

**General Overview Report**  
**The Nationwide Olympic and  
Paralympic Movement Project**  
*for Fiscal 2016-2021*

Commissioned by the Japan Sports Agency

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# 1. Introduction

Olympic and Paralympic education aims to promote a renewed awareness of the value and benefits of sport as represented by the Olympic and Paralympic Games and thus to contribute to the betterment of individuals and society, with a view to developing human resources who can play an active role in creating world peace with an international mindset as well as realizing the desired future vision of the society.

Since 2016, the Nationwide Olympic and Paralympic Movement Project has developed and implemented Olympic and Paralympic education programs, building upon the recommendations of the Expert Committee on Olympic and Paralympic Education, which was established in the Ministry of Education, Culture, Sports, Science and Technology at the end of fiscal 2014, as well as upon the results of the Research Study Project conducted in fiscal 2015. As many as 46 prefectures and ordinance-designated cities (out of a total of 66 nationwide) have participated in this project, with support from the University of Tsukuba, Waseda University and Nippon Sport Science University (NSSU). In the six years from fiscal 2016 to 2021, a total of 4,191 schools were designated for promoting Olympic and Paralympic education. So many schools—aside from those in Tokyo—having been involved in Olympic and Paralympic education demonstrates that the Olympic and Paralympic ideals have been passed on to the next generation of young people throughout Japan. Amid the COVID-19 pandemic in fiscal 2020, schools everywhere experienced unprecedented challenges as they were forced to shut down or switch to online classes. Despite those difficulties, local governments and schools devised and implemented a number of innovative educational programs, including online meet and greet with top athletes as well as online sports instruction. This report provides an overview of the achievements, accomplishments and prospects of Olympic and Paralympic education implemented at each municipality that participated in the project under these circumstances. We hope that this report will serve as a guide to the effective continued implementation of Olympic and Paralympic education in subsequent years. Last but not least, I would like to express my heartfelt gratitude to all the teachers and other stakeholders involved in this project for their cooperation. In closing, I wish for the further deepening and development of Olympic and Paralympic education through the Games.

March 2022

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Specially Appointed Professor, University of Tsukuba  
Director, Centre for Olympic Research and Education

## 2. Olympic and Paralympic Education

### 1) Background and Objectives of the Project

The decision that the 2020 Olympic and Paralympic Games would be held in Tokyo was made at the International Olympic Committee (IOC) session in Buenos Aires, Argentina on September 7, 2013. In response, the Japanese government issued the Basic Policy for Promoting Measures Related to Preparations for and Management of the Olympic and Paralympic Games in Tokyo in 2020 (approved by the Cabinet on November 27, 2015) and issued a policy on “using the hosting of the Games as an opportunity to develop human resources who can contribute to world peace with an international perspective through the reaffirmation of the value and benefits of sports through the promotion of Olympic and Paralympic education.” In addition, the Conference of Experts on Olympic and Paralympic Education (February 2015 to July 2016) organized under the Ministry of Education, Culture, Sports, Science and Technology (under the Japan Sports Agency starting in October 2015) presented the following as the significance and particulars of Olympic and Paralympic education.

**Table 1. Significance and Particulars of Olympic and Paralympic Education  
(excerpted from the final report of the Conference of the Experts)**

- |   |
|---|
| <p>(1) The value of sports</p> <ul style="list-style-type: none"> <li>• Sports bring spiritual satisfaction, enjoyment and joy and are a foundation for people to lead lifelong physically and mentally healthy and culturally active lives.</li> <li>• Sports have the power to promote self-fulfillment and self-transformation and have great power to change society and the world.</li> </ul> <p>(2) Olympic and Paralympic ideas and the significance of Olympic and Paralympic education</p> <ul style="list-style-type: none"> <li>• Undertaking Olympic and Paralympic education requires the three Olympic values (excellence, friendship, and respect) and the four Paralympic values (courage, determination, inspiration and equality).</li> <li>• Olympic and Paralympic education fosters human resources who can play an active role toward world peace with an international perspective through reaffirmation of the value of sports.</li> </ul> <p>(3) Specific details of Olympic and Paralympic education</p> <ul style="list-style-type: none"> <li>• Education regarding the Olympics and Paralympics themselves (information concerning the Games, experiences and episodes of athletes, etc.)</li> <li>• Education through learning about the Olympics and Paralympics (the value of sports, cultures of participating countries and regions, inclusive societies, sustainable societies, etc.)</li> </ul> |
|---|

This project, conducted from fiscal 2016 to fiscal 2021, was intended to promote the Olympic and Paralympic Movement at schools and in regions in the lead up to the 2020 Tokyo Olympic and Paralympic Games in accordance with the above policy through collaboration by Nationwide Core Bases (University of Tsukuba, Nippon Sport Science University, and Waseda University) and regional hubs (boards of education of prefectures and ordinance-designated cities and other organizations) commissioned by the Japan Sports Agency. For the 2015 research project, University of Tsukuba (including the Education Bureau of Laboratory Schools) worked with Miyagi, Kyoto, and Fukuoka Prefectures to study effective implementation methods for the project by reviewing past examples and gathering information on the Olympic and Paralympic education program in the United Kingdom undertaken through the 2012 London Games and made preparations for nationwide deployment.

As a part of that project, the Japan Sports Agency Olympic and Paralympic National Core Base Conference, which was made up of the Japan Sports Agency, related organizations (The Tokyo Organising Committee

of the Olympic and Paralympic Games, Secretariat of the headquarters for the Tokyo 2020 Olympic and Paralympic Games of the Cabinet Secretariat, Tokyo Metropolitan Board of Education, Japanese Olympic Committee (JOC), Japanese Paralympic Committee (JPC), The Nippon Foundation Paralympic (Parasports) Support Center, and others) and the universities indicated above, conducted investigations taking into consideration the educational themes of Olympism indicated by the IOC (Joy of effort, Fair play, Practising respect, Pursuit of excellence, Balance between Body, Will and Mind) and the Paralympic values indicated by the IPC (courage, determination, inspiration, and equality) and set the five following topics.

- (1) Education on the significance and history of sports, the Olympics, and the Paralympics
- (2) Developing volunteers with good manners and hospitality
- (3) Developing an inclusive society through sports
- (4) Fostering understanding of Japan's traditional and local culture and world cultures and fostering respect for diversity
- (5) Raising interest in and awareness of sports and fostering the enjoyment of sports

At the implementing schools in each regional hub, the practice of Olympic and Paralympic education was developed based on the five topics mentioned above. Specific practical examples are reported in the next chapter. Next is a description of the implementation systems.

## 2) Implementation systems

The project was implemented through a system whereby nationwide core bases (University of Tsukuba, Nippon Sport Science University and Waseda University), under commission from the Japan Sports Agency, cooperated with relevant organizations to support Olympic and Paralympic education at regional hubs (Figure 1). Playing central roles were the Olympic Education Platform (CORE: <https://core.taiiku.tsukuba.ac.jp/>) at the University of Tsukuba, the Center for Olympic and Paralympic Empowerment (N-COPE: <https://www.nittai.ac.jp/ncope/>) at Nippon Sport Science University, and the Research Center for Olympic & Paralympic Education (ROPE: <https://www.waseda.jp/prj-w-olypara/>) at Waseda University. Through contact and

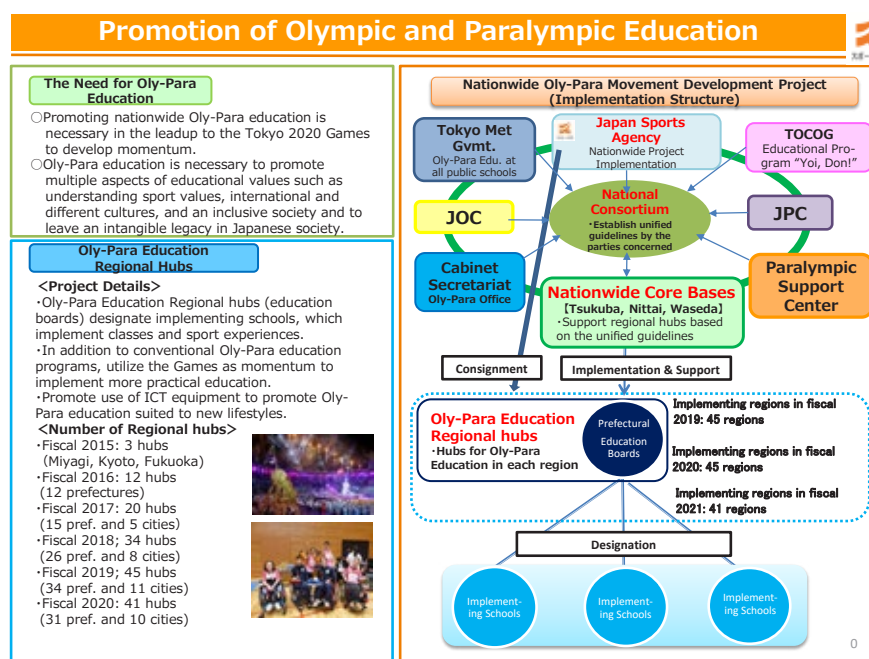


Figure 1. Outline and Structure of the Project

coordination with the regional hub coordinators (primarily the directors in charge), various measures were developed to promote the Olympic and Paralympic Movement for the 2020 Tokyo Games. Details are discussed in the following and subsequent sections.

The participating regional hubs and the number of implementing schools in each fiscal year were as follows. Each of them was contracted by the Japan Sports Agency, and in cooperation with the nationwide core bases (universities) responsible for each, conducted Olympic and Paralympic education in schools and regions. For a list of the implementing schools, refer to the special project page on the Japan Sports Agency site indicated below.

[https://www.mext.go.jp/sports/b\\_menu/sports/mcatetop08/list/detail/1407880.htm](https://www.mext.go.jp/sports/b_menu/sports/mcatetop08/list/detail/1407880.htm)

**Table 2. Regional Hubs and Implementing Schools**

Fiscal Year	No. of bases and schools	Regional hubs
2016	10 hubs 183 schools	Prefectures: Iwate, Miyagi, Ibaraki, Ishikawa, Kyoto, Hiroshima, Kochi, Fukuoka, Nagasaki, Kumamoto
2017	20 hubs 376 schools	Prefectures: Iwate, Miyagi, Fukushima, Ibaraki, Chiba, Ishikawa, Gifu, Shizuoka, Kyoto, Hyogo, Hiroshima Kochi, Fukuoka, Nagasaki, Kumamoto Cities: Sapporo, Chiba, Kyoto, Osaka, Kitakyushu
2018	34 hubs 701schools	Prefectures: Hokkaido, Iwate, Miyagi, Fukushima, Ibaraki, Tochigi, Gunma, Saitama, Chiba, Ishikawa, Gifu, Shizuoka, Aichi, Shiga, Kyoto, Hyogo, Wakayama, Hiroshima, Yamaguchi, Kagawa, Ehime, Kochi, Fukuoka, Nagasaki, Kumamoto, Oita Cities: Sapporo, Chiba, Yokohama, Niigata, Shizuoka, Kyoto, Osaka, Kitakyushu
2019	45 hubs 952 schools	Prefectures: Hokkaido, Iwate, Miyagi, Fukushima, Ibaraki, Tochigi, Gunma, Saitama, Chiba, Ishikawa, Yamanashi, Nagano, Gifu, Shizuoka, Aichi, Mie, Shiga, Kyoto, Hyogo, Wakayama, Tottori, Shimane, Okayama, Hiroshima, Yamaguchi, Tokushima, Kagawa, Ehime, Kochi, Fukuoka, Nagasaki, Kumamoto, Oita, Kagoshima Cities: Sapporo, Chiba, Yokohama, Niigata, Shizuoka, Hamamatsu, Kyoto, Osaka, Kobe, Okayama, Kitakyushu
2020	45 hubs 966 schools	Prefectures: Hokkaido, Iwate, Miyagi, Fukushima, Ibaraki, Tochigi, Gunma, Saitama, Chiba, Ishikawa, Yamanashi, Nagano, Gifu, Shizuoka, Aichi, Mie, Shiga, Kyoto, Hyogo, Wakayama, Tottori, Shimane, Okayama, Hiroshima, Yamaguchi, Tokushima, Kagawa, Ehime, Kochi, Fukuoka, Nagasaki, Kumamoto, Oita, Kagoshima Cities: Sapporo, Chiba, Yokohama, Niigata, Shizuoka, Hamamatsu, Kyoto, Osaka, Kobe, Okayama, Kitakyushu
2021	41 hubs 1,013 schools	Prefectures: Hokkaido, Iwate, Miyagi, Fukushima, Ibaraki, Tochigi, Gunma, Saitama, Chiba, Ishikawa, Yamanashi, Nagano, Gifu, Shizuoka, Aichi, Mie, Shiga, Kyoto, Hyogo, Wakayama, Tottori, Shimane, Okayama, Hiroshima, Yamaguchi, Kagawa, Ehime, Fukuoka, Nagasaki, Kumamoto, Kagoshima Cities: Sapporo, Chiba, Yokohama, Shizuoka, Hamamatsu, Kyoto, Osaka, Kobe, Okayama, Kitakyushu

### 3) Main Project Details in Each Fiscal Year

To promote Olympic and Paralympic education at regional hubs and implementing schools, each of the universities, functioning as nationwide core bases, (i) held nationwide seminars for regional hub coordinators (instructional supervisors and so on), and (ii) later participated in regional seminars held at each regional



hub. In addition, the universities supported educational practice at implementing schools, (iii) participated in regional workshops held at each regional hub at the end of the year, and later held a national workshop to share information on the results of the project and topics for the following year. An overview and the particulars are reported below.

### **(1) National Seminar**

A workshop for the coordinators (mainly instructional supervisors) who organized the project at each regional hub was held to share information on the objectives of the project, the theoretical framework of Olympic and Paralympic education, methods of using educational materials, and examples of distinctive practices. Related organizations gave presentations on relevant educational programs and materials, and meetings by the universities and regional hubs were later held to discuss methods of implementing the project.



**Photo 1: The FY 2017 National Seminar**



**Photo 2: The FY 2021 National Seminar**

### **(2) Regional Seminars**

After the national seminar, for each regional hub, schools were selected (designated) as implementing schools and a training session was held for the teachers and office personnel at those schools. At the request of the regional coordinators, the universities provided the following topics and practical support.

- Brief description of the project

A lecture was given on the background and development of the project and the significance of Olympic and Paralympic education. The five themes of Olympic and Paralympic education set by the National Core Base Conference and teaching materials published by various related organizations were introduced and topics relating to educational practice were provided (including provision of the information on model classes conducted at the Laboratory Schools affiliated with the University of Tsukuba Education Bureau).

- Explanations of the methods of use of educational materials

Methods of use of the following materials were presented: Reference Materials for Teaching Olympic and Paralympic Education published by the Japan Sports Agency; Olympic and Paralympic Textbook published by the Tokyo Metropolitan Government; Olympic Values Education Programme (OVEP) Toolkit published by the IOC, I'mPOSSIBLE published by the Nippon Foundation Paralympic Support Center and reference materials for classes posted on the Tokyo 2020 Organising Committee website.

### **(3) Regional workshops**

After conducting Olympic and Paralympic education at each implementing school, debriefing sessions were held to examine the results and issues of the current year and points for improvement for the following year and later. At the request of the coordinators, the universities provided support consisting mainly of the



following.

- Report on the National Core Base Conference and presentation of distinctive case studies in each region  
The responsible person at the relevant university presented information relating to Olympic and Paralympic education adopted by the National Core Base Conference as well as distinctive case studies from each regional hub.
- Participation in group work by implementing schools  
Faculty members and researchers at the universities participated in small groups organized by school type and level, shared the results and issues of practical implementation at each implementing school, and exchanged opinions on specific ideas in anticipation of practice in the following year. Also, some regional hubs gave overall evaluations.
- Keynote addresses, symposium coordination, coordination of external instructors  
Some workshops provided information on the development and formation of a legacy of Olympic and Paralympic education through keynote speeches by faculty members at the universities. There were also regional hubs where symposiums were held with local athletes and university lecturers as panelists.

#### **(4) National workshop**

At the end of each fiscal year, discussions were held with the coordinators and faculty members at the implementing schools regarding the sharing of project results and issues at each regional hub and promoting effective Olympic and Paralympic education in the following fiscal year and later. Each university introduced distinctive case studies, and related organizations provided topics. The participating coordinators of regional hubs conducted group work and the results of case studies were shared. In addition, the outlook for the following and subsequent years was presented.



**Photo 3: The FY 2018 National Seminar**



**Photo 4: The FY 2019 National Seminar**

In fiscal 2016, regional consortiums were established in each prefecture as forums to consider measures for promoting the Olympic and Paralympic Movement throughout the region, not limited to those involved in schools and education. Members included government and educational officials, professional sports teams with ties in the region, Olympians, Paralympians, and sports associations. Following discussions within the consortiums, public forums for members of the public were held. By taking advantage of the characteristics of the regional hubs, reports on practice by Olympic and Paralympic education implementing schools, keynote speeches and panel discussions with panelists invited from the local area, and in Kyoto prefecture in particular, a poetry contest with the Olympic and Paralympic games and sports as its theme were conducted.

In fiscal 2017, a national forum was held in Sendai City with the aim of increasing momentum from

Tohoku to the Olympic and Paralympic games. A report on practice by Olympic and Paralympic education implementing schools in Miyagi Prefecture was presented and athlete lectures and hands-on fencing and boccia sessions with the participation of the general public were held.

#### 4) Publication of case study collection

The University of Tsukuba, Nippon Sport Science University, and Waseda University published Case Study Collections that summarize distinctive examples of practice from each regional hub (four publications from fiscal 2017 to fiscal 2020). For the five topics discussed above, a total of 45 case studies were selected from the implementing schools of each regional hub, and a report on model lessons conducted at the Laboratory School on University of Tsukuba were included at the end.

This collection of case studies can be used as an assembly of practical ideas that can be employed at implementing schools and other schools and also as a record of Olympic and Paralympic education in Japan implemented as a result of the Tokyo 2020 Games. It is expected that it will be used with a view toward continuation of Olympic and Paralympic education in the future.

