> (accessed October 29, 2014).

³⁰ The description was based on the researcher's document examination.

³¹ Shijingshan District is an urban district in the municipality of Beijing. It lies to the west of the urban core of Beijing, and is part of the Western Hills area. The district consists of 9 sub-districts of Beijing's city proper/core? Official website of Shijingshan Government, <http://www.bjsjs.gov.cn/> (accessed November 3, 2014).

³² Official website of Shijingshan Gucheng No. 2 Primary School, <http://gc2x.sjsedu.cn/> (accessed November 3, 2014).

Gucheng No. 2 Primary School was nominated as one of Beijing's Olympic education model schools.³³ Interviewee 8 stated:

Beijing Olympic Games provided us the opportunity to promote the Olympics among the teachers and the students. During that period, our works were focused on fulfilling the missions passed down by the government about supporting the 2008 Games. According to the *Action Plan*, we envisioned various Olympic-related activities to spread the Olympic spirit, in order to strengthen the students' Olympics awareness, and further promote the development of our school. Our slogan during that period was 'New Beijing, New Olympics, and New Gucheng No. 2 Primary School.'³⁴

Based on the examination of this school's document titled *2006-2008 Gucheng No. 2 Primary School's Olympic Education Action Plan* and Interviewee 8's introduction, the researcher found that during the Beijing Olympiad, this school designed various Olympic-relevant activities to promote its development. These included school-based Olympic curriculum, Olympic education classes, and a series of activities with the theme "welcoming the Olympic Games, and engaging in one-hour physical exercises every day." The school also edited "Big Eyes," an Olympics newspaper, and connected with local communities to spread Olympic knowledge to the residents.³⁵ Interviewee 8 recalled:

During Beijing's Olympiad, the Flag-Raising Ceremony every Monday morning and the 'Big Eyes' Olympic newspaper were our major initiatives to spread the Olympics and its spirits to the students and the

³³According to official website of Beijing Education, "The list of the Beijing Olympic Education Model Schools," <http://www.bjedu.gov.cn/bjeduaooy/1226389772063211520/index.shtml> (accessed November 4, 2014).

³⁴ Interviewee 8, interview by Wenshuai Mao, November 4, 2014.

³⁵ Official website of Gucheng No. 2 Primary School, "*Gucheng No. 2 Primary School's Olympic Education Action Plan*," <http://gc2x.sjsedu.cn/> (accessed November 3, 2014); Z, interview by Wenshuai Mao, November 3, 2014.

teachers. The students searched Olympic-related information in the process of making their newspaper, and they really enjoyed the process, this improved the students' study ability and built up their confidence.

In terms of the Olympic education classes, Interviewee 8 told the researcher that those kinds of classes were conducted twice a month. During Olympic education classes, they invited professional individuals in the area of Olympics or Olympic athletes to give students lectures. The funding for these sections was covered by a government grant for Beijing's Olympic education.³⁶

According to the HHPP in this school, Interviewee 8 recalled that during the 2008 Games, their partner school was Slovenia's Osnovna Sola Vojka Smuc Izola. She noted:

We conducted various exchange activities with their students. They visited our school, and our students introduced Chinese traditional games to them and played with them. We also made Chinese traditional food together. They all enjoyed this experience, and I think this was an effective way to cultivate the students' international awareness, respect and understanding. During the Games, we organized for our students to go to the Olympic Village to visit athletes from Slovenia, and cheer for them.³⁷

Regarding the Post-Games operation of Olympic education in this school, Interviewee 8 told the researcher that they were conducting school-based Olympic education spontaneously. However, the forms and the scale of their Olympic education were diminished compared to during the Beijing Olympiad. According to Interviewee 8:

With the closing of the Beijing Games, our previous Olympic activities were replaced by sports clubs, such as basketball clubs, chess clubs, and

³⁶ Interviewee 8, interview by Wenshuai Mao, November 4, 2014. In terms of the exact number of the government grant, interviewee 8 said she could not remember.

³⁷ Ibid.

aerobic clubs. After 2008, there were no Olympic education missions passed down from the government. The major duty for our daily teaching was *Sunshine Sports Plan*³⁸ and *Suzhi Education (Quality Education)*³⁹. We are now strictly following these requirements, and trying to merge the Olympic spirit with our clubs. Sports meeting and the extracurricular clubs were the major methods of spreading the Olympic spirit after the 2008 Games. Through the clubs' games and activities, we could carry forward the Olympic spirit. Through those activities, the student learned how to cooperate with others and be happier. I believe that studying was not the only thing for the students, so we are trying to make the students' school lives more colorful.⁴⁰

Based on the researcher's observation, there were no Olympics-related picture decorations, or "Big Eye" Olympic newspapers exhibited on campus. Interviewee 8 explained that the Olympic-relevant decorations were gone/removed after the closing of the Beijing Games. According to Interviewee 8, "times had changed, we must advance with the times and must obey the order from the government. However, the Olympic spirit was the only intangible legacy left of the Beijing Games."⁴¹

With regard to HHPP, following the Games, Interviewee 8 told the researcher that this school has kept contact with its sister school, but the context and the forms were much reduced

³⁸ It was a school-based fitness plan for Beijing's primary and secondary schools. With the slogan "work out for one hour every day, work healthy for fifty years, be happy all your life," this *Plan* was launched by the government in April 2007, in order to deal with the decline of the students health condition.

³⁹ The expression "*Suzhi Education*" originally appeared in the Chinese National Education Working Conference in 1985, and it was officially launched in the *Action Plan for Revitalizing Education for the 21st Century* by the Chinese Ministry of Education in 1999 to propel China's educational reform. The major influence of the Suzhi on students Education the promotion of a "comprehensive practice activities", which referred to outdoor activities. The purpose of this reform was to cultivate the students' manipulative abilities and diversify their school lives. Official website of People, <http://edu.people.com.cn/GB/8216/54752/> (accessed November 3, 2014).

⁴⁰ Interviewee 8, interview by Wenshuai Mao, November 4, 2014.

⁴¹ Ibid.

compared to the exchange activities organized during the Beijing Games. Greetings through mail or email were the major methods of its international exchanges.⁴²

In terms of recommendations for the future development of Beijing's Olympic education, Interviewee 8 stated:

Although we all know that the Olympic spirit such as respect, international friendship, and cooperation were important for the students' all-round development, our Olympic knowledge was limited. We really need professional training or professional guidance for our relevant work. During Beijing's Olympiad, the government provided our teacher training opportunities, and sent professional individuals to guide our Olympic education work, which made our work gain directions. Education is a long term process, we keep exploring an effective way to merge the Olympic spirit with our school's characteristics, in order to provide our students with happier studying. But, guidance from the "top" is necessary.⁴³

5-2-1-2. Huairou No. 5 Secondary School

Huairou No. 5 Secondary School was established in 1995 in Beijing's Huairou district.⁴⁴ With the target of facilitating students' all around development, this school was honored as a key school in Huairou district in 2001. In 2006, the school was selected as an Olympic education

⁴² Ibid.

⁴³ Ibid.

⁴⁴ Huairou District is situated in northern Beijing. It covers an area of 2,557.3 square kilometers and is divided into 2 sub-districts of the city of Huairou. It is 50 kilometers from the city center (about a 1½ to 2 hour drive); 90 percent of it is a mountainous area. Its major agricultural products are chestnuts, walnuts, hawthorns, sweet pears, and apricots. Official website of Huairou Government, <http://www.bjhr.gov.cn/> (accessed November 3, 2014).

model school because of its advanced teaching technology, teaching resources, and good social reputation.⁴⁵

According to Interviewee 9, after being nominated as an Olympic education model school, this school started to capitalize the Beijing's Olympiad as a good opportunity to spread the Olympics to the teachers and students. He expressed:

Before the Beijing Olympic Games, our Olympics knowledge was very limited. To us, our only viewpoint about the Olympic Games was that it was an international sports meeting. After attending the teacher training program provided by the government, we started to know the Olympics and Olympic education. According to the *Action Plan*, we designed various Olympic-relevant activities to respond to the government's call, such as the Olympics knowledge contest, Olympics theme painting contest, and the sports meeting.⁴⁶

The Olympic knowledge contest was an effective way of enriching the students' Olympics knowledge. Interviewee 9 told the researcher that these contests were prepared by both the teachers and students, and were usually organized once a week during the Beijing's Olympiad. He said that this searching process strengthened the students self-studying abilities and taught them how to cooperate with others.⁴⁷

Sports meetings provided another Olympic-related activity conducted by this school. Interviewee 9 recalled:

Usually, we would organize two sports meetings every year. During Beijing's Olympiad, with the purpose of spreading the Olympics and supporting

⁴⁵ According to official website of Beijing Education, "The list of the Beijing Olympic Education Model Schools," <http://www.bjedu.gov.cn/bjeduao/1226389772063211520/index.shtml> (accessed November 3, 2014).

⁴⁶ Interviewee 9, telephone interview by Wenshuai Mao, November 5, 2014.

⁴⁷ Ibid.

Beijing's Olympic Games, we took the sports meetings to be an opportunity to combine Olympic education with our schools culture such as each class representing one county in the opening ceremony of the sports meeting. During that period, our campus was filled with Olympics-related pictures and the five rings logo.⁴⁸

In terms of HHPP, Interviewee 9 told the researcher that this school was not selected in HHPP and it did not have any sister school in other cities of China or abroad. According to Interviewee 9, the decision was made by the government.⁴⁹

With regard to the Post-Games operation of Olympic education in this school, Interviewee 9 guardedly responded:

Yes, we are doing Olympic education (I should not say No). We are strictly following the *Sunshine Sports Plan* launched by the government, strictly keeping the students' one-hour outdoor sport activities. The so-called Olympic education activities were not as varied as during Beijing's Games. The "2008" had gone, the Olympic-related pictures had gone, the logo had gone, and our work must focus on other missions, we must advance with the times. Now, the methods for keeping the Olympics forward were indoor physical education classes and sports meeting, and I do not know if these can be labeled as 'Olympic education activities.' We taught the students some Olympic-relevant knowledge at indoor physical education classes, such as advanced technology in the Olympic Games, media, and some famous athletes' stories.⁵⁰

⁴⁸ Ibid.

⁴⁹ Ibid.

⁵⁰ Ibid.

When asked about the recommendations for the future development of Beijing's Olympic education, Interviewee 9 pointed out that the guide from the government and teacher training were important for the promotion of Olympic education. He proclaimed:

Through the Beijing Games, we gained opportunities to personally touch the Olympic Games, and we learned that the Olympic Games were not only an international sports meeting, but its spirit was an attitude worth carrying forward, but our Olympic relevant knowledge still needs to be enriched. We really welcome regular teacher training like during Beijing's Olympiad. On the other hand, we have to listen to the "Top." If they do not give us missions, what can we do? Presently, we are required to follow the *Sunshine Sports Plan*, we must do our best to fulfill this mission.⁵¹

Because of Interviewee 9's tight schedule, the researcher could not visit their campus and interview the students in this school.⁵²

5-2-1-3. Shunyi Niulanshan No. 1 Secondary School

Located in Beijing's Shunyi District,⁵³ Niulanshan No. 1 Secondary School is a boarding school. Founded in 1950, it was honored as a "Model High School" in 2002 and as a "Teaching Base of National Academy of Education Administration" in 2004. With the purpose of cultivating students' comprehensive development, this school attaches great importance to

⁵¹ Ibid.

⁵² In Beijing, people is not allowed to enter the main gate of the school without an appointment with a teacher or principal. The researcher tried to visit some model schools personally, but was refused entry by the security guard.

⁵³ Shunyi District is an administrative district of Beijing, located outside of the city's outskirts. As of 2014, the population of the district was around 983,000, of which approximately 601,000 have local residency permits. The Beijing Capital International Airport is located in the geographical boundaries of the district. Shunyi has large communities of foreign expatriates. Official website of Shunyi Government, <http://www.bjshy.gov.cn/> (accessed November 4, 2014).

students' morality. The teaching philosophy of Niulanshan No. 1 Secondary School is based on the values of integrity, diligence, self-confidence, responsibility, and gratefulness.⁵⁴ In 2006, this school was nominated as an Olympic Education model school by the government.⁵⁵

Interviewee 10 told the researcher that the Beijing Olympic Games provided this school with a good opportunity to connect China's *Suzhi* Education with morality education. He observed that:

The principal of this school effectively connected "Green Olympics, Technology Olympics and People's Olympics" during the Beijing Olympiad. Shortly after it was selected as an Olympic education model school, we organized an Olympics mobilization meeting with the theme "Cherishing the honor, taking the responsibility." The principal addressed teachers and students at the meeting. He introduced the history of the Olympics, and how important the Olympic spirit is to us.⁵⁶

After this meeting, they distributed many "Ask (Question) and Answer" booklets about Olympic knowledge to the students, in order to make them aware of the Olympic Games, and further strengthen their Olympics awareness. "Before the Beijing Olympic Games, we never connected Olympics with our regular teaching. For us, the Games were only for the athletes. We are only interested in the Opening Ceremonies of the Games."⁵⁷

In December 2006, Interviewee 10 recalled that they invited the director of the Olympics office to introduce the development process of the Olympic venue in Shunyi district. The director

⁵⁴ Official website of Niulanshan No. 1 Secondary school, <http://www.nlsyz.com.cn/niulanshan/> (accessed November 7, 2014).

⁵⁵ Official website of Beijing Education, "The list of Beijing Olympic Education Model Schools," <http://www.bjedu.gov.cn/bjeduao/1226386473528328192/index.shtml> (accessed November 4, 2014).

⁵⁶ Interviewee 10, telephone interview by Wenshuai Mao, November 8, 2014.

⁵⁷ Ibid.

also presented the government's requirement to the students and the teachers about supporting the Beijing Olympics.⁵⁸ With the purpose of extending Olympic knowledge into students' daily lives, this school designed many Olympic-relevant activities such as the Olympic Exhibition, Olympics broadcasting, Olympics theme flag-raising ceremony, and Watching the Olympics competitions.⁵⁹

In terms of the Olympics Exhibition, Interviewee 10 recalled:

Because our school is a boarding school, this situation provided us with an idea to design an Olympics knowledge exhibition on each floor of the dormitory building. Through this, students could gain Olympics knowledge education any time at school.⁶⁰

The school broadcasting station was an effective tool for spreading Olympic knowledge during the Beijing Olympic experience. Interviewee 10 told the researcher that they added a program named "Walk with the Olympics" after being selected as a model school. Through this program, the students learned Olympic-relevant stories every day, including experiences about the famous Olympics athletes and the history of the Olympic Games.

The Flag-Raising ceremony is a traditional patriotic moment in Chinese schools. It usually takes place on Monday morning of each week. In this school, the principal took full advantage of this moment to educate the teachers and the students about the Olympic spirit, and the importance of the Olympic Games to China. According to Interviewee 10:

Watching the Olympic competition was the favorite activity of the students. The government organized a "Ticket Plan" for the students in Beijing, so students could have a chance to really experience the Games. Between 9 and 23 August, 2008, our teachers and students went to the

⁵⁸ Official website of Niulanshan No. 1 Secondary School: <http://www.nlsyz.com.cn/niulanshan/> (accessed in November 5, 2014).

⁵⁹ Interviewee 10, telephone interview by Wenshuai Mao, November 9, 2014.

⁶⁰ Ibid.

Olympic venue eight times to watch the competition. When they entered the Olympic venue, they were encouraged by the Olympic spirit. We never thought that we could watch the Games and cheer for the athletes in the venue. The experience was such an amazing one in our lives. We were personally touched by the Olympics, and truly learned that “the most important thing is not to win, but to take part.”⁶¹

The HHPP partner school of Niulanshan No. 1 Secondary school was Ressu Upper Secondary school in Finland. On 18 April 2007, students of Ressu Upper Secondary school visited Niulanshan. They experienced happy times together such as exchanging cultures, playing games, and visiting the Olympic garden. Interviewee 10 explained that this international activity provided the students the chance to broaden their international insights, and strengthened their sense of national pride.⁶² On 25 April of the same year, 12 teachers and students of Niulanshan visited Ressu Upper Secondary school.

Regarding the Post-Games Olympic education in this school, Interviewee 10 stated that with the closing of the Games and the disbanding of the BOCOG, people’s enthusiasm for Olympic education cooled generally. The present Olympic education-related activities in this school were not as varied as during the Beijing Games. However, some forms of activities were still conducted, namely, Olympic knowledge learning classes, and sports meetings.⁶³ Interviewee 10 told the researcher that the major sports mission of this school was the “*Sunshine Sports Plan*.”

After the Games, our focus was not the Olympics but other missions received from the government such as the *Sunshine Sports Plan* and the

⁶¹ Ibid.

⁶² Ibid.

⁶³ Ibid.

promotion of *Suzhi* Education. The enthusiasm of the Olympics seemed to have cooled considerably with the closing of the 2008 Games.⁶⁴

Concerning the future development of Olympic education, Interviewee 10 strongly stated that the key point for the development of Olympic education is the Chinese government. He said:

If the government wants to conduct Olympic education, we will have many missions regarding it, and we must fulfill them. The teacher training program will be provided, some relevant guidance will be provided. However, after the Games, those missions disappeared. By the way, do you know which institution is authorizing Beijing's Olympic education?⁶⁵

5-2-1-4. Daxing No. 1 Secondary School

Located in Beijing's Daxing district,⁶⁶ Daxing No.1 Secondary School was originally established in 1956. In 1978, it was honored as the key school in Daxing district. In 2002, this school was selected as one of the top 14 model middle schools in Beijing.⁶⁷ In 2006, because of its high teaching technology and social reputation, this school was nominated as an Olympic education model school by the Chinese government.⁶⁸

⁶⁴ Ibid.

⁶⁵ Ibid.

⁶⁶ Daxing District of Beijing covers the southern suburbs of the city. Much of the industry in Daxing is related to food distribution and consumer goods to service Beijing. There are many self-built communities casually created by the residents themselves, most of whom have moved in from the countryside. Official website of Daxing Government, <http://www.bjdx.gov.cn/> (accessed November 6, 2014).

⁶⁷ Official website of Daxing No. 1 Secondary school, <http://www.dxhcyz.com.cn/dxyz/> (accessed November 6, 2014).

⁶⁸ Official website of Beijing Education, "The list of Beijing Olympic Education Model Schools," <http://www.bjedu.gov.cn/bjeduao/1226386473528328192/index.shtml> (accessed November 6, 2014).

Interviewee 11 in this school told the researcher that the school took the 2008 Olympic Games as an opportunity to spread Olympic knowledge among the students and teachers. He recalled:

After being selected as an Olympic education model school, we made a lot of effort to collect Olympic-related information and to organize Olympic education activities, such as the Olympic speeches during the Flag Raising Ceremony, and Mini Olympic Games. The students were also organized to make some Olympic-relevant handwork to decorate our campus. Through these activities, the students learned how to cooperate with others and to be respectful. We also initiated school-based course materials in traditional ethnic sports such as Top Spinning, Diabolo, and Silk Ball.⁶⁹

The partner school of Daxing No. 1 Secondary School was in Iceland. According to Interviewee 11, during the Beijing Olympiad, they conducted many exchange activities with the partner school's students. He recalled:

I remember our sister school in Iceland sent teachers and students to visit our school during the Beijing Olympiad. Our students introduced Chinese traditional sports and games to their students and teachers; they played together and had a lot of fun. Our students also sent them Olympic-relevant handwork to them such as Chinese traditional paper-cuts, painting, and calligraphy. It was an international friendship education opportunity, I think. During the Beijing Games, we also organized our students to visit the athletes at the Olympic Village and cheer for them.⁷⁰

⁶⁹ Interviewee 11, interview by Wenshuai Mao, November 10, 2014.

⁷⁰ Ibid.

When asked about the present situation of Olympic education in this school, Interviewee 11 responded reluctantly:

The school's major duty is academic teaching. It is not the times of Olympic Games, so our target must turn back to *Quality Education*, we must focus on improving enrollment rates. Actually, it was a mission from the Top. After the Games, we were employing the *Sunshine Sports Plan*, and teaching some Olympic-related knowledge during the indoor physical education classes. China was/is bidding for the 2022 Olympic Winter Games, so we started to spread some information about Winter Games during the indoor classes. Personally, I think that if we could successfully win the hosting right this time, we would be asked to conduct another Olympic education program. For now, the social environment is not about the Olympics.⁷¹

In terms of the HHPP during the Post-Games, Interviewee 11 informed the researcher that contacts with their sister school had disappeared after the Games due to political reasons and their school's financial condition. He also indicated that unlike during the Beijing Olympiad, after the Games, there was no Olympic education financial support from the government.⁷²

Regarding suggestions for future development of Olympic education in Beijing, Interviewee 11 stressed that the Chinese government was the key figure involved. He said:

In 2008, we presented the world with a vigorous Olympic education, and it did effectively spread Olympic knowledge to the youth nationwide. The Chinese government was the major power in this movement. You know the Nation System in China. However, after the Beijing Games, the power to promote Olympic education disappeared. So if you ask my

⁷¹ Ibid.

