



What lasting educational benefits can be created from mega events?



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Foreword



Gilbert Felli

'Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles.'

Olympic Charter, Fundamental principles, paragraph 2

Beyond physical well-being and enjoyment, sport can play an important role for a safer, more prosperous and peaceful society, through its educational values and worldwide network. The practice of sport and the staging of sporting events can help bridge cultural and ethnic divides, create employment and businesses, promote tolerance and non-discrimination, reinforce social integration, and advocate for healthy lifestyles.

Together with sport and environment, culture and education make up one of the three founding pillars of Olympism. The creation and dissemination of knowledge therefore is a primary and essential component of the success and perpetuity of the Olympic Games. Technical expertise, working methods and operational knowledge are passed from one Olympic Games Organising Committee to the next via the IOC's Olympic Games Knowledge Management (OGKM) platform.

Through a multitude of educational teachings, the history of the Olympic Movement, its values, inspiring stories about the Olympic Games and its athletes are shared with students of all ages. New working relationships between private and public entities, training and work opportunities for a city's inhabitants, the use and promotion of new and state-of-the-art sustainable technologies, enhanced environmental awareness and increased community involvement, all illustrate the range of educational opportunities that the staging of an Olympic Games can provide to a host city and country.

Gilbert Felli

Olympic Games Executive Director
International Olympic Committee



1. Introduction

Whilst there is a wealth of information regarding tangible or 'hard' legacies created by mega events, social ('soft') legacies appear to be less well understood, measured or defined. Initial scoping work for this project concluded that there was little by way of publicly available guidance in respect of 'educational legacy' created by mega events. As such, this research report aims to:

- inform **policy makers** so they can understand the potential importance of constructing, investing in and measuring educational legacy created by mega events
- encourage **mega event organisers** of the future to embed educational legacy in their earliest thinking, as a solid component of their wider event legacy when planning bids and delivery models
- inspire **educational practitioners** by describing the many different ways in which educational legacy manifests itself practically in schools, colleges, higher education institutions and other learning environments through exciting projects and initiatives.



2. Purpose of the research

The legacy will not only be the stadium, the transportation, hotels, new airports, communication systems. No, the legacy will be education, because this is the big legacy in Africa...

The objective of this research has been to review the educational legacy plans from previous or forthcoming Olympic, Paralympic, Winter Games, World Cups and Commonwealth Games since 1992 through to 2016, and review the extent to which they met their aims and had a long-term influence on education and/or skills in their host country and/or more widely. The key research questions addressed through this study are in Table 1 below:

Table 1: Key research questions	
What are the common aims of educational legacy?	<ul style="list-style-type: none"> • How clearly is educational legacy defined by mega events/their host cities/countries? • Is educational legacy referred to explicitly or implicitly in mega event organisers' formal bid documents? • Are the aims for educational legacy common at all – or are they in fact distinct and dependent on other factors e.g. overall vision for the event; socio-economic context of the host city/country; wider strategic legacy objectives for the event?
What factors are used to measure the impact of educational legacy?	<ul style="list-style-type: none"> • What evidence is there that host city/country government education ministries (or equivalent bodies) state their intentions to create and measure the educational legacy from mega events they invest in? • Is educational legacy recognised by the IOC in its high-level Olympic Games impact modelling activity and if so, how? • How (if at all) is educational legacy impact measured by host cities/countries of mega events?
What type of projects, programmes or approaches taken by mega event organisers and host governments are reported to have the greatest impact on educational legacy?	<ul style="list-style-type: none"> • Based on reports available as part of this review, what is it that mega event organisers/hosts appear to most promote post-event as being 'best practice' in terms of the educational legacy achieved, and to what do they attribute their success? • When in a mega event life cycle is educational legacy constructed i.e. pre-bid, post-bid, pre-event, during the event and/or post-event and does the timing of this planning have an impact on the overall educational legacy achieved for the host city/country?

*'What will be the legacy [of the 2010 FIFA World Cup]? The legacy will not only be the stadium, the transportation, hotels, new airports, communication systems. No, the legacy will be education, because this is the **big** legacy in Africa...'*

Sepp Blatter, President of FIFA, May 2010



3. What are the common aims of educational legacy?

Perhaps the most important reason for hosting a mega event is not the impact on a country's economy, but that a mega event changes the place where it is held for the better.

How clearly is educational legacy defined by mega events, their host cities or countries?

While many reports refer to educational legacy, there has been little attempt to define the term. Breaking it down into its component parts:

Education: 'the action or process of educating or of being educated', with 'to educate' defined as: **1(a)**: to provide schooling for **(b)**: to train by formal instruction and supervised practise especially in a skill, trade, or profession **2(a)**: to develop mentally, morally, or aesthetically especially by instruction **(b)**: to provide with information **3**: to persuade or condition to feel, believe, or act in a desired way.¹

Legacy: 'ensuring that many long-term benefits are generated for the host city, region and nation – well before, during and long after the event.'²

Mega event:

'Perhaps the most important reason for hosting a mega event is not the impact on a country's economy, but that a mega event changes the place where it is held for the better.'

Though, there is no clear definition of a mega event it appears to have the following characteristics: scale and complexity; usually involving multiple sports and/or venues; international significance – global competitors and media coverage; generally held over period of weeks rather than days.³ To this may be added the idea that a mega event is not a frequent occurrence, but will happen rather less than once a year. Other ideas⁴ and criteria suggest a mega event is of fixed or short duration; has a unique one time nature related to its specific location; creates a sustainable and measurable economic outcome; involves political decision making and is built into the strategies of the host country's Government as an economic initiative.