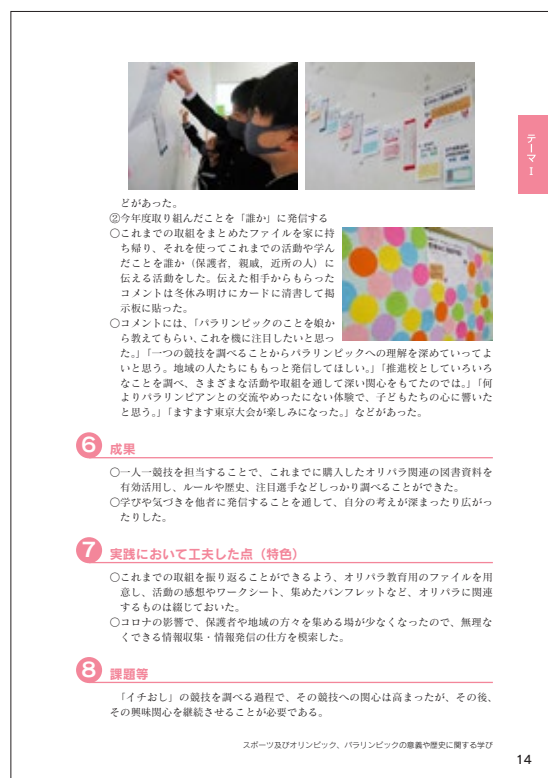
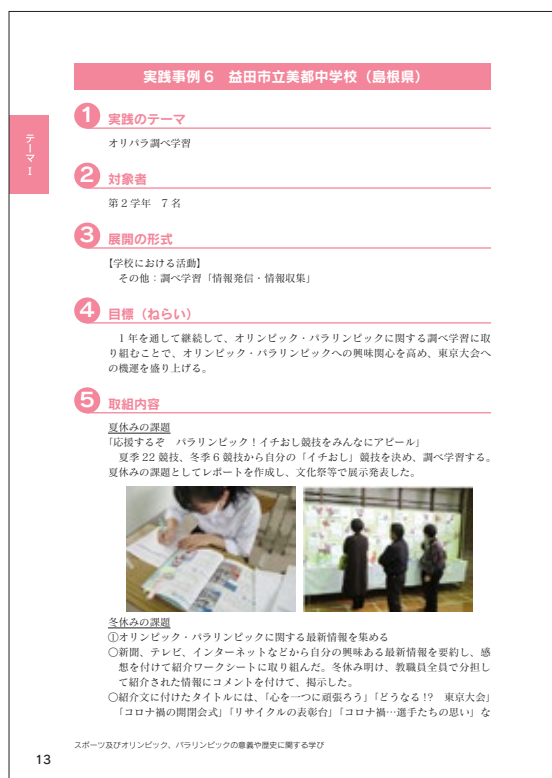


Figure 2. The Olympic and Paralympic Education Case Study Collection (FY 2020 edition)

### 3. The Spread of Olympic and Paralympic Education at Regional Hubs

As described in Chapter 2, the three National Core Bases (University of Tsukuba, Nippon Sport Science University and Waseda University) commissioned by Japan Sports Agency have been promoting Olympic and Paralympic education at their implementing schools in collaboration with their Regional Hubs. This chapter reports on the Olympic and Paralympic education efforts of the three National Core Base and their Regional Hubs.

#### 1) Regional Hubs under University of Tsukuba

##### (1) Educator training

##### (i) Regional seminars (pre-training sessions)

Following the selection (designation) of implementing schools by each regional hub, a pre-training session was held for teachers of those schools and school office staff members. The staff of University of Tsukuba explained the outline of the project, presented practical examples, and explained how to use each of the teaching materials. In addition, at some regional seminars, opinions were exchanged on practical ideas that make use of the characteristics of individual schools and regions.



Photo 5: Presentation of practical examples

##### (ii) Regional workshops (post-training sessions)

Following the implementation of Olympic and Paralympic education at each implementing school, a reporting session was held in each region for educators to share information on the achievements and issues and plan for the following year and beyond. The staff of University of Tsukuba reported on the National Core Base Conference and presented distinctive practical examples from other regional hubs. In addition, the staff of University of Tsukuba participated in group work organized by school type and level, shared information on the results and issues of implementation at each implementing school, and exchanged opinions on concrete ideas for future implementation at each school with a view to implementing the project in the next fiscal year. Moreover, keynote speeches were given by the staff of University of Tsukuba at some of the regional workshops to provide information on creating and building an Olympic and Paralympic education legacy.



Photo 6: Group work

## (2) Implementing schools

### (i) List of implementing schools

Tsukuba provided support to a total of 1,573 implementing schools in 15 regions over six years.

**Table 3: List of Implementing Schools under the University of Tsukuba**

Fiscal year	Number of Regions and Implementing Schools (number of schools by region)
2016	118 schools in 4 regions (Miyagi Prefecture: 27, Ibaraki Prefecture: 20, Kyoto Prefecture: 49, Fukuoka Prefecture: 22)
2017	187 schools in 7 regions (Miyagi Prefecture: 26, Fukushima Prefecture: 10, Ibaraki Prefecture: 48, Kyoto Prefecture: 45, Fukuoka Prefecture: 22, Kyoto City: 22, Kitakyushu City: 20)
2018	264 schools in 12 regions (Miyagi Prefecture: 21, Fukushima Prefecture: 32, Ibaraki Prefecture: 39, Gunma Prefecture: 4, Aichi Prefecture: 18, Kyoto Prefecture: 52, Wakayama Prefecture: 2, Yamaguchi Prefecture: 7, Ehime Prefecture: 10, Fukuoka Prefecture: 20, Kyoto City: 28, Kitakyushu City: 31)
2019	332 schools in 15 regions (Miyagi Prefecture: 22, Fukushima Prefecture: 50, Ibaraki Prefecture: 33, Gunma Prefecture: 9, Nagano Prefecture: 10, Aichi Prefecture: 18, Kyoto Prefecture: 55, Wakayama Prefecture: 5, Shimane Prefecture: 5, Yamaguchi Prefecture: 10, Tokushima Prefecture: 6, Ehime Prefecture: 20, Fukuoka Prefecture: 20, Kyoto City: 25, Kitakyushu City: 44)
2020	366 schools in 15 regions (Miyagi Prefecture: 15, Fukushima Prefecture: 48, Ibaraki Prefecture: 33, Gunma Prefecture: 8, Nagano Prefecture: 15, Aichi Prefecture: 18, Kyoto Prefecture: 54, Wakayama Prefecture: 43, Shimane Prefecture: 7, Yamaguchi Prefecture: 11, Tokushima Prefecture: 6, Ehime Prefecture: 20, Fukuoka Prefecture: 20, Kyoto City: 21, Kitakyushu City: 47)
2021	306 schools in 14 regions (Miyagi Prefecture: 13, Fukushima Prefecture: 45, Ibaraki Prefecture: 29, Gunma Prefecture: 6, Nagano Prefecture: 10, Aichi Prefecture: 18, Kyoto Prefecture: 55, Wakayama Prefecture: 3, Shimane Prefecture: 7, Yamaguchi Prefecture: 11, Ehime Prefecture: 20, Fukuoka Prefecture: 20, Kyoto City: 21, Kitakyushu City: 48)

### (ii) Distinctive practical examples

#### I. Learning the significance and history of sports and the Olympics and Paralympics

At the elementary school level, primarily integrated studies class was used to summarize research on the history of the Olympic and Paralympic Games, the sports and events, the Torch Relay, and to create newspapers. Also, the details of what the students learned from investigative learning were displayed and presented and plays about the Olympics and Paralympic Games were performed at presentation sessions and cultural festivals. On the junior and senior high school levels, students learned about the significance of the Olympic and Paralympic Games, mainly through the physical education theory of health and physical education, and also other subjects such as the Torch Relay and volunteer activities. Through these practices, the students deepened their understanding of the Olympic and Paralympic Games and learned about the various ways in which they themselves could be involved.





**Photo 7: Investigative learning**



**Photo 8: School Presentation Event**

## II. Fostering volunteers with manners and hospitality

Through the planning and operation of school events and out-of-school events as well as the experience of participating in local sporting events, efforts were made to foster a volunteerism mindset by making use of the Tokyo 2020 Games. Also, opportunities to acquire knowledge relating to hospitality were provided through lectures on global etiquette by outside lecturers with the assumption that foreign athletes and tourists would come to Japan and visit the schools. During the Games, efforts were made to welcome foreign athletes during the pre-Games training camp using online methods.



**Photo 9: Volunteers at a sport event**



**Photo 10: Workshop with students from overseas**

## III. Establishing an inclusive society through sports

At elementary schools, students conducted investigative learning about and experienced parasports, mainly during integrated studies class, and through these lessons, exchanges between ordinary schools and special-needs schools were implemented. At the junior high school and senior high school levels, students experienced sitting volleyball during health and physical education, and efforts were made to devise new sports in which persons with disabilities and the elderly can participate. Through these lessons, interest in the Paralympics increased and students were able to learn about ideas and innovations for building an inclusive society in the future.



**Photo 11: Sitting volleyball**



**Photo 12: New sport design**

#### IV. Fostering attitudes of respect for Japanese traditions, local culture, and world culture and respect for diversity

There were many practical examples based on investigative learning on host towns and interaction with the partner schools. Lessons started with researching host town countries, and exchanges were implemented such as inviting national teams who came to Japan for pre-Games training camp or on tours. Also, online chats and letter exchanges with schools in host town countries were conducted. Activities to learn about the relationship between local specialty products and the Olympic and Paralympic Games and to convey Japanese traditional culture to international students and tourists were also conducted. Students deepened their understanding of different cultures, and attitude of respecting diversity was fostered through these lessons, and students were able to learn about local and national cultures.



**Photo 13: Online interaction with host town**



**Photo 14: Experiment support to make medals by a local company**

#### V. Raising interest in sports and fostering the spirit of enjoying sports

Lectures were held and practical guidance was provided by athletes including Olympians and Paralympians. Students learned about the determination to overcome setbacks and difficulties and the importance of taking on challenges through first-hand contact with athletes. In addition, new Olympic and Paralympic sports that go beyond the boundaries of existing sports were devised and students learned about various ways of engaging in sports that go beyond “doing”, “watching”, and “supporting”.



Photo 15: Lecture by an international judge



Photo 16: Exercise class led by an Olympian

### (iii) Implementing School Questionnaire

#### 【Survey questions and method】

To verify the results of the educational activities of this project, a questionnaire survey of students who participated in the educational programs in each region was conducted. In fiscal 2017, a preliminary survey was conducted in Ibaraki Prefecture using a questionnaire, and in fiscal 2018, a survey of all the relevant local schools was conducted using a scan form. In consideration of the validity of the responses, the subjects were fourth-grade and higher grade students. Also, in consideration of the question items of a survey conducted by the Tokyo Metropolitan Government in fiscal 2017, there were a total of 10 questions—five questions relating to the Olympic and Paralympic Games and five questions relating to activity themes. There were four possible responses for all questions: “1. I do not want to participate/I am not interested” to “4. I definitely want to participate/I am very interested”. The specific questions are indicated below.

Table 4: Survey Questions

#### Questions

- Concerning the Olympics and Paralympics: (a) Are you interested in the Olympic Games? (b) Are you interested in the Paralympic Games? (c) Do you want to participate in the Olympic Games as a volunteer or supporter in the future? (d) Do you want to participate in the Paralympic Games as a volunteer or supporter in the future? (e) Do you want to attend the upcoming Olympic and Paralympic Games events?
- Concerning activity themes: (a) Do you want to do something useful for society and people? (b) Do you want to interact with the elderly and people with disabilities? (c) Are you interested in exercising, participating in sports, or watching sports? (d) Are you interested in Japanese traditions and culture? (e) Do you want to learn about the lifestyles and customs of other countries?

When conducting the survey, the objectives of the survey were explained at each regional seminar, and implementing schools were asked to cooperate. The coordinator totaled the number of students at the cooperating schools, and the secretariat sent the required number of scan sheets based on that information. Each implementing school had the subject students fill out the scan sheets before and after the educational activities and return the sheets to the secretariat.

To process the data, the returned scan sheets were scanned and converted into data. “1. I do not want to participate/I am not interested” was given one point, and “4. I definitely want to participate/I am very interested” was given four points, and an unpaired t-test was performed using the before and after scores



overall, for each local government, and for each school.

The results obtained were summarized in a chart and returned via the coordinator in each region to provide feedback to the implementing schools that participated in the survey (Figures 3 and 4). With regard to the results, consideration was given so that the circumstances of local governments and schools could be understood by comparing with the national average, not by comparing among local governments.

### 【Survey Results and Examination】

The survey results were as follows. The numbers of respondents in fiscal 2018 was 17,544 before implementation of the program and 16,781 after, and the numbers for fiscal 2019 were 22,597 before and 22,168 after. In fiscal 2020, due to school closures in response to the spread of COVID-19 and various restrictions on activities, the numbers of respondents were 13,217 before and 13,061 after, which were fewer than in the previous years.

Based on the results of the statistical processing, the scores were significantly higher after the educational activities for all items in all years (Table 5). The effects may differ depending on the activity topic and details, but in the aggregate, educational activities could increase interest in the Olympics and Paralympics, volunteerism, and participation in events. It can be said that the attitudes of the students changed positively in activities theme.

Examining the details of the scores, with regard to the Olympic and Paralympic Games, the scores for the Paralympic Games were lower than the scores for the Olympic Games with respect to both interest about the Games and interest in volunteering, and the respondents tended to be more interested in the Games themselves than volunteering. This was the same in all the years. In the initial report of the project, the lack of knowledge and interest in the Paralympic Games among the students was mentioned as an issue, and many efforts were made regarding the Paralympic Games throughout the project, but no change in the overall trend was observed. Throughout the Games, the media reported on the Paralympic Games more than ever, and as a result they have become more well-known, and also, meaningful educational tools have been developed and various educational practices have been conducted, so improvement in the future can be expected. With regard to the activity themes, the scores for “Do you want to do something useful for society and people?” and “Are you interested in exercising, participating in sports, or watching sports?” tended to be higher

**Table 5: Comparison of Before-and-After Survey Scores by Fiscal Year**

Topic	Questions	2018			2019			2020		
		Before	After	t-values	Before	After	t-values	Before	After	t-values
The Olympics and Paralympic Games	(a) Are you interested in the Olympic Games ?	2.81	2.94	-11.5317 ***	2.83	2.97	-14.9569 ***	2.72	2.85	-12.6827 ***
		0.933	0.916		0.932	0.915		0.947	0.918	
	(b) Are you interested in the Paralympic Games ?	2.50	2.71	-11.7805 ***	2.55	2.73	-22.0378 ***	2.47	2.67	-20.9623 ***
		0.909	0.919		0.906	0.904		0.908	0.904	
	(c) Do you want to participate in the Olympic Games as a volunteer or supporter in the future?	2.57	2.72	-12.2699 ***	2.56	2.69	-14.1599 ***	2.43	2.58	-13.8618 ***
		0.990	0.969		0.977	0.958		0.971	0.947	
	(d) Do you want to participate in the Paralympic Games as a volunteer or supporter in the future?	2.46	2.63	-14.3674 ***	2.45	2.61	-16.8359 ***	2.34	2.52	-17.728 ***
		0.962	0.960		0.950	0.945		0.945	0.935	
	(e) Do you want to attend the upcoming Olympic and Paralympic Games events?	2.55	2.71	-13.3139 ***	2.56	2.710003	-15.6845 ***	2.45	2.59	-13.0422 ***
		0.995	0.981		0.989	0.970		0.992	0.971	
Activity themes	(a) Do you want to do something useful for society and people?	3.23	3.28	-4.79887 ***	3.22	3.28	-8.53498 ***	3.26	3.30	-5.0706 ***
		0.767	0.789		0.766	0.771		0.761	0.757	
	(b) Do you want to interact with the elderly and people with disabilities?	2.75	2.85	-8.98437 ***	2.76	2.83	-8.2561 ***	2.75	2.82	-7.93059 ***
		0.873	0.882		0.864	0.869		0.870	0.863	
	(c) Are you interested in exercising, participating in sports, or watching sports?	3.23	3.26	-1.97617 *	3.21	3.24	-3.07082 **	3.18	3.22	-3.89632 ***
		0.924	0.907		0.931	0.914		0.945	0.918	
	(d) Are you interested in Japanese traditions and culture?	2.90	2.97	-6.8327 ***	2.85	2.93	-9.19728 ***	2.83	2.91	-8.07974 ***
		0.915	0.910		0.905	0.903		0.924	0.905	
	(e) Do you want to learn about the lifestyles and customs of people from other countries?	2.76	2.84	-6.951 ***	2.73	2.81	-8.79409 ***	2.68	2.77	-9.11803 ***
		0.970	0.967		0.957	0.946		0.971	0.954	
	Number of respondents	17,544	16,781		22,597	22,168		13,217	13,061	

\* p<.05, \*\* p<.01, \*\*\* p<.001

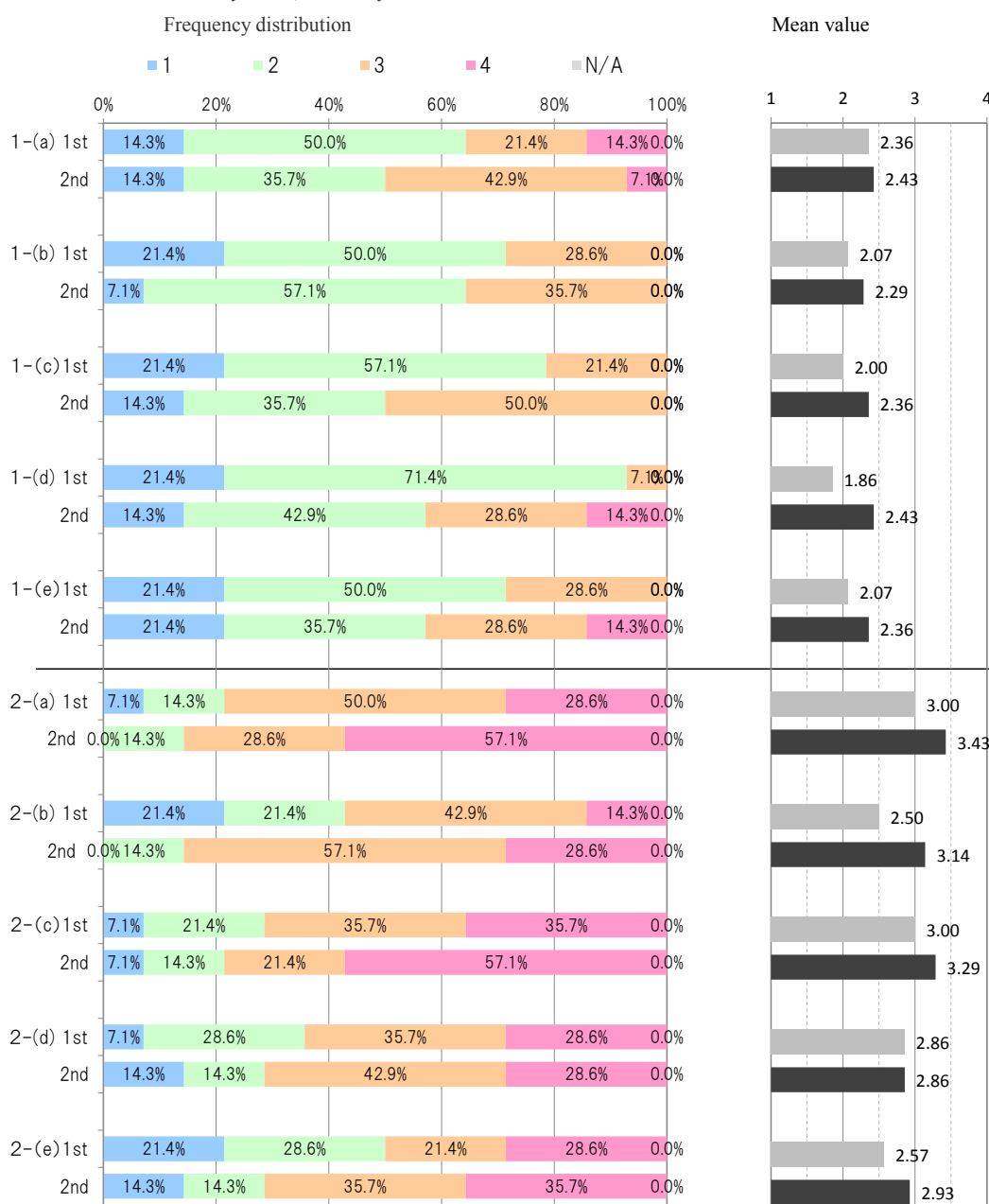


## Frequency distribution and mean value by school

180024

Y Elementary School in X City

1st survey: n= 14, 2nd survey: n= 14



Q 1-(a) Are you interested in the Olympic Games?