⁷² Ibid.

recommendation, I would say that the government should strengthen the awareness of the Olympic education. If the government issues an order or call, Olympic education would have the social soil to be renewed.⁷³

5-2-1-5. Beiluyuan Primary School

Beiluyuan Primary School was one of the Olympic education model schools selected by Chinese government in 2006.⁷⁴ Located in Beijing Fangshan district,⁷⁵ this school was a key primary school with advanced teaching technology, teaching resources, and social reputation.⁷⁶ After being nominated as a model school, the principal of Beiluyuan primary school made an effort to employ the Beijing Olympic Games as an opportunity to spread the Olympic spirit. The principal also merged the school's daily teaching with moral education. Interviewee 12 told the researcher:

For the purpose of responding to the call from the government to support the 2008 Games, we designed various activities to spread Olympic knowledge to our teachers and students. These included a Flag Raising Speech, a campus radio station, a Mini Olympic Games, campus volunteer teams, and community interaction. I remember during the Beijing Olympiad, our campus was full of Olympic-related decorations. You could find the five rings and the mascot at any corner of our school.

⁷³ Ibid.

⁷⁴ Official website of Beijing Education, "The list of Beijing Olympic Education Model Schools," <http://www.bjedu.gov.cn/bjeduaoy/1226386473528328192/index.shtml> (accessed November 7, 2014).

⁷⁵ Fangshan District, with a long history (about 3000 years) and many ancient sites, is situated southwest of Beijing, 38 km (24 mi) away from downtown Beijing. This district produces wheat, rice and various high quality fruits as well as large quantities of animal products. At the moment, large investments are made for greenhouse production. Official website of Fangshan District Government, <http://www.bjfs.gov.cn/> (accessed November 7, 2014).

⁷⁶ Official website of Dayu No. 2 Primary School in Mentougou District, <http://www.mtgdyex.bjedu.cn/dayu/> (accessed November 7, 2014).

2008 provided China with a good opportunity to know the Olympics on a large-scale. During that period, the whole nation's duty seemed like to be the Olympic Games. Every school developed different kinds of Olympic-relevant activities with their school's features. The government provided us with many forms of support, for instance, financial support, Olympic experts support, teacher training program, and Olympic reading materials for the students. Through those activities, our teachers' and students' Olympic awareness was improved. Before that, we only knew that the Olympic Games will not have any relationship with us because of its elite sports properties. However, when Olympic education became part of our daily teaching activity, we were taught that Olympic Games was an education movement.⁷⁷

Based on the interview with Interviewee 12, their HHPP partner school was Prince Edward School in Zimbabwe. On 21 August 2007, the ambassador of Zimbabwe visited Beiluyuan primary school and discussed the HHPP with the school's principal. During the discussion, the ambassador showed his support of international contact between Zimbabwe and Beiluyuan School. Students at Beiluyuan School performed Chinese traditional sports for the ambassador. In 2008, students from Prince Edward School visited Beiluyuan primary school.⁷⁸

Interviewee 12 recalled:

That was such a precious experience for the kids. Our students introduced Chinese traditional food and games to the students from Zimbabwe. They had a good time together. The whole preparation was conducted by the students; they searched culture and etiquette about our partner country, and made many handworks for the teachers and students

⁷⁷ Interviewee 12, interview by Wenshuai Mao, November 14, 2014.

⁷⁸ Official website of Beijing Olympic education, <http://www.bjedu.gov.cn/bjeduao/1226107197574873088/20070828/32653.shtml> (accessed November 9, 2014).

from Prince Edward School. International friendship was strengthened through those exchange activities.⁷⁹

Regarding the present situation of the Olympic education in this school, Interviewee 12 stated that Olympic-related activities had become limited to sports meetings. Based on the researcher's on-site observation, except for the identification plate of Olympic education model school at the school's main gate, there were no Olympic-related decorations on campus. According to Interviewee 12:

After the Beijing Games, the social theme was replaced by other national duties. All the Olympic decorations were removed overnight. For our teaching work, we must return to normal academic teaching, you know, school is a place for knowledge teaching and learning. We are still required to pay attention to enrollment rates. For the mission of Olympic education, it has gone with the disbanding of BOCOG. The social environment for Olympic education changed completely. If you ask me about the present Olympic education at this school, I could say that we are keeping Mini Olympic Games. During every sports meeting, we employ Olympic five rings logo, mascot, and the Olympic slogan—'faster, higher, and stronger.'⁸⁰

In terms of the recommendations for future Olympic education in Beijing, Interviewee 12 suggested that strengthening the Olympic awareness by the government would be the effective way to keep the Olympic education forward. She stated:

Personally, I think that the Chinese government was the most important power to promote Olympic education. Olympic education should be taken as a regular curriculum, not only as a slogan, a showcase, and/or a

⁷⁹ Interviewee 12, interview by Wenshuai Mao, November 14, 2014.

⁸⁰ Ibid.

method to support the Beijing Games. Education is a long term process. In 2008, we presented the world with a tremendous picture of Olympic education under the authority of the Chinese government. After 2008, Olympic education in Beijing withered because of lack of policy support from the government. It is clear that Beijing's Olympic education was in the government's hands. We need teacher training, financial support, and Olympic experts to guide our relevant work.⁸¹

5-2-1-6. Mentougou Dayu No. 2 School

Beijing Dayu No. 2 Primary School (Dayu School) was established in 1954. Its original name was "Heishan Mining Bureau Workers' Kids Primary School." It was given the present name in 1963.⁸² In April 1978, this school was honored as a model primary school in Beijing. Located in Mentougou district,⁸³ a rural area of Beijing, this school owned advanced teaching equipment and teaching resources. It has been evaluated as an "advanced unit and spiritual civilization education training advanced unit," "sporting advanced unit," "the model school of modern technology education in China," "Beijing teaching, and researching advanced unit."⁸⁴

⁸¹ Ibid.

⁸² Official website of Dayu No. 2 Primary School in Mentougou District, <http://www.mtgdyex.bjedu.cn/dayu/> (accessed November 14, 2014).

⁸³ Mentougou District is in western Beijing. It is a treasure trove of natural resources, including coal, limestone, and granite. Mentougou supplies Beijing with agricultural produce such as roses, wild jujubes, mushrooms, and Beijing white pears. The district was purely a rural area well into the early 1990s and was not considered a part of Beijing by the urban population, and as of today, many parts of Mentougou remain quite rural. Mentougou is gaining popularity as a tourist destination. Official website of Mentougou District Government, http://www.bjmtg.gov.cn/info/img_txt.jsp?id=394 (accessed November 14, 2014).

⁸⁴ Official website of Dayu No. 2 Primary School in Mentougou District, <http://www.mtgdyex.bjedu.cn/dayu/> (accessed November 14, 2014).

This school positively responded to the call from the Chinese government to develop Olympic Education after Beijing earned the hosting rights of Olympic Summer Games in 2001.⁸⁵ “Supporting the Beijing Olympic Games and improving the social reputation of this school, according to Interviewee 13, was required by the government, Before we received the order from the government, to be honest, the ‘Olympics’ were a little known thing for us, even though the Games had been hosted by many countries. Olympic education was really a new concept for us.”⁸⁶ Interviewee 13 expressed, “However, with the purpose of fulfilling the duty of the government, we started to search Olympic-related knowledge. Through conducting Olympic education in our school, we always believed that the Olympic Movement is an achievement of civilization created by human society, and education is the core of Olympic Games. With the purpose of merging other subjects with Olympic education, the principal and teachers discussed the characteristics, content, and strategies of Olympic education, and then designed a school-based curriculum.”⁸⁷ In 2006, Dayu School was nominated as a “Beijing Olympic Education Model School.”⁸⁸

During the Beijing Olympic Games, Dayu School used the Olympics as a vehicle for carrying out various Olympic-relevant activities. By integrating Olympic knowledge with other subjects, they successfully developed a new teaching method. “This effectively made the students learn about Beijing’s traditional cultures, different countries’ cultures, Olympic

⁸⁵ Official website of Mentougou District Government, http://www.bjmtg.gov.cn/info/img_txt.jsp?id=394 (accessed November 14, 2014).

⁸⁶ Interviewee 13, interview by Wenshuai Mao, November 15, 2014.

⁸⁷ Ibid.

⁸⁸ Official website Official Website of Beijing Education, “The list of Beijing Olympic Education Model Schools,” <http://www.bjedu.gov.cn/bjeduao/1226386473528328192/index.shtml> (accessed November 12, 2014).

Movement's history, athletic events and rules. The most crucial outcomes of those activities were that students' practical abilities were greatly improved, and they enjoyed the process."⁸⁹ Meanwhile, the Dayu School also carried out a series Olympic education activities such as, "Welcoming Olympics-Big Hands in Little Hands Environmental Protection," "Red Scarf Civilization Street," Painting Competition with the theme "New Beijing, New Changes, New Olympics," and a Cultural Festival titled "Welcoming Olympics."⁹⁰

With the aim of merging Olympic education with moral education, Dayu School established "Becoming the little ambassadors of the Beijing Olympic Games." The little ambassadors required not only a rich knowledge of the Olympic history, and Beijing's culture, but also the need/capacity to display Chinese civility and habits.⁹¹ "We tried many ways to promote the students' civility including establishing a habits file, choosing civilization pacesetters, Scarf volunteers. Through these activities, our students' responsibilities for the Olympic Games were fully engaged. They generally realized that they were part of the Beijing Olympic Games and the hosts of the Olympic Games".⁹²

From the perspective of campus and Olympic cultures, Interviewee 13 stated that campus culture is the window of the school's spiritual civilization. It is also a vehicle for the school's daily moral education.⁹³ "During the establishment of our school's campus culture, we tried to

⁸⁹ Interviewee 13, interview by Wenshuai Mao, November 15, 2014.

⁹⁰ Official website of Dayu second Primary School of Mentougou District, <http://www.mtgdyex.bjedu.cn/dayu/> (accessed November 12, 2014).

⁹¹ Interviewee 13, interview by Wenshuai Mao, November 15, 2014.

⁹² Ibid.

⁹³ Ibid.

strictly combine Olympic education with Chinese traditional virtue education.”⁹⁴ A “‘Cultural Window’ was established on each floor of the teaching building, and many pictures showing Chinese culture and Olympic history were posted on the board. On the first floor of the teaching building, we focused on Chinese culture and Olympic knowledge; the second floor was mainly about Chinese traditional virtues and the stories of Olympic champions; the information spread on the third floor was about World Heritage. An additional Olympic event exhibition board was placed in each class in order to spread Olympic information.”⁹⁵ According to Interviewee 13, it was an excellent method to spread Chinese traditional culture and Olympic-related knowledge. It was also welcomed by teachers and students; the key point was that the students could fully take advantage of their break time to learn Olympic knowledge.⁹⁶ On the other hand, the school also utilized campus announcement broadcasting, campus TV, morning meetings, flag raising ceremonies, and developed a campus newspaper to spread Olympic-related information. The aim was to create an Olympic environment. Wang further informed that this school encouraged each class to establish a unique inner class culture in order to improve the educational power of the school. Examples included the Olympic English class, Culture class, Chinese poetry class, and Diabolo.⁹⁷ “That variety deepened both Chinese and International impressions of our students,”

⁹⁴ Ibid.

⁹⁵ Ibid.

⁹⁶ Ibid.

⁹⁷ The diabolo (Kongzhu in Chinese Mandarin), also called Chinese yo-yo, is a juggling prop consisting of an axle and two cups or discs. It was originally designed in the 12th century. This object is spun using a string attached to two hand sticks. A huge variety of tricks are possible with the diabolo, including tosses, and various types of interaction with the sticks, string, and various parts of the users body. Multiple diabolos can be spun on a single string. The term "diabolo" was coined by French engineer Gustave Phillippart, who developed the modern diabolo in the early twentieth century, and derived the name from the Greek dia bolo, roughly meaning "across throw". It is one of traditional and popular games in Beijing. Wikipedia, <http://en.wikipedia.org/wiki/Diabolo> (accessed November 13, 2014).

said Wang.⁹⁸ “Each April and May, we celebrated an Olympic cultural festival and Chinese traditional festival. Besides those festivals, we seized every opportunity such as Chinese traditional festivals to spread Olympic education to the students.”⁹⁹

Olympic education connected with families, communities and foreign countries was another characteristic of the Dayu School during the Beijing Olympiad. Interviewee 13 told the researcher: “Fulfilling the radiation function of Olympic Education is our responsibility. Through Olympic education, we tried to expand this program to families, communities and sister schools in order to strengthen exchanges, for example, we sent many books and sports equipment to communities”.¹⁰⁰

The HHPP partner for this school was in the Ukraine.¹⁰¹ “During the 2004 winter holiday, this school established a Game entitled ‘Charming Spring Festival, Hand in Hand with Ukraine.’ The goal of this activity was to know our partner country, broaden the international perspective of the students, and establish international friendships.”¹⁰² For the community, they organized students to send their handwork to the police and elderly people in an effort to spread Olympic-relevant knowledge to them. Some students spontaneously organized volunteer teams and spread Olympic spirit to the residents in their community. “They suddenly grew up a lot through those activities,” said Interviewee 13, emotionally. “I believe this will be a precious experience in their lives.”

⁹⁸ Interviewee 13, interview by Wenshuai Mao, November 15, 2014.

⁹⁹ Ibid.

¹⁰⁰ Ibid.

¹⁰¹ Beijing Olympic Standing Office, *Report on Beijing's Olympic Education programs*, p. 160.

¹⁰² Interviewee 13, interview by Wenshuai Mao, November 15, 2014.

In terms of the Post-Games operation of the Olympic education in Dayu School, the researcher found that the “Olympic Culture Wall” no longer exists on campus. Olympic-related pictures have been replaced with pictures of Chinese traditional culture including mini Chinese ethnic culture parks and exhibition boards featuring 56 Chinese ethics standards, students’ handwork, and the outcomes of Quality Education.¹⁰³ According to Interviewee 13, after the Beijing Olympic Games, there was no requirement for Olympic education from the government. The main target of the school was to improve the quality of their regular teaching activities. However, Interviewee 13 further stated that they benefited from the slogan of the Beijing Games—“Green Olympics, People’s Olympics, High-Tech Olympic.”¹⁰⁴ Since the closing of the Beijing Games, Dayu School developed a series of activities around “Green Olympics” and sustainable development in order to inherit and carry forward the Olympic spirit including a school-based course about “recyclable materials” said Interviewee 13, “Even though the Olympic Games had ended, as educators, we should not take Olympic education to be a temporary phenomenon. Instead, its spirit should be inherited and carried forward to benefit our future education.”¹⁰⁵ In terms of “People’s Games,” Interviewee 13 said that “respect” was the most important Olympic value to be inherited. “From the starting point of ‘respect,’ we further extended our educational goals- ‘Taking respect as the core, promoting the all-round development of students.”¹⁰⁶ Interviewee 13 declared that respect and carrying forward Chinese traditional culture is their responsibility. “As you may know, traditional Chinese medicine is a

¹⁰³ The description was based on the researcher’s on-site observation.

¹⁰⁴ Interviewee 13, interview by Wenshuai Mao, November 15, 2014.

¹⁰⁵ Ibid.

¹⁰⁶ Ibid.

precious culture, but most of us do not know how the herbs grow, we lack practical experience. With the purpose of providing teachers and students practical opportunities, informed Interviewee 13, we established a Chinese herb planting base, and regularly invited Chinese herbal doctors to guide the students. Our students received benefits from this process. I believe that practices and experiences are the most important things for the kids; they feel happy and enjoy the sense of achievement. Meanwhile, through this herbal planting base, I want to give them the impression that Chinese culture is such a profound one, and we should respect and inherit it.”¹⁰⁷

Extracurricular Activities Clubs is another school-basic program conducted by the Dayu School. According to Interviewee 13, they established various clubs in order to promote the students’ health condition. “In this district, we have a large number of obese children; through those clubs, they can have more time to take part in exercises. We kept instilling in the kids that health is the most important thing in life and sports is its vehicle, so our kids always participated with high enthusiasm.”¹⁰⁸

In terms of HHPP after the Beijing Games, Interviewee 13 told the researcher that contact with their partner school in Ukraine had disappeared. According to her, this was because of the international situation, and she was reluctant to explain further.¹⁰⁹

Concerning the future development of Olympic education, Interviewee 13 pointed out that the need to recognize the value of the Olympic spirit, which is the key to future growth of Olympic education in China, is critical. She proclaimed:

¹⁰⁷ Ibid.

¹⁰⁸ Ibid.

¹⁰⁹ Ibid.

The 2008 Games provided us a unique opportunity to reform basic education; it was a good vehicle, but, we cannot always possess the hosting rights of the Olympic Games. So, a sustainable development of Olympic education is the primary task. This requires that officials, principals, teachers, and students truly recognize the importance of the Olympics. I would like to say that we are still exploring the perfect way to educate our kids with the Olympic spirit, but there is still a long way to go. Deep recognition is urgently required. Beijing's bid for 2022 Olympic Winter Games provides us with another unique opportunity to spread Olympic spirit and promote Olympic education. For the theoretical sport course, we are gradually adding winter sports information in order to familiarize students. We need direction from the government and teacher training to guarantee the operation of Olympic-relevant activities.¹¹⁰

¹¹⁰ Ibid.

5-2-1-7. Yangfangdian Central Primary School



Figure 31. The main hall of the teaching building at Yangfangdian Primary School.¹¹¹

Yangfangdian Central Primary School, credited as the pioneer institution of Beijing's Olympic education program, was originally established in 1945. Located in Beijing's Haidian district,¹¹² this school became notable due to its Olympic education characteristics long before,

¹¹¹ The pictures were taken by the researcher in October 15, 2014.

¹¹² Haidian is a district of the municipality of Beijing. It lies towards the northwestern part of the urban core. It is 431 square km in area, making it the second-largest district in urban Beijing (after Chaoyang). However, in comparison to other districts, a higher percentage of its inhabitants do not have the governmental residential certificates for long-term residence, because Haidian District is where most universities are located and, therefore, many [quantify] of its inhabitants are college students. Official website of Haidian Government, <http://www.bjhd.gov.cn/> (accessed October 10, 2014).

during and after the 2008 Olympic Games.¹¹³ Because of its contribution to Beijing's Olympic education, this school was nominated as an Olympic education model school by the Chinese government in 2005.

As described in Chapter 2, Chenguang Zhou, a physical education teacher at this school was working as the vice leader of the Grass-roots team of Beijing's Olympic education. Zhou designed soft sports equipment in 2000, inspired by an idea gained from the International Track and Field Association (IAAF). Zhou recalled:

Before I met Professor Pei, I felt confused about my job and my physical education classes. I did not enjoy my job, it was so traditional and boring. The students were not enjoying it either. I tried many ways to reform the physical education classes, but the reaction was little, until I got news from another teacher about the fun track and field activities for the kids organized by the IAAF. At that time, the IAAF was advocating the idea of fun track and field to the East Asian area. I saw their sporting equipment through TV, they were made of plastic and paper stuffs, very colorful, but I did not think we could access such equipment and use in my classes. Finally, an idea was produced: make the equipment myself! Soft equipment stimulated my inspiration to reform my physical classes and sports meetings. It all started from the equipment, I wanted my students to really be involved in physical activities, not only as spectators. The only way one could enjoy something is to personally participate in it. I designed paper footballs, basketballs, volleyballs, hurdles, discuses, they were all made of waste paper and plastic bottles, and they were welcomed by the kids. I also encouraged the students to collect waste paper and plastic, I not only dealt with the problem of lacking financial support, but also an effective way to raise their awareness of

¹¹³ According to official website of Yangfangdian Century Primary School, <http://www.bjyjs.cn/wcm/mapping/wzsy> (accessed October 10, 2014).

environment protection. Moreover, the students were encouraged to make Olympic knowledge boards and posters by themselves. All those creations were presented in our ‘Olympic Knowledge Corridor’ and ‘Olympic Garden,’ which were located in the middle of the campus during Beijing’s Olympiad. Other Olympic-relevant activities included planting trees in our Olympic Garden and creating Olympic mascot images (*FuWa*) in craft classes, delivering Olympic Theme speeches in English classes, and introducing Olympic history in Chinese and history classes. During that time, our kids were full of enthusiasm because they experienced the Olympics by themselves.



Figure 32. The materials for soft sports equipment designed by physical education teacher Zhou.¹¹⁴

In terms of the “Mini Olympic Games” designed by Professor Pei and physical education teacher Zhou, Zhou stated:

¹¹⁴ These pictures were taken by the researcher on October 15, 2014.