Proposed Working Definition for Educational Legacy

Ensuring that long-term schooling, training, learning and development benefits are generated for the host city, region and nation by a mega event.

Is educational legacy referred to explicitly or implicitly in mega event organisers' formal bid documents?

The truth is that it varies. Explicit references to education projects born out of mega events are frequent; from the Olympic Games in Atlanta 1996 through to the bid book for Rio de Janeiro 2016, a continuum of organising committees and federal and national governments have attempted to gain some educational added value from the hosting process. Often, as in Vancouver

¹ <http://www.merriam-webster.com/dictionary/education>; <http://www.merriam-webster.com/dictionary/educating>

² Legacy Lives Conference Report 2007, p.5

³ <http://www.nwsportseventdirectory.co.uk/definition.html>

⁴ Harry H. Hiller from the University of Calgary/<http://www.thepulse2007.org/?p=106#more-106>

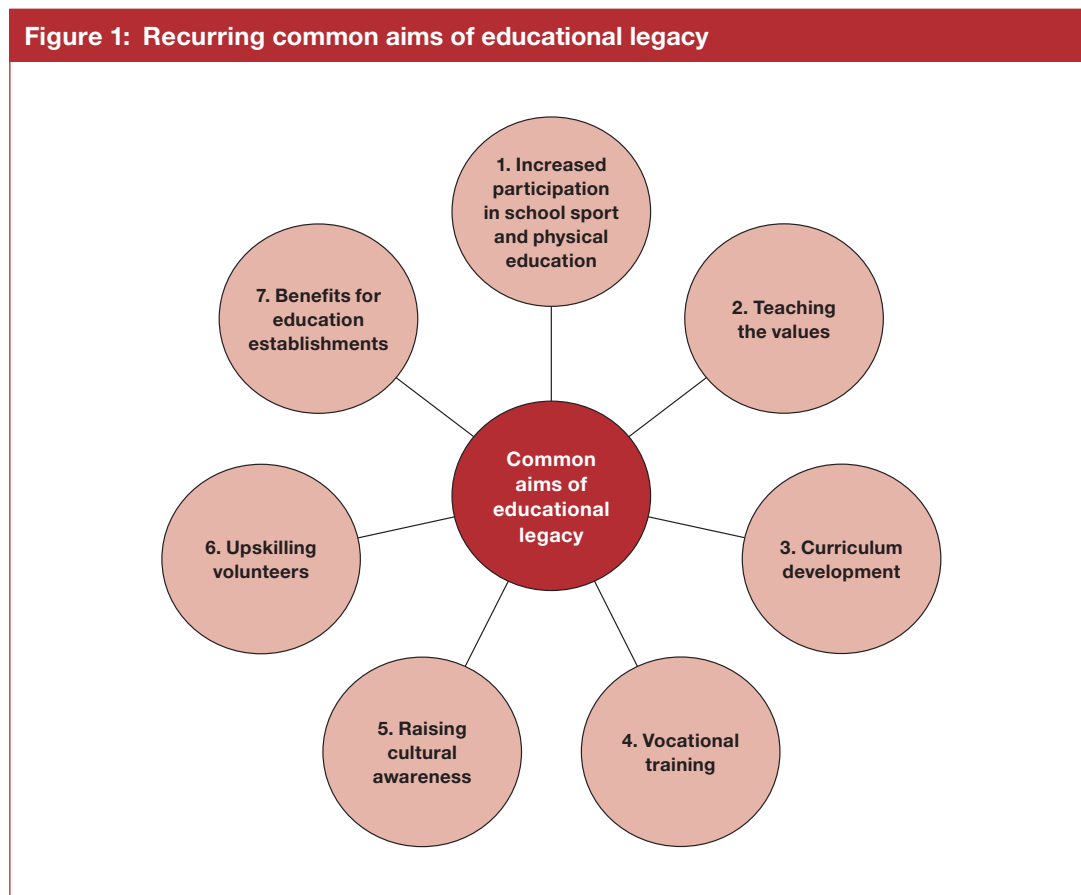


Another example of an explicit education legacy is in Beijing 2008, where the proposal of a 'model schools' scheme aimed to get 200 schools involved in the project in Beijing and 500 engaged nationwide, and it achieved this aim.

2010, this has been tied in to the existing educational priorities of the area. While not referred to in the formal bid documents, the 1GOAL project at the South Africa 2010 FIFA World Cup aims to give every child in the world access to education by 2015, a goal set at the Education for All summit in 2000.⁵ Another example of an explicit education legacy is in Beijing 2008, where the proposal of a 'model schools' scheme aimed to get 200 schools involved in the project in Beijing and 500 engaged nationwide, and it achieved this aim.⁶ Implicit reference to educational legacy can also be seen, for example, in London 2012's planning. An aim exists to get 500,000 young people involved in volunteering over the next 3 years,⁷ and while this is a wider social legacy, education and training will clearly form a key part of this strategy, in terms of both giving young people the skills to be effective volunteers, and creating a more positive attitude towards volunteering.

Are the aims for educational legacy common at all?

Across the many reports, certain common aims do appear to recur. Chief among these are shown in Figure 1 below:



⁵ www.join1goal.org

⁶ <http://en.beijing2008.cn/education/news/education/n214076422.shtml>

⁷ London 2012 Olympic Legacy Action Plan, p.12



A mega event can attract interest from young people and lessons in seemingly unrelated subjects can be brought to