1-(b) Are you interested in the Paralympic Games?

1-(c) Do you want to participate in the Olympic Games as a volunteer or supporter in the future?

1-(d) Do you want to participate in the Paralympic Games as a volunteer or supporter in the future?

1-(e) Do you want to attend the upcoming Olympic and Paralympic Games events?

2-(a) Do you want to do something useful for society and people?

2-(b) Do you want to interact with the elderly and people with disabilities?

2-(c) Are you interested in exercising, participating in sports, or watching sports?

2-(d) Are you interested in Japanese traditions and culture?

2-(e) Do you want to learn about the lifestyles and customs of people from other countries?

Response 1. Not interested/do not want to participate 2. Not interested much/do not want to participate much 3. Interested/want to participate 4. Interested very much/definitely want to participate

1.No/not interested 2.Not much/not interested much 3.Yes/interested 4.Yes very much/interested very much

Figure 4: Frequency Distribution by School

than the other items before implementation of the educational activities. For these items as well, the scores improved as a result of the educational activities, and positive changes were observed. When conducting this type of questionnaire survey, it is possible that the respondents will give it the expected answers to questions concerning social demands, but it is significant to note that the items with high scores from the beginning also changed positively as a result of the educational activities. The same is true for exercising and participating in and watching sports, and although many of the students may have originally been interested, it can be said that the educational activities further increased their interest.

### (3) Citizen forums (fiscal 2016)

Consortiums were set up in each prefecture in the form of conferences to consider measures for promoting the Olympic and Paralympic Movement, not just at schools and among educators, but also among the general public. The members included government and education officials, professional sports team members, Olympians and Paralympians, and sport association officials. The results that were discussed in the consortiums were planned as a citizens forum and were held in each prefecture.

At the citizens forums, case reports on Olympic and Paralympic education, keynote speeches by Olympians and Paralympians, and panel discussions were held to increase excitement about the Olympic and Paralympic Games among the general public.

#### 【Schedules】

##### Miyagi Prefecture Citizen Forum

Date and time: January 29, 2017, 13:30 - 16:00

Venue: Tokodai Hall , TKP Garden City Sendai

##### Ibaraki Prefecture Citizen Forum

Date and time: February 5, 2017, 13:30 - 16:00

Venue: Genteel Hall (3<sup>rd</sup> floor), Sannomaru Hotel,

##### Kyoto Prefecture Citizen Forum

Date and time: February 11, 2017, 13:30 - 16:00

Venue: Kongoh Nohgakudou

##### Fukuoka Prefecture Citizen Forum

Date and time: February 4, 2017, 13:30 - 16:00

Venue: Hall C, FFB Hall



Photo 17: Ibaraki Prefecture Citizen Forum



Photo 18: Kyoto Prefecture Citizen Forum

#### (4) National forum (fiscal 2017)

The national forums listed below were held in Sendai with the aim of increasing momentum from the Tohoku region in the leadup to the 2020 Tokyo Games. The specific forums were: (i) practical reports from Olympic and Paralympic education implementing schools in Miyagi Prefecture; (ii) lectures by athletes associated with Tohoku Region; and (iii) experience-based fencing and boccia sessions with the participation of citizens.

“Excitement from Tohoku! The Olympic and Paralympic Games for Everyone”

Date and time: January 21, 2018, 13:00 - 17:00

Venue: Hotel Melparque Sendai

Number of participants: 52

Program:

13:00 Opening addresses

- Mr. Masahide Katsumata, Director, Olympic and Paralympic Games Division, Japan Sports Agency
- Mr. Fumihito Matsumoto, Councilor of Miyagi Prefecture Education Board Agency and Director of Sports and Health Division

13:10 Practical Reports of Olympic and Paralympic Implementing Schools in Miyagi Prefecture

- Ms. Reiko Kurosawa, Teizan Elementary School Principal, Ishinomaki City
- Ms. Rumi Okayama, Watanoha Junior High School Teacher, Ishinomaki city

13:40 Lectures by Olympian and Paralympian

- Mr. Kenta Chida, Olympian (fencing)  
Participated in the 2008 Beijing Games and 2012 London Games (silver medal)
- Mr. Reo Fujimoto, Paralympian (wheelchair basketball)  
Participated in the Games four consecutive times since the 2004 Athens Games

15:00 Experience-based sessions: fencing and boccia

- Mr. Kenta Chida
- Mr. Shinji Wakatsumu, Tohoku Branch,  
Japan Boccia Association

15:50 Closing address

- Mr. Hisashi Sanada, Professor, Physical Education, University of Tsukuba



Figure5: Poster



Photo 19: Practical reports of implementing schools

#### (5) Other

(i) Survey of Olympic and Paralympic Education at the 2018 PyeongChang Games

A field survey was conducted from February 8 to 12, 2018 to collect information on Olympic and Paralympic education programs at the 2018 PyeongChang Olympic and Paralympic Games (the “2018 PyeongChang Games”) held in South Korea. The details are as follows.

- Mr. A Ram Kim, a member of the Education Team of the PyeongChang Organizing Committee for the





Photo 20: Interview with Mr. A Ram Kim



Photo 21: Interview with Professor Hong

2018 Olympic and Paralympic Winter Games (POCOG), was interviewed and materials were collected on the organization of Olympic and Paralympic education programs for the 2018 PyeongChang Games, details of activities (school visits, Web-based educational materials, etc.), the results of implementation, and so on.

- Professor Hong Suk Pyo of the Olympic Studies Center at Gangwon National University was interviewed and information was exchanged on the roles of universities (research institutes) in Olympic and Paralympic education programs for the 2018 PyeongChang Games.
- Two competition venues (PyeongChang Olympic Plaza and Gangneung Olympic Park) were visited and surveys were conducted on educational and cultural events and exhibits at the Games.

(ii) An Olympian and Paralympian dispatch project called “Opportunities to Experience the Real Thing” that included listening to Olympian and Paralympian experiences and receiving direct guidance was valuable for participating students. This project introduced Olympians and Paralympians who have close ties with universities to provide such opportunities to as many students as possible. The 11 individuals who cooperated with the project starting in fiscal 2017 are listed below.

- **Mr. Shintaro Ikeda, Olympian (badminton)**  
Participated in the 2008 Beijing, and 2012 London Games
- **Mr. Yusuke Ishitsuka (athletics)**  
Participated in the 2007 and 2011 World Athletics Championships
- **Mr. Takashi Ono, Olympian (judo)**  
Participated in the 2008 Beijing Games
- **Mr. Yuta Kawashima, Paralympian (goalball)**  
Participated in the 2020 Tokyo Games
- **Mr. Gakuta Koike, Paralympian (parallel alpine skiing)**  
Participated in the Games since the 2006 Turin Games for four consecutive times
- **Mr. Toru Suzuki, Paralympian (athletics)**  
Participated in the Games since the 2000 Sydney Games for six consecutive times



Photo 22: Mr. Kenta Chida



Photo 23: Mr. Hiroaki Hiraoka

- **Mr. Kenta Chida, Olympian (fencing)**

Participated in the 2008 Beijing Games and 2012 London Games (silver medal)

- **Mr. Kenji Narisako, Olympian (athletics)**

Participated in the 2008 Beijing Games

- **Mr. Hiroaki Hiraoka, Olympian (judo)**

Participated in the 2008 Beijing Games and 2012 London Games (silver medal)

- **Mr. Hiraku Misawa, Paralympian (parallel alpine skiing)**

Participated in the Games for four consecutive times since the Turin Games

- **Kohei Yamashita, Olympian (athletics)**

Participated in the 2016 Rio Games



Photo 24: Mr. Toru Suzuki



Photo 25: Mr. Hiraku Misawa

(iii) At the Laboratory School on University of Tsukuba (one elementary, two junior high, three senior high, and five special needs schools), Olympic education was developed as peace education. A variety of practical models for experience-based learning about the value and significance of the Olympic and Paralympic Games was developed. The following are some of the distinctive approaches.

- The Olympics and Paralympic Games and the SDGs: At the elementary school, the educational topic was the relationship between achievement of the SDGs and the Olympic and Paralympic movements. In particular, the topics of the Olympic village and refugee Olympic team were explored deeply from the perspectives of clothing, food and housing the world. Students were able to develop an awareness of problems when solving international issues. This is expected to serve as a timely practical model.
- Programs conducted through exchanges with special needs schools: Special online classes were held by Paralympians who graduated the Special Needs Education School for the Visually Impaired. During interviews by the students, active question and answer sessions were conducted. Topics included competition during the COVID-19 pandemic and the use of social media. This is considered to be a practical model that was widely referenced by schools ranging from special needs to ordinary schools as a pioneering model of Olympic and Paralympic education for new lifestyles.

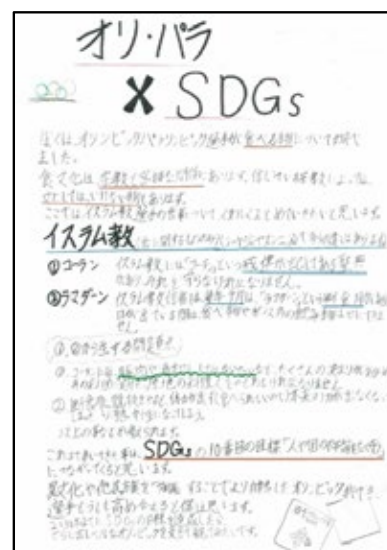


Photo 26: Oly-Para Newspaper



## 2) Regional Hubs under Nippon Sport Science University

### (1) Educator training

#### (i) Regional seminars (pre-training sessions)

- Presentation of the Project Outline
- Presentation of practical examples and teaching materials
- Presentation of relevant organizations
- Provision of information concerning Oly-Para education using ICT equipment, etc. that correspond to new lifestyles and the method of preparing annual plans
- Group work
- Experiencing para sports and skill practices



Photo 27: Project briefing



Photo 28: Para sport experience session

#### (ii) Regional workshops (post-training sessions)

- Practical examples presentation
- Introduction of practical examples from other regions
- Group work
- Experiencing para sports



Photo 29: Presentation by a student



Photo 30: Group work

## (2) Implementing schools

### (i) List of implementing schools

Nippon Sport Science University (NSSU) supported a total of 1,163 implementing schools in 16 regions over the past six years.

**Table 6: List of Implementing Schools under Nippon Sport Science University**

Fiscal year	Number of Regions and Implementing Schools (number of schools by region)
2016	24 schools in 2 regions (Ishikawa Prefecture: 4, Nagasaki Prefecture: 20)
2017	74 schools in 7 regions (Chiba Prefecture: 30, Ishikawa Prefecture: 6, Hyogo Prefecture 3, Kochi Prefecture: 4, Nagasaki Prefecture: 14, Chiba City: 14, Osaka City: 3)
2018	209 schools in 11 regions (Hokkaido: 8, Tochigi Prefecture: 37, Chiba Prefecture: 65, Ishikawa Prefecture: 7, Hyogo Prefecture: 13, Kochi Prefecture: 14, Nagasaki Prefecture: 12, Oita Prefecture: 8, Chiba City: 22, Niigata City: 10, Osaka City: 13)
2019	263 schools in 15 regions (Hokkaido: 15, Tochigi Prefecture: 39, Chiba Prefecture: 65, Niigata Prefecture: 6, Ishikawa Prefecture: 7, Yamanashi Prefecture: 20, Hyogo Prefecture: 18, Okayama Prefecture: 12, Kochi Prefecture: 19, Oita Prefecture: 8, Chiba City: 22, Niigata City: 10, Osaka City: 14, Kobe City: 4, Okayama City: 4)
2020	248 schools in 15 regions (Hokkaido: 7, Tochigi Prefecture: 29, Chiba Prefecture: 64, Niigata Prefecture: 8, Ishikawa Prefecture: 7, Yamanashi Prefecture: 20, Hyogo Prefecture: 17, Okayama Prefecture: 23, Kochi Prefecture: 8, Oita Prefecture: 5, Chiba City: 26, Niigata City: 10, Osaka City: 14, Kobe City: 7, Okayama City: 7)
2021	339 schools in 12 regions (Hokkaido: 8, Tochigi Prefecture: 15, Chiba Prefecture: 65, Niigata Prefecture: 9, Ishikawa Prefecture: 7, Yamanashi Prefecture: 20, Hyogo Prefecture: 15, Okayama Prefecture: 12, Chiba City: 162, Osaka City: 9, Kobe City: 8, Okayama City: 9)

### (ii) Distinctive practical examples

#### I. Learning the significance and history of sports and the Olympics and Paralympics

An Oly-Para troop was created at Chiba Prefectural Togane Special-Needs School (starting in 2018) with the aim of promoting the Olympic and Paralympic movement and sports for people with disabilities within the school and local community. Olympic and Paralympic events experience sessions, called “Oly-Para Challenge!”, were held twice a month during lunch breaks. The troop also conducted the “Oly-Para Caravan”, which visited local elementary and junior high schools to promote sports for the disabled such as boccia. The troop members were motivated by a feeling of accomplishment after the activities and expressed their aspirations for the future. Their sense of responsibility was also strengthened as a result.



Photo 31: Poster created by Oly-Para troop



Photo 32: Oly-Para troop teaching Boccia to elementary school children

## II. Fostering volunteers with manners and hospitality

Fourth grade students at Sukumo City Kan-yo Elementary School (2018-2019) hung guidepost message cards (*michishirube fuda*) along a pilgrimage road in Shikoku. Prior to this activity, students learned about the significance of pilgrimages from Buddhist priest and pilgrims from other prefectures. Students prepared cards featuring pilgrims and Sukumo Bay with messages such as “The pilgrimage may be difficult, but we wish you good luck on your journey,” in Japanese and English. They hung the cards on the two-km mountain pilgrimage road.



Photo 33: Lecture by a Buddhist priest



Photo 34: Hanging a message on a pilgrimage road

## III. Establishing an inclusive society through sports

Oly-Para education programs were implemented in all grades at Chiba City Honda Elementary School (2019). Programs included plays using Oly-Para as educational materials, roll-a-ball games, learning about guide runners, Honda School barrier-free initiatives, experiencing para-sports, international understanding, and conveying the appeals of para sports. These programs were devised according to the actual conditions of the students. Through these activities, students’ interest in the Olympics and Paralympics was enhanced, ideas about inclusiveness were conveyed and strengthened, and students started to enjoyed para sports.





**Photo 35: Guide-runner experience**



**Photo 36: Presentation featuring the appeals of para sports**

#### IV. Fostering attitudes of respect for Japanese traditions, local culture, and world culture and respect for diversity

Fifth grade students at Osaka City Kamihigashi Elementary School participated in interactive activities with guest teachers from eight countries and cooked rice dishes from the respective countries (fiscal 2018). Tasting the dishes and listening to the teachers' lectures, students learned the differences and common points between the dishes, which helped them better understand the countries. Through the activities, students appreciated differences in culture. Students commented that they will not reject cultures that are different from Japanese culture. They tried unfamiliar dishes with a more positive attitude and learned different ways of greeting to appreciate and accept differences.



**Photo 37: Cooking session**



**Photo 38: A newspaper summarizing the lessons**

#### V. Raising interest in sports and fostering the spirit of enjoying sports

An elementary-senior high school partnership educational program was initiated by Okayama Prefecture at Tamano Konan Senior High School (fiscal 2020). Second-year Tamano Konan Physical Education Course High School students taught para sports to elementary school students. Prior to the actual classes, preparatory classes were conducted and revisions to the teaching guidelines were made, which resulted in successful implementation and interaction with children. Teaching para-sports enabled the students to understand the significance of physical activity and to promote understanding of para-sports, resulting in a social contribution. The activities provided senior high students an opportunity to better understand para-sports and the importance of seeing things from the perspectives of other people and making adequate preparations.



**Photo 39: Pre-class review and revision of teaching plans**



**Photo 40: Goal ball instruction for elementary school children**

### (iii) Implementing School Questionnaire

Questionnaire surveys were conducted starting in fiscal 2017 to evaluate the effectiveness of Oly-Para education at the implementing schools for which NSSU is responsible. Starting with the 2019 survey, common questions adopted by the three universities were used. In this report, results from the 2019 surveys are presented.

#### 【Outline of the Survey】

Respondents: See Tsukuba (iii) Implementing School Questionnaire

Method:

- Cooperation to conduct the survey was requested at regional seminars
- The number of respondents was totaled and scan sheets were sent to cooperating implementing schools
- Students at implementing schools filled out scan sheets before and after Oly-Para education programs. The sheets were sent back to NSSU.
- The results were reported to the implementing schools and local governments

Survey questions: See Table 4: Survey Questions reported by Tsukuba

Aggregation method:

- Responses were quantified setting the most negative response at 1 and the most positive response at 4. When the numbers of negative and positive answers are the same, the rate is set at 2.5.
- A t-test was performed when there were corresponding data from surveys conducted before and after implementation of the program.