I could never forget any scene of our “Mini Olympic Games” in my life. During the preparation of the Mini Games, we encouraged our students to make togas by themselves to present different countries, with the slogan “One World, One Dream,” in their representative country’s language. Wearing feather wings and dressed in white, our torch bearer held a plastic torch in his hand and lit the torch stand which was made of flame colored cloth blown by a fan. The reason we designed an angel was because of its kind, holy and pure, beauty. For me, the Olympics were such a holy thing, and I wanted my students to touch and experience the beauty and the holiness of it.¹¹⁵

Professor Pei: The angel is a Christian symbol in the Western world, which stands for holy, goddess of victory. It is very suitable to our Olympic education, we wanted to employ the angel’s beauty, purity, and dignity to educate the Chinese youth.¹¹⁶

Zhou further expressed the view that about 852 students from Grade three to six participated in those Mini Games, some of them even with sickness and injury. In a bid to make the Mini Games more authentic, Zhou told the researcher that most of the sporting competitions were modeled around pentathlon events, except for wrestling. He remembered:

We also made olive-branch wreath for champions. The students were encouraged to compete as hard as they could to strive for self-improvement and enjoy this experience. In order to make the students who were not physically active to eagerly get involved in the events, we designed less competitive physical activities, such as kangaroo jumping. Professor Pei and I also designed a certificate for the students. Each was presented with one of them could earn one at the end of the Games. Our

¹¹⁵ Physical education teacher Zhou, interview by Wenshuai Mao, October 15, 2014.

¹¹⁶ Ibid.

purpose was to make them remember that ‘the most important thing is to take part, not win.’ We used the soft equipment I made before, so it largely reduced kids’ vulnerabilities when playing with regular sports equipment. To be honest, I felt so lonely during the beginning time, the same feeling as Professor Pei. We were both like madmen, because nobody could understand what we were doing and why we insisted on doing that ‘impossible thing’ under such hard and stressful conditions. There was no financial support for my crazy behavior, but the principal of my school still refunded me through other projects. I remember the school supported me with RMB 500 (about \$100 CAD) for the whole process because the principal knew my personality, but he really could not understand what I was doing. After our Mini Games, the soft equipment, especially paper balls, became famous among Beijing’s primary and secondary schools. From then on, many teachers started to understand what Olympic education was, and they would like help me to make soft equipment eagerly. It was an education project for the principal and other teachers in this school. I felt so happy, and I knew that our students felt happy too. My original intention had been reached: providing the students the opportunity to personally experience the amazement of Olympic Games and letting them get involved in physical activities to improve their health condition, to enjoy happiness, and to respect, cooperate and play with others.¹¹⁷

¹¹⁷ Ibid.

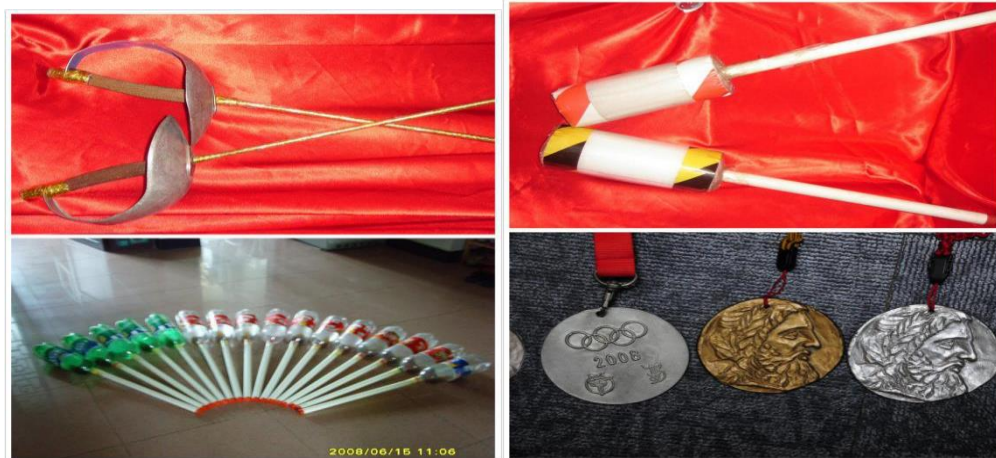


Figure 33. The soft sports equipment and medals designed by Zhou.¹¹⁸



Figure 34. Paper balls designed by Zhou.¹¹⁹

¹¹⁸ These pictures were provided by Chenguang Zhou from his private collection.

¹¹⁹ Ibid.



Figure 35. The students at Yangfangdian Primary School making the soft sports equipment.¹²⁰



Figure 36. The students at Yangfangdian Primary School and the soft sports equipment.¹²¹

¹²⁰ Ibid.

¹²¹ Ibid.

Another important Olympic education activity at Yangfangdian primary school was the composition of an Angel Chorus. Based on Zhou's introduction, the chorus was organized by students who wore artificial angel wings and sang Olympic-themed songs. Zhou recalled:

The 'Olympic angel' became a famous concept among the schools in other Olympic relevant activities. Many student organizations changed their names; for example, the angel broadcasting station. It was an effective way to educate the students about the Olympic spirit. Our Olympic Angel Chorus team also visited some primary schools located in the rural areas close to Beijing. Our students taught Olympic songs to their rural counterparts, and played Chinese traditional games together. These exchange activities effectively spread the Olympic spirit and promoted the Olympic education to the rural area of Beijing. During Wenchuan Earthquake,¹²² with the purpose of supporting and comforting the disaster area, our Mini Olympic Games teams and Olympic Angel Chorus team went to Sichuan with the flame of the Olympic spirit, hope to the kids in disaster area. Because of his heavy government duty of Olympic education, Professor Pei could not be in disaster area with us, but he directed us through telephone every day. We gave them much soft sport equipment, and organized a Mini Olympic Games there.¹²³

¹²² The 2008 Sichuan earthquake or the Great Sichuan Earthquake, occurred at 02:28:01 PM China Standard Time at epicenter (06:28:01 UTC) on Monday, May 12 in Sichuan province, killed 69,197 people and left 18,222 missing. It is also known as the Wenchuan Earthquake, after the location of the earthquake's epicenter, Wenchuan County, Sichuan. The epicenter was 80 kilometers west-northwest of Chengdu, the provincial capital, with a focal depth of 19 km. The earthquake was also felt in nearby countries and as far away as both Beijing and Shanghai—1,500 km and 1,700 km away—where office buildings swayed with the tremor. Strong aftershocks, some exceeding magnitude 6, continued to hit the area even months after the main quake, causing new casualties and damage. Official figures (as of July 21, 2008 12:00 CST) stated that 69,197 were confirmed dead, including 68,636 in Sichuan province, and 374,176 injured, with 18,222 listed as missing. The earthquake left about 4.8 million people homeless, though the number could be as high as 11 million. Approximately 15 million people lived in the affected area. It was the deadliest earthquake to hit China since the 1976 Tangshan earthquake, which killed at least 240,000 people, and the strongest in the country since the 1950 Chayu earthquake, which registered at 8.5 on the Richter magnitude scale. It is the 21st deadliest earthquake of all time. On November 6, 2008, the central government announced that it would spend 1 trillion RMB (about US \$146.5 billion) over the next three years to rebuild areas ravaged by the earthquake, as part of the Chinese economic stimulus program. Wikipedia, http://en.wikipedia.org/wiki/2008_Sichuan_earthquake (accessed October 12, 2014).

¹²³ Zhou, interview by Wenshuai Mao, October 15, 2014.



Figure 37. Yangfangdian Primary School's Mini Olympic Games at Sichuan disaster area.¹²⁴

Regarding HHPP at this school, physical education teacher Zhou remembered that this school was partnered with Germany. Some 20 German students with their principal and two

¹²⁴ These pictures were provided by Chenguang Zhou from his private collection.

teachers visited this school. According to Zhou, Yangfangdian prepared a long time for the visitors' activities. He recalled:

Our students were so excited to search history, culture and tradition of Germany, some of them even learned how to say “Hello” in German. Our Olympic Garden was employed to celebrate a German beer festival, we wanted to show our welcome and friendship to Germany through this activity. We did not drink real beer, tea instead. I think this was a good opportunity to introduce our traditional food and culture to international friends. They also participated in two of our physical education classes on the same day. I introduced them to some traditional Chinese sports such as spinning top, kicking shuttlecock, and playing diabolo. Our students showed German students how to use our soft equipment, such as paper balls, foam hurdles, and plastic javelin. The German students and teachers were so surprised that they could play Olympic events. That was a precious experience for the kids, and I think that was vivid Olympic education.¹²⁵

¹²⁵ Zhou, interview by Wenshuai Mao, October 15, 2014.



Figure 38. Paper ball and greeting card for the German students.¹²⁶

Regarding the Olympic education activities during the Post-Games period, Zhou expressed that the relevant activities have increased compared with the Beijing Olympiad, even though the Olympic education mission delivered by the government was removed after the Games. From 2008 to 2015, this school's principal had been changed four times. According to Zhou, two principals had little interest in Olympic education and erased most of the Olympic areas on campus, such as the Olympic Corridor and Olympic Garden. Zhou noted that:

Personally, I think the Olympics awareness of the principals decided the schools' future Olympic education development. I remember clearly that all the Olympic areas decorated by our students were removed overnight after the new principals arrived. The only thing left was our "Mini Olympic Games." I felt disappointment and helplessness during that

¹²⁶ These pictures were provided by Chenguang Zhou from his private collection.

period. After the 2008 Games, all the support from the government disappeared, we seemed to have returned to the hard preparation period of our Olympic education. The only thing I knew was to do my best to keep the Olympics in this school. I never stopped creating new soft equipment and games for my students. Letting them play and enjoy is always the most important thing for me. Through playing with others, they could learn respect, fair play, self-improvement, cooperation. Olympic education should not be a slogan, should not be a showcase, it should be an attitude toward life. The students should be the participants, but not spectators. One thing impressed me was the parents' support to my job; they spontaneously organized an 'Olympic Parents Committee' and expressed their enthusiasm toward Olympic education. During the weekend, the Parents Committee always organized sports activities for their kids, such as football, badminton, and ping pong.¹²⁷



Figure 39. Olympic Museum at Yangfangdian Primary School.¹²⁸

¹²⁷ Zhou, interview by Wenshuai Mao, October 15, 2014.

¹²⁸ These pictures were taken by the researcher on October 15, 2014.

In 2011, with the arrival of a new and current principal of Yangfangdian School, this school's Olympic education received support. The school built an "Olympic Wall" at the main hall of the teaching building. Each floor of the teaching building was decorated with Olympic-related pictures, the history of the school's Olympic education activities, and the students' works about the Olympics. In 2013, this school built a "Mini Olympic Museum" located at the corner of the playground. Based on the researcher's on-site observation, the whole teaching building inside was decorated with Olympic-relevant pictures, and the students' handwork about Olympic education. Zhou recalled:

Starting from 2011, our Olympic education received strong support from the new principal. She announced that the teaching goal of Yangfangdian primary school in the future is International Olympic education. In the same year, the school established an Olympic Wall at the main hall of the teaching building. In 2012, our school was honored as 'The National Characteristic School' by the Chinese Ministry of Education. In 2013, the school created a Mini Olympic Museum at the corner of the playground. During the period from 2008 to present, we organized 'Mini Olympic Games' every year; the students were required to take Olympic education classes once a week. All of those Olympic-relevant activities were spontaneously conducted by our school.¹²⁹

¹²⁹ Zhou, interview by Wenshuai Mao, October 15, 2014.



Figure 40. Olympic-related pictures and knowledge posted in the teaching building at Yangfangdian Primary School.¹³⁰

In terms of the financial support for the Olympic education activities after the 2008 Games, Zhou noted that the government's funding for Olympic education disappeared with the closing of the Beijing Games. He said:

Due to the fact that all the soft equipment were made from waste materials, such as waste paper, plastic bottles, and waste foam, there was not much money spent on it. For each Mini Olympic Games, we employed the decorations in the first Mini Games, and the school just needs to prepare the prizes for the students.¹³¹

¹³⁰ These pictures were taken by the researcher on October 15, 2014.

¹³¹ Zhou, interview by Wenshuai Mao, October 15, 2014.

According to the research of the official website of Olympic education model schools, Yangfangdian primary school was the only one with “Olympic education community” as an independent part of its official website. In the Olympic education section, it presented the knowledge of the Olympic Games, the history of Yangfangdian primary school’s Olympic education since 2001, the interaction of the Olympic Parents Committee, and the pictures of students’ activities.¹³²

On 9 April 2015, Yangfangdian primary school organized its 14th Mini Olympic Winter Games. According to Zhou’s, there were 1,500 students, 500 parents and residents participating in this festival.¹³³ Zhou expressed:

China is bidding for 2022 Olympic Winter Games, so we wanted to employ our tradition sports festival to support our motherland. It also provided us good opportunity to spread the students’ Olympic Winter Events knowledge. Through our physical education classes, students know much information about Olympic Summer Events, and they learned how to play them by the soft sport equipment. However, they do not know well about winter events and equipment. So, I designed some winter sports equipment for them, such as Skis and Curling stones, in order to teach them how to play with that equipment. All the equipment was made from waste stuff, such as broken chairs, wasted board, and wasted stick. The students were also invited to design and make equipment after class, and through this experience, their independent ability and cooperation awareness was improved. The most important thing was, the kids really enjoyed the happiness and me too. Similar to our first edition of Mini Olympic Games celebrated in 2002, this Mini Olympic Winter Games was spontaneously organized prior to the

¹³² The description was based on the research of Yangfangdian Primary school’s official website.

¹³³ Zhou, interview by Wenshuai Mao, April 10, 2015.

government's official Olympic education program. However, the difference was that Mini Olympic Games have been our tradition for almost 15 years, and Olympic education has been our school's feature.¹³⁴

Regarding recommendations for the future development of Olympic education, Zhou claimed that the most important factor for Olympic education would be the government's attention. After the Beijing Games, the government's enthusiasm about the Olympics seemed replaced by other duties; people's Olympics enthusiasm disappeared with the closing ceremony; schools' daily duties were replaced with other missions from the "Top." There was no specific institution responsible for Olympic education. Zhou told the researcher:

After the Beijing Games, we tried to rename Yangfangdian primary school to Olympic primary school, but we did not know where or who takes care of Olympic education in China. We tried to submit the application to the Sports Administration, their response was they only authorize elite sports, our case was about education, so we tried to submit the application to the Ministry of Education. The response was our case should be authorized by the sports section. I felt so confused and sad about China's Olympic education.¹³⁵

Another suggestion from Zhou was to strengthen the Olympic training of officials, principals, and teachers after the Games. He expressed that in such a centralized nation, if only the leaders were truly Olympic educated, Olympic education could be maintained and developed.

According to teacher Zhou, his work received full support from the parents. Interviewee 14, a parent of the Olympic Parent Committee at Yangfangdian Central Primary School told the

¹³⁴ Ibid.

¹³⁵ Zhou, interview by Wenshuai Mao, October 15, 2014.

researcher that this school became famous after the Mini Olympic Games in 2002, because of its Olympic education characteristic. Many parents sent their kids to this school, even they were not living in its attached community.¹³⁶ She said:

Yangfangdian primary school is such a famous school in Beijing now. The parents tried their best to send their children to this school because of its Olympic education. I felt so proud that my boy is studying at this school.¹³⁷

Interviewee 15, a girl's father expressed:

After my girl was enrolled in this school in 2009, I was Olympic educated generally. Every time I went to school to pick up my girl, I would read the Olympic information posted in the teaching building. Before that I did not really know about the Olympics. My Olympic knowledge was limited on sports competition.¹³⁸

Interviewee 16 said:

I was so impressed about the soft equipment teacher Zhou designed for our kids. They can play Olympic events without any danger. That was cool. The most important thing was my boy's environment awareness was improved. He collected many waste paper and plastic bottles and told us those materials could be changed into sports instruments. At the beginning, I did not believe his words, and asked him not to waste time on these things. However, after I visited his school and the Mini Olympic

¹³⁶ Olympic Parent Committee at Yangfangdian School was established in 2006. Five of the parents accepted interview about this research. It was the only parent team that took part in this study. This group interview took place at 7:00 pm at Yangfangdian School's conference hall.

¹³⁷ Interviewee 14, a parent C of Yangfangdian Central Primary School, interview by Wenshuai Mao, October 17, 2014.

¹³⁸ Interviewee 15, a parent C of Yangfangdian Central Primary School, interview by Wenshuai Mao, October 17, 2014.

Museum, my opinion was totally changed, and I started to support teacher Zhou. He was doing really good things for my child.¹³⁹

Interviewee 17 said:

My girl could feel happy at this school, I think this was the most important thing. She always shared her experiences and Olympic knowledge she learned at the physical education class with us. She was not an active girl and very weak before, but now she became stronger. I totally support their Olympic education. I felt lucky that my child could grow up in such a good environment.¹⁴⁰

Interviewee 18 stated:

During the weekend, we always organized some family sports competition, such as football competition (we use paper ball, which will not hurt the kids), long running, biking. I was really impressed by the soft instruments teacher Zhou designed for the kids. On one hand, it really saved much money under the circumstance of lacking financial support. On the other, both the parents' and the kids' environment awareness were improved. Some of our neighbors (old people) were eager to collect waste materials for the soft instruments. I think this is really an education process.¹⁴¹

5-2-1-8. Changping Experimental Primary School

¹³⁹ Interviewee 16, a parent C of Yangfangdian Central Primary School, interview by Wenshuai Mao, October 17, 2014.

¹⁴⁰ Interviewee 17, a parent C of Yangfangdian Central Primary School, interview by Wenshuai Mao, October 17, 2014.

¹⁴¹ Interviewee 18, a parent C of Yangfangdian Central Primary School, interview by Wenshuai Mao, October 17, 2014.

Located in Changping district,¹⁴² Changping Experimental Primary School was originally founded in September 2000.¹⁴³ In 2006, it was nominated as an Olympic education model school by the Chinese government because of its outstanding teaching quality, teaching technology, and social reputation.¹⁴⁴

After being selected as an Olympic education model school, this school employed the Beijing Olympic Games as an opportunity to spread the Olympic spirit and Olympic knowledge to the students, and cultivate the students' all-round development. Interviewee 19 recalled:

We designed various Olympic-related activities in response to the government's call. These included 'Olympic 30 minutes every day,' 'Olympic campus radio station,' and 'Olympic theme class meeting.' I remember that during that time, the whole campus was decorated with Olympic-relevant pictures. The Olympics were merged with other subjects such as Chinese classes, Art classes, English classes, and Music classes. Our annual sports meeting was replaced by 'Mini Olympic Games,' currently called sports festival. We did not have a sister school for HHPP during the Beijing Olympiad. I had no idea why the government did not assign us a partner country.¹⁴⁵

Regarding Olympic education activities during the Post-Games period, Interviewee 19 told the researcher that Olympic-relevant activities that happened during the Beijing Olympiad had been reduced to an annual sports festival and sports clubs. He said:

¹⁴² Changping District is situated in the suburbs of northwest Beijing, about 34km from the city center. The district is renowned for its numerous scenic spots and tourist facilities such as the Datangshan museum. It is rich in natural resources, mineral products, and rural products. Official website of Changping district government, <http://www.bjchp.gov.cn/publish/portal0/>

¹⁴³ Official website of Changping Experimental Primary School, <http://www.cpsy2000edu.com/> (accessed November 15, 2014).

¹⁴⁴ Official website of Beijing Education, "The list of Beijing Olympic Education Model Schools," <http://www.bjedu.gov.cn/bjeduao/1226386473528328192/index.shtml> (accessed November 15, 2014).

¹⁴⁵ Interviewee 19, interview by Wenshuai Mao, November 16, 2014.

After the Games, the whole social environment changed. The Olympic Games had gone, the BOCOG had gone, and the Olympics logo and mascot were replaced by other themes. The whole nation calmed down overnight. Our daily work returned to normal (focus on academic teaching). Improving the quality of teaching remains the major target for the school. Now we are fulfilling the *Sunshine Sports Plan*. The Olympics logos on campus have been replaced by other materials such as student handwork, and school rewards. We must keep following the theme of the times.¹⁴⁶

In terms of recommendations for the future of the development of Olympic education, Interviewee 19 suggested that the Olympics awareness of the Chinese government should be strengthened. Through this, the school would gain the circumstances to promote Olympic education. He claimed:

To be honest, before Beijing's Olympic Games, we did not know what Olympic education was. However, after the publication of the *Action Plan*, every school started to conduct their Olympic education movement. It was a good opportunity to spread the Olympic spirit, and to further improve moral education, but how about after the Games? With the Games gone, the specific institutions had gone, the policies are gone. During the Beijing Olympiad, we always had experts to guide us in relevant work and many teaching training, but after the Games those benefits were gone as well. As a result, we lost direction for moving Olympic education forward. So, personally, I think that the attitude of the government decides the future development of Olympic education in China.¹⁴⁷

¹⁴⁶ Ibid.

¹⁴⁷ Ibid.

5-2-1-9. Beijing Shijia Hutong Primary School

Shijia Hutong Primary School is one of the schools with a hundred years of history in Beijing. Located in Big Dongcheng District, this school was originally established in 1937.¹⁴⁸ Due to its characteristic of “Harmonious Teaching,” this school was named as an “Advanced Teaching Unit,” “Advanced Sports for All Unit,” and “Beijing’s influential School.” In 2006, due to its positive social reputation and advanced teaching technology, Shijia Hutong primary school was selected as an Olympic education model school by the government.¹⁴⁹

According to Interviewee 20, this school took full advantage of the 2008 Olympic Games to cultivate the students’ all-round development. The school also designed various Olympic-related activities in response to the government’s call. She remembered:

During the Beijing Olympiad, our school took this opportunity to spread the Olympic spirit among the teachers and students. We also created many activities to strengthen the students’ awareness of the Olympics, injecting Olympic education into each of the experiential education activities through ‘play, study, appreciation, and performance,’ which promoted body and mind development of the students. We also conducted Mini Olympic Games and established an Olympic campus radio station. During that period, our daily work was geared towards fulfilling this mission. Every school conducted Olympic education with their own feature; it was a social environment, I admit, that provided students the opportunity to know about Olympic knowledge and experience the Olympics. The students were encouraged to search for information about Olympic history and the culture about our partner

¹⁴⁸ Official website of Shijia Hutong Primary School, <http://www.shijia.org/> (accessed November 16, 2014).

¹⁴⁹ Official website of Beijing Education, “The list of Beijing Olympic Education Model Schools,” <http://www.bjedu.gov.cn/bjeduaoy/1226386473528328192/index.shtml> (accessed November 16, 2014).

country by themselves. Through that, their searching and cooperation ability was improved. Our partner school for HHPP was Yanush Kortzeck in Israel, which was appointed by the government. During the Beijing Olympiad, they organized students and teachers to visit our school, and our students introduced Chinese traditional food and games to them. They had good time together. We also organized for our students to visit and cheer for athletes from Israel in the Olympic Village. It was really a precious experience for the students.¹⁵⁰

In terms of financial support of this school's Olympic education during the Beijing's Olympiad, Interviewee 20 noted that all the money came from the government. She recalled:

Because it was a national project, the government provided financial and material support for us. We established many new sports equipment and prepared Olympic reading materials for the students during 2008 Games.¹⁵¹

Interviewee 20 further remembered that she attended teacher training for Olympic education in 2008, and it was helpful for her teaching. She observed that through the training, she gained more knowledge about the Olympics such as fair play, cooperation, friendship, and self-improvement, which were limited when she was a student. She said:

I love Olympic teacher training. Before that, my Olympic knowledge was so limited and my awareness of the Olympics was that it was an elite sports meeting held every four years. But now, I know that the Olympics is such a good moral education for both the students and teachers.¹⁵²

¹⁵⁰ Interviewee 20, interview by Wenshuai Mao, November 18, 2014.

¹⁵¹ Ibid.

¹⁵² Ibid.

Based on the researcher's on-site observation, there were no Olympic relevant decorations at Shijia Hutong Primary School campus. When asked about the present situation of Olympic education in this school, Interviewee 20 responded with some reluctance:

We are keeping forward the Olympic spirit after the 2008 Games, but the theme is not as bright as during the Beijing Olympiad; in other words, we are doing Olympic education in other forms without Olympic slogans. You know, after the Beijing Games, we did not receive any mission from the Top about Olympic education. Nobody did that. The decorations on campus have been replaced with other slogans generally, such as *Quality Education* and *Sunshine Sports Plan*. We must follow the themes of the times. The 2008 Games have gone, the BOCOG disbanded, and the financial support withdrawn. If we did not follow the trend we would be labeled 'out of times' and be left behind others. However, we are focusing on *Sunshine Sports Plan*, which was required by the government. About Olympic education, we are still keeping the Mini Olympic Games forward. It usually takes place every year, and the students are required to represent different countries. Some Olympic-related symbols are presented such as the five rings and mascot (*Fuwa*) for the Beijing Olympic Games. We also have indoor physical education classes every week, and physical education teachers usually teach the students some Olympic knowledge. Beijing is bidding for 2022 Olympic Games, so we have started to introduce the students to the winter events, and the history of Olympic Winter Games.¹⁵³

In terms of the funding for the Olympic education activities after the Beijing Games, Interviewee 20 noted that there was not any special financial support for those activities. All the

¹⁵³ Ibid.

funding for their mini Olympic Games depended on grants from the Ministry of Education, which is given for a school's regular teaching activities.

Regarding HHPP during the Post-Games period, Interviewee 20 told the researcher that they are still in contact with their sister school in Inner Mongolia, but the contacts are limited to teachers' exchange visits.

In terms of suggestions for the future development of Olympic education, Interviewee 20 claimed that the government plays an important role in Olympic education and teacher training in the promotion of Olympic education. She explained that:

If the government pays as much attention as in 2008, Olympic education has a chance to develop in Beijing. Now, we know the Olympics are good for our students and our society, but we do not have a social environment to support this thing. The only thing we should do is to follow the latest mission from the government. The teacher training program disappeared after the Games. Our Olympic knowledge is still limited; we really hope the Top will provide us with some guidance from the experts of Olympic studies.¹⁵⁴

5-2-1-10. Beijing Dengshikou Primary School

Locating in Big Dongcheng District in Beijing, Dengshikou Primary School is famous for its over one hundred years of history. It was originally founded in 1864 (the third year of Emperor Tongzhi's reign in Qing dynasty) by Henry Blodget. This school was invested by the American Board of Commissioners for Foreign Missions, and initially named "Nan Meng Guan"

¹⁵⁴ Ibid.

(Boys' School of Enlightenment). In 1900, it was renamed "Yuying School," which provides education for primary, junior high, and high school levels. Enjoying a good reputation in the capital of China and passing on its tradition for nearly a century, this school became the top choice for the education of many distinguished people's children. In 1952, Yuying School was nationalized and its primary school renamed Dengshikou Primary School, which adjoins the north side of Wangfujing Street.¹⁵⁵

"Looking for the wisdom of education, gaining a wise life" is the core value of Dengshikou primary school. How to effectively combine moral education, academic education, aesthetic education, and physical education has always been a question for the principals.¹⁵⁶ Because of its advanced teaching technology and historical social reputation, this school was selected by the government as an Olympic education model school in 2006.¹⁵⁷

Interviewee 21 recalled that during the preparation for the Beijing Olympic Games, they organized many Olympic-related activities to respond to the government's call and in order to support the Games. These activities included: Children Sports Meetings, Olympic Knowledge Contests, and Olympic Culture Festivals.

In terms of the Children Sports Meeting, Interviewee 21 expressed that it was an innovation of the regular Sports Meeting staged annually in this school. He recalled:

The Children Sports Meeting in our school was co-organized by Beijing Zhiranju Primary School, Meishuguanhoujie Primary School and Shijin Garden Primary School on 26 April, 2007. Twenty students from the

¹⁵⁵ Official website of Dengshikou Primary School, <http://www.bjdskxx.com/aboutus.aspx?id=2> (accessed October 27, 2014). Interviewee 21, interviewed by Wenshuai Mao, October 28, 2014.

¹⁵⁶ Interviewee 21, interview by Wenshuai Mao, October 28, 2014.

¹⁵⁷ Official website of Beijing Education, "The list of Beijing Olympic Education Model Schools," <http://www.bjedu.gov.cn/bjeduao/1226386473528328192/index.shtml> (accessed October 27, 2014).

Gongo also participated, because our HHPP country was the Gongo. With the theme of “Welcoming the Olympic Games with friends,” this sports meeting was organized in four parts: opening ceremony, group performance, children group competition, and closing ceremony. Through the group competition, the students learned how to cooperate with others, and their confidence was improved. We tried to make every student have a chance to participate in the games, to make them feel that all of them were important to the group. The competitions were focused on Chinese traditional activities. We wanted to use these Games as an opportunity to merge the Olympic spirit with Chinese characteristics.¹⁵⁸

Regarding the Olympic Knowledge Contest, Interviewee 21 told the researcher that through this method, the students’ relevant knowledge about the Olympics had been enriched, which further strengthened their Olympic spirit. He said:

The contest was organized in Dengshikou community. Many residents, including seniors and disabled people took part in this activity. Our students took this chance to spread the Olympic knowledge to the residents and play games with them. They established friendships through this activity.¹⁵⁹

Since 2007, this school organizes a Sports Festival every April, with the purpose of carrying forward the Olympic spirit and strengthening the students’ health awareness. In terms of the Post-Games Olympic education, Interviewee 21 told the researcher that the school organized a large sports meeting annually. It was usually jointly organized by several primary schools in this district. He said:

¹⁵⁸ Interviewee 21, interview by Wenshuai Mao, October 28, 2014.

¹⁵⁹ Ibid.

With the purpose of corresponding with the education reform in Big Dongcheng district, we designed this activity. In this reform, the government of the district established an area with high quality educational resources, further improving the education quality of the whole district. We were the leader of the big sports meeting. Each semester, we also organized a sports meeting of a smaller scale. The other Olympic education-relevant activity in the Post-Games was inviting professional people to give lectures about the Olympic knowledge. In 2008, all the activities were focused on supporting the Games, we had fulfilled the duties of the government. After the Games, those activities were conducted spontaneously according to our awareness of the Olympic spirit. Compared with the 2008 Games, propaganda about the Games had disappeared, but our consciousness of physical exercise had been improved, and we designed some sports plans, such as Sports meeting and Sports festival.¹⁶⁰

In recent years, the health of Chinese students declined dramatically because of lack of exercise. Interviewee 21 said that this school's main target is to strengthen the students' health condition.

The traditional sports event of our school is basketball and cheer-leading. We are now strictly obeying the *Sunshine Sport Plan*. All the cheer-leading performances and the costumes were designed by the students in grade four and grade five. Through this process, they learned how to cooperate with others, and enjoyed the happiness of sports.¹⁶¹

¹⁶⁰ Ibid.

¹⁶¹ The description was based on the researcher's on-site observation, October 28, 2014.

Regarding HHPP in the Post-Games times, Interviewee 21 told the researcher that the teachers and students at their sister school in the Congo had visited this school once after the Games. However, after that, the contacts between them were limited to occasional email greetings.

In terms of the funding for the Olympic education activities after the Beijing Games, Interviewee 21 expressed that there was not any special funding for those activities. All the funding for sports activities was dependent on grants from the Ministry of Education for the schools' regular teaching activities. He told the researcher that specific funding usually comes with specific duties launched by the government.¹⁶²

With regard to the future development of the Olympics activities in this school, Interviewee 21 proclaimed that China needs an institution to take responsibility for Olympic education. He said:

After the Beijing Games, with the disbanding of the BOCOG, it seems no department or institutions cared about the Olympic education. Propaganda disappeared generally, and the school's teaching returned to normal. As far as I am concerned, Olympic education in China should be kept as a long term program, not only for the Beijing Olympiad. The Beijing Games provided us a good opportunity to learn the Olympic spirit and pay attention to the importance of physical exercises, which was good not only for the Chinese youth, but also for the entire nation's development. The Olympic education program should not end with the closing of the Games, instead, we should provide this Western idea with the right soil to make it grow well. It is not easy to change our nation's culture and education system through the Beijing Games. The government should pay attention to it as much as during the Beijing Olympiad.

¹⁶² Interviewee 21, interview by Wenshuai Mao, October 28, 2014.

5-2-1-11. Beijing No. 161 Secondary School

Beijing No. 161 secondary school was originally founded as "Beijing No. 1 Girls Secondary School" in 1913. It is located in Big Xicheng district,¹⁶³ beside the Forbidden City¹⁶⁴ and Zhongnanhai.¹⁶⁵ This school earned the support from the revolutionary pioneer during the early years of its establishment. According to Interviewee 22, after China's revolution in 1949, this school was one of the key secondary schools in Beijing. It was renamed 161 Secondary School in the 70s, and recognized as a general secondary model school in Beijing.¹⁶⁶ Because of its high level of education and social reputation, this school has been honored as "Health Promotion Model School," "Beijing Youth Technology Education Model School," "Beijing Secondary Model School," "Beijing Red Cross Model School," and "Beijing Civility Model School." With the purpose of promoting students' all-round and healthy development, the No. 161 secondary school maintains "People Oriented, All-Round Development" as its mission, and tries to deepen its school's characteristics.¹⁶⁷

¹⁶³ Big Xicheng district is the central area of the PRC. Many important state organs are located in this district, such as the General Office of the PRC Central Committee, the organizing department of the Central Committee of the Communist Party of China, the Central Propaganda Department, among others.

¹⁶⁴ The Forbidden City was the Chinese imperial palace from the Ming dynasty to the end of the Qing dynasty. It is located in the center of Beijing, China, and now houses the Palace Museum. It served as the home of emperors and their households as well as the ceremonial and political center of Chinese government for almost 500 years. Wikipedia, http://en.wikipedia.org/wiki/Forbidden_City (accessed November 17, 2014).

¹⁶⁵ Official website of Beijing No. 161 secondary school. <http://www.bj161zhx.org>. (accessed in November 2014). Zhongnanhai is an imperial garden in central Beijing. It is adjacent to the Forbidden City and serves as the central headquarters for the Communist Party of China and the State Council (Central government) of the PRC. The term Zhongnanhai is closely linked to the central government and senior Communist Party officials. It is often used as a metonym for the Chinese leadership at large (in the same sense that the term White House frequently refers to the President of the United States and his associates). The state leaders, including Xi Jinping and Li Keqiang, and other top CPC and PRC leadership figures carried out many of their day-to-day administrative activities such as meetings with foreign dignitaries inside the compound. According to Wikipedia, <http://zh.wikipedia.org/> (accessed November 27, 2014).

¹⁶⁶ Interviewee 22, interview by Wenshuai Mao, October 29, 2014.

¹⁶⁷ Ibid.

After Beijing successfully earned the hosting rights for the Olympic Games, the No. 161 secondary school started to take “Olympics” as a specific education theme, and included this topic into its regular routine. Interviewee 22 recalled that this school initiates efforts in establishing an Olympic education platform, and led the teachers and students in getting involved in Olympic-related activities. “This is an effective way for them to learn Olympic knowledge, and spread Olympic spirit.”¹⁶⁸ In 2006, this school was named as an Olympic education model school because of its rich advanced teaching equipment, abundant teaching resources, and outstanding social reputation.¹⁶⁹

With the theme of “Olympics,” No. 161 Secondary School designed colorful Olympic-relevant activities, such as the “Heart to Heart” Partnership Program (HHPP), Olympic Culture Wall (OCW), Long Distance Running, Olympic Model Class, and School Environmental Protection Day (SEPD) in 2008.¹⁷⁰

“HHPP was a vehicle for each model school supported by the government. During the Beijing Games, each Olympic model school was assigned a sister school by the government. Our sister school was in the Republic of Malta,” said Interviewee 22. “Students and teachers searched for information about that country. They designed and made an exhibition board for the Republic of Malta. It was a precious opportunity for them to know the culture and etiquette of Malta.”¹⁷¹

“Compared with HHPP, OCW is a unique resource owned by our school,” Interviewee 21 stated proudly. “Our school invested around one million RMB in this Olympic history

¹⁶⁸ Ibid.

¹⁶⁹ Official website of Beijing Education, “The list of the Beijing Olympic Education Model Schools,” <http://www.bjedu.gov.cn/bjeduao/1226386473528328192/index.shtml> (accessed October 26, 2014).

¹⁷⁰ Interviewee 22, interview by Wenshuai Mao, October 29, 2014.

¹⁷¹ Ibid.

exhibition wall, and named it ‘Faster, Higher, Stronger’— Beijing No. 161 Secondary School Olympic Culture Wall.”¹⁷² Information on this wall included the time and place of each previous Olympic Games. Also, important events that had happened at each of the Games were recorded on this wall. “Under the leadership of the Youth League Committee of this school, students organized an interpretation group. They searched for related information about previous hosting cities, wrote commentary and then explained it to teachers and students. Some students even tried to explain it in English. Students’ oral and written communication skills improved quickly during this process.”¹⁷³ Through on-site research/observation by the researcher, this wall still exists on campus as the most important Olympic reminder of No. 161 Secondary School¹⁷⁴. In terms of this reminder, Interviewee 22 stated, “we hope to solidify Olympic education in this school, and provide the teachers and students with Olympic awareness, not solely about the Beijing Olympic Games, but also about daily life. We will fully use this tangible legacy to organize corresponding exchanges and learning activities in the future. On the one hand, this wall is an exhibition of Olympic consciousness in our school. On the other hand, it is an effective bearer of Olympic education. Taking full advantage of this wall will be our start to further deepening Olympic education in the future.”¹⁷⁵

Regarding Long Distance Running, Interviewee 22 explained that it was a new way to merge the Olympic spirit and traditional sports activities of this school. “Long Distance Running is a traditional sport in our school. Since 2001, this school has organized Olympic theme long

¹⁷² According to official website of People, “Olympics make the campus so beautiful,” <http://2008.people.com.cn/GB/22192/122486/122487/7228119.html> (accessed October 26, 2014).

¹⁷³ Interviewee 22, interview by Wenshuai Mao, October 29, 2014.

¹⁷⁴ The description was based on the researcher’s on-site observation, October 29, 2014.

¹⁷⁵ Interviewee 22, interview by Wenshuai Mao, October 29, 2014.

distance running annually. In 2001, with the purpose of commemorating Beijing's successful bid for the 2008 Olympic Summer Games, we held a running match themed "round the lake." In 2002, we organized "Welcoming Olympics" running race; in 2003, we developed long distance running with the title "Welcoming Olympics." In 2004, a torch relay was held in our school. With the "Olympics theme," this annual long distance running activity improved the teachers' and students' Olympic consciousness."¹⁷⁶

Olympic model classes were also another characteristics of this school during the Beijing Olympiad. In order to help teachers and students learn more about Olympic history, this school designed an Olympic theme sports meeting titled "Preparation for 2008." Each class represented one previous Olympic host country in this meeting, which was a new activity. "We received excellent education result through this sports meeting."¹⁷⁷

In terms of the Post-Games operation of the Olympic education, Interviewee 22 noted that Olympic education is in fact a powerful way to improve the quality of students' all-round mental and physical health. It should not end with the termination of a two week sports competition. Through Olympic-related activities, students can find a way to improve and transcend themselves.¹⁷⁸ "Although the Olympic Games are longstanding, nobody had the motivation to organize any activities with 'Olympics' slogan, or perform the commands and tasks from the government. The Olympic spirit has permeated every aspect of school management; it is entirely a spontaneous action. The most outstanding result is the establishment of school clubs such as basketball, cheer-leading, and running. Through these clubs, students'

¹⁷⁶ Ibid.

¹⁷⁷ Ibid.

¹⁷⁸ Ibid.

fitness awareness improved, as well as their spirit of cooperation.”¹⁷⁹ “I was impressed,” said Interviewee 22. “Students at grade nine all enthusiastically participated in clubs, even though they were facing national examinations. Their participation was supported by their parents.” Each year, this school held sports meetings with different themes and grade nine students were all eager to participate. In the latest edition of our sports meeting, they simulated the Incheon Asian Games and were praised by parents. Parents spontaneously organized cheerleaders to support these ‘athletes.’¹⁸⁰

In terms of funding, Interviewee 22 informed that all the financial support was entirely from the Chinese government. She told the researcher that the Ministry of Education provided education grants for each school’s teaching activity, and it was enough for the school to organize relevant Olympic activities.¹⁸¹ For the special location of this school, the major concern is lack of enough space for the sports meeting, so renting a venue every year is/was the best method to solve this problem.¹⁸² The Beijing Education Commission was in charge of this main expense (about 20,000 RMB, CAD \$4,000 equivalent).¹⁸³

When asked about the Olympic knowledge learning classes, Interviewee 22 explained: “Now that the 2008 Olympic Games have ended, we are focusing on regular class hours and sports for all, which was required by the government. We are trying to merge the Olympic spirit with every aspect of students’ lives, not solely just in sporting. You know, Beijing has suffered from heavy haze in recent years. It is not healthy for students to have outdoor physical education

¹⁷⁹ Ibid.

¹⁸⁰ Ibid.

¹⁸¹ Ibid.

¹⁸² The description was based on the researcher’s on-site observation, October 29, 2014

¹⁸³ Interviewee 22, interview by Wenshuai Mao, October 29, 2014.

classes under these circumstances. The physical education teachers give students indoor physical education classes and teach some Olympic knowledge.”¹⁸⁴

Besides the activities mentioned above, this school has maintained contact with their HHPP. According to Interviewee 22, the contact with the republic of Marta has disappeared (she was reluctant to further explain the reason).¹⁸⁵ However, they are keeping a good relationship with a school in Taiwan. An annual cultural exchange meeting and sports tournament are the major activities for maintaining friendship.¹⁸⁶ “We will maintain relationship with this HHPP. This strengthened our students’ collaborating awareness on a global scale, and, at the same time, fostered their vision of the world and a sense of responsibility”.¹⁸⁷

In terms of the future challenges and opportunities for Olympic education, Interviewee 22 expressed the view that China’s bid for 2022 Olympic Winter Games will again be a good opportunity to spread Olympic knowledge, especially Winter Games knowledge. Because winter sports are not as popular as summer sports in China, this bidding will stimulate the students’ enthusiasm to participate in winter sports. She also recommended that each school should combine Olympic education with its own features and further promote the deep reforms of quality education in China.