#### 【Survey results】

Table 7 shows the number of the schools and respondents that were surveyed. While no significant difference was observed in the average value between before (3.24) and after (3.25) the program implementation regarding the question “Are you interested in exercising, participating in sports, or watching sports?” (Table 8), both values were high compared to the other questions. The post-program implementation values for the remainder of the questions were significantly higher than those for the pre-program implementation, which indicates that students’ interest in and commitment to the Olympics and Paralympics changed in a positive manner through the Olympic and Paralympic education programs. For more than half of the post-program implementation values of the questions concerning the Olympics and Paralympics, there were certain numbers of negative replies. The results show that a certain number of students had reduced interest and motivation in the Olympics and Paralympics.

**Table 7: Number of Survey Respondents**

	Number of schools	Number of respondents	
		Before	After
2019 fiscal year	184	22,386	21,979
2020 fiscal year	67	7,373	7,281

**Table 8: Average Values and Details of Responses**

Questions			Fiscal year 2019							Fiscal year 2020						
			Average value	Significant difference	Responses (%)				Average value	Significant difference (Yes or No)	Responses (%)				Average value	Significant difference (Yes or No)
					Interested very much / Want to participate very much	Interested / Want to participate	Not interested very much / Do not want to participate very much	Not interested / Do not want to participate			Interested very much / Want to participate very much	Interested / Want to participate	Not interested very much / Do not want to participate very much	Not interested / Do not want to participate		
Olympics and Paralympics	Are you interested in the Olympics?	Before	2.89	Yes***	30.2	37.9	22.6	9.2	2.78	Yes***	24.9	38.4	26.6	10.1	2.89	Yes***
		After	2.98		34.0	37.9	19.9	8.2	2.89		28.4	39.7	24.5	7.4		
	Are you interested in the Paralympics?	Before	2.60	Yes***	17.7	37.1	32.9	12.3	2.56	Yes***	16.6	35.9	34.5	12.9	2.56	Yes***
		After	2.76		23.2	39.1	27.8	9.9	2.74		20.8	40.5	30.1	8.6		
	Do you want to participate in the Olympics as a volunteer or supporter in the future?	Before	2.62	Yes***	21.7	33.1	30.4	14.8	2.56	Yes***	19.6	32.6	32.0	15.7	2.56	Yes***
		After	2.71		24.3	35.2	27.7	12.8	2.68		22.2	35.6	30.2	11.9		
	Do you want to participate in the Paralympics as a volunteer or supporter in the future?	Before	2.50	Yes***	17.3	32.1	34.3	16.2	2.47	Yes***	16.3	31.8	35.0	16.9	2.47	Yes***
		After	2.63		20.9	34.9	30.3	13.9	2.63		19.7	36.0	31.9	12.4		
	Do you want to attend the upcoming Olympic and Paralympic events?	Before	2.63	Yes***	23.3	31.2	30.2	15.2	2.53	Yes***	20.3	29.4	33.3	17.0	2.53	Yes***
		After	2.72		25.7	33.3	27.9	13.1	2.65		21.9	34.0	31.1	13.0		
Activity topics	Do you want to do something useful for society and people?	Before	3.21	Yes***	39.7	45.5	11.2	3.7	3.30	Yes***	44.6	43.5	9.0	3.0	3.30	Yes***
		After	3.25		42.9	42.9	10.4	3.8	3.35		48.9	40.4	7.9	2.8		
	Do you want to interact with the elderly and people with disabilities?	Before	2.74	Yes***	20.3	41.5	30.2	8.0	2.80	Yes***	21.9	42.9	28.0	7.2	2.80	Yes***
		After	2.79		22.7	41.6	27.9	7.8	2.87		25.4	43.0	25.3	6.3		
	Are you interested in exercising, participating in sports, or watching sports?	Before	3.24	No	51.4	27.9	13.7	6.9	3.19	Yes**	48.9	28.9	14.8	7.4	3.19	Yes**
		After	3.25		51.5	28.5	13.3	6.7	3.25		50.8	29.5	13.3	6.5		
	Are you interested in Japanese traditions and culture?	Before	2.90	Yes***	28.7	40.2	23.2	7.8	2.88	Yes***	28.5	39.3	24.1	8.1	2.88	Yes***
		After	2.95		31.7	39.4	21.4	7.6	2.98		32.5	39.7	21.3	6.5		
	Do you want to learn about the lifestyles and customs of people from other countries?	Before	2.73	Yes***	24.6	35.8	28.0	11.6	2.72	Yes***	23.8	36.1	28.7	11.4	2.72	Yes***
		After	2.79		27.1	36.2	25.8	10.9	2.82		27.6	36.6	25.8	9.9		

\*\*  $p < .01$ , \*\*\*  $p < .001$

### (3) Citizen forums (fiscal 2016)

Forums were held to promote the Olympic and Paralympic movement in local communities through lectures by Olympians and Paralympians on topics such as sports volunteers.

#### Schedules

##### Nagasaki Prefecture Citizen Forum

Date and time: February 20, 2017, 17:50 - 20:30

Venue: Bunkyo Sky Hall, Nagasaki University

Participants: 100

##### Kochi Prefecture Citizen Forum

Date and time: February 25, 2017, 13:45 - 16:15

Venue: Geijutu Hall, Kochi Ottemae Senior High School

Participants: 180



**Photo 41: Kochi Prefecture Citizen Forum**

### (4) Symposium (fiscal 2016)

Topic: What We Learn from the Olympics and Paralympics: Hope and Peace to Link the World

Date and time: March 11, 2017, 13:30 - 16:00

Place: Tokyo Setagaya Campus, Nippon Sport Science University (NSSU)

Participants: 102

Programs:

Keynote lecture: “The Olympics and I: As an athlete and instructor” by Koji Gushiken, Vice President, NSSU

Lecture 1: “Promoting the Olympics and Paralympics” by Kazuya Shirahata, Professor, NSSU  
 Lecture 2: “Our Paralympics” by Yoko Mizuno, Coach for para-athlete, Track team, NSSU and Sae Tsuji (Para-athlete, Track team, NSSU)  
 Panel Discussion: “Practical Examples of Oly-Para Projects: Dreams and Hope from Local Community”  
 Coordinator: Masami Sekine, Professor, NSSU  
 Panelists: Eiji Iwagishi, Sports Health Division, Secretariat of Ishikawa Prefectural Board of Education  
 Tetsuo Mitani, Sports Health Education Division, Secretariat of Kochi Prefectural Board of Education  
 Koji Miyata, Physical Education and Health Division, Secretariat of Nagasaki Prefectural Board of Education



Figure 6: Poster



Photo 42: Panel discussion

## (5) National Forum (Fiscal 2017)

Topic: What We Learn from the Olympics and Paralympics: An Inclusive Future Learned from Athlete Experiences

Date and time: February 10, 2018, 14:00 - 16:30

Venue: Memorial Hall, NSSU Setagaya Campus

Participants: 248

Programs

Lecture 1: Ultra-Aggressive Japanese Water Polo Team Poseidon Japan's Challenges

Yoji Ohmoto, Professor, NSSU

Lecture 2: Beyond Failure: What I Learned from Rhythmic Gymnastics

Yukari Murata, Assistant Professor, NSSU

Lecture 3: I'mPOSSIBLE Spirit that I learned from the Paralympics

Miki Matheson, Nippon Foundation Paralympic Support Center

Presentation: Introduction of Activities of Regional Hubs by Yo Sato, Research Fellow, NSSU



**Table 9: Questionnaire Survey of National Forum Participants**

Questions	Strongly agree	Agree	Agree somewhat	Do not agree very much	Do not agree at all
I am more interested in the Olympic and Paralympic Games Tokyo 2020.	70.5	25.0	4.5	0.0	0.0
I better understood the Olympic and Paralympic Movement	50.9	44.6	4.5	0.0	0.0



**Figure 7: Poster**



**Photo 43: Presentation of regional hub activities**

## (6) Other

(i) Teaching materials and teaching plans were prepared and released on the NSSU Website to promote Oly-Para education at schools. In addition, on-site lectures by NSSU were provided to reduce school teacher burdens and create model classes. Tables 10 and 11 show the details of on-site lectures.

**Table 10: Number of schools and students where on-site lectures were conducted**

Fiscal year/ School type	Elementary School		Junior High School		Senior High School		Special-needs School	
	No. of schools	No. of students	No. of schools	No. of students	No. of schools	No. of students	No. of schools	No. of students
2018	0	0	2	160	5	349	0	0
2019	2	130	7	668	5	665	0	0
2020	2	89	4	411	2	600	0	0
2021	2	116	6	1,007	3	372	1	30
Total	6	335	19	2,246	15	1,986	1	30

**Table 11: Details of on-site lectures**

Details of on-site lectures	Elementary School	Junior High School	Senior High School	Special-needs School
What are the Olympics and Paralympics?	○			
History and significance of the Olympics and Paralympics		○	○	○
Spirit of Fair Play		○		
Doping and Sport Ethics			○	
The Paralympics and Inclusive Society		○	○	
The Olympics and Paralympics and SDGs		○	○	
Experiencing Para Sports (Boccia, Goal Ball, Sitting Volley Ball)	○	○	○	

**【Verification of Effectiveness】**

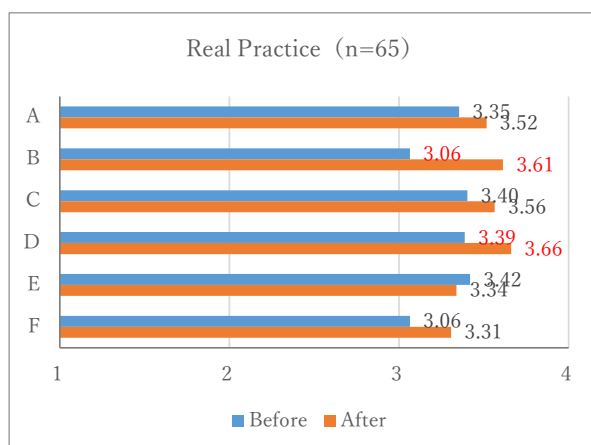
Questionnaire surveys were conducted at some of the implementing schools before and after on-site lectures. The purpose of the survey was to verify the difference in the students' interest of the respondents NSSU provided on-site lectures by school level and by lecture styles, namely in-person practice, in-person classroom lecture, in-person classroom lecture + in-person practice, and online lecture as well as the effectiveness of on-site lectures by lecture styles. The questions are as shown below. Respondents were requested to respond in four levels: I agree strongly, I agree, I do not agree very much, and I do not agree. The most negative response was given 1 point and the most positive 4 points. The responses were quantified to obtain the average value. The data analysis was performed by statistical processing (t-test) on corresponding pre- and post-data. The significance level was set at less than 5%.

**Table 12: Questions**

- |   |
|---|
| A. Do you want to watch the Olympic Games?<br>B. Do you want to watch the Paralympic Games?<br>C. Athletes work hard to compete in the Olympics. Does their effort encourage you to work harder?<br>D. Athletes work hard to compete in the Paralympics. Does their effort encourage you to work harder?<br>E. Athletes work hard to compete in the Olympics. Does their effort encourage you to participate in sports?<br>F. Athletes work hard to compete in the Paralympics. Does their effort encourage you to participate in sports? |
|---|

**【Results】****- Elementary school students**

A significant change in the responses to “B. Do you want to watch the Paralympic Games?” and “D. Athletes work hard to compete in the Paralympics. Does their effort encourage you to work harder?” was observed when real practice classes were implemented. The average value of the survey conducted before on-site lectures was more than 3.0, which indicates students have a positive image about the Olympics and Paralympics. Under such circumstances, experiencing para-sports promoted change positively in students' responses for the two questions concerning the Paralympics.

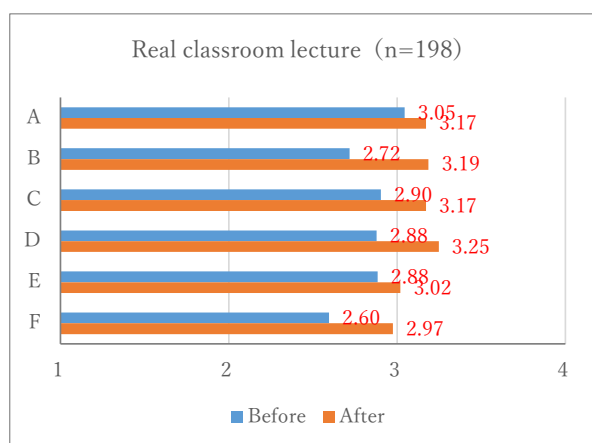


Figures in red: Significant difference

**Figure 8: Real practice at elementary school children**

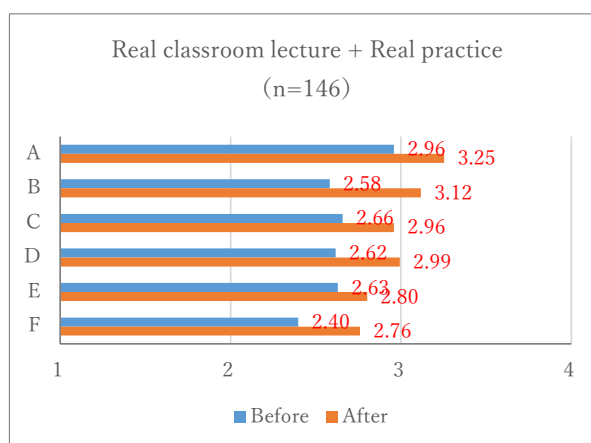
- Junior high school students

Significant changes in all of the responses were observed in all lecture styles (real class room lecture, real classroom lecture + real practice, online lecture). The average response values were below 3.0 for all questions except “A. Do you want to watch the Olympic Games?”, which indicates that not a few students had negative image about the Olympics and Paralympics. Under such circumstances, positive changes in the responses to all of the questions were observed, which suggests that all types of lecture styles, whether real, online, classroom or practice, have positive effects on students’ interest not only in the Olympics and Paralympics but also on motivation engage in sports.



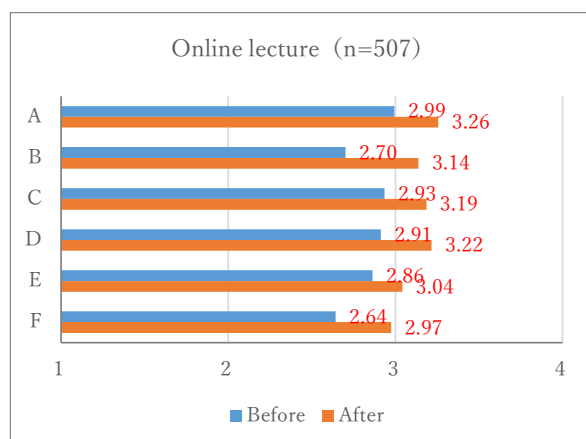
Figures in red: Significant difference

**Figure 9: Junior high school students: real class room lecture**



Figures in red: Significant difference

**Figure 10: Junior high school students: real class room lecture + real practice**

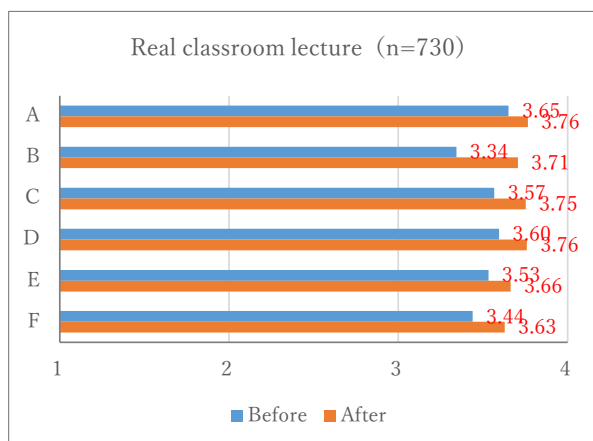


Figures in red: Significant difference

**Figure 11: Junior high school students: online lecture**

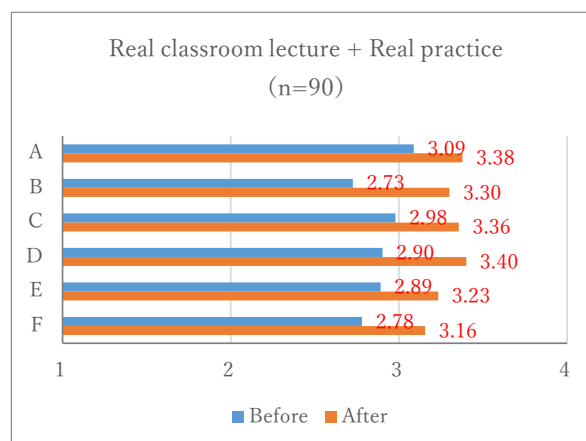
- Senior high school students

Significant changes in all of the responses were observed in all lecture styles (real class room lecture, real classroom lecture + real practice, online lecture). The average response values of the survey conducted before the lectures were higher than 3.3 in all questions, which indicates that the students have high interest in the Olympics and Paralympics. Under such circumstances, significant positive changes in the responses to all of the questions were observed, which suggests that Olympic and Paralympic education has positive effects on senior high school students' interest not only in the Olympics and Paralympics but also on motivation to engage in sports.



Figures in red: Significant difference

**Figure 12: Senior high school students: real classroom lecture**



Figures in red: Significant difference

**Figure 13: Senior high school students: real classroom lecture + real practice**

(ii) Creation of Paralympic Education Video Materials for Teachers

- In fiscal 2017, Paralympic education conducted in integrated studies classes (17sessions in total) for fourth grade students in one of the elementary schools in Tokyo were introduced in video. The video and the teaching plans were uploaded on the NSSU Website.
- In fiscal 2018, Paralympic education continuously conducted in integrated studies classes for sixth grade students in one of the elementary schools in Tokyo were introduced in video. The video and

Paralympic education case examples were uploaded on the NSSU Website. Video films (approximately 8 minutes each) introduced the learning process conducted in the 22 sessions.

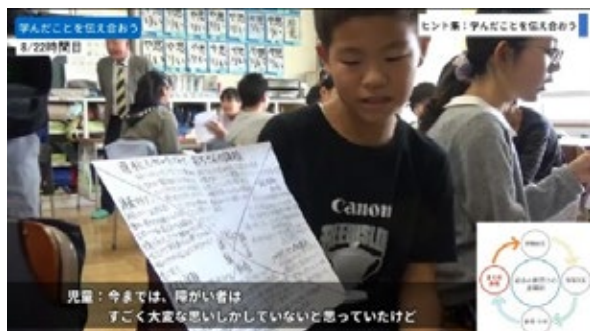


Photo 44: Class presentation – Part 1



Photo 45: Class presentation – Part 2

List of tips: Use examples of thinking tools which may be helpful in conducting classes. One to two-minute long video from the classes.