5-2-2. International Schools

5-2-2-1. Fangcaodi International School

¹⁸⁴ Ibid.

¹⁸⁵ The description was based on the researcher’s on-site observation, October 29, 2014.

¹⁸⁶ Interviewee 22, interview by Wenshuai Mao, October 29, 2014.

¹⁸⁷ Ibid.

Located in Chaoyang district,¹⁸⁸ Beijing Fangcaodi International School was credited as the biggest public international school in China. Since its founding in 1973, about ten thousand students from sixty countries in the world graduated from this school.¹⁸⁹ With the aim of establishing a brand international school in China, this school keeps exploring an effective way to merge the Chinese traditional culture with the international idea. Due to its international properties and social reputation, Fangcaodi International School was nominated as an Olympic education model school by the government in 2006.¹⁹⁰ Interviewee 23 recalled:

The Beijing Olympiad was a good vehicle for spreading the Olympic spirit. Because of our school's properties, we designed the 'Mini United Nations' during Beijing's Olympiad, which was organized by our students. Actually, we were a mini United Nations; we had kids from nearly twenty countries. Different colors, different languages, and different cultures provided us an international environment within which to conduct Olympic education activities.¹⁹¹

After being selected as an Olympic education model school, this school organized various Olympic relevant activities, which were appreciated by both the students and the parents. Interviewee 23 observed that:

¹⁸⁸ The Chaoyang District is of the city proper of Beijing, China. Chaoyang is home to the majority of Beijing's many foreign embassies, the well-known Sanlitun bar street, as well as Beijing's growing CBD. The Olympic Green, built for the 2008 Summer Olympics, is also in Chaoyang. Official website of Chaoyang Government, <http://www.bjchy.gov.cn/> (accessed December 1, 2014).

¹⁸⁹ Official website of Fangcaodi International School, <http://www.fcd.com.cn/fcd/document.jhtml?viewId=1236> (accessed December 1, 2014).

¹⁹⁰ Official website of Beijing Education, "The list of the Beijing Olympic Education Model Schools," <http://www.bjedu.gov.cn/bjeduao/1226386473528328192/index.shtml> (accessed November 30, 2014).

¹⁹¹ Interviewee 23, interview by Wenshuai Mao, November 30, 2014.

During that period, we designed colorful activities to respond to the government, in order to support the Beijing Games. ‘One class, one country, one building’ was an outstanding activity during the Beijing Games. One class, one country means that one class selected one country and searched its culture; one building means that one class chose one residential building in this community and spread the Olympic knowledge to the residents. Other Olympic-relevant activities conducted were: ‘mini Olympic Organizing Committee;’ ‘Olympic education classes;’ and ‘mini Olympic Games.’ Those activities were welcomed by the students and the parents. In particular the students represented different countries and wore their traditional clothes during the ‘mini Olympic Games,’ they really enjoyed it. Before the mini Games, we trained the students on the Olympic knowledge, and encouraged them to search Olympic-related information by themselves. This was a good opportunity to deepen their Olympic awareness. The students found happiness in those activities. Their cooperation, respect, international friendship, and confidence dramatically improved.¹⁹²

In terms of the HHPP for this school, Interviewee 23 recalled that their partner school was Capetown Vanguard Primary School in South Africa. She stated:

During Beijing’s Games, we conducted various exchange activities with our sister school. The ambassador of South Africa visited our school and introduced South Africa’s culture to our students and teachers. Our students also sent the ambassador their handwork. Additionally, we organized students in the Olympic village to visit athletes from South Africa and express our best wishes in their competition at the Olympic Games.¹⁹³

¹⁹² Ibid.

¹⁹³ Ibid.

Regarding the operation of Olympic education in the Post-Games period in this school, Interviewee 23 responded that the scales and forms of Olympic relevant activities had declined compared to Beijing's Olympiad period. Based on the researcher's on-site observation, there was no trace of the Olympics on campus. After the Beijing Games, the only activity that could be labeled as Olympic education in this school was the "mini Olympic Games." Interviewee 23 told the researcher:

To be honest, after the 2008 Games, our Olympic education was not conducted as colorfully as during the Beijing Games. However, our 'mini Olympic Games' are conducted until now; it became our school's tradition after the 2008 Games. We organized two Sports meeting (now we call it 'mini Olympic Games') every year and before each Game we spread the Olympic spirit and knowledge to the students. The students were eager to participate in these Games, and through the competition, they experienced the spirit of 'Faster, Higher, Stronger.'¹⁹⁴

In terms of the HHPP for this school after the Beijing Game, Interviewee 23 said that because the former ambassador of South Africa had been changed, the relationship between them and their sister school cooled down generally after 2008.

According to Interviewee 23, the social environment was a crucial factor for this condition. Wang underscored the fact that during the Beijing Olympiad, the Olympic logos, Olympic exhibitions, and Olympic propaganda filled the whole of Beijing. The social theme was "Olympics."

We could not blame if it was good or bad to conduct Olympic education after the Games, I think. During the Beijing Games, we were pushed

¹⁹⁴ Ibid.

forward by the social environment. It was the major mission of the Chinese government. Presently, the theme of our society had been changed by others such as ‘Beijing Dream,’ nobody is talking about the Olympics, we must advance with the times. In addition, the school’s main duty had returned to *Suzhi* education, and our target is how to improve the quality of teaching.¹⁹⁵

In terms of the recommendation for the future development of Olympic education in Beijing, Interviewee 23 stressed that the Olympics awareness of the Chinese government played a decisive role in the promotion of Olympic education.

With the closing of the Beijing Games, the BOCOG disbanded, and there were no Olympic education requirements from the government any more. However, you know, Beijing is bidding for the 2022 Olympic Winter Games, this would provide a chance to revive Olympic education in China. We have started merging some Olympic Winter Games knowledge with indoor physical education classes, but remaining at a spontaneous level, it has not become a systematic program.¹⁹⁶

5-2-2-2. Beijing No. 65 Secondary School

Beijing No. 65 Secondary School was originally a private secondary school established in 1864. In 1955, the senior high school section separated and established itself as a high school. In 1961, this school was selected as a key school in Dongcheng district.¹⁹⁷ In 1962, it was honored

¹⁹⁵ Ibid.

¹⁹⁶ Ibid.

¹⁹⁷ The Big Dongcheng District of Beijing covers the eastern half of Beijing’s urban core, the Old City. Settlement in the area dates back over a millennium. It did not become a district of the city until the establishment of the Republic of China in 1911.

as key school of Beijing. Currently located in Big Dongcheng district, it is the only experimental secondary school with an international section under the authority of China Education Association.¹⁹⁸

Because of its outstanding teaching equipment and good social reputation, No. 65 Secondary School was selected as an Olympic Education model school in 2006. Interviewee 24 informed that Beijing Olympic Games were a good opportunity for spreading international awareness among teachers and students.¹⁹⁹ One of the Olympic-related features of this school was its “Model United Nations,” according to Interviewee 24, this activity was designed in 2004. At the beginning, it was an elective class, mainly for secondary school students. Its core aim was to cultivate international perspectives in the students. Through playing the role of diplomatic personnel of different countries, students’ communication, writing, presenting and diplomatic etiquette abilities were improved.²⁰⁰ During the Beijing Olympic Games, this school presented a great number of Olympic relevant pictures and information to the teachers and students.

During the Beijing Olympiad, our campus radio station played an important role to spread Olympic knowledge to the teachers and students.²⁰¹

The district was first named Dongcheng in a 1958 reorganization; it has existed in its current form since a 2010 merger with the former Chongwen District to its south. Dongcheng includes many of Beijing's major cultural attractions such as the Forbidden City and Temple of Heaven, both UNESCO World Heritage Sites. More than a quarter of the city's Major National Historical and Cultural Sites are inside its boundaries, with a similar percentage of those protected at the municipal level. Tiananmen Square is also in Dongcheng, along with other popular destinations for domestic and international tourists such as the bars and nightlife in the hutongs of Nanluogoxiang and the shopping in Wangfujing. Over three-quarters of the district's economic activity is in the service sector. Official website of Dongcheng Government, <http://www.bjdch.gov.cn/> (accessed in November 15, 2014).

¹⁹⁸ Official website of Beijing No. 65 Secondary School, <http://www.bj65z.com/> (accessed in November 15, 2014).

¹⁹⁹ Interviewee 24, interview by Wenshuai Mao, November 16, 2014.

²⁰⁰ Ibid.

²⁰¹ Ibid.

The HHPP School for No. 65 Secondary School was Haojiang Secondary School in Macao.²⁰² During the Beijing Olympiad, students from No. 65 Secondary School went to the Olympic village and visited their partner country's athletes.

In terms of the Post-Games Olympic education, Interviewee 24 said that the key method of carrying forward Olympic education was the school's annual sports meeting and regular physical education classes. He expressed the view that:

Because of our school's international properties, the opening ceremony of the sports meeting was just like a Mini Olympic Games opening ceremony. Different students represented their countries in our sports meeting. This provided the students a good opportunity to experience the Olympics and learn international friendship, respect, and peace.²⁰³

Interviewee 24 noted that education is not an isolated action. Even though the 2008 Olympic Games had gone, the Olympic spirit should be carried forward, and integrated into schools' daily teaching. He further said that Olympic knowledge teaching is the major teaching content for the indoor physical education class. Since 2014, No. 65 Secondary School started to invite Olympic champions on campus regularly to share their Olympic experience with the students, which was believed to be an effective way of encouraging the students from a spiritual perspective.

Sports Interest Group is/was another way of promoting Olympic education in this school. Interviewee 24 said that those groups are popular among the students. Interviewee 24 stated:

The students can find happiness and a sense of achievement in their groups. The most important thing I think is that their communication

²⁰² Beijing Olympic Standing Office, *Report on Beijing's Olympic Education programs*, p. 160

²⁰³ Interviewee 24, interview by Wenshuai Mao, November 16, 2014.

ability and health condition improved. Beijing has been suffering air pollution in recent years, and outdoor exposure is a hazard to the health. In 2014, with the purpose of promoting Olympic education, the principal of this school planned to establish an Olympic Culture Exhibition Room to provide teachers and students more Olympic-relevant pictures.²⁰⁴

Regarding the future development of this school's Olympic education, Interviewee 24 observed that Beijing's bid for 2022 Olympic Winter Games supported another opportunity to spread Olympics knowledge/education in China, especially winter sports knowledge. He also pointed out that the key role in spreading Olympic education in China would be with the Chinese government.

After the Beijing Games, the documents and missions regarding Olympic education seemed to have disappeared with the disbanding of the BOCOG. Our school's Olympic-related activities were all spontaneously conducted after 2008. The scales and content of our Olympic-related activities were smaller and more monotonous than in 2008. The activities were all designed by physical education teachers based on their personal understanding of the Olympic spirit. However, our Olympic knowledge is limited, we keep looking forward to a good method to promote Olympic education in this school, but we do not know how to do this effectively. This would restrict our Olympic education. We need some training, guidance and support from the "Top", not only during Beijing's Olympiad, but also in the Post-Games period.²⁰⁵

According to Interviewee 23, after the Beijing Games, contacts with Macao's Haojiang Secondary School were rare among the students and teachers.

²⁰⁴ Ibid.

²⁰⁵ Ibid.

Maybe the principal has contact with them. For me, as a physical education teacher, I really do not know about it. But we do have some exchange activities with our sister schools in the rural area. Each year, we send some outstanding teachers to our sister school to support their teaching, and sometimes they send teachers here to study.²⁰⁶

5-2-3. Professional Schools

5-2-3-1. Huangzhuang Professional School

Beijing Huangzhuang Professional School is a public school open to students nationwide. In 1981, a costume design course was set up based on Beijing Huangzhuang Secondary School. In 1984, Huangzhuang Secondary School became an independent professional school, and officially renamed “Beijing Huangzhuang Professional School.” Located in Haidian district of Beijing,²⁰⁷ this school was one of the earliest established professional schools in Beijing. It was credited as a key professional school in China. In 2006, it was selected as an Olympic education model school by the Chinese government.²⁰⁸

According to interviewee 25, this school, this school developed various Olympic-relevant activities in response to the government’s call during the Beijing Olympiad. He remembered:

Beijing Olympic Games provided us with a good chance to spread the Olympic spirit, and further merge this spirit with our moral education. After receiving the mission from the government, we designed many

²⁰⁶ Ibid.

²⁰⁷ Official website of Huangzhuang Professional School, <http://www.huangzhi.net.cn/> (accessed December 1, 2014).

²⁰⁸ Official website of Beijing Education, “The list of the Beijing Olympic Education Model Schools,” <http://www.bjedu.gov.cn/bjeduao/1226386473528328192/index.shtml> (accessed December 1, 2014).

activities based on our school's features to spread Olympic knowledge such as 'mini Olympic Games.' We merged Olympic knowledge with other subjects, used campus Olympic radio station, and introduced Olympic knowledge contests. All the activities were designed and organized by our students. They were excited by this process, which cultivated their cooperation spirit and self-dependent innovation. Before that, our knowledge about the Olympics was limited to a sports meeting only for the elite athletes. However, after the publication of *Action Plan*, all the daily teaching activities revolved around 'Olympic education.' You know, China's Nationwide System, Beijing 2008 Games were the major mission in China, so everyone's mission was Beijing Olympic Games.²⁰⁹

In terms of the operation of Olympic education in the Post-Games period, Interviewee 25 responded indecisively that the only Olympics-relevant activity was their "mini Olympic Games." He said:

I do not know the situation of other schools, but we were keeping "mini Olympic Games." I think it's the legacy Beijing Olympic Games left us. We have a sports meeting each year since 2006, when this school was nominated as a model school, we have kept this "mini Games" until now. It became our school's tradition. Other activities conducted during Beijing Olympiad had been replaced by other missions such as the *Sunshine Sports Plan*.²¹⁰

When asked for the reason for the disappearance of the activities, Interviewee 25 expressed the view that the mission from the government was the guarantor of Beijing's Olympic education. During the Beijing Olympiad, the social environment decided the government's

²⁰⁹ Interviewee 25, telephone interview by Wenshuai Mao, November 30, 2014.

²¹⁰ Ibid.

mission. After the 2008 Games, people's Olympic enthusiasm cooled down with the disappearance of the Games' environment. He stated:

We do not know how long we can keep this 'mini Olympic Games.' Maybe it will disappear or change into other themes next year. You know, we must advance with the times, advance with the missions from the 'Top.' If you are still conducting old topics in new times, you might be lost.²¹¹

Regarding the recommendations for the development of Olympic education, Interviewee 25 observed that:

For my concern, I think the government's commitment to the Olympics and its guarantee were the key factors for Olympic education. It is hard to keep it only at a school's level. I guess, if the 'Top' still treats Olympic education as in 2008, maybe the Olympics logos and propaganda would still be filling the cities and campuses. With the disbanding of the BOCOG, I do not know which department is taking responsibility of Olympic education.²¹²

5-2-4. Special Education Schools

5-2-4-1. Dongcheng Special Education School

Dongcheng Special School was established by combining the former First School for the Deaf in Beijing and Dongcheng Intelligent Training Center in July 2002.²¹³ Interviewee 26 presented the school as the only special education school in Dongcheng District. Hence, this

²¹¹ Ibid.

²¹² Ibid.

²¹³ Official website of Dongcheng Special Education School, <http://www.dctj.com.cn/> (accessed November 17, 2014).

school has constantly exploited its advantages and educational laws, promoting the school's philosophy of "Breaking barriers by love, rehabilitation by education, and harmonious development." The school aims at "laying a base for the life-time growth and life of students with disabilities."²¹⁴ Dongcheng Special Education School is constructed with nine-year compulsory education at the center and pre-school and vocational education as lateral extensions.

Interviewee 26 expressed the view that with the loving care and guidance of leaders at all levels, this school has achieved great development. The school was conferred with glorious titles such as the District Patriotism Education Base, the Advanced Unit with Learning Organization in Beijing, and the National Advanced Grass-Roots Party Organization.²¹⁵ Because of its high social reputation, this school was awarded Olympic Education Model School status in 2006.²¹⁶ It was the only special education school among the 200 Olympic education model schools in Beijing.²¹⁷

²¹⁴ Ibid.

²¹⁵ Interviewee 26, interview by Wenshuai Mao, November 17, 2014.

²¹⁶ Official website of Beijing Education, "The list of the Beijing Olympic Education Model Schools," <http://www.bjedu.gov.cn/bjeduao/1226386473528328192/index.shtml> (accessed November 17, 2014).

²¹⁷ Interviewee 26, interview by Wenshuai Mao, November 17, 2014.



Figure 41. Olympic-related pictures posted in the teaching building of Dongcheng special school.²¹⁸

Regarding Olympic education in the Post-Games period, Interviewee 26 told the researcher that they were retaining the Olympic spirit after the Games. She said:

After the 2008 Games, we are still keeping the Olympic Wall, so during break time between the two classes, the students can see the Olympic information, and our school's Olympic education history in the teaching building. Another Olympic-relevant activity we are keeping is 'Olympic 30 minutes every day.' We organized 30 minutes sporting activities for the students every day. The students have a chance to experience the happiness of the sporting, and improve their confidence.²¹⁹

²¹⁸ These pictures were taken by the researcher on November 17, 2014.

²¹⁹ Interviewee 26, interview by Wenshuai Mao, November 17, 2014.

In terms of the HHPP after the Games, Interviewee 26 told the researcher that under the requirements of “high grade, openness, forward looking” for the development of education, we were keeping international contact with foreign schools. As a window unit for exchanges and display to the outside, this school has focused on exploring its own resources while attaching importance to openness and absorption, which can be seen through its foreign exchanges and cooperation.²²⁰ In addition to the sister school in England, arranged during Beijing Olympiad, they developed other sister schools in mainland China, and Germany.²²¹ She said:

We have established several “sister schools” in both the mainland and Hong Kong, and we organized exchange activities or visits each year. I always bring outstanding teachers and students for the visits. Through the cultural exchange activities, we not only demonstrated the development of China’s special education, but also learned advanced teaching methods and good experiences from our “sister schools.” For the students, these exchange activities broadened their vision and improved their confidence.²²²

In terms of recommendations for future development of Olympic education, Interviewee 26 claimed that the most important and key factor in the promotion of Olympic education would be the government’s awareness of the Olympics. She said:

If the government would pay as much attention on Olympic education as during Beijing’s Olympiad, the future of the Olympic education will be positive. After the closing of the Beijing Games, we did not know which

²²⁰ Ibid.

²²¹ Official website of Beijing Education, “Dongcheng Special Education School Established ‘Sister School’ with Mary Hare School in England,” <http://www.bjedu.gov.cn/bjeduaoy/1226107197574873088/20070717/32349.shtml> (accessed in November 17, 2014).

²²² Interviewee 26, interview by Wenshuai Mao, November 17, 2014.

institution or department took the responsibility for Olympic education; all the Olympic-relevant activities in this school after the Game were spontaneously organized. We did not receive any mission from the Top. The motivation for us to keep Olympic education forward was its value to our students. Those activities made them healthy, confident, and happy.²²³

5-2-5. Private Schools

5-2-5-1. Huiwen Secondary School

Beijing Wenhui Secondary School is a private school established in 1997. Located in Big Dongcheng district, this school is a key private school with advanced teaching technology, outstanding quality of education, and positive social reputation. Since 2008, this school's university admission has been 80%.²²⁴

According to Interviewee 27, this school put forward an effort in spreading the Olympic spirit and knowledge to the students and teachers after being selected as an Olympic education model school in 2006. He recalled:

The Beijing Olympiad was a nation's festival. During that period, we created various Olympic education activities in response to the Top's instructions, such as Flag Raising Speeches, campus Olympic radio, Olympic classes, and Mini Olympic Games. Between 2007 and 2008, the campus was full of Olympic-relevant decorations, and any many school activities were titled as 'Olympics.' The students learned much Olympic-

²²³ Ibid.

²²⁴ According to official website of Beijing Wenhui Secondary School, http://www.wenhui1997.com/01_intro.html, (accessed in November 28, 2014).

related information during that time, because our Olympic knowledge was so limited, and the students were rarely taught about the Olympics. We received a lot of government support on Olympic education during Beijing's Olympic Games, such as a teacher training program, lectures from Olympic experts, and financial support. For the HHPP partner school, I remember we did not appoint any sister school or country.²²⁵

Similar to many other Olympic education model schools, this school's Olympic education activities were reduced to Mini Olympic Games hosted every year. Interviewee 27 stated:

After the Beijing Games, Olympic-relevant activities were reduced because of the social environment. Nobody was talking or conducting Olympic education; there was no mission or policy from the Top. Our daily teaching work focused on *Quality Education* and *Sunshine Sports Plan*. Every year, we organize a sports meeting. After the Beijing Games, we renamed it 'Mini Olympic Games,' with the Olympic logo and Mascot of Beijing usually presented, I think this activity was a way to keep the Olympic education forward. In terms of the support from the Top, I would say it was not as good as during the Beijing Olympiad: no teacher training, no financial support, and no expert guidance. However, we are doing well about international exchange. We now have established schools' friendship with many countries such as Canada, Korea, Taiwan, America, and Australia. Every year, we organize teachers and students to visit our friendship schools and experience a different culture.²²⁶

Regarding recommendations for future development of Beijing's Olympic education, Interviewee 27 responded:

²²⁵ Interviewee 27, telephone interview by Wenshuai mao, November 28, 2014.

²²⁶ Ibid.

I would suggest that governors improve their Olympic awareness. You can see Olympic education suffered extreme indifferent treatment between the Beijing Olympiad and after the Games. I think the root cause was the government's attitude toward it. I would point out many suggestions for future Olympic education, but without the support or call from the Top, suggestions are impossible to realize. So, the government would be the key factor in Beijing's Olympic education.²²⁷

5-2-6. *Minority Schools*

5-2-6-1. Tibet Secondary School

Beijing Tibet Secondary School is a key unit for assisting Tibet. It was originally founded in 1987 under the authority of Beijing Municipal Education Commission.²²⁸ All the students in this school are from Tibet. With advanced teaching technology, strong teaching resources, and good social reputation, Tibet Secondary was nominated as an Olympic education model school by the government in 2006.²²⁹

In terms of the Post-Games Olympic education in this school, Interviewee 28 told the researcher that the scale and the type of Olympic education activities had reduced significantly compared to during the Beijing Olympiad. Olympic-related activities in this school after the Games focused on Sports meetings and Sports clubs. He said:

As you know, our school is an ethnic school, and the traditional sports of Tibet such as Wrestling were well developed in our school. After the

²²⁷ Ibid.

²²⁸ Official website of Beijing Tibet Secondary School, <http://bjxzzx.bjedu.cn/about/xxjj/2011-08-11/389.html> (accessed in November 27, 2014).

²²⁹ Ibid.

Beijing Games, there was not any requirement from the Beijing government about conducting Olympic education. After the BOCOD disbanded, we do not know who manages Olympic education. Therefore, our work returned to normal teaching. Each semester, we provide several indoor sports knowledge learning classes. Some Olympic knowledge is mentioned during these classes. Each year, we organize a Sports meeting and in the Opening ceremony, the principal would address the teachers and students about the importance of the Olympic spirit.²³⁰

Another method of promoting the Olympics in this school was through Sports clubs. Interviewee 28 told the researcher that this school is a boarding school and in order to enrich the students' extracurricular lives the school established varied sports clubs such as Basketball Clubs, Football Clubs, Volleyball Clubs, and Yoga Clubs. These clubs received were appreciated by the students. Through these activities, interviewee 28 said that the students' health condition improved and they learnt about the Olympics. Based on on-site observations, the researcher did not observe any Olympic-related pictures or exhibition area in this school.

Regarding the HHPP of this school, interviewee 28 told the researcher that due to its nature as an ethnic school, the Chinese government did not assign any partner countries or sister schools during the Beijing Olympiad.

When asked about the recommendations for future Olympic education, Interviewee 28 noted helplessly that the government played an instrumental role in promoting Olympic education. He, however, expressed dissatisfaction that Olympic education in China was "governmentalized" as an instrument of propaganda. He added that teacher training about Olympic knowledge is very important. He said:

²³⁰ Interviewee 28, interview by Wenshuai Mao, November 27, 2014.

We do want to carry forward the Olympics spirit after the Games but our related knowledge is so limited. Our Olympic-related knowledge needs to be enriched. I really hope that the teacher training program would be revived.²³¹

5-2-6-2. Moslem Secondary School

Beijing Moslem Secondary School was a key school rewarded by Beijing Municipal Education Commission in 1985. Located in big Xicheng district, Beijing Moslem Secondary School was originally established in 1925. As one of the minority schools in Beijing, this school received support from the Chinese government.²³² Due to its minority properties, Beijing Moslem Secondary School was nominated as an Olympic education model school in 2006.²³³

According to Interviewee 29, this school designed many Olympic-relevant activities in response to the call from the government during the Beijing Olympiad. He remembered that:

The Beijing Olympiad was a good opportunity to spread the Olympics to the Chinese people. During that period, we created various activities to promote Olympic education such as Olympic theme speeches, Mini opening ceremonies of the Olympic Games, and Olympic knowledge classes. All the campus was decorated with Olympic logos and relevant pictures. With both financial and policy support from the Top, our daily work was filled with the Olympics during that period because it was a mission from the government. The teachers and the students were full of enthusiasm about the Beijing Games, because it was the first time for us

²³¹ Ibid.

²³² Official website of Beijing Moslem Secondary School, <http://www.bjhmxx.com/default.aspx>, (accessed November 29, 2014).

²³³ Official website of Beijing Education, "The list of the Beijing Olympic Education Model Schools," <http://www.bjedu.gov.cn/bjeduao/1226386473528328192/index.shtml> (accessed November 29, 2014).

to host the Olympic Games. Through the Olympic education program, the students got a chance to know about this international meeting. Before the Beijing Games, our awareness about the Olympic Games was so limited. The government did not assign us HHPP partner school; I have no idea about the reason.²³⁴

Regarding the present situation of Olympic education at this school, Interviewee 29 explained that their Olympic-relevant activities after the Beijing Games were sports festivals and indoor physical education. The major target was *Sunshine Sports Plan* and *Suzhi Education*. He stated:

After the Games, we did not have any mission to conduct Olympic education. The Games had gone, and all the relevant policy had been withdrawn. However, we still organize a sports meeting every year; the sports meeting was renamed ‘sports festival’. Usually, we employed some Olympic logos during the sports festival such as the five rings and the mascot of the 2008 Games. During the indoor physical education classes, we teach the students about the Olympic knowledge and watch some relevant videos. Our major goal was replaced by *Sunshine Sports Plan* after the 2008 Games. It was a mission from the government. For that reason, I think that the social environment plays a crucial role. During the Beijing Olympiad, our lives seemed filled with the Olympics; it was the nation’s duty to fulfill it. However, after the Games, it seemed like nothing was happening. No mission, no fulfillment.²³⁵

²³⁴ Interviewee 29, telephone interview by Wenshuai Mao, November 29, 2014. Because of his tight schedule, interviewee 27 indicated that he was unable to provide many details about Olympic education at the Beijing Moslem Secondary School.

²³⁵ Ibid.

About recommendations for the future development of Olympic education in Beijing, Interviewee 29 stated that awareness of the Chinese government about the Olympics would be a major factor in the promotion of Olympic education. He noted that:

The Chinese government's support was a key factor in guaranteeing the success of Beijing's Olympic education. So, personally, I would suggest that the governors improve their Olympic education awareness, and then Olympic education would have an opportunity to be promoted as well as it was during the Beijing Olympiad.²³⁶

5-2-7. Migrant Children Schools

5-2-7-1. Beijing Jingyuchen School

Beijing Jingyuchen School is a private school for migrant children, and is located in Daxing district of Beijing. It was originally established in 1996. Most of the students come from China's 25 provinces, namely; Henan Province, Hubei Province, Hunan Province, Jiangxi Province, Fujian Province, Anhui Province, Jiangsu Province, Zhejiang Province, Guangxi Province, Guizhou Province, Sichuan Province, Shanxi Province, Shanxi Province, Gansu Province, Qinghai Province, Xinjiang Province, Inner Mongolia, Heilongjiang Province, Jilin Province, Liaoning Province, Hebei Province, Shandong Province, Chongqing Province, Tianjin, and Beijing. Because of its good social reputation, Jingyuchen School was selected as an Olympic education model school in 2006.²³⁷

²³⁶ Ibid.

²³⁷ Baike, <http://baike.baidu.com/view/6692885.htm> (accessed November 30, 2014).

The researcher was unable to interview any principal or physical education teachers from Beijing Jingyuchen School. Using contact information on the School's official website, the researcher telephoned the school and asked for an interview and was told that any requests for interviews must be approved by the Education Committee of Daxing district. Based on this request, the researcher went to Daxing Education Committee for an approval. However, the researcher was told that they were only responsible for interview requests from the media. Then, the researcher contacted the previous official of Beijing Olympic Education Standing Office. With his help, the researcher telephoned the principal's office. The researcher was told that the request would be considered carefully when the principal was available. For the next several weeks, the researcher called the principal's office but the response from the secretary was "the principal was busy." Then, the researcher tried to ask the secretary about the Post-Games operation of Olympic education at their school and the answer was "what is Olympic education? We are conducting Olympic education after the Beijing Games, but I have no time to talk with you about this." Also, the secretary asked the researcher not to call again. Finally, due to the tight research schedule, the researcher decided to give up.

5-2-8. The Sports Schools

During the Beijing Olympiad, two Sports Schools were nominated as Olympic Education Model schools. These were Shichahai Sports School in Beijing's Xicheng district and Beijing No. 5 Sports School in Fengtai district.²³⁸ According to the interview, Interviewee 30 told the researcher that Beijing No.5 Sports School had been renamed Beijing Sports Vocational School

²³⁸ Official website of Beijing Education, "The list of the Beijing Olympic Education Model Schools," <http://www.bjedu.gov.cn/bjeduao/1226389772063211520/index.shtml> (accessed November 29, 2014).

in 2009. This new school integrated Beijing No. 5 Sports School, Beijing Workers' Sports College, and Beijing No. 2 Sports School in 2009.²³⁹ Interviewee 30 said that because the principals and teachers of Beijing No. 5 Sports School were replaced by those three schools, the management mechanism of the school suffered. Currently, there is no related department or individual assuming care for the Olympic education in this school. The researcher tried to contact No.5 Sports School by phone, but the person who answered expressed that she did not know about Olympic education, and she did not know who was currently responsible for Olympic education in that school. Clearly, Beijing No. 5 Sports School disappeared after the Games, although it currently has an Olympic education plaque at the school's main gate.²⁴⁰ However, the General Report of Beijing Olympic Education and National Projects stated that there were still two Sports Schools that were Olympic education model schools.²⁴¹ Therefore, the Shichahai Sports School was the only sample for the researcher to examine in the category of the Sports Schools.

5-2-8-1. Shichahai Sports School

Under the authority of Beijing Sports Bureau, Shichahai Sports School is a specialized secondary school located on the west bank of Shichahai River in Big Xicheng district.²⁴² It was originally founded in 1958 as Beijing Spare-Time Sports School, then renamed Shichahai Spare-

²³⁹ Interviewee 30, interview by Wenshuai Mao, November 30, 2014.

²⁴⁰ The description was based on the interview.

²⁴¹ The description was based on the examination of the official documents and the researcher's on-site observation.

²⁴² Shichahai is an historic scenic area consisting of three lakes to the north of central Beijing in China. They are located to the north-west of the Forbidden City and north-west of the Beihai Lake. Shichahai consists of the following three lakes: Qianhai, Xihai and Houhai. In imperial times, it was called the Riverbank. Shichahai consists of 147 hectares and dates back to the Jin Dynasty. It is now a famous scenic spot in Beijing. Official website of Beijing Travel Education, <http://www.bjlyjy.com/> (accessed November 14, 2014).

Time Wushu School. In 1970, its name was changed to Shichahai Spare-Time Sports School. At the beginning of the 1980s, the name was changed again to Beijing Sports School. In 1986, Shichahai Sports School became its permanent name. There are ten training programs in this school including: Wushu, Gymnastics, Volleyball, Ping Pong, Tennis, Weightlifting, Free Combat, Boxing, and Taekwondo.²⁴³ The goal of the school is to train athletes to their highest level. Many famous athletes have graduated from this school, such as Jet Li (wu shu)、Liu Qing Hua (wushu)、Xie Jun(Chess)、Wang Tao(Table-tennis)、Zhang YiNing(Table-tennis)、Kui Yuan Yuan (Gymnastic). 20 people have gone on to become world champions.

This school is not only equipped with advanced training facilities, but also good coaches with high competence. Based on the introduction of Interviewee 31 at Shichahai Sports School, this school was nominated as an Olympic education model school by the government in 2006, due to its specific properties and social reputation.²⁴⁴ He recalled:

Like many other schools, we created various Olympic-relevant activities in response to the call from the government, such as Olympic decoration on campus, Olympic classes, Olympic campus radio station, and Mini Olympic Games. Through those channels, the students learned knowledge about the Olympic Games, including that they were not only an international sports meeting, but also an international festival, an education movement. It was a good opportunity to spread the Olympics among the students. In 2008, I remember we always had experts in Olympic studies come and give us lectures and training about the Olympics. I liked Olympic teacher training, it enriched my Olympic knowledge. For the HHPP, we were not appointed a partner country or

²⁴³ Official website of Shichahai Sports School, <http://www.bjschtx.com/> (accessed November 14, 2014).

²⁴⁴ Official website of Beijing Education, "The list of the Beijing Olympic Education Model Schools," <http://www.bjedu.gov.cn/bjeduao/1226386473528328192/index.shtml> (accessed November 14, 2014).

school by the government. But we organized our students to enter the community to teach the residents about Olympic sport event.²⁴⁵

Regarding the present situation about Olympic education in this school, Interviewee 31 expressed that the Olympic-relevant activities and decorations had disappeared with the closing of the Beijing Games. He told the researcher:

After the 2008 Games, Olympic theme activities disappeared because of the social environment. During Beijing's Olympiad, any activity was labeled with "Olympic", and you could see the Olympic logo and mascot anywhere in Beijing. However, after the Games, everything seemed calmed down, and the Olympic missions were replaced by other duties. There were no any requirement from the Top about Olympic education. We must advance with the times, and produce as many outstanding athletes for China as we can. Now, if China could win the hosting rights of 2022 Olympic Winter Games, I think that would provide China a chance to revive Olympic education.²⁴⁶

In terms of the recommendations for future development about Beijing's Olympic education, Interviewee 31 stated that Chinese government was the driving power of Olympic education in China. He said:

With the support and promotion of the government, any movement could be developed well. Olympic education is without exception. Personally, I think the teacher training and Olympic experts' lectures should be retained.²⁴⁷

²⁴⁵ Interviewee 31, telephone interview by Wenshuai Mao, December 1, 2014. He told the researcher that he did not work at Shichahai School until 2008, so he was unable to provide more information about Olympic education in this school during 2006 and 2007. He also said the pictures and document data about Olympic education at this school could not been found, because they had changed several principals since 2008, so the data did not protected well.

²⁴⁶ Interviewee 31, telephone interview by Wenshuai Mao, December 1, 2014.

²⁴⁷ Ibid.

5-3. Students' Experiences with the Post-Games Olympic Education in Schools

Throughout the process of data collection for this study, except for 10 students from Yangfangdian Central Primary School, 64 students at other 19 sample Olympic education model schools were interviewed about their experiences in Olympic-relevant activities after the Beijing Olympiad. When asked about the Olympic-related activities organized at their schools, the students constantly reflected on the formal physical education they were currently embracing, such as extra-curriculum clubs, sports meetings, the physical activities taught by physical education teachers. Though they tried to find some topic related to the Olympic Games, they were mostly bewildered. There were no “Olympic Theme Activities” mentioned by the student interviewees during the story telling interview, except for the students from Yangfangdian Central Primary School, the pioneer school of Beijing’s Olympic education. The most popular activity talked by the student population was the sports meeting/sports festival celebrated annually, which was said to be a common way to carry forward Olympic education after the 2008 Games. Some of them shared their extra-curriculum club experience with the researcher.

The students at Yangfangdian Central Primary School benefited from these Olympic-related activities. During the group interview of seven students, the researcher learned that they all participated in different sports clubs, and enjoyed them. Interviewee 32 told the researcher: “In my heart, the Olympics is not only about sports anymore; I can touch the Olympics in my daily life, it symbolizes the bloom of youth and challenge. I just felt that the Olympics had permeated into my life. When studies were difficult there was always a voice encouraging me to

not give up, to keep moving forward and to improve myself.”²⁴⁸ Interviewee 33 shared his experience with the researcher. He said: “I was a fat boy before, and my health condition was not good. Since I fell in love with sport through long distance running, I became slimmer and stronger. The most important thing is I feel so happy and confident when I am doing sports. At the very beginning, my parents worried that sports would cause me to waste time, but now my study results have improved quickly. Now they strongly support me to play and take part in activities.”²⁴⁹

Interviewee 34 told the researcher:

I was not physically active, and I had no interest in physical education classes and physical activities. Teacher Zhou used to enforce the importance of challenge, corporation, and fair play. Generally, I started to understand about challenging myself. Teacher Zhou always designed some interesting games. Through playing with my classmates, I learned how to corporate with others and do my best. Now, I love physical education class very much.²⁵⁰

Interviewee 35 at grade five shared his Olympic education experience with the researcher, he said:

I never knew curling before teacher Zhou showed us a video about a curling competition at the Olympic Winter Games. He explained the rules of curling to us and encouraged us to discuss and find a way to play curling on campus. The discussion was full of fun. I really enjoy that process. When teacher Zhou came to our class with 3 wheels and said we were going to play curling, we almost jumped up. I felt a 45 minutes

²⁴⁸ Interviewee 32, interview by Wenshuai Mao, October 15, 2014.

²⁴⁹ Interviewee 33, interview by Wenshuai Mao, October 15, 2014.

²⁵⁰ Interviewee 34, interview by Wenshuai Mao, October 15, 2014.

class was too short for us. I love physical education class and teacher Zhou. When I went back home, I told my parents about curling, and we searched information about curling through the internet together. You know what, my family are curling fans now.²⁵¹

Interviewee 36 at grade five told the researcher:

I really like making paper balls. Beside the study desk, each of the students used to keep a plastic bag for collecting waste paper. When the bag was full, we would form it into the shape of a ball, and wrap tapes over it. Sometimes, we draw pictures on the ball to make it colorful. My mother loves making paper balls as well. When she has time, she used to make paper balls for us. During the physical education classes, we could use the paper ball as volleyball, handball, or soccer ball. I love paper balls because they are very safe. It would not hurt us.²⁵²

Interviewee 37 recalled:

We have Mini Olympic Games every year. I remember my class represented Korea in the last Games. We dressed us as Korean with long and colorful dresses. Prior to these activities I had very limited knowledge about Korea, I only knew it was not far from China, but after presented in our Mini Olympic Games, I know its culture, food, traditional clothing. During the preparation for our Mini Olympic Games, we searched Korean information and put the information and pictures on the board at the back of our classroom for all the students to know about Korea. One of my classmates was half Chinese and half Korean, he could speak fluent Korean, so he taught us how to say “One world, One

²⁵¹ Interviewee 35, interview by Wenshuai Mao, October 15, 2014.

²⁵² Interviewee 36, interview by Wenshuai Mao, October 15, 2014..

dream,” and “faster, higher, stronger.” I felt so lucky and proud that I could study at this school.²⁵³

5-4. The Post-Games Operation of Beijing Olympic Education with Regard to the Community Program

In terms of the Post-Games Olympic Education regarding the community, the researcher interviewed Interviewee 38. Because of its special location, this community was the only “Olympic community” so named by the Chinese government during the Beijing Olympiad.²⁵⁴ It organized varied/various Olympic-related activities for preparing and supporting the 2008 Games. However, with the closing of the Games and the disbanding of the BOCOG, their work was replaced by other duties from the government such as the mass sport.²⁵⁵ Interviewee 38 expressed the view that the residents’ health awareness improved. The sports equipment and the Olympic Garden built during the Beijing Olympiad provided the residents a good environment to do physical exercises.²⁵⁶ In terms of the exchange activities between the Olympic education model schools and this community, Interviewee 38 stated that the Olympic exchange activities conducted during the Beijing Olympiad was much reduced after the Games. She repeatedly stressed that their work after the Games was promoting mass sport and was reluctant to provide further explanation.²⁵⁷ Due to her tight schedule, she declined to provide further information about this community.

²⁵³ Interviewee 37, interview by Wenshuai Mao, October 15, 2014.

²⁵⁴ The BOCOG was located in a plaza in this district, so this district gained the chance to be nominated as Beijing’s Olympic community.

²⁵⁵ Interviewee 38, interview by Wenshuai Mao, November 3, 2014.

²⁵⁶ Ibid.

²⁵⁷ Ibid.

5-5. The Post-Games Operation of Beijing Olympic Education Teacher Training Program

From interviews, the researcher found that the Olympic education teacher training program in the Post-Games period had almost disappeared. Lack of Olympic knowledge was a main concern for physical education teachers. Interviewee 39 stated that all the Olympic-relevant activities in his school after the Games were organized without any direction from the government. They wanted to conduct Olympic-relevant activities and Olympic knowledge learning classes, but lacked sources and direction to do so.²⁵⁸

All the Olympic education relevant activities in this school were organized spontaneously; we need guidance from the “Top,” especially for the teachers’ and principals’ training. We can spread Olympic spirit to the students only when we receive Olympic education. The Olympic knowledge we learned from our teacher training university was very limited. We hope that the government will provide training for us as in 2008.²⁵⁹

During one interview, when asked if his school was still conducting any form of Olympic-related activities, Interviewee 40 of a model school in the rural area responded without hesitation:

The school’s responsibility is teaching rather than sporting. The Olympic Games have gone; we must go back to our regular teaching.²⁶⁰

²⁵⁸ Interviewee 39, interview by Wenshuai Mao, November 4, 2014.