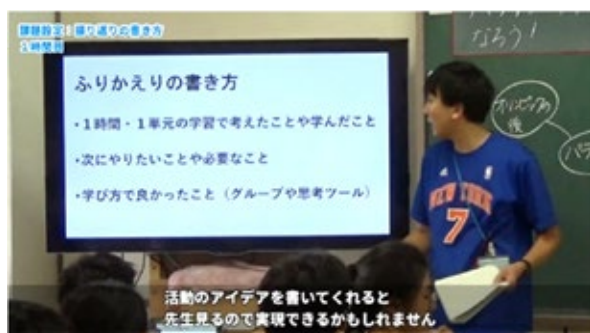


Photo 46: List of tips – How to write a review



Photo 47: List of tips – Use of thinking tools

### (iii) N-COPE Website

Olympic and Paralympic education teaching materials, activity reports, practical examples were offered on the N-COPE Website in order to report the Oly-Para movement activities conducted in cooperation with the regional hubs. Practical examples of Oly-Para project activities in the respective regions under NSSU can be searched by region, fiscal year, school level, topic, and lecture style.



Photo 48: Website



Photo 49: Search page: practical examples collections



### 3) Regional Hubs under Waseda University

#### (1) Educator training

##### (i) Regional seminars (pre-training sessions)

Regional seminars were held, mainly for educators at the implementing schools, in each of the regions under Waseda's responsibility. Researchers from the Center attended the seminars and provided information on the objectives of the project, practical examples, and so on. They also served as coordinators for group work for examining the specific practice plans. During the COVID-19 pandemic, the seminars were held online using ICT.



Photo 50: Lecture by a researcher



Photo 51: Group work

##### (ii) Regional workshops (post-training sessions)

Regional workshops were held, mainly for educators at the implementing schools, in each of the regions under Waseda's responsibility. Researchers from the Center attended the workshops and provided information on distinctive examples of practice, educational materials, and so on. Also, workshops were held to review practice and formulate practice plans for the following fiscal year, and the researchers acted as coordinators at symposiums to which athletes were invited. During the COVID-19 pandemic, the seminars were held online using ICT.

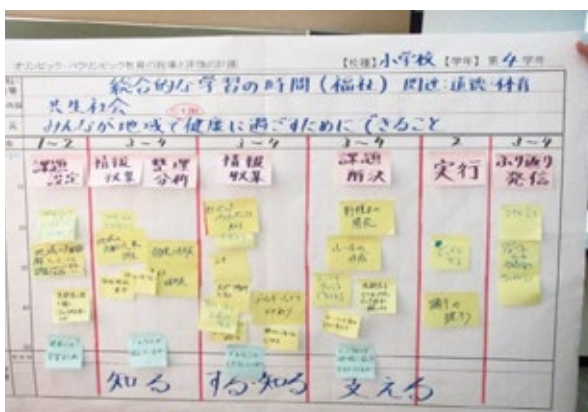


Photo 52: Practice plan preparation



Photo 53: Discussing the practice plan

## (2) Implementing schools

### (i) List of implementing schools

Waseda provided support to a total of 1,455 implementing schools in 15 regions over six years.

**Table 13: List of Implementing Schools under Waseda University**

Fiscal year	Number of Regions and Implementing Schools (number of schools by region)
2016	39 schools in 3 regions (Iwate Prefecture: 5, Hiroshima Prefecture: 10, Kumamoto Prefecture: 24)
2017	125 schools in 6 regions (Sapporo City: 48, Iwate Prefecture: 12, Shizuoka Prefecture: 8, Gifu Prefecture: 7, Hiroshima Prefecture: 30, Kumamoto Prefecture: 20)
2018	230 schools in 11 regions (Sapporo City: 67, Iwate Prefecture: 11, Saitama Prefecture: 7, Yokohama City: 16, Gifu Prefecture: 7, Shizuoka Prefecture: 36, Shizuoka City: 7, Shiga Prefecture: 10, Hiroshima Prefecture: 36, Kagawa Prefecture: 10, Kumamoto Prefecture: 23)
2019	358 schools in 15 regions (Sapporo City: 80, Iwate Prefecture: 17, Saitama Prefecture: 7, Yokohama City: 30, Gifu Prefecture: 7, Shizuoka Prefecture: 47, Shizuoka City: 25, Hamamatsu City: 16, Mie Prefecture: 7, Shiga Prefecture: 10, Tottori Prefecture: 7, Hiroshima Prefecture: 43, Kagawa Prefecture: 34, Kumamoto Prefecture: 23, Kagoshima Prefecture: 5)
2020	341 schools in 15 regions (Sapporo City: 54, Iwate Prefecture: 16, Saitama Prefecture: 11, Yokohama City: 31, Gifu Prefecture: 10, Shizuoka Prefecture: 51, Shizuoka City: 13, Hamamatsu City: 23, Mie Prefecture: 6, Shiga Prefecture: 10, Tottori Prefecture: 7, Hiroshima Prefecture: 40, Kagawa Prefecture: 29, Kumamoto Prefecture: 23, Kagoshima Prefecture: 17)
2021	362 schools in 15 regions (Sapporo City: 91, Iwate Prefecture: 7, Saitama Prefecture: 10, Yokohama City: 30, Gifu Prefecture: 7, Shizuoka Prefecture: 50, Shizuoka City: 19, Hamamatsu City: 21, Mie Prefecture: 7, Shiga Prefecture: 10, Tottori Prefecture: 7, Hiroshima Prefecture: 35, Kagawa Prefecture: 19, Kumamoto Prefecture: 23, Kagoshima Prefecture: 26)

### (ii) Distinctive practical examples

#### I. Learning the significance and history of sports and the Olympics and Paralympics

##### **【Practice Using Olympic-Related Facilities】**

At the Sapporo City Shinano Elementary School, a program was conducted making use of the Sapporo Olympic Museum, which was created in commemoration of the 111<sup>th</sup> Olympic Winter Games held in Sapporo in February 1972. Prior to the visit to the museum, a lesson was given on the locations and functions of public facilities in the unit on observation and investigation of one's own community, which is a part of the social studies curriculum for third grade students. Following an explanation that public facilities are “facilities created for the benefit of everyone,” the students thought about how the Sapporo Olympic Stadium, a familiar public facility, is for the benefit of everyone.

On the day after the lesson, the students visited the museum. At the museum, the students listened to lectures by Olympians, observed experience-based facilities and exhibits while listening to explanations by the curators. At the adjacent, Sapporo Okurayama Ski Jump Stadium, the students rode a ski lift and observed



Sapporo City from the ski jump starting point.

In the follow-up lesson, a social studies class was conducted to consider what kind of facility the Sapporo Olympic Museum is based on the information obtained from the visit. First, the students organized the information based on their own memos that they wrote and pamphlets collected while viewing the facilities. When a teacher asked, “What kind of facility is the Sapporo Olympic Museum?”, the students were observed to actively raise their hands and answer.



Photo 54: An experience-based facility at the museum



Photo 55: Post-visit lesson during in social studies class

## II. Fostering volunteers with manners and hospitality

### **【Ramp Created for School Visits by Paralympians】**

At the Shiga Prefectural Kokusai Joho High School, students studying manufacturing in the industrial program created a ramp at the entrance of the gymnasium for Paralympians who came to the school to serve as instructors. The completed ramp was 90 cm wide and 5 m long, and the height from the floor to the top of the stairs was 58 cm. The ramp was made with a steel frame and wood (veneer) floorboards.



Photo 56: Building the ramp framework

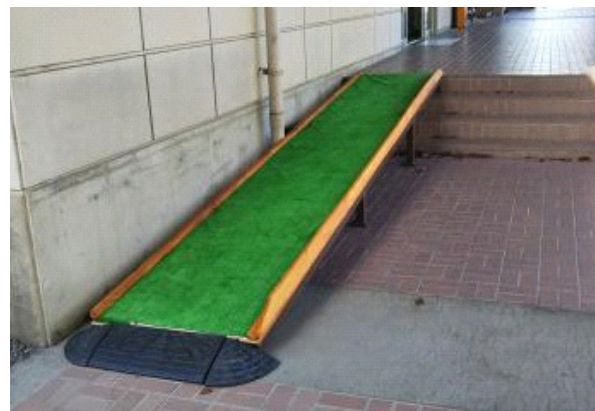


Photo 57: The completed ramp

### **【Volunteer Clean-up Program Near Olympic Venue】**

Students at Shizuoka Prefectural Izu Sogo High School in Izu City, the site of the velodrome, a venue for bicycle competitions, implemented a volunteer clean-up program. With an emphasis on community interaction, contribution to the community, and student independence, members of the student council took the lead in all aspects of the program from planning to operations on the day of the event and disposal of the collected waste. Although the program was conducted during the COVID-19 pandemic, about 150 people

participants including local residents, such as members of a local senior citizens association, a Rotary Club, and local elementary and junior high school students.



**Photo 58: Preparations for the student-led cleanup campaign**



**Photo 59: Group photo of the participants**

### III. Establishing an inclusive society through sports

#### **【Para-sports created】**

Third-grade students at the Numazu Daiichi Elementary School participated in a program to create para-sports during the integrated studies class. The theme was thinking about sports using eye masks and balls that make sound (the balls used in goalball). Each group wrote the rules and drew diagrams of the court for the sport that they created. They actually tried the sports. It was a process of trial and error, and comments from the students included “This isn’t fun” and “What should we do about scoring?”



**Photo 60: Group work**



**Photo 61: A presentation**

#### **【Lecture by a Wheelchair Manufacturer】**

At Tomitsuka Elementary School, fourth grade students participated in the following program with an employee from Hashimoto Engineering, a local company, serving as a lecturer. Prior to the lecture, a lesson on universal design was conducted during the integrated studies class. During the lecture, a quiz on the universal design mark was given, and information on various types of wheelchairs was provided. In addition, an explanation was given on the importance of universal design of the mind, and the students participated in a wheelchair competition.





**Photo 62: Explanation of the functions of competition wheelchairs**



**Photo 63: Trying a competition wheelchair**

#### IV. Fostering attitudes of respect for Japanese traditions, local culture, and world culture and respect for diversity

##### **【International Exchange Program Among Host Towns】**

At Kujo City Meiho Elementary School, an international exchange program with a host town was conducted for all students during the integrated studies class. Prior to the exchange, teams and players were introduced, welcome boards were created by teams of students from different grades, national flags were created, and a quiz tournament (Spanish language course, Colombian customs, etc.) was held during the afternoon broadcast. For the exchange activities, following an exchange lunch and cleanup, a local dance known as Gujo Harugoma was performed and traditional Japanese games, such as *origami* and *otedama*, were played.



**Photo 64: Creating a welcome board**



**Photo 65: The Gujo Harugoma dance**

##### **【Promoting International Understanding by Learning about National Flags and National Anthems】**

At Sapporo City Kaisei Secondary School, national flags, national customs and national anthems were studied by all students during the integrated studies class to increase understanding of diversity. Mr. Tadamasa Fukiura, who served as a specialist in charge of flags for the 1964 Tokyo Olympic Games Organizing Committee, gave a lecture on the cultural and historical background of the world's national flags, and Ms. Masako Shindo, a soprano singer, sang various national anthems.



Photo 66: Lecture by Mr. Fukiura



Photo 67: Ms. Shindo singing a national anthem

## V. Raising interest in sports and fostering the spirit of enjoying sports

### 【Domestic Exchanges (Online)】

Investigative learning on the Olympic and Paralympic Games was conducted during the integrated studies class at Takamatsu City Chuo Elementary School. As a part of this program, a lecture and interview with a Paralympian were conducted online. Also, online lectures were conducted at Tonosho Elementary School in collaboration with other elementary schools in the prefecture. Through the presentations of each school's efforts regarding Olympic and Paralympic education and lectures by Paralympians, the students interacted not only with the Paralympians, but also with students from other schools in the prefecture.

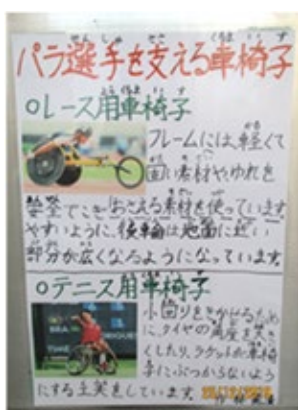


Photo 68: Summary of the investigative learning



Photo 69: Interview with a Paralympian



Photo 70: Exchange among three schools

### 【International Exchanges (Online)】

An online exchange program with Brazilian Paralympians was held at the Hamamatsu City Miyakoda Minami Elementary School. Prior to the exchange program, the students learned through broadcasts and posters about Brazilian culture and language, blind soccer rules, and the Brazilian players with whom they would be interacting. On the day of the event, the students greeted each other in Portuguese and asked questions that they prepared in advance, to which the Brazilian athletes answered, and other exchange activities were conducted.





Photo 71: Greetings in Portuguese



Photo 72: Interaction with a Brazilian athlete

### (iii) Implementing School Questionnaire

To verify the results of the educational activities, a questionnaire survey of students who underwent Olympic and Paralympic education was conducted. The questions and survey procedures are as described by the University of Tsukuba (See (iii) Implementing School Questionnaire). Waseda University analyzed the questionnaire results based on school type and practice content. School type was classified into elementary school middle grades, elementary school upper grades, junior high school, and senior high school, and the practical content was classified based on two perspectives: Olympic and Paralympic education and (1) guidance by athletes, (2) guidance by athletes and teachers, (3) guidance by athletes and teachers and investigative learning, and (4) guidance by teachers and investigative learning. The data analysis was performed by statistical processing (t-test) on corresponding pre- and post-data (a significance level of less than 5% means that the difference before and after is not coincidental). Items marked with a circle ● are those items for which a significant difference was confirmed (i.e., the education was effective).

### 【Results】

Results concerning interest in and motivation regarding the Olympic and Paralympic Games

Table 14: Fiscal 2019

2019 fiscal year	Elementary school Middle grade students				Elementary school Upper grade students				Junior high school				Senior high school			
	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
Q 1 Olympics		●		●		●	●	●		●	●		●	●	●	●
Q 2 Paralympics		●	●	●		●	●	●	●	●	●	●				●
Q 3 Olympics		●	●			●	●	●		●	●	●	●	●		●
Q 4 Paralympics		●	●	●	●	●	●	●	●	●	●	●				●
Q 5 Olympics				●		●	●	●	●	●	●	●	●	●	●	
Q 5 Paralympics			●		●	●	●	●	●	●	●	●				●

- In the elementary school middle and upper grades and junior high school, effects of (2) and (3) greater than (1) were confirmed. This suggests that it is effective to carry out guidance by teachers and investigative learning.
- In senior high school, effects of (4) greater than (1), (2), and (3) were confirmed. This suggests that in order to increase interest in and motivation regarding the Olympic and Paralympic Games, in addition to guidance by athletes and teachers, investigative learning is also effective.

Table 15: Fiscal 2020

2020 fiscal year		Elementary school Middle grade students				Elementary school Upper grade students				Junior high school				Senior high school			
		(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
Q 1	Olympics	●	●	●	●	●			●	●		●	●	●	●		●
Q 2	Paralympics	●	●	●	●	●	●	●	●	●	●	●	●	●		●	
Q 3	Olympics	●	●	●		●			●	●		●	●	●	●		●
Q 4	Paralympics		●	●	●	●	●	●	●		●	●	●	●		●	●
Q 5	Olympics	●	●	●	●	●	●	●	●	●		●	●	●	●		
	Paralympics		●	●	●		●	●	●	●		●	●			●	●

- In the elementary school middle grades and junior high school, effects of (3) greater than (1) and (2) were confirmed. This suggests that in order to increase interest in and motivation regarding the Olympic and Paralympic Games, in addition to guidance by athletes, it is effective to conduct guidance by teachers and investigative learning.
- In the elementary school middle and upper grades and junior high school, effects of (4) greater than (1), (2) and (3) were confirmed. This suggests that in addition to guidance by athletes, guidance by teachers and investigative learning are effective for increasing interest in and motivation regarding the Olympic and Paralympic Games.

Results concerning interest in and motivation to be developed through Olympic and Paralympic education

Table 16: Fiscal 2019

2019 fiscal year		Elementary school Middle grade students				Elementary school Upper grade students				Junior high school				Senior high school			
		(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
Q6	Olympics			●	●		●		●	●	●		●	●	●		
	Paralympics			●	●		●	●			●	●	●				●
Q7	Olympics		●	●	●						●	●	●	●	●		
	Paralympics		●	●	●		●	●			●	●	●				●
Q8	Olympics							●					●				
	Paralympics							●					●				
Q9	Olympics										●		●		●		
	Paralympics						●	●			●		●				●
Q10	Olympics				●				●				●	●	●		●
	Paralympics			●				●			●		●				●

- The results suggest that in the elementary school middle and upper grades, junior high school, and high school, in addition to guidance by athletes, guidance by teachers and investigative learning are effective to raise interest in and motivation through Olympic and Paralympic education.

Table 17: Fiscal 2020

2020 fiscal year	Elementary school Middle grade students				Elementary school Upper grade students				Junior high school				Senior high school			
	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
Q6	Olympics				Paralympics											
			●	●		●		●	●		●	●	●	●		●
Q7	Olympics				Paralympics											
	●			●				●			●	●		●		
Q8	Olympics				Paralympics											
	●	●	●	●		●		●			●			●		
Q9	Olympics				Paralympics											
	●	●	●	●				●			●	●				
Q10	Olympics				Paralympics											
		●		●			●	●			●	●				

- In the elementary school middle grades and junior high school, (3) is more effective than (1) and (2), suggesting that in addition to guidance by athletes, guidance by teachers and investigative learning are effective to raise interest in and motivation through Olympic and Paralympic education.
- In the elementary school middle and upper grades, junior high school (4) is more effective than (1), (2), and (3), suggesting that not only guidance by athletes, but also guidance by teachers and investigative learning are effective to raise interest in and motivation through the Olympic and Paralympic education

### (3) Citizen forums (fiscal 2016)

#### 【Schedules】

##### Iwate Prefecture Citizen Forum

Date and time: January 7, 2017, 15:10 - 16:40,

Venue: Iwate Prefecture Information Exchange Center

##### Hiroshima Prefecture Citizen Forum

Date and time: January 20, 2017, 18:30 - 20:20

Venue: Kitahiroshima-machi Chiyoda Kaihatsu Center

##### Kumamoto Prefecture Citizen Forum

Date and time: February 24, 2016, 13:30 - 16:50

Venue: Terrsa Hall, Hotel Kumamoto Terrsa



Photo 73: Lecture (Hiroshima Prefecture)



Photo 74: Group photo (Iwate Prefecture)

#### (4) National forum (fiscal 2017)

##### 【Schedules】

Date and time: February 24, 2018, 13:30 - 16:05

Venue: Conference ASC (Fukuoka)

Details: Olympic and Paralympic Educational Initiatives at Regional Hubs

Lectures by Olympians and Paralympians



Photo 75: Lecture on Olympic and Paralympic educational initiatives



Figure 14: A pamphlet

#### (5) Other

##### (i) Survey of Olympic and Paralympic education in South Korea for the Pyeongchang Games

A survey was implemented on the conditions of Olympic and Paralympic education conducted for the 23<sup>rd</sup> Olympic and Paralympic Winter Games (the “Pyeongchang Games”) held in Pyeongchang, Republic of Korea in from February 9 to 25, 2018. During the three days from September 14 to 16, 2017, before the Pyeongchang Games, two heads of the education team of the Pyeongchang Games Organizing Committee were interviewed, practices at two public junior high schools were observed (including interviews with three students who participated, and a visit was made to the Seoul Olympic Museum, which was built to commemorate the 24<sup>th</sup> Olympic Games held in Seoul, Korea in 1988. Olympic and Paralympic education for the Pyeongchang Games was designed to spur interest in the games and create a legacy for the future. In 2015, an education team was formed within the Organizing Committee to develop various educational programs. The main programs were the provision of video teaching materials for Olympic and Paralympic education via a website and on-site lectures at schools by members of the education team. The program started at four schools in 2015, and the number of schools expanded to 180 in 2017. During the on-site observations, members participated in a class by a former Korean national team curling coach and a class by a person responsible for bobsledding. In both classes, in addition to discussing the events and rules of the Pyeongchang Games, a wide range of topics such as the value and appeal of sports and the careers of athletes were presented. The Seoul Olympic Museum has exhibit materials relating to past Olympic Games as well as study rooms for students and visitors who visit the museum. Through such fact-finding surveys, ideas for organizational cooperation, operation of a website for Olympic and Paralympic education for educators, and the utilization of Olympic and Paralympic facilities were obtained.