²⁵⁹ Ibid.

²⁶⁰ Interviewee 40, interview by Wenshuai Mao, November 12, 2014.

Based on his response, the researcher realized that this physical education teacher's knowledge about the Olympics was limited to its sporting properties. Such a response phenomenon was not unique during the interview. For example, one physical education teacher in a model school in Beijing's rural area asked the researcher: "what do you mean about Post-Games Olympic education? Are you asking about sports or regular teaching?"²⁶¹

Some physical education teachers in Beijing's city area provided general response:

You know, the political and economic environment of China is like this. If we still keep doing Olympic education while nobody else is doing it, we will be viewed as "outdated," or "not advancing with the times." We responded to the call from the government and received the duty in 2005; we fulfilled the duty in the end. That is enough.²⁶²

Interviewee 43 presented his concern about Post-Games Olympic education. He said:

I feel confused about Olympic education in the Post-Games times. During the Beijing Games, we knew what to do, and we did have many duties to fulfill. To be honest, I really do not know how to conduct Olympic education without the duties.²⁶³

In terms of a Post-Games teacher training program, Professor Pei, the principal lecturer during the Beijing Olympiad, provided the researcher with information. Pei recalled:

In fact, all kinds of Olympic education activities had disappeared after the disbandment of the BOCOG. The teacher training program was no exception. After the Beijing Games, the Olympic Teacher Training Program had been changed into Rural Area Physical Education Teacher

²⁶¹ Interviewee 41, interview by Wenshuai Mao, November 15, 2014.

²⁶² Interviewee 42, telephone interview by Wenshuai Mao, November 2, 2014.

²⁶³ Interviewee 43, telephone interview by Wenshuai Mao, November 9, 2014.

Training Program. The government provided about RMB 2 million (CAD \$400,000) for it. Unfortunately, this training program lasted only one year. After 2009, Olympic-relevant activities had completely disappeared except in Yangfangdian Central Primary School.²⁶⁴

²⁶⁴ Dongguang Pei, interview by Wenshuai Mao, November 15, 2014.

Chapter 6

Conclusions and Recommendations

6-1. Conclusions

This study investigated the nature and significance of Beijing's Olympic education seven years after the 2008 Olympic Games. In effect, the study examined the sustainability of the "notable endeavor." As exploratory research, this study is the first to cover this academic topic. The study significantly contributed to the international Olympic knowledge base in terms of the Post-Games operation of Beijing's Olympic education program. Through this study, the researcher investigated the situation of Olympic education in 20 Olympic education model schools between 2009 and 2015.

Based on in-depth interviews, Professor Pei and Physical education teacher Zhou played crucial roles in spreading Olympic knowledge prior to the Chinese government officially launched Olympic Education Program. From 2002 to 2005, the Olympic Education Grassroots team established by Pei and Zhou conducted the planning and implementation of Olympic education without support from the government. They edited Olympic reference books, "Olympic Classroom" CDs, set up Olympic education-related website and published more than 30 articles on Olympic education in various journals and newspapers. Their unsponsored, unfinanced endeavor inspired the Olympic enthusiasm of the Chinese public, which paved the way for later initiation of Beijing's Olympic education program at the government level from 2005 to 2008.

According to the research, from 2009 to 2015, the so-called Olympic education series activities for primary and secondary schools in Beijing were under the authority of BODA. All of Olympic-related activities focused on football games, and the teacher training program was

limited to the football teacher training. There were no Olympic education requests from the Chinese government! The Olympic education activities at the model schools suffered in the Post-Games period. Yangfangdian Central Primary school, the pioneer school of Beijing's Olympic education, was the only model school which has kept true Olympic education after the 2008 Games. Sports meetings and Sports Festivals were the two major methods in the "model schools" to carry forward the Olympic spirit after the Beijing Games. Only three Olympic education model schools still kept the Olympics areas on campus. The various HHPP exchange activities embraced during Beijing Olympiad between the sister schools were shrinking to occasional email greetings and teachers' visits. International schools's exchanges with sister schools are operating better than regular schools because of their international properties. Olympic education activities started in the communities disappeared after the Beijing Games. The interaction between the Olympic education model schools and the communities disappeared during the Post-Games period. The teacher training program for the Olympic education discontinued after the Beijing Games.

The following section summarizes the research findings by presenting conclusions based on the research questions.

6-1-1. What is the Present Situation of Beijing's Olympic Education Endeavour?

As an introduction, during the Beijing Olympiad, there were two Sports Schools nominated as Olympic Education Model schools. They were Shichahai Sports School in Beijing's Xicheng district and Beijing No. 5 Sports School in Fengtai district. According to interviews, the director of the Olympic Education Office in Fengtai district told the researcher that Beijing No. 5 Sports School had been replaced with Beijing Sports Vocational School in

2009. Because the principals and teachers at Beijing No. 5 Sports School were replaced in those three schools (mentioned in Chapter 3), the management mechanism of Beijing No. 5 Sports School suffered. There is no related department or individual currently taking care of the Olympic education in this school. The researcher tried to contact the No. 5 Sports School by phone, but the person who answered indicated that she did not know about Olympic education, and she did not know who was currently taking responsibility of Olympic education issues in that school. Clearly, although Beijing No. 5 Sports School currently has an Olympic education plaque at the main gate, Olympic education disappeared after the Games.

Additionally, the General Report of Beijing Olympic Education and national projects still states that there are two sports schools designated as Olympic education model schools.

According to a national project about Beijing's Olympic Education program, there were two Migrant Children Schools nominated as Olympic education model schools. However, based on an examination of 200 model schools' official websites, there was only one Migrant Children School, Jingyuchen School, among the 200 Olympic education model schools.

Based on the published documents of Beijing's Olympic Education program, during the Beijing Olympiad, the 200 Olympic Education Model Schools were distributed in 18 districts in Beijing. They were: Dongcheng district; Xicheng district; Chongwen district; Xuanwu district; Chaoyang district; Haidian district; Fengtai district; Shijingshan district; Mentougou district; Fangshan district; Tongzhou district; Shunyi district; Changping district; Daxing district; Pinggu district; Huairou district; Miyun county; Yanqing county. Through document examination, the original Xicheng district and Xuanwu district had been consolidated into "Big Xicheng district". Also, the original Dongcheng district and Chongwen district had been consolidated into "Big

Docheng district.”¹ The Fangshan county and Yanshan district had been officially merged as one district, named Fangshan district. However, seven years after the Beijing Games, in the General Report of Beijing Olympic Education published in January 2010, the original distribution description mentioned previously was followed. A national project about Beijing’s Olympic Education program published in 2010 stated that the Olympic education model schools had been distributed into 19 district and counties. In this project, Fangshan district and Yanshan district were separated.

As a result, in this study, the Olympic Education Model schools followed the latest distribution of Beijing’s districts and counties. That is, the 199 Olympic education model schools are located in 16 districts and counties in Beijing.

6-1-1-1. The Operation of Post-Games Olympic Education at the Government Level

According to an examination of the official website of BODA, from 2009 to 2015, the so-called Olympic education series activities for primary and secondary schools in Beijing were under the authority of BODA. The activities were: The “Olympic City Cup” Beijing Primary and Secondary School Campus Football Games; “Premier Skills” physical education teacher training class; “Barca’s La Masia Youth Training Camp”; “Bai Dui Cup” Youth Football Game; International Youth Football Camp, and Olympic Winter Camp. All of these activities focused on football games, and the teacher training program was limited to the football teacher training. However, according to a previous official of Beijing’s Olympic education outstanding office,

¹ Official website of People Politics, “Beijing’s four core district had been merged, and new directors had been nominated,” <http://politics.people.com.cn/GB/12043578.html> (accessed October 2, 2014).

who is currently working in the Beijing 2022 Olympic Winter Games Bid Committee, there were no Olympic education requests from the Chinese government!

6-1-1-2. The Operation of Post-Games Olympic Education at the Model Schools

Compared with the unique Olympic education program presented during the Beijing Olympic experience, this showcase program designed by the Chinese government suffered in the Post-Games period. Based on the investigation, the so called “Olympic education activities” in the model schools were conducted mostly in spontaneous fashion after 2008. According to on-site observation and interview, Yangfangdian Central Primary school, the pioneer school of Beijing’s Olympic education, was the only model school which has retained “true” Olympic education after the 2008 Games.

Sports meetings and Sports Festivals were the two major methods in the “model schools” to carry forward Olympic-related activities after the Beijing Games. Because of poor air quality, most of the schools opened indoor physical education classes to teach Olympic knowledge. The Olympics school-based curriculum, which was broadly embraced during the Beijing Olympic experience, was replaced by school clubs to enrich students’ school lives. However, there were no specific Olympic-related activities. The schools were governmentalized by the *Suzhi Education* implemented in 1999 and *Sunshine Sports Plan* launched in 2007 by the Chinese government.

According to an on-site observation, the researcher found that only three Olympic education model schools continued to retain Olympics areas on campus. They were Yangfangdian Central Primary School (every corner of this school is decorated with Olympic-

related pictures), Dongcheng Special School (Olympic Wall on the second floor of the teaching building) and No. 161 Secondary School (Olympic Wall on campus).

In terms of the HHPP in the Post-Games period, based on the research, the various exchange activities embraced during Beijing Olympiad between the sister schools were shrinking to occasional email greetings and teachers' visits. Most of the model schools had stopped contacts with their sister schools for various reasons, including those of a political nature. International school exchanges with sister schools are operating better than regular schools because of their international properties.

6-1-1-3. The Operation of Post-Games Olympic Education in the Communities

Based on the research, Olympic education activities started in the communities during Beijing Olympiad, but disappeared after the Beijing Games. However, physical exercise and health awareness of the residents improved. The director of Olympic community proclaimed that after the Games, their work required them to focus on mass sport, but, the Olympic spirit had been rooted in the residents' minds. The interaction between the Olympic education model schools and the communities disappeared during the Post-Games period.

6-1-1-4. The Operation of Post-Games Teacher Training Program

According to the research, the teacher training program for the Olympic education discontinued after the Beijing Games. This was also a major concern for most of the physical education teachers at the model schools. They expressed the view that enriching Olympic knowledge of the physical education teachers was the first and most important factor in the future development of Olympic education. Based on on-site investigations, the Olympic museum, located at the CUPE, had shrunken to a small exhibition room, which was not open to the

teachers and students. One staff working at the library of the CUPE told the researcher that the museum was only opened for official inspections. Some students had complained about access to the “Olympic Room”, but they were denied entrance.



Figure 42. The “Olympic Room” of the CUPE at the main hall of the library.²

6-1-2. How Successful as a Sustainability Consideration has Olympic Education in Beijing Been?

The Chinese government’s work of disseminating the Olympic spirit and Olympic knowledge to 400 million Chinese youth nationwide during the Beijing Olympic experience presented to the IOC and the world a vigorous Olympic education program. In other words, the Chinese government fulfilled the mission as outlined by the IOC. However, the operation of Beijing’s Olympic education declined dramatically with the closing of the Beijing Games. This project needs to be understood within China’s unique social, educational and political climate. On the one hand, a centralized political system ensured that Olympic education be implemented under extremely powerful organizational orders. These orders guaranteed not only financial and human

² This picture was taken by the researcher on November 15, 2014.

resources support, but also the climate for Olympic education to expand extremely quickly through multiple administrative levels. On the other hand, and correspondingly, the disappearance of Olympic education after the Games was, most certainly, due chiefly to the government's withdrawal of initiative and support. It is a justifiable conclusion that the Chinese centralized system, though enabling the program at its outset and early development periods, in the end rapidly constrained the entire initiative.

The present status of Beijing's Olympic education program leaves little optimism for its sustainability. Because of the co-existence of governmental Olympic education projects, both well-operated and poorly-operated Olympic education model schools, and the complicated socio-cultural environment, historical tradition, and rapid development of China, the researcher contends that Beijing's Olympic education at this point cannot be evaluated as either positive or negative in general. A greater time period of evaluation will be needed in order to make a judgment, as the effects of fusion between Western ideas and Chinese culture in themselves cannot be done hurriedly.

6-2. Recommendations

Based on the analysis of China's culture, seven recommendations regarding the future operation of Beijing's Olympic education program are put forward:

Recommendation 1. Formulating Systematic Guide for Olympic Education

According to Beijing's Olympic education program that operated for almost seven years, a set of program guidelines formulated by the IOC targeting the Olympic host country and city for the effective conduct of Olympic education is urgently needed. These guidelines would assist the Olympic host country and city to initiate Olympic education activities and achieve ideal

results. In view of the experience of Sydney, Athens, and Beijing in carrying forward a large-scale Olympic education program during different Olympiads, the formulation of these guidelines is possible. Therefore, the IOC should define an official obligation for the government of the Olympic bid country and city to conduct Olympic education during its Olympiad. It should also prescribe requirements for the host country and city to develop school based Olympic-related activities. Furthermore, the IOC should form a guiding program not only for Olympic education that would design concrete and stipulations for the goals of the Olympic education during the Olympiad, but also for the long-term development of Olympic education with the characteristics of the host country and city.

Recommendation 2. Establishing a Chinese Olympic Academy (COA)

Until 2010, there are 34 countries in the world that have established a National Olympic Academy (NOA).³ The NOAs all over the world take the responsibility of initiating Olympic education within their own country's educational jurisdictions.⁴ After successfully hosting the 2008 Olympic Summer Games and 2014 Olympic Youth Games, China urgently needs to prompt its NOA to create and supervise Olympic education activities. These include publishing Olympic-related materials, hosting teacher training program regularly, hosting student seminars, and initiating an Olympic education curriculum. Olympic education should not be limited to the youth, but should also be given to the masses. Through this, the embarrassing status⁵ of Olympic education in China would be effectively solved.

³ According official website of International Olympic Academy, http://www.ioa.org.gr/ia_flash/Activity%20B/about%20IOA/about-ioa.html (accessed November 30, 2014).

⁴ Ibid.

⁵ According to the interview, some of the officials believed that the responsibility of Olympic education belongs to the COC, because of its sports competition form; while some insisted that the Chinese Ministry of Education should take the major obligation, because it's an educational project.

Recommendation 3. Establishing Olympic Education Foundation in China

During the Beijing Olympiad, the entire Olympic education program was financed by the Chinese government and BOCOG through large amounts of money. However, with the disbanding of BOCOG, the enterprises' enthusiasm for the Olympic Games declined dramatically. Therefore, a Chinese Olympic education foundation should be established in order to financially guarantee the promotion of Olympic education after the Games.

Recommendation 4. Establishing Management and Evaluation System for Olympic Education in China

In terms of the Beijing Post-Games Olympic education, interviewee 44 told the researcher:

After the Games, we did not receive any forms of Olympic education duty from the “Top”, but the Olympic spirit had become deeply rooted into people's minds. Many schools still spontaneously conducted Olympic education with their school-base features, such as HHPP. Some model schools maintain contact with their sister partner schools; the Olympic spirit merged with physical education classes, Sports festivals, and Sports meetings. However, we do not have a system or institution to officially evaluate the Post-Games development of Olympic education.⁶

Possessing a Post-Games Olympic education proposal is an effective way to guide the future development of Olympic education. However, the proposal should be put into a proper framework. When the Games ended, the social, educational, and political environment altered the plans for the Post-Games operation of Olympic education. The proposal might not fit the present situation. Thus, with the purpose of adjusting the operation of the Olympic education, a continual

⁶ Interviewee 44, interviewed by Wenshuai Mao, November 17, 2014.

evaluation of the proposal needs to be implemented for sustainable development of Olympic education.

Recommendation 5. Implementing School Based Olympic Knowledge Curriculum in China

The researcher strongly recommends that Chinese schools open a series of Olympic knowledge curricula based on each school's characteristics. During the Beijing Olympiad, taking an Olympic-related course might have been a fashionable trend and mission among students. But, after the Games, students' enthusiasm in terms of focusing on and enjoying the Olympic spirit rapidly declined, especially without the attention and promotion from the "Top". Education is a long-term project. Regarding China's long history of ignoring sports, this deep-rooted cultural tradition is not easy to change over several years. Therefore, Olympic knowledge curriculum should be set as schools' required course to systematically cultivate student awareness of the Olympics.

Recommendation 6. Strengthening the Officials', Principals', and Physical Education Teachers' Olympic Knowledge Training

Teaching and learning about Olympic relevant knowledge might be not the ultimate target of the Olympic education, but it is definitely a first step, especially for the principals of the Chinese Olympic Committee (COC), the CME, and the BODA. Based on interviews, many principals and physical education teachers, especially in Beijing's rural areas, claimed that the quality of academic teaching was the schools' main target after the "showcase". Lack of recognition of the essence of the Olympics resulted in the embarrassing position of Olympic education in China. According to China's sports culture and political environment, a successful long-term Olympic education must be carried forward under the positive support of the Chinese

government. Therefore, if the “Top” officials are Olympic educated, the masses would also have the opportunity to be Olympic educated.

Recommendation 7. Establishing Olympics Courses in the Universities and Colleges

Students at universities and colleges are taking the responsibility of spreading Olympics knowledge in the future. Therefore, Olympic-related courses should be broadly established in Chinese universities and colleges, and not be limited to Sport universities and colleges, but be provided in comprehensive universities as well. This method will cultivate future teachers’ knowledge of Olympics education/issues.

6-3. Future Research

With the purpose of bringing the Olympic Games and Olympic Values to young people throughout the nation and beyond, the London Organizing Committee for the Olympic Games (LOCOG) launched a wide-ranging education program named “Get Set.” More than 20,500 schools in the UK registered.⁷ The scheme employed an interactive website to provide students and teachers with free learning materials helping young people to explore Olympic values.⁸ LOCOG Chairman Sebastian Coe said: “It is fantastic that 10,000 schools right across the UK are actively demonstrating how they are using the Olympic values in their schools. Members of the “Get Set” network are brilliant advocates for London 2012, demonstrating what a positive

⁷ Official website of the IOC, “London 2012 Education Program Helps Spread Olympic Values,” <http://www.olympic.org/news/london-2012-education-programme-helps-spread-olympic-values/149195> (accessed December 2, 2014).

⁸ Ibid.

difference linking learning to the Games can make to young people.”⁹ Because “Get Set” was translated into a number of languages, it was not only schools in the UK that benefited from the London 2012 Olympic education program. Young people all over the world learned, discussed and got involved in Olympic-related activities.¹⁰ In terms of the “international reach, Coe stated:

We have always believed that the Olympic Games have the ability to capture the imagination of young people all over the world and to encourage them to choose sport. We are delighted to launch these resources and to provide a new platform from which they can learn about and join in the London 2012 Olympic Summer Games.¹¹

Credited as London’s 2012 international legacy program, International Inspiration (II) has enriched the lives of young people around the world through physical education, sport and play.¹² The program was the first edition of Olympic Education privately funded in the history of Olympic Education.¹³ The program embodied the promise made by Coe at the Singapore bid in 2005 to “reach young people all around the world and connect them to the inspirational power of the Games so they are inspired to choose sport.”¹⁴

Since the 2012 Olympics, the II has delivered on its international promise and has surpassed its vision of reaching 12 million children and young people in 20 countries.¹⁵ This program continues to enrich the lives of young people in Azerbaijan, Bangladesh, Brazil, Egypt,

⁹ Ibid.

¹⁰ Ibid.

¹¹ Ibid.

¹² According to International Inspiration Annual Report 2012, <https://www.unicef.org.uk> (accessed December 2, 2014).

¹³ Ibid.

¹⁴ Ibid.

¹⁵ Ibid.

Ethiopia, Ghana, India, Indonesia, Jordan, Malaysia, Mozambique, Nigeria, Pakistan, Palau, South Africa, Tanzania, Trinidad and Tobago, Turkey, Uganda and Zambia, as well as the United Kingdom.¹⁶

In terms of future examination of this topic, five aspects should be considered. First, scarcely two months ago, on Friday afternoon, 31 July 2015, the International Olympic Committee met in Kuala Lumpur, Malaysia to decide the host for the 2022 Olympic Winter Games. By a 44 to 40 vote Beijing was awarded the right to host the great winter festival over Almaty, Kazakhstan. One might rightly ask: Will the award of the 2022 Winter Games to Beijing galvanize the Chinese government to “reintroduce” Olympic education into the public and private schools of the great metropolis? Already, there are clues that this will indeed occur. Anticipating in advance that it would win the hosting distinction, Beijing education authorities again called on Professor Pei, inviting him to become a member of a government committee to explore an Olympic Education “restoration.” Undoubtedly, a satisfactory model for Olympic education in the schools of Beijing exist and stands ready to be employment once again this time in preparation in the 2022 Olympic Winter Games. Therefore, associated with the current study, future research covering the period 2015 to 2022 and beyond will further extend the assessment of the “Post-Games sustainability question of Beijing’s Olympic education. Second, a deeper investigation into the Olympic education model schools in rural areas of Beijing should be conducted in future research. In the current study, because of accessibility difficulties, the investigation of model schools in Beijing’s rural districts and counties was limited, which might have influenced the evaluation in general. Therefore, future research should consider those particular Olympic education model schools in Beijing. Third, a deeper investigation by BODA

¹⁶ Ibid.

officials of parents of the students who are currently studying at the model schools should be done in the future. Because of limited accessibility, the discourse of Beijing's Olympic education officials and parents was limited, which also might have influenced the evaluation. Fourth, because of a certain gap between the Olympic education-related activities showcased by the government and the limited "Olympic" activities spontaneously conducted by the model schools, further investigation about the relationship between the government and the model schools should be carefully conducted in the future. Lastly, it might be profitable for examinations of Olympic education program in cities and rural areas quite apart from Beijing; in other words, in greater China locations.