Photo 76: Viewing a video during class



Photo 77: A study room at the museum

#### (ii) Preparation of digital Paralympic educational materials

During observation of practice in the first year of the project, it was confirmed that students were not particularly interested in Paralympians. On the other hand, it was also confirmed that the use of video in practice attracted the attention of students and led to significant results. Therefore, instead of introducing the records and history of the conventional Paralympic Games, an attempt was made to create video materials that present the characters of the Paralympians. Specifically, Masazumi Soejima who competed in wheelchair athletics (4 × 400 m relay: 3rd place at the Athens Paralympic games; Marathon: 12th place at the Beijing Paralympic Games, 4th place at the London Paralympic Games, and 11th Place at the Rio de Janeiro Paralympic Games) was chosen as the subject. The digital educational material introduced the circumstances leading up to his disability, how he overcame his disability to participate in the Paralympic Games, the many hardships and setbacks he experienced in the process, and the gratitude he feels for the people who have supported him. The completed digital teaching materials were distributed primarily to the implementing schools in the area of Waseda's responsibility and were used for preliminary instruction.



Photo 78: DVD cover

#### (iii) On-site lectures

Researchers gave on-site lectures at implementing schools. For example, a researcher and a Paralympian gave lectures at Satsuma Sendai City Sendaikita Junior High School. The researcher gave a lecture on the purpose of the Olympic and Paralympic games, and then Paralympians gave lectures regarding their enthusiasm for the Tokyo Games. The lecture was presented using the school broadcast system as a countermeasure against COVID-19.



**Photo 79: A lecture given using the school's broadcast system**



**Photo 80: Students listening to a lecture**

#### (iv) In-school training for teachers

In-school training for teachers was conducted by researchers at the implementing schools. At Numazu City Daiichi Elementary School, for example, lectures were conducted by researchers and practice planning and review meetings were held for each grade. As a result, Olympic and Paralympic educational practice associated with course work was conducted in all grades. Teachers from nearby schools were also invited to participate.



**Photo 81: A lecture by a researcher**



**Photo 82: Teacher study groups organized by grade**

#### (v) Events for local residents

In the implementing regions, athletes were invited to hold events not only for students, but also for local residents.



**Photo 83: An event prior to the Tokyo Games (Kumamoto Prefecture)**



**Photo 84: An event after the Tokyo Games (Hamamatsu City)**

## 4. Future Prospects of the Olympic and Paralympic Education

With Tokyo 2020 postponed by a year, the project, based on the research study on the Olympic and Paralympic movement conducted in fiscal 2015 and scheduled to terminate in fiscal 2020, was extended until fiscal 2021. The achievements of the project, extending over a period of 5 + 1 years, should not be a transient commitment for hosting the Games but should be utilized in the future as part of the Olympic and Paralympic legacy. The Olympic Agenda 2020, adopted in 2014 at the IOC Session, consists of 20+20 Recommendations to make the Olympic Games fit for the future. Recommendation 22 reads, “Spread Olympic values-based education”. Tokyo 2020 held amidst the unprecedented global COVID-19 pandemic and the educational activities conducted with due consideration to related incidents are part of the significant Olympic history that should be passed down to the next generation. This section discusses specifically, based on multiple perspectives, how the achievements of the project may be utilized after Tokyo 2020.

### 1) Leveraging diverse networks

In the project, the University of Tsukuba, Waseda University and Nippon Sport Science University supported the education programs at designated schools through coordinators of the participating region. At the initial stage of the project, regional forums were held with the intent to leverage the Olympic and Paralympic movement involving the citizens. Later, the focus was placed on school education according to the basic policies for promoting Olympic and Paralympic education (Oly-Para education).

To promote Oly-Para education for the Tokyo 2020, a system was established for schools and organizations to freely sign up for the education programs placed on the website just like the educational programs in other countries. Recent official education programs include “Get Set” for London 2012 and “Transforma” for Rio 2016. These programs invite leaders of the region and schools to register on the website to access a variety of programs and obtain information. While “Get Set” was developed and run by a private company, “Transforma” was reportedly designed by a relatively small number of specialists including university professors.

On the other hand, Oly-Para education in Japan for Tokyo 2020 was promoted under a totally different system from these precedents. The internet was used as in the preceding examples, but the Tokyo Metropolitan government introduced the education program to schools in Tokyo. For schools in other parts of the country, the Japan Sports Agency project led the program by utilizing the original education system developed in Japan. National hub meetings held inviting promoting organizations played a vital role in eliminating inefficiency resulting from vertical divisions without horizontal connections. The “Yoi Don!” (meaning “Get set, go”) project of the Tokyo Organizing Committee appointed 19,000 schools (as of September 2021) as “Yoi Don! Schools”, which contributed to enhancing distinctive initiatives in the respective regions and developing an atmosphere conducive to Tokyo 2020.

Although regions had different approaches toward the project, the relationships between universities and the regions they worked with played a crucial role. Through suggestions offered at related seminars and workshops, and arranging visits to designated schools to see how the education program was implemented, relationships were strengthened with the coordinators and responsible bodies of regions. These connections led regions to invite university staff as speakers to their teachers’ training workshops, ask the universities to recommend speakers and dispatch athletes to such events. The interactions built up relationships with schools. By the same token, schools were connected with professional and corporate sports associations, as well as sports centers and support centers for the disabled in the region. Especially after travels across prefectural borders were restricted due to the spread of COVID-19, initiatives shifted their focus to human resources,



facilities and institutions within the region, leveraging local talents. Meeting the needs of professional and corporate sports associations to contribute socially, the initiatives resulted in establishing a win-win relationship. When the project terminates, however, each region needs to come up with solutions to solve their budgetary problems. In this respect, collaboration with regional talents, professionals and corporate sports institutes will result in reducing the costs. Furthermore, in view of human relations, the network established through the project could be utilized to develop initiatives in many areas.

It was also significant that regional coordinators were able to interact and exchange information at the national seminars and year-end national workshops. The initiatives of each region were strengthened by learning from the case studies of other regions. Inter-regional communication across regions should be continued at multiple levels.

## **2) Development in subject education**

The Olympic Value Education Programme (OVEP) advocated by the IOC states that Oly-Para education may be applied in various aspects of school education. Since the Olympic and Paralympic Games are sports events, the education program may be introduced into PE and also geography, history, math, Japanese language, art (music, fine arts, crafts), English as a second language and other subjects. Although the Olympic and Paralympic Games are neutral in politics, they are greatly impacted by the actual international situation in subjects such as geography and history (or politics and economy). Therefore, students are required to study historical incidents and various social backdrops leading to the incidents when they learn the history of the Games. Now that the Olympic and Paralympic Games have grown into a mega event, mathematical thinking is essential in development of the economic effect, records and technology. Considering that linguistic education in schools should be conducted throughout the entire subject education and school life, reading and writing about the Olympic and Paralympic Games, which hit the headlines every time they are held, serve as useful materials for learning Japanese. Moreover, with the need for globalization, English education now starts from elementary school. Obviously, English is regarded as an important common language. Globalization is promoted when children take interest in sports, read English articles to gather information and interact in English with non-native English speakers from other countries. However, at the start of the project, one of the crucial aspects was the positioning of Olympic and Paralympic education in school education since subject education in schools is designed in accordance with the course of study. The basic policies for promoting Olympic and Paralympic education in Tokyo stated that Oly-Para education should be incorporated into the existing education programs rather than starting new ones. Therefore, from the start of the project, we proposed six ways of implementation in schools as stated below: (1) Use the Olympic and Paralympic Games as teaching materials for a subject (Subject Education type), (2) Incorporate the Games into an integrated studies class (Integrated study type), (3) Utilize school events such as school festivals and athletic meets (event/performance type), (4) Hold events featuring Olympic and Paralympic Games (Event type), (5) Incorporate Olympic and Paralympic-related activities into everyday exercise programs (Day-to-day type) and (6) Study cultures and languages of other countries, interact with schools in other countries and other types of schools (Exchange type).

These methods are expected to be implemented in the future as well. As a matter of fact, many education programs were conducted in different subjects, but in the beginning of the project, some pointed out that the positioning of Oly-Para education in the school curriculum was unclear and that it was difficult to decide which part of school education the theme could be incorporated into.

Revisions made in the 2018 and the 2019 Guidelines for the Course of Study clarified the position of Olympic and Paralympic education (Table 18). For elementary schools, the guidelines for physical education



stated that children should be given the opportunity to learn about the significance, values, etc. of sports in relation to the respective content. In subjects other than PE, the guidelines for 6<sup>th</sup> grade social studies suggested that the Oly-Para education could be incorporated into history and international understanding. As for the special subject of moral education, the guidelines state that it could be taught as sport-related material at both elementary and junior high schools. In physical education of junior and senior high schools, the Oly-Para may be related in different kinetic fields, while in the theory of physical education, it may be taught in the category of international sports. In senior high schools, it may be taught in an independent unit covering topics such as doping (Table 19, Table 20).

The most frequently implemented activity of the project was to invite speakers, mainly athletes, from outside school, to hold lectures and workshops to learn about and experience the sport. In some cases, schools took up this activity as part of their school (or class) event but out of all other activities, the most popular way of teaching the theme was to incorporate it into integrated studies classes. These classes, which encourage students to find, study and think about different issues on their own, are suitable for interdisciplinary topics. Students made presentations on the results of their research, experience learning and group work. This is why integrated studies classes fit the Olympic and Paralympic education and are expected to be utilized for this purpose in the future as well.

Health and physical education covers many Olympic sports in the curriculum, enabling the students to learn about the theme in regular classes. The effects on the students will be greater in studying about each content if the teachers could show them video footage of top athletes competing in international competitions, encourage them to call up images of the performance and show them the records. There were numerous cases of Paralympic events and sports for the disabled introduced into PE classes in this project. Specifically, students are able to perform sitting volleyball by simply sitting on the court during a volleyball lesson. Teachers could also show the students video footage of wheelchair basketball or let them try it out during a basketball session. Hands-on experience for students makes a difference. The theory of physical education in junior and senior high schools goes beyond units in which students learn about Olympic and Paralympic Games directly to also include many other units covering topics related with them. Both the pros and cons of the Games may be raised for children to think about and discuss the issues.

Furthermore, materials on sports for moral education is explained in the Guidelines for the Course of Study as follows: “The materials should help students deepen their understanding of moral values and themselves by learning about the willingness to take on new challenges, a strong way of living and the suffering of the athletes and people supporting the athletes.” Since the study content of moral education includes many topics that could be taught through sports, teaching materials featuring the Tokyo 2020 Games and other Olympic and Paralympic Games need to be created in the future.

Although Olympic and Paralympic education is possible to utilize in different subjects even after the Tokyo 2020 Games, it should be incorporated into the school curriculum in a structured way. Initiatives in school education are expected to continue productively by featuring the theme and utilizing it as a teaching tool.

### **3) Education for international understanding leveraging the host-town project**

In preparation for the Tokyo 2020 Games, the Host Town project was launched according to “the Basic Policy on Economic and Fiscal Management and Reform 2014”. The vision was to enhance mutual exchanges of people, economy and culture between towns in Japan and participating countries and regions, and to contribute to revitalizing regions, tourism and more. The total number of registrations for the host town project for Tokyo 2020 reached 462. The project was based on the international understanding education

leveraging the One School-One Country Program developed for the 1998 Nagano Olympic Winter Games. Since then, the program has been continued in the subsequent Games in multiple ways. In Japan, host town activities were conducted after 1998 for international sports events including the 2002 World Cup and Rugby World Cup 2019. Case studies show that some host towns keep in touch with their partner countries even after the event.

**Table 18: The Olympic and Paralympic Games in the Guidelines for the Course of Study for Elementary School (excerpt)**

<p><b><u>- Social studies for Grade 6 in Elementary School</u></b></p> <p>Section 2. Item (2) (f): Understand that postwar Japan has been reborn as a democratic nation, using the Sino-Japanese War, World War II, the enactment of the Japanese Constitution, and the hosting of <b>the Olympic and Paralympic Games</b> as clues to improve people's lives and play an important role in the international community.</p> <p>Item (3) (a): Understand the diversity of people's livelihoods in countries that have strong ties with our country in economy, culture and more and the importance of interacting with other countries through <b>sports, culture, and more</b> with mutual respect for different cultures and customs.</p> <p><b><u>- Physical Education in Elementary School, Handling the content (3)</u></b></p> <p>(7) In teaching topics related to <b>the Olympic and Paralympic Games</b>, provide the students with opportunities <b>to experience the significance and values of sports including fair play</b> through different types of physical exercises according to the students' growth stage.</p> <p><b><u>- Moral Education in Elementary School, Chapter 4, Section 1: Development of teaching materials and how to utilize them with ingenuity</u></b></p> <p>(1) Development of diverse teaching materials for moral education</p> <p>Teaching materials on sports cover topics such as the Olympic and Paralympic Games. Students can learn about fair attitudes, manners, collective responsibility, willingness to take on new challenges, strong ways of living and the sufferings of athletes and people supporting the athletes who compete in international tournaments. The materials will help deepen understanding of moral values leading to self-analytical learning.</p>
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**Table 19: The Olympic and Paralympic Games in the Guidelines for the Course of Study for Junior High Schools (excerpt)**

<p><b><u>- Health and physical education in junior high schools: PE, Theory of physical education for Grade 3</u></b></p> <p>3. Cultural significance of sports</p> <p>B. <b>The Olympic and Paralympic Games</b> and other international sports events <b>play a vital role in international goodwill and world peace.</b></p>
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**Table 20: The Olympic and Paralympic Games in the Guidelines for the Course of Study for senior high schools (excerpt)**

<p><b><u>- Health and physical education in senior high schools: Chapter 1 General Provisions, Section 2, Item 1 Intention of the revision, (3) Specific items of improvement</u></b></p> <p>A. (c) Improvements should be made in content to enhance understanding of the significance and value of sports. In particular, from the perspective of passing down the achievements of the <b>Tokyo Olympic and Paralympic Games</b> to the next generation, improvements should be made in the contents of the knowledge category on the <b>significance and values</b> of the Olympic and Paralympic Games as well as doping issues.</p> <p><b><u>- Health and physical education in senior high schools: Theory of physical education, 1. Development of Cultural Aspects of Sports and Modern Sports</u></b></p> <p>A. Knowledge (1) (b) Modern sports play a vital role in promoting international goodwill and world peace through the <b>Olympic and Paralympic Games</b> and other international tournaments. They also contribute to <b>realizing an inclusive society</b>. On the other hand, doping violates <b>the spirit of fair play</b> and undermines <b>the cultural value of sports</b> that push the limits of competence.</p>
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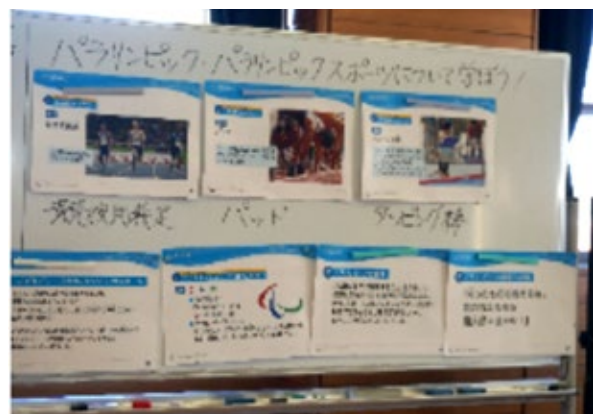
National hub meetings of the project were attended by the Cabinet Secretariat Olympic and Paralympic Office inviting implementing schools to utilize of international exchanges through their host town programs. Specific activities leveraging the host town program of the project are already explained earlier in this report. A wide range of activities were conducted to learn the partner languages and English as a common language, food culture and cooking, traditional culture and lifestyle, and places of interest. Students also had opportunities to make presentations with schools in the partner countries through cultural exchange in music such as concerts and sports. Ambassadors of the partner countries to Japan visited schools to give talks, while students visited the partner countries and welcomed guests from the partner countries. During the training camp, students wrote messages of support to the athletes and participated in the welcoming ceremony and other events. They were able to communicate directly when the athletes and their entourages visited their schools or when the students watched their training sessions. This time, the most significant impact of the various restrictions caused by the spread of Covid-19 was direct interaction. Even when training camps were held, local residents could not communicate as freely with the athletes from partner countries as they had expected. With Tokyo 2020 postponed, exchanges seemed to halt but soon multiple alternatives appeared, such as holding online exchanges and sending support messages.

Some towns used the budget for the host town program to hire people from their partner countries for international exchange who could serve as intermediaries between the town and their country. Even during the pandemic, some remained in Japan while others, who had to return to their countries, worked via the internet to facilitate mutual communication. As is true with international exchange through the host town programs in the past, we should maintain the network established between the partner countries. Although official backup support terminates with the end of the program, towns can utilize the network with the international exchange staff in their country and their sports associations. They could also develop collaborative activities with people from partner countries, their organizations and embassies based in Japan. Once freedom is restored to travel internationally, activities initiated by the host town program could be resumed, including the students' exchange program and visits by citizen groups to their partner country. In fact, some of the towns established cultural exchange association branches in their areas. Moreover, in the future, when international sports events are held in Japan, towns will host training camps or interact with the athletes. In this way, they can continue the commitments they made as hosts.