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Official Website of Beijing Education

Official Website of Beijing Olympic education

Official Website of Beijing Olympic City Development Association

Official Website of People Politics

Official Website of Shijingshan Government

Official Website of Huairou Government

Official Website of Shunyi Government

Official Website of Fangshan Government

Official Website of Daxing Government

Official Website of Mentougou Government

Official Website of Haidian Government

Official Website of Changping Government

Official Website of Chaoyang Government

Official Website of Dongcheng Government

Official Website of Beijing Travel Education

Official Website of Beijing Administrative Division

Official Website of Capital University of Physical Education

Official Website of Yangfangdian Center Primary School

Official Website of Shijiahutong Primary School

Official Website of Huairou No. 5 Secondary School

Official Website of Niulanshan No. 1 Secondary School

Official Website of Daxing No. 1 Secondary School

Official Website of Beiluyuan Primary School

Official Website of Gucheng No. 2 Primary School

Official Website of Huangzhuang Professional School

Official Website of Huiwen Secondary School

Official Website of Fangcaodi International School

Official Website of Tibet Secondary School

Official Website of the No. 65 Secondary School

Official Website of the No. 161 Secondary School

Official Website of Dongcheng Special School

Official Website of Dengshikou Primary School

Official Website of Dayu No. 2 Primary School

Official Website of Jingyuchen School

Official Website of Shichahai Sports School

Official Website of Moslem Secondary School

Official Website of Changping Experimental Primary School

APPENDICES

Appendix A. The First Batch of “Beijing Olympic Education Model Schools”

in 2008

(20 in Total)

Serial Number	The Name of Olympic Education Model School	The District the Model Schools Belongs to
1	Beijing Jingshan School	Dongcheng District
2	Attached Secondary School of Central Institute of Arts and Crafts	Dongcheng District
3	Beijing No. 4 Secondary School	Xicheng District
4	Beijing Guangqumen Secondary School	Chongwen District
5	Beijing Yucai School	Xuanwu District
6	Beijing Chaoyang District Huajiadi Experimental Primary School	Chaoyang District
7	Yangfangdian Central Primary School	Haidian District
8	Beijing No. 12 Secondary School	Fengtai District
9	Beijing No. 9 Secondary School	Shijingshan District
10	Beijing Mentougou District No. 2 Primary School	Mentougou District
11	Liangxiang Attached Secondary School of Beijing Normal University	Fangshan District
12	Yanhua Attached Secondary School of	

	Beijing Normal University	Yanshan
13	Beijing Tongzhou District Luhe Secondary School	Tongzhou District
14	Beijing Shunyi District Mapo Central Primary School	Shunyi District
15	Beijing Daxing District Xinghua Secondary School	Daxing District
16	Beijing Changping District No. 2 Secondary School	Changping District
17	Beijing Pinggu Secondary School	Pinggu District
18	Beijing Huairou District First Primary School	Huairou District
19	Beijing Yanqing County No. 1 Secondary School	Yanqing County
20	Beijing Miyun County No. 2 Secondary School	Miyun County

Source: Report on Beijing Olympic Education Programs.

**Appendix B. The Second Batch of “Beijing Olympic Education Model
Schools” in 2008
(180 in Total)**

Serial Number	The Name of Olympic Education Model School	The District the Model Schools Belongs to
1	1. Beijing No. 2 Secondary School 2. Beijing Dongcheng District Hepingli No. 4 Primary School 3. Beijing No. 22 Secondary School 4. Beijing Dongcheng District Dengshikou Primary School 5. Beijing No. 27 Secondary School 6. Beijing Dongcheng District Fuxue Hutong Primary School 7. Beijing No. 65 Secondary School 8. Beijing Dongcheng District Shijia Hutong Primary School 9. Beijing No. 166 Secondary School 10. Beijing Dongcheng District Vocational Education Central School 11. Beijing Dongcheng District Heping Li No. 2 Primary School 12. Beijing Dongcheng District Special School	Dongcheng District (12 in Total)
2	13. Beijing No. 8 Secondary School 14. The No. 2 Attached Secondary School of	Xicheng District (13 in Total)

	<p>Beijing Normal University</p> <p>15. Beijing No. 13 Secondary School</p> <p>16. Beijing No. 2 Experimental Primary School</p> <p>17. Beijing No. 35 Secondary School</p> <p>18. Beijing Xicheng District Yumin Primary School</p> <p>19. Beijing No. 161 Secondary School</p> <p>20. Beijing Xicheng District Huangchenggen Primary School</p> <p>21. Beijing Railway No. 2 Secondary School</p> <p>22. Beijing Foreign Affairs School</p> <p>23. Beijing Xicheng District Foreign Language School</p> <p>24. Beijing Shichahai Sports School</p> <p>25. The Attached Experimental Secondary School of Beijing Normal University</p>	
3	<p>26. Beijing No. 11 Secondary School</p> <p>27. The Attached Primary School of Beijing Normal School</p> <p>28. Beijing No. 50 Secondary School</p> <p>29. Beijing Chongwen District Chongwen Primary School</p> <p>30. Beijing No. 109 Primary School</p> <p>31. Beijing Chongwen District Guangming Primary School</p> <p>32. Beijing Huiwen Secondary School</p> <p>33. Beijing Modern Vocational School</p>	<p>Chongwen District</p> <p>(9 in Total)</p>

	34. Beijing Wenhui Secondary School	
4	35. Beijing No. 14 Secondary School 36. Beijing No. 15 Secondary School 37. Beijing No. 66 Secondary School 38. The Attached Secondary School of Beijing Normal University 39. Beijing Hui People Secondary School 40. Beijing Primary School 41. Beijing No. 1 Experimental Primary School 42. Beijing Xuanwu District Kangle Li Primary School 43. Beijing Xuanwu District No. 1 Vocational School	Xuanwu District (9 in Total)
5	44. Beijing No. 80 Secondary School 45. Beijing Tibet Secondary School 46. The Attached Secondary School of Beijing Information Engineering College 47. Beijing Xinyuan Li Secondary School 48. The Attached Experimental School of Capital Normal University 49. The Attached Secondary School of Beijing Polytechnic University 50. Beijing Dongfang Decai School 51. Beijing Chenjinglun Secondary School 52. Beijing Chaoyang District Hujialou Central Primary School	Chaoyang District (22 in Total)

	<p>53. Beijing Chaoyang District Wanghua Street Primary School</p> <p>54. Beijing Chaoyang District Fangcaodi Primary School</p> <p>55. Beijing Chaoyang District Jinsong No. 4 Primary School</p> <p>56. Beijing Chaoyang District Experimental Primary School</p> <p>57. Beijing Chaoyang District Guanzhuang Central Primary School</p> <p>58. Beijing Chaoyang District Baijiazhuang Primary School</p> <p>59. Beijing Chaoyagn District Sanlitun Primary School</p> <p>60. Beijing Chaoyang District Anhuili Central Primary School</p> <p>61. Beijing Jingxi School</p> <p>62. Beijing Jinsong Vocational Secondary School</p> <p>63. Beijing Electrical Engineering School</p> <p>64. Beijing Lecheng International School</p> <p>65. Beijing Chaoyang District Civilian-run Jingcheng Culture School</p>	
6	<p>66. Beijing No. 11 School</p> <p>67. Beijing No. 27 Secondary School</p> <p>68. Beijing No. 57 Secondary School</p> <p>69. Beijing No. 101 Secondary School</p> <p>70. Beijing Yuying School</p> <p>71. The Attached Secondary School of China</p>	<p>Haidian District</p> <p>(19 in Total)</p>

	<p>Renmin University</p> <p>72. The Attached Secondary School of Qinghua University</p> <p>73. Beijing Wenquan No. 2 Secondary School</p> <p>74. Beijing Haidian District Zhongguancun No. 1 Primary School</p> <p>75. Beijing Haidian District Zhongguacun No. 3 Primary School</p> <p>76. The Attached Primary School of Beijing Aeronautics and Astronautics University</p> <p>77. Beijing Haidian District Jushan Primary School</p> <p>78. Beijing Haidian District Cuiwei Primary School</p> <p>79. The Attached Primary School of Beijing University</p> <p>80. Beijing Haidian District Shangdi Experimental Primary School</p> <p>81. Beijing Haidian District Experimental Primary School</p> <p>82. Beijing Haidian District Taiping Street Primary School</p> <p>83. Beijing Haidian District 2nd Experimental Primary School</p> <p>84. Beijing Information Management School</p>	
7	<p>85. Beijing No. 10 Secondary School</p> <p>86. Beijing No. 18 Secondary School</p> <p>87. Beijing Fengtai District Wangzuo School</p> <p>88. The Attached Lize Secondary School of</p>	<p>Fengtai District</p> <p>(13 in Total)</p>

	<p>Capital Normal University</p> <p>89. Beijing Fengtai District No. 2 Secondary School</p> <p>90. Beijing Fengtai Experimental School</p> <p>91. Beijing Dacheng School</p> <p>92. Beijing Fengtai District Lugouqiao No. 1 Primary School</p> <p>93. Beijing Fengtai District Fangguyuan Primary School</p> <p>94. The Attached Primary School of Fengtai Normal School</p> <p>95. Beijing Fengtai District Vocational Central School</p> <p>96. Beijing Fengtai District Changxindian Central Primary School</p> <p>97. Beijing No. 5 Sports School</p>	
8	<p>98. Beijing Badachu Secondary School</p> <p>99. Beijing Pingguoyuan Secondary School</p> <p>100. Beijing Yangzhuang Secondary School</p> <p>101. Beijing Shijingshan District Gucheng No. 2 Primary School</p> <p>102. Beijing Shijingshan District Experimental Primary School</p> <p>103. Beijing Shijingshan District No. 61 Primary School</p> <p>104. The Attached Primary School of Beijing Shijingshan District Normal School</p>	<p>Shijingshan District</p> <p>(8 in Total)</p>

	105.Beijing Huangzhuang Vocational School	
9	<p>106.Beijing Mentougou District Xixinfang Secondary School</p> <p>107.Beijing Mentougou District Xinqiao Street Secondary School</p> <p>108.Beijing Mentougou District Yongding Secondary School</p> <p>109.Beijing Mentougou District Tantuosi Central Primary School</p> <p>110.Beijing Mentougou District Dongxinfang Priamry School</p> <p>111.Beijing Mentougou District Yuyuan Priamry School</p>	<p>Mentougou District</p> <p>(6 in Total)</p>
10	<p>112.Beijing Fangshan District Liangxiang No. 2 Secondary School</p> <p>113.Beijing Fangshan District Fangshan No. 2 Secondary School</p> <p>114.Beijing Fangshan District Zhoukoudian SecondarySchool</p> <p>115.Beijing Fangshan District Doudian No. 2 School</p> <p>116.Beijing Fangshan District Beiluyuan School</p> <p>117.Beijing Fangshan District Liangxiang No. 2 Primary School</p> <p>118.Beijing Fangshan District Liangxiang No. 3 Primary School</p> <p>119.Beijing Fangshan District Doudianzhen Doudian Central Primary School</p> <p>120.Beijing Fangshan District Chengguan Primary</p>	<p>Fangshan District</p> <p>(10 in Total)</p>

	School 121.Beijing Fangshan District No. 2 Vocational Secondary School	
11	122.Beijing Yanshan Qianjin Secondary School 123.Beijing Yanshan Qianjin No. 2 Primary School 124.Beijing Yanshan Xiangyang Primary School	Yanshan (3 in Total)
12	125.Beijing Tongzhou District Yunhe Secondary School 126.Beijing Tongzhou District Luzhou Secondary School 127.Beijing Tongzhou District No. 6 Secondary School 128.Beijing Tongzhou District Guoxianzhen Central Primary School 129.Beijing Tongzhou District Yuqiao Primary School 130.Beijing Tongzhou District Hounancang Primary School 131.Beijing Tongzhou District Dongfang Primary School	Tongzhou District (7 in Total)
13	132.Beijing Daxing District No. 1 Secondary School 133.Beijing Daxing District No. 2 Secondary School 134.Beijing Daxing District No. 3 Secondary School 135.Beijing Daxing District Zhangziying Secondary School 136.Beijing Daxing District Huangcunzhen No. 1	Daxing District (10 in Total)

	<p>Primary School</p> <p>137.Beijing Daxing District Panggezhuangzhen No. 2 Central Primary School</p> <p>138.Beijing Daxing District No. 4 Primary School</p> <p>139.Beijing Daxing District Zaoyuan Primary School</p> <p>140.Beijing Daxing District No. 1 Vocational School</p> <p>141.Beijing Daxing District Jingyuchen School</p>	
14	<p>142.Beijing Shunyi District Niulanshan 1st Secondary School</p> <p>143.Beijing Shunyi District No. 1 Secondary School</p> <p>144.Beijing Shunyi District No. 8 Secondary School</p> <p>145.Beijing Shunyi District Beixiaoying Secondary School</p> <p>146.Beijing Shunyi District Yangzhen No. 1 Secondary School</p> <p>147.Beijing Shunyi District Shuangxing Primary School</p> <p>148.Beijing Shunyi District Tiankui Central Primary School</p> <p>149.Beijing Shunyi District Dongfeng Primary School</p> <p>150.Beijing Shunyi District Shiyuan Primary School</p>	<p>Shunyi District</p> <p>(9 in Total)</p>
15	<p>151.Beijing Changping District No. 1 Secondary School</p>	

	<p>152.Beijing Changping District Baishan Secondary School</p> <p>153.Beijing Changping District Taowa Secondary School</p> <p>154.Beijing Changping District Tiantongyuan School</p> <p>155.Beijing Changping District Experimental Primary School</p> <p>156.Beijing Changping District Chengbei Central Primary School</p> <p>157.Beijing Changping District Baishan Central Primary School</p> <p>158.Beijing Changping Vocational School</p> <p>159.Beijing Silihuijia School</p>	<p>Changping District</p> <p>(9 in Total)</p>
16	<p>160.Beijing Pinggu District No. 6 Secondary School</p> <p>161.Beijing Pinggu District Daxingzhuang Central Primary School</p> <p>162.The Attached Pinggu Secondary School of Beijing Normal University</p> <p>163.Beijing Pinggu No. 6 Primary School</p> <p>164.Beijing Pinggu District No. 1 Vocational School</p>	<p>Pinggu District</p> <p>(5 in Total)</p>
17	<p>165.Beijing Huairou District No. 1 Secondary School</p> <p>166.Beijing Huairou District No. 4 Secondary School</p> <p>167.Beijing Huairou District No. 5 Secondary School</p>	<p>Huairou District</p> <p>(5 in Total)</p>

	168.Beijing Huairou District Miaochengzhen Central Primary School 169.Beijing Huairou District Yangsongzhen Central Primary School	
18	170.The Attached Miyun Experimental Secondary School of Beijing Normal University 171.The Attached Miyun Secondary School of Capital Normal University 172.Beijing Miyun County Bulaotunzhen Central Primary School 173.Beijing Miyun County Taishitunzhen Central Primary School 174.Beijing Miyun County No. 2 Primary School 175.Beijing Miyun County Vocational School	Miyun County (6 in Total)
19	176.Beijing Yanqing County No. 5 Secondary School 177.Beijing Yanqing County No. 2 Primary School 178.Beijing Yanqing County No. 3 Primary School 179.Beijing Yanqing No. 4 Primary School 180.Beijing Yanqing No. 1 Vocational School	Yanqing County (5 in Total)

Source: Report on Beijing Olympic Education Programs.

Appendix C. Outline of Interview Questions

Part I. The History of Olympic Education at This School.

1. When was it started? What did you think about this idea (Olympic Education)?
2. Who was (were) the decision-maker (s) to set this school as an Olympic Education model school? What reasons were considered when the decision was made? From a current point of view, please describe the advantages (or disadvantages) of Olympic Education program to this school (for both teachers and students)?
3. What were the main/original functions and features of this school as an Olympic Education model school? And what kinds of Olympic-related activities were organized during the 2008 Olympic Games?
4. Who paid for the Olympic Education program at this school (central/municipal government or private/corporate)?
5. Was there any Olympic Education plan made at this school after the 2008 Games? If yes, please describe it briefly, such as what was it about? Who made it? Who would be the one responsible for the future of this program? What would be the financial resources for the future of this program? What would be the targeted purpose and functions of this program in the future? And was it a legal agreement or a kind of suggestion without legal effect?
6. (If the answer to the above question is NO), please talk about the reasons for the lack of plan for the Olympic Education program at this school after the Games.

Part II. The Present Status of Olympic Education at This School.

7. As the supervisor/director of the Olympic Education program at this school, looking back six years, what do you think can be the major contributions of this program to this school as well as the city? And if any, what do you think can be the major concerns for the Olympic Education currently?
8. Please describe current functionality of the Olympic Education program. Speaking of the functions, are there any different functions between the Games period and post-Games period?
9. Compared with its original settings, is there any change on scale, layout, or functioning structure? If yes, please provide details or any written materials regarding it. And why did these changes happen?

Part III. The future of Beijing's Olympic Education

10. Please identify if, by now, there is any potential plan for the future development, with either short term goal or long-term strategy. And is the plan a part of the strategic development of the school or city?

11. What do you think can be considered both major opportunities and threats for the future of the Olympic Education in China? Please provide details to support your point of view.

12. If there are both "DO list" and "DO NOT DO list" regarding post-Games Olympic Education for future Olympic host cities or countries; what points do you think should be put on the lists?

13. Is there anything that relates to future development of Olympic Education in general that you feel I did not touch on that you would like to comment on?

Appendix D. Ethics Approval Letter



Research Ethics

Western University Health Science Research Ethics Board
NMREB Delegated Initial Approval Notice

Principal Investigator: Dr. Robert Barney
Department & Institution: Health Sciences/Kinesiology, Western University

NMREB File Number: 105566
Study Title: A study of Post-Games legacy of Olympic Education in 2008 Beijing Olympic Games
Sponsor:

NMREB Initial Approval Date: April 09, 2015
NMREB Expiry Date: April 09, 2016

Documents Approved and/or Received for Information:

Document Name	Comments	Version Date
Instruments	Interview Questions	2014/09/19
Instruments	Interview questions for principals	2014/09/19
Other	Outline for storytelling	2014/09/21
Recruitment Items	Home call Script for recruitment of Minors	2014/09/19
Recruitment Items	Telephone Recruitment Script	2014/09/19
Recruitment Items	Email recruitment script	2014/09/19
Assent		2015/03/31
Revised Letter of Information & Consent	Parent's consent for child	2015/03/31
Revised Letter of Information & Consent	Letter of parent, teacher, principal and officer	2015/03/31

The Western University Non-Medical Research Ethics Board (NMREB) has reviewed and approved the above named study, as of the NMREB Initial Approval Date noted above.

NMREB approval for this study remains valid until the NMREB Expiry Date noted above, conditional to timely submission and acceptance of NMREB Continuing Ethics Review.

The Western University NMREB operates in compliance with the Tri-Council Policy Statement Ethical Conduct for Research Involving Humans (TCPS2), the Ontario Personal Health Information Protection Act (PHIPA, 2004), and the applicable laws and regulations of Ontario.

Members of the NMREB who are named as Investigators in research studies do not participate in discussions related to, nor vote on such studies when they are presented to the REB.

The NMREB is registered with the U.S. Department of Health & Human Services under the IRB registration number IRB 00000941.

Ethics Officer, on behalf of Riley Hinson, NMREB Chair or delegated board member

Ethics Officer to Contact for Further Information

<u>Erika Basile</u> ebasile@uwo.ca	<u>Grace Kelly</u> grace.kelly@uwo.ca	<u>Mina Mekhail</u> mmekhail@uwo.ca	<u>Vikki Tran</u> vikki.tran@uwo.ca
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Curriculum Vitae

Name: Wenshuai Mao

Post-Graduate Education

2010-2015 Western University, Canada

Ph.D.

[Kinesiology]

2007-2010 Capital University of Physical Education, China

Master of Education

[Sports Humanistic Sociology]

Post-Secondary Education

2001-2006 Bohai University, China

Bachelor of Economics

[Financial Management]

Awards

Graduate Entrance Scholarship Award, Western University, 2010

Graduate Entrance Scholarship Award, Capital University of Physical Education, 2007

Related Work

Teaching Assistant

Researching Assistant

Publications

Mao, Wenshuai. "Discussion about the value and significance of Beijing Olympic Education." *Journal of Chi Feng College* no. 11, 2009.