In addition to the host town program, international understanding education implemented in the project could also be continued in the future, such as interacting with international athletes of local professional or corporate teams and inviting them to schools to speak. Reportedly, some schools invited Assistant Language



**Photo 85: Host town communicating with athletes of the partner country using ICT**



**Photo 86: Prior learning using I'mPOSSIBLE**

Teachers (ALT) working in their localities to introduce the cultures of their own countries. The case study suggests that diverse learning activities other than English education are expected to develop.

#### **4) Linkage with human rights education, welfare and diversity education**

One of the themes of the project was to create an inclusive society through sports. Many schools selected this theme and implemented it in different activities. There were many cases where these activities were conducted as part of the education for human rights and understanding people with disabilities required in school education to promote understanding of diversity and realize an inclusive society. Human rights education is an educational activity for nurturing the spirit of respect for human rights. It is a comprehensive education, based on intellectual understanding of human rights and sensitivity to human rights, for nurturing and developing diverse qualities and competence including awareness, attitude and the practical ability to act. Schools are required to promote human rights education through the entire educational activity, duly considering the specialty of each subject (the 3<sup>rd</sup> Amendment and formulation of the education guidelines).

In organizing curricula, schools are required to make use of local educational resources and to incorporate activities that involve hands-on experience. In this sense, communication through sports with people with disabilities and people from abroad, and related learning in Olympic and Paralympic education, serve as excellent materials for human rights education.

“I’mPOSSIBLE”, teaching materials created by the International Paralympic Committee (IPC) and the Nippon Foundation Paralympic Support Center, were used in many schools. Furthermore, some schools held special classes before the Games based on “I’mPOSSIBLE”, inviting para-athletes and people with disabilities as speakers or interacting with special-needs schools.

There were many cases where the project prompted exchanges through sports with special-needs schools in the neighborhood, which had never happened before. Boccia, sitting volleyball and other para-sports were introduced to the students, who learned that para-sports are for everybody. It is meaningful for the development of para-sports to be introduced as a tool for exchange. Many Olympic sports are already familiar to teachers and students because they are included in ordinary PE programs. On the other hand, students show a strong interest in trying out para-sports because they are new to them and the rules are easy. For this reason, para-sports were introduced to PE classes and many workshops were also held. For instance, boccia came under the spotlight after the Japanese team won a medal at the Rio Olympic Games. Many schools took up the sport since the gear for boccia, which was hard to find in Japan, became available with a popular edition appearing on the market. Not only playing para-sports, but also imagining and experiencing the disability itself is helpful in understanding the disabled. Education from this perspective is also considered to be essential.

Tokyo 2020 shed light on diversity including the disabled and gender issues. The IOC announced 15 recommendations in March 2020 in 2020+5 based on the results of the 2020 Olympic Agenda. Recommendation 13 states, “Continue to lead by example in corporate citizenship.” It further clearly specifies to foster gender equality and inclusion, and strengthen our human rights approach. Therefore, educational activity directed to realizing a diverse and inclusive society through the Olympic and Paralympic Games is one of the initiatives to be taken on a global scale in the future. As mentioned earlier, sports-related material introduced to moral education should include incidents that happened during, before and after the 2020 Tokyo Games, as well as episodes of the athletes. Production of new teaching materials is an important assignment to be accomplished after the Olympic Games. Existing materials need to be updated as well. Interactive learning should be ingeniously designed so that students may learn about the sport, try it out, participate in workshops and communicate with athletes. It is an effective method of teaching which should be included in the curriculum for moral and human rights education.



## 5) Potential of utilizing ICT

The Tokyo 2020 Games were held amidst the global COVID-19 pandemic that mankind was experiencing for the first time. Schools were closed and travels were restricted to a great extent. It was this crisis that urgently called for online operations and accelerated technical innovation and application. The aforementioned Olympic Agenda 2020+5 states that COVID-19 accelerated social digitalization, merging the physical world with the digital. Digitalization is listed as one of the 5 pillars of the Recommendations. Recommendation 8, “Grow digital engagement with people” requires people to use Olympic digital and social media channels to deliver engagement during and between the Olympic Games. Utilization of ICT and digitalization are pressing issues that need be addressed.

It has been indicated since long before that Japan is slow in introducing ICT into schools compared with other countries. The GIGA School Program, developed for this purpose, was pushed forward in response to the demand, providing elementary and junior high schools across the nation with internet connections and devices for each student from April 2021. Teachers have been struggling with the drastic changes in the teaching environment which happened within a short time, and it will require more time before they can put things in order. Contents (teaching materials) had to be hastily prepared together with internet connections and devices. ICT enables access from anywhere if internet connections are available. Since not all the schools and regions had internet connections set up, numerous problems surfaced.

Until the emergence of the pandemic, most activities had been conducted face-to-face. However, once the impact became apparent, traveling within and outside the country was restricted. The educational activities of the project, requiring traveling and gathering of large groups of people, were also greatly affected. Alternative measures, such as online international exchanges and workshops, were conducted by host towns from remote places in the country. As is always the case for online communication with other countries, time-zone differences had to be considered. In some cases, students in Japan were unable to interact with the students of the partner country during class hours. Even for workshops with speakers invited from within Japan, teachers had to avoid students gathering in large numbers. Instead, students participated online from their respective classrooms. While simultaneous two-way communication offers a live feel, enabling students to ask questions on the spot, it also poses the risk of being impacted by communication conditions. On-demand teaching materials are also being produced as a more stable tool with the advantage for the users to access them freely whenever they choose from any place. “One device for each student” will bring about a multitude of assets, such as development of digital textbooks and teaching materials, and students being able to watch videos on their devices and study at their own pace. It is suitable for research activities enabling students to share what they have researched with the group members. As regards digitalization, the IOC is working on “olympic.com”, an integrated digital platform. In the future, it is expected to offer content, technologies and digital products supporting digital strategies and the entire Olympic Games and to serve as a hub for data analytical activities.

In Japan, we need to promote further digitalization in schools and extend the initiatives to senior high schools and universities which are not included in the GIGA School Program. Furthermore, schools and teachers must be more prepared to receive children who are raised in an environment where the internet is part of their daily life. It will be essential to conduct ICT training for working teachers and teachers-to-be covering subject education and the entire school education.

Tokyo 2020 cancelled all events that involved many people and most of “the school viewing project” were cancelled. It was a great educational loss for the students who were unable to enjoy the unique atmosphere surrounding the Olympic and Paralympic Games. Direct experience or interaction cannot be fully replaced online. On the other hand, we should focus our future initiatives, without losing the essence of education, on enriching face-to-face activities while utilizing online programs efficiently for contents that work well online.

Appendix

## **Chronological Table of the Project**

## Implementation Timeline

	Month	Project Details	
		Overall Project	University of Tsukuba
Fiscal 2016	August		<ul style="list-style-type: none"> <li>- Organization of the implementation system within Tsukuba</li> <li>- Organization of the partnership system with the four regional hubs under Tsukuba</li> <li>- Fukuoka Prefecture Regional Seminar</li> <li>- Implementation of and support for Olympic and Paralympic education at implementing schools (through February)</li> </ul>
	September		<ul style="list-style-type: none"> <li>- Kyoto Prefecture Regional Seminar</li> </ul>
	October		<ul style="list-style-type: none"> <li>- Ibaraki Prefecture Regional Seminar</li> </ul>
	November		<ul style="list-style-type: none"> <li>- Ibaraki Prefecture Regional Consortium</li> </ul>
	December		<ul style="list-style-type: none"> <li>- Kyoto Prefecture Regional Consortium</li> <li>- First Fukuoka Prefecture Regional Consortium</li> <li>- Miyagi Prefecture Regional Consortium</li> </ul>
	January		<ul style="list-style-type: none"> <li>- Miyagi Prefecture Citizen Forum</li> </ul>
	February		<ul style="list-style-type: none"> <li>- Fukuoka Prefecture Citizen Forum</li> <li>- Ibaraki Prefecture Citizen Forum</li> <li>- Kyoto Prefecture Regional Workshop</li> <li>- Kyoto Prefecture Citizen Forum</li> <li>- Second Fukuoka Regional Consortium</li> <li>- Miyagi Prefecture Regional Workshop</li> <li>- Ibaraki Prefecture Regional Workshop</li> <li>- Fukuoka Prefecture Regional Workshop</li> </ul>
	March	<ul style="list-style-type: none"> <li>- Meeting of the Japan Sports Agency and coordinators representing prefectures</li> </ul>	<ul style="list-style-type: none"> <li>- Creation of the Project Report Booklet and the Website page for the report</li> <li>- Submission of the Commissioned Project Completion Report</li> </ul>
Fiscal 2017	April	<ul style="list-style-type: none"> <li>- First National Core Base Conference</li> </ul>	<ul style="list-style-type: none"> <li>- Organization of the implementation system within Tsukuba</li> <li>- Organization of the partnership system with the seven regional hubs under Tsukuba (through September)</li> </ul>
	May	<ul style="list-style-type: none"> <li>- First National Seminar</li> </ul>	<ul style="list-style-type: none"> <li>- Participation in the Fukuoka Prefecture Regional Seminar and support for program implementation</li> <li>- Implementation of and support for Olympic and Paralympic education at implementing schools (through February)</li> </ul>
	June	<ul style="list-style-type: none"> <li>- Second National Core Base Conference</li> </ul>	<ul style="list-style-type: none"> <li>- Research and development of Olympic and Paralympic education model classes for Laboratory Schools affiliated with the University of Tsukuba Education Bureau (through February)</li> </ul>
	July	<ul style="list-style-type: none"> <li>- Second National Seminar</li> </ul>	<ul style="list-style-type: none"> <li>- Participation in the Kyoto Prefecture Regional Seminar and support for program implementation</li> <li>- Participation in the Ibaraki Prefecture Regional Seminar and support for program implementation</li> <li>(市) - Participation in the Kyoto City Regional Seminar and support for program implementation</li> </ul>
Fiscal 2017	August		<ul style="list-style-type: none"> <li>- Participation in the Fukushima Prefecture Regional Seminar and support for program implementation</li> <li>- Participation in the Miyagi Prefecture Regional Seminar and support for program implementation</li> <li>- Collection of information concerning Olympic and Paralympic education programs conducted at the International Pierre de Coubertin Youth Forum 2018 in Estonia</li> </ul>
	September		(Above programs continued)
	October	<ul style="list-style-type: none"> <li>- Third National Seminar</li> </ul>	<ul style="list-style-type: none"> <li>- Participation in the Kitakyushu City Regional Seminar and support for program implementation</li> </ul>

Details	
Nippon Sport Science University	Waseda University
	<ul style="list-style-type: none"> <li>- Organization of the implementation system within Waseda</li> <li>- Organization of the partnership system with the respective regional hubs under Waseda</li> </ul>
<ul style="list-style-type: none"> <li>- Organization of the implementation system within NSSU</li> <li>- Support for Olympic and Paralympic education at regional hubs and on-site observation (through March)</li> </ul>	
	<ul style="list-style-type: none"> <li>- First Hiroshima Prefecture Regional Seminar</li> <li>- Implementation of and support for Olympic and Paralympic education at implementing schools (through February)</li> </ul>
	<ul style="list-style-type: none"> <li>- First Kumamoto Prefecture Regional Seminar</li> </ul>
	<ul style="list-style-type: none"> <li>- Second Hiroshima Prefecture Regional Seminar</li> </ul>
	<ul style="list-style-type: none"> <li>- Iwate Prefecture Citizen Forum</li> <li>- Hiroshima Prefecture Citizen Forum</li> </ul>
<ul style="list-style-type: none"> <li>- Citizen Forum: Kochi Prefecture and Nagasaki Prefecture</li> </ul>	<ul style="list-style-type: none"> <li>- Iwate Prefecture Regional Workshop</li> <li>- Kumamoto Prefecture Citizen Forum</li> </ul>
<ul style="list-style-type: none"> <li>- Symposium</li> <li>- Submission of the Accomplishment Report and Commissioned Project Completion Report</li> </ul>	<ul style="list-style-type: none"> <li>- Hiroshima Prefecture Regional Workshop</li> <li>- Preparation of the Fiscal Year-end Report</li> <li>- Preparation of the Commissioned Project Completion Report</li> </ul>
<ul style="list-style-type: none"> <li>- Organization of the implementation system within NSSU</li> <li>- Support for Olympic and Paralympic education at regional hubs and on-site observation (through March)</li> <li>- Release of results and information on Website (through March)</li> </ul>	<ul style="list-style-type: none"> <li>- Organization of the partnership system with the respective regional hubs under Waseda</li> </ul>
<ul style="list-style-type: none"> <li>- Participation in the Regional Seminars in Chiba Prefecture, Ishikawa Prefecture and Hyogo Prefecture</li> </ul>	<ul style="list-style-type: none"> <li>- Creation of the digital teaching materials (through February)</li> </ul>
	<ul style="list-style-type: none"> <li>- Hiroshima Prefecture Regional Seminar - Hiroshima Prefecture Regional Seminar</li> <li>- Gifu Prefecture Regional Seminar – Gifu Prefecture Regional Seminar</li> <li>- Implementation of and support for Olympic and Paralympic education at implementing schools (through February)</li> </ul>
<ul style="list-style-type: none"> <li>- Participation in the Regional Seminars: Chiba Prefecture, Chiba City and Osaka City</li> </ul>	<ul style="list-style-type: none"> <li>- Sapporo City Regional Seminar</li> </ul>
<ul style="list-style-type: none"> <li>- First Olympic and Paralympic education questionnaire survey (through October)</li> <li>- Participation in the Regional Seminar: Nagasaki Prefecture</li> </ul>	<ul style="list-style-type: none"> <li>- Investigation of Olympic and Paralympic education programs conducted for Pyeongchang Games</li> </ul>
<ul style="list-style-type: none"> <li>- Participation in the Regional Seminar: Kochi Prefecture</li> </ul>	<ul style="list-style-type: none"> <li>- Iwate Prefecture Regional Seminar</li> <li>- Shizuoka Prefecture Regional Seminar</li> </ul>



	Month	Project Details	
		Overall Project	University of Tsukuba
Fiscal 2017	November		- On-site review of Oly-Para education conducted at implementing schools at regional hubs (through February)
	December	- Fourth National Seminar	(Above programs continued)
	January		- National Forum in Miyagi Prefecture - Participation in the Fukushima Prefecture Regional Workshop and support for program implementation - Participation in the Kyoto City Regional Workshop and support for program implementation
	February		- Participation in the Kyoto Prefecture Regional Workshop and support for program implementation - Participation in the Miyagi Prefecture Regional Workshop and support for program implementation - Participation in the Fukuoka Prefecture Regional Workshop and support for program implementation - Participation in the Kitakyushu City Regional Workshop and support for program implementation - Participation in the Ibaraki Prefecture Regional Workshop and support for program implementation - Investigation of Olympic and Paralympic education programs conducted for Pyeongchang Games
	March	- National Workshop - Fifth National Core Base Conference	- Creation of the Project Report Booklet and the Website page for the report - Submission of the Commissioned Project Completion Report
Fiscal 2018	April	- First National Core Base Conference	- Organization of the implementation system within Tsukuba - Organization of the partnership system with the respective regional hubs under Tsukuba - Research and development of Olympic and Paralympic education model classes for Laboratory Schools affiliated with the University of Tsukuba Education Bureau (through February)
	May	- First National Seminar	- Participation in the Fukuoka Prefecture Regional Seminar and support for program implementation - Implementation of and support for Olympic and Paralympic education at implementing schools (through February)
	June		- Participation in the Kitakyushu City Regional Seminar and support for program implementation - Participation in the Kyoto Prefecture Regional Seminar and support for program implementation - Participation in the Ibaraki Prefecture Regional Seminar and support for program implementation - Participation in the Yamaguchi Prefecture Regional Seminar and support for program implementation - Participation in the Gunma Prefecture Regional Seminar and support for program implementation
	July	- Second National Core Base Conference - Second National Seminar - Issuance of Case Study Collections for fiscal 2017	- Participation in the Miyagi Prefecture Regional Seminar and support for program implementation - Participation in the Fukushima Prefecture Regional Seminar and support for program implementation - Participation in the Aichi Prefecture Regional Seminar and support for program implementation
	August		市- Participation in the Kyoto City Regional Seminar and support for program implementation
	September		(Above programs continued)
	October	- Third National Core Base Conference	- Participation in the Aichi Prefecture Regional Seminar and support for program implementation
	November		(Above programs continued)
	December		(Above programs continued)

Details	
Nippon Sport Science University	Waseda University
- Participation in the Regional Seminar: Kochi Prefecture	- Kumamoto Prefecture Regional Seminar
- Second Olympic and Paralympic education questionnaire survey (through January)	
- Feedback on the Olympic and Paralympic education questionnaire survey (through March)	
- National Forum - Participation in the Regional Workshop: Chiba Prefecture, Chiba City, Ishikawa Prefecture, Osaka City, Hyogo Prefecture, Kochi Prefecture and Nagasaki Prefecture	- Iwate Prefecture Regional Workshop - Gifu Prefecture Regional Workshop - Shizuoka Prefecture Regional Workshop - National Forum in Fukuoka
- Submission of the Accomplishment Report and Commissioned Project Completion Report	- Hiroshima Prefecture Regional Workshop - Kumamoto Prefecture Regional Workshop - Sapporo City Regional Workshop - Preparation of the Fiscal Year-end Report - Preparation of the Commissioned Project Completion Report
- Organization of the implementation system within NSSU - Support for Olympic and Paralympic education at regional hubs and on-site observation (through March) - Release of results and information on Website (through March)	- Organization of the partnership system with the respective regional hubs under Waseda
	- Yokohama City Regional Seminar - Yokohama City Regional Seminar - Shizuoka Prefecture Regional Seminar - Implementation of and support for Olympic and Paralympic education at implementing schools (through February)
- Participation in the Regional Seminars: Chiba Prefecture (First), Ishikawa Prefecture, and Nagasaki Prefecture - First Olympic and Paralympic education questionnaire survey (through November)	- Kagawa Prefecture Regional Seminar - Gifu Prefecture Regional Seminar - First Saitama Prefecture Regional Seminar
- Participation in the Regional Seminars: Hokkaido, Tochigi Prefecture and Osaka City	- Shiga Prefecture Regional Seminar - Hiroshima Prefecture Regional Seminar
- Participation in the Regional Seminars: Chiba Prefecture (second), Niigata City, Hyogo Prefecture and Kochi Prefecture	- Kumamoto Prefecture Regional Seminar - Second Saitama Prefecture Regional Seminar - Sapporo City Regional Seminar
- Participation in the Regional Seminars: Chiba City and Oita Prefecture	- Iwate Prefecture Regional Seminar
- Second Olympic and Paralympic education questionnaire survey (through January)	- Shizuoka City Regional Seminar - Kumamoto Prefecture Regional Workshop

	Month	Project Details	
		Overall Project	University of Tsukuba
Fiscal 2018	January	- Fourth National Core Base Conference	- Participation in the Fukushima Prefecture Regional Workshop and support for program implementation
	February		<ul style="list-style-type: none"> <li>- Participation in the Miyagi Prefecture Regional Workshop and support for program implementation</li> <li>- Participation in the Kyoto Prefecture Regional Workshop and support for program implementation</li> <li>- Participation in the Aichi Prefecture Regional Workshop and support for program implementation</li> <li>- Participation in the Kitakyushu City Regional Workshop and support for program implementation</li> <li>- Participation in the Gunma Prefecture Regional Workshop and support for program implementation</li> <li>- Participation in the Yamaguchi Prefecture Regional Workshop and support for program implementation</li> <li>- Participation in the Ibaraki Prefecture Regional Workshop and support for program implementation</li> <li>- Participation in the Fukuoka Prefecture Regional Workshop and support for program implementation</li> <li>- Participation in the Kyoto City Regional Workshop and support for program implementation</li> </ul>
	March	<ul style="list-style-type: none"> <li>- National Workshop</li> <li>- Fifth National Core Base Conference</li> </ul>	<ul style="list-style-type: none"> <li>- Participation in the Ehime Prefecture Regional Workshop and support for program implementation</li> <li>- Creation of the Project Report Booklet and the Website page for the report</li> <li>- Submission of the Commissioned Project Completion Report</li> </ul>
Fiscal 2019	April	- First National Core Base Conference	<ul style="list-style-type: none"> <li>- Organization of the implementation system within Tsukuba</li> <li>- Organization of the partnership system with the respective regional hubs under Tsukuba</li> <li>- Research and development of Olympic and Paralympic education model classes for Laboratory Schools affiliated with the University of Tsukuba Education Bureau (through February)</li> </ul>
	May	- National Seminar	<ul style="list-style-type: none"> <li>- Participation in the Kyoto Prefecture Regional Seminar and support for program implementation</li> <li>- Participation in the Fukuoka Prefecture Regional Seminar and support for program implementation</li> <li>- Implementation of and support for Olympic and Paralympic education at implementing schools (through February)</li> </ul>
	June		<ul style="list-style-type: none"> <li>- Participation in the Kitakyushu City Regional Seminar and support for program implementation</li> <li>- Participation in the Gunma Prefecture Regional Seminar and support for program implementation</li> <li>- Participation in the Ibaraki Prefecture Regional Seminar and support for program implementation</li> </ul>
	July	<ul style="list-style-type: none"> <li>- Second National Core Base Conference</li> <li>- Issuance of Case Study Collections for fiscal 2018</li> </ul>	<ul style="list-style-type: none"> <li>- Participation in the Fukushima Prefecture Regional Seminar and support for program implementation</li> <li>- Participation in the Ehime Prefecture Regional Seminar and support for program implementation</li> <li>- Participation in the Yamaguchi Prefecture Regional Seminar and support for program implementation</li> <li>- Participation in the Shimane Prefecture Regional Seminar and support for program implementation</li> <li>- Participation in the Miyagi Prefecture Regional Seminar and support for program implementation</li> <li>- Participation in the Aichi Prefecture Regional Seminar and support for program implementation</li> <li>- Participation in the Kyoto City Regional Seminar and support for program implementation</li> </ul>

Details	
Nippon Sport Science University	Waseda University
<ul style="list-style-type: none"> <li>- Feedback on the Olympic and Paralympic education questionnaire survey (through March)</li> <li>- Participation in the Regional Workshops: Tochigi Prefecture, Chiba Prefecture and Nagasaki Prefecture</li> </ul>	<ul style="list-style-type: none"> <li>- Shiga Prefecture Regional Workshop</li> <li>- Saitama Prefecture Regional Workshop</li> <li>- Yokohama City Regional Workshop</li> </ul>
<ul style="list-style-type: none"> <li>- Participation in the Regional Workshops: Hokkaido, Chiba Prefecture, Niigata City, Ishikawa Prefecture, Osaka City, Hyogo Prefecture, Kochi Prefecture and Oita Prefecture</li> </ul>	<ul style="list-style-type: none"> <li>- Iwate Prefecture Regional Workshop</li> <li>- Gifu Prefecture Regional Workshop</li> <li>- Kagawa Prefecture Regional Workshop</li> <li>- Shizuoka City Regional Workshop</li> <li>- Shizuoka Prefecture Regional Workshop</li> <li>- Hiroshima Prefecture Regional Workshop</li> <li>- Sapporo City Regional Workshop</li> </ul>
<ul style="list-style-type: none"> <li>- Submission of the Accomplishment Report and Commissioned Project Completion Report</li> </ul>	<ul style="list-style-type: none"> <li>- Preparation of the Project Report</li> <li>- Preparation of the Commissioned Project Completion Report</li> </ul>
<ul style="list-style-type: none"> <li>- Organization of the implementation system within NSSU</li> <li>- Support for Olympic and Paralympic education at regional hubs and on-site observation (through March)</li> <li>- Support for Olympic and Paralympic education at regional hubs and on-site observation (through March)</li> <li>- Creation of the Olympic and Paralympic education teaching guidelines and on-site lectures (through March)</li> <li>- Release of results and information on Website (through March)</li> </ul>	
	<ul style="list-style-type: none"> <li>- Yokohama City Regional Seminar</li> <li>- Shizuoka Prefecture Regional Seminar – Shizuoka Prefecture Regional Seminar</li> <li>- Implementation of and support for Olympic and Paralympic education at implementing schools (through February)</li> </ul>
<ul style="list-style-type: none"> <li>- First Olympic and Paralympic education questionnaire survey (through November)</li> <li>- Participation in the Regional Seminars: Chiba Prefecture (first), Ishikawa Prefecture and Nagasaki Prefecture</li> </ul>	<ul style="list-style-type: none"> <li>- Kagawa Prefecture Regional Seminar</li> <li>- Shizuoka City Regional Seminar</li> <li>- Gifu Prefecture Regional Seminar</li> <li>- First Saitama Prefecture Regional Seminar</li> </ul>
<ul style="list-style-type: none"> <li>- Participation in the Regional Seminars: Hokkaido, Tochigi Prefecture and Osaka City</li> </ul>	<ul style="list-style-type: none"> <li>- Shiga Prefecture Regional Seminar</li> <li>- Hamamatsu City Regional Seminar</li> <li>- Second Saitama Prefecture Regional Seminar</li> <li>- Hiroshima Prefecture Regional Seminar</li> </ul>



	Month	Project Details	
		Overall Project	University of Tsukuba
2019 fiscal year	August		(Above programs continued)
	September		- Participation in the Nagano Prefecture Regional Seminar and support for program implementation
	October	- Third National Core Base Conference	- Participation in the Tokushima Prefecture Regional Seminar and support for program implementation
	November		(Above programs continued)
	December		(Above programs continued)
	January	- Fourth National Core Base Conference	- Participation in the Fukushima Prefecture Regional Workshop and support for program implementation
	February		<ul style="list-style-type: none"> <li>- Participation in the Kyoto Prefecture Regional Workshop and support for program implementation</li> <li>- Participation in the Aichi Prefecture Regional Workshop and support for program implementation</li> <li>- Participation in the Miyagi Prefecture Regional Workshop and support for program implementation</li> <li>- Participation in the Shimane Prefecture Regional Workshop and support for program implementation</li> <li>- Participation in the Tokushima Prefecture Regional Workshop and support for program implementation</li> <li>- Participation in the Gunma Prefecture Regional Workshop and support for program implementation</li> <li>- Participation in the Yamaguchi Prefecture Regional Workshop and support for program implementation</li> <li>- Participation in the Ehime Prefecture Regional Workshop and support for program implementation</li> <li>- Participation in the Fukuoka Prefecture Regional Workshop and support for program implementation</li> <li>- Participation in the Ibaraki Prefecture Regional Workshop and support for program implementation</li> <li>- Participation in the Kitakyushu City Regional Workshop and Support for Program</li> <li>- Participation in the Kyoto City Regional Workshop and Support for Program</li> </ul>
	March		<ul style="list-style-type: none"> <li>- Creation of the Project Report Booklet and the Website page for the report</li> <li>- Submission of the Commissioned Project Completion Report</li> </ul>
2020 fiscal year	April		<ul style="list-style-type: none"> <li>- Organization of the implementation system within Tsukuba</li> <li>- Organization of the partnership system with the respective regional hubs under Tsukuba</li> <li>- Implementation of and support for Olympic and Paralympic education at implementing schools (through February)</li> <li>- Research and development of Olympic and Paralympic education model classes for Laboratory Schools affiliated with the University of Tsukuba Education Bureau (through February)</li> </ul>
	May	- First National Core Base Conference	- Distribution of information materials to the respective regional hubs under Tsukuba
	June		- Online conference system compatible terminals loaned to coordinators at regional hubs under Tsukuba (through March)
	July	<ul style="list-style-type: none"> <li>- National Seminar</li> <li>- Issuance of Case Study Collections for fiscal 2019</li> </ul>	(Above programs continued)
	August		(Above programs continued)
	September		(Above programs continued)
	October	- Second National Core Base Conference	(Above programs continued)

Details	
Nippon Sport Science University	Waseda University
- Participation in the Regional Seminars: Chiba Prefecture (second), Niigata City, Hyogo Prefecture, and Kochi Prefecture	- Kumamoto Prefecture Regional Seminar - Iwate Prefecture Regional Seminar - Sapporo City Regional Seminar - Mie Prefecture Regional Seminar
- Participation in the Regional Seminars: Chiba City and Oita Prefecture	
	- Tottori Prefecture Regional Seminar
	- Kagoshima Prefecture Regional Seminar
- Second Olympic and Paralympic education questionnaire survey (through January)	
- Feedback on the Olympic and Paralympic education questionnaire survey (through March) - Participation in the Regional Workshop: Tochigi Prefecture, Chiba Prefecture and Nagasaki Prefecture	- Saitama Prefecture Regional Workshop - Kagawa Prefecture Regional Workshop - Yokohama City Regional Workshop
- Participation in the Regional Workshop: Hokkaido, Niigata City, Chiba City, Ishikawa Prefecture, Osaka City, Hyogo Prefecture, Kochi Prefecture, and Oita Prefecture	- Iwate Prefecture Regional Workshop - Shiga Prefecture Regional Workshop - Gifu Prefecture Regional Workshop - Hamamatsu City Regional Workshop - Shizuoka City Regional Workshop - Hiroshima Prefecture Regional Workshop - Shizuoka Prefecture Regional Workshop
- Submission of the Accomplishment Report and Commissioned Project Completion Report	- Preparation of the Project Report - Preparation of the Commissioned Project Completion Report
- Organization of the implementation system within NSSU - Support for Olympic and Paralympic education at regional hubs (through March) - Release of results and information on Website (through March) - Creation of the Olympic and Paralympic education teaching guidelines and implementation of on-site lectures (through March) - First Olympic and Paralympic education questionnaire survey (through August)	- Implementation of and support for Olympic and Paralympic education at implementing schools (through February)
- Online conference system compatible terminals loaned to regional hubs (through March)	- Online conference system compatible terminals loaned to coordinators at regional hubs under Waseda (through March)
- Participation in the Regional Seminar: Osaka City	- Iwate Prefecture Regional Seminar
- Participation in the Regional Seminar: Niigata Prefecture - On-site observation of Olympic and Paralympic education programs at regional hubs (through February)	- Tottori Prefecture Regional Seminar - Kagoshima Prefecture Regional Seminar - Hiroshima Prefecture Regional Seminar
	- Mie Prefecture Regional Seminar
- Participation in the Regional Seminar: Kobe City	

	Month	Project Details	
		Overall Project	University of Tsukuba
2020 fiscal year	November		(Above programs continued)
	December		(Above programs continued)
	January	- Third National Core Base Conference	- Participation in the Fukushima Prefecture Regional Workshop and support for program implementation
	February	- National Workshop	- Participation in the Gunma Prefecture Regional Workshop and support for program implementation - Participation in the Miyagi Prefecture Regional Workshop and support for program implementation - Participation in the Ehime Prefecture Regional Workshop and support for program implementation - Participation in the Shimane Prefecture Regional Workshop and support for program implementation - Participation in the Yamaguchi Prefecture Regional Workshop and support for program implementation - Participation in the Tokushima Prefecture Regional Workshop and support for program implementation - Participation in the Ibaraki Prefecture Regional Workshop and support for program implementation - Participation in the Kitakyushu City Regional Workshop and support for program implementation
	March		- Creation of the Project Report Booklet and the Website page for the report - Submission of the Commissioned Project Completion Report
2021 fiscal year	April		- Organization of the implementation system within Tsukuba - Organization of the partnership system with the respective regional hubs under Tsukuba - Implementation of and support for Olympic and Paralympic education at implementing schools (through January) - Research and development of Olympic and Paralympic education model classes for Laboratory Schools affiliated with the University of Tsukuba Education Bureau (through February) - Online conference system compatible terminals loaned to coordinators at regional hubs under Tsukuba (through February)
	May	- National Seminar	- Participation in the Fukushima Prefecture Regional Seminar and support for program implementation
	June	- Issuance of Case Study Collections for fiscal 2020	- Participation in the Fukuoka Prefecture Regional Seminar and support for program implementation - Participation in the Yamaguchi Prefecture Regional Seminar and support for program implementation - Participation in the Kitakyushu City Regional Seminar and support for program implementation - Participation in the Miyagi Prefecture Regional Seminar and support for program implementation - Participation in the Gunma Prefecture Regional Seminar and support for program implementation - Participation in the Aichi Prefecture Regional Seminar and support for program implementation
	July		(Above programs continued)
	August		- Participation in the Nagano Prefecture Regional Seminar and support for program implementation
	September		(Above programs continued)
	October	- First National Core Base Conference	(Above programs continued)
	November		(Above programs continued)

Details	
Nippon Sport Science University	Waseda University
- Second Olympic and Paralympic education questionnaire survey (through December)	
- Feedback on the Olympic and Paralympic education questionnaire survey (through February) - Creation of the video featuring Olympic and Paralympic Education messages (through March)	
- Participation in the Regional Workshop: Chiba Prefecture, Niigata City, Kochi Prefecture and Oita Prefecture	- Shiga Prefecture Regional Workshop - Gifu Prefecture Regional Workshop - Hiroshima Prefecture Regional Workshop
- Participation in the Regional Workshop: Tochigi Prefecture, Niigata Prefecture, Okayama Prefecture, and Okayama City	- Iwate Prefecture Regional Workshop - Hamamatsu City Regional Workshop - Gifu Prefecture Regional Workshop - Hiroshima Prefecture Regional Workshop
- Submission of the Accomplishment Report and Commissioned Project Completion Report	- Preparation of the Project Report - Preparation of the Commissioned Project Completion Report
- Organization of the implementation system within NSSU - Support for Olympic and Paralympic education at regional hubs and on-site observation (through February) - Online conference system compatible terminals loan to regional hubs (through February) - Release of results and information on Website (through March) - Implementation of on-site lectures of the Olympic and Paralympic education (through February) - First Olympic and Paralympic education questionnaire survey (through September) - Participation in the Regional Seminar: Yamanashi Prefecture	- Shizuoka Prefecture Regional Seminar - Hamamatsu City Regional Seminar - Implementation of and support for Olympic and Paralympic education at implementing schools (through January) - Online conference system compatible terminals loaned to coordinators at regional hubs under Waseda (through February)
- Participation in the Regional Seminars: Hokkaido, Niigata Prefecture and Okayama City	- Kagawa Prefecture Regional Seminar - Kagoshima Prefecture Regional Seminar
- Participation in the Regional Seminar: Osaka City	- Iwate Prefecture Regional Seminar - Gifu Prefecture Regional Seminar - Shizuoka City Regional Seminar - Shiga Prefecture Regional Seminar - Kumamoto Prefecture Regional Seminar
- Participation in the Regional Seminars: Tochigi Prefecture and Okayama Prefecture	- Hiroshima Prefecture Regional Seminar
	- Mie Prefecture Regional Seminar - Tottori Prefecture Regional Seminar
- Second Olympic and Paralympic education questionnaire survey (through December)	



	Month	Project Details	
		Overall Project	University of Tsukuba
2021 fiscal year	December		- Participation in the Aichi Prefecture Regional Workshop and support for program implementation
	January	- National Workshop Creation of the General Overall Review	- Participation in the Kitakyushu City Regional Workshop and support for program implementation - Participation in the Gunma Prefecture Regional Workshop and support for program implementation - Participation in the Fukuoka Prefecture Regional Workshop and support for program implementation - Participation in the Ibaraki Prefecture Regional Workshop and support for program implementation - Participation in the Shimane Prefecture Regional Workshop and support for program implementation - Participation in the Ehime Prefecture Regional Workshop and support for program implementation - Participation in the Fukushima Prefecture Regional Workshop and support for program implementation - Participation in the Yamaguchi Prefecture Regional Workshop and support for program implementation
	February		- Participation in the Miyagi Prefecture Regional Workshop and support for program implementation - Participation in the Nagano Prefecture Regional Workshop and support for program implementation - Participation in the Kyoto City Regional Workshop and support for program implementation
	March		- Creation of the Project Report Booklet and the Website page for the report - Submission of the Commissioned Project Completion Report

Details	
Nippon Sport Science University	Waseda University
<ul style="list-style-type: none"> <li>- Feedback on the Olympic and Paralympic education questionnaire survey (through January)</li> <li>- Participation in the Regional Seminars: Chiba City and Kobe City</li> </ul>	
<ul style="list-style-type: none"> <li>- Participation in the Regional Workshop: Hokkaido, Chiba Prefecture and Ishikawa Prefecture</li> </ul>	
<ul style="list-style-type: none"> <li>- Participation in the Regional Workshop: Tochigi Prefecture, Niigata Prefecture, Chiba City, Yamanashi Prefecture, Osaka City, Hyogo Prefecture, Kobe City, Okayama Prefecture, and Okayama City</li> </ul>	
<ul style="list-style-type: none"> <li>- Submission of the Accomplishment Report and Commissioned Project Completion Report</li> </ul>	

**General Overview Report**  
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**for Fiscal 2016-2021**  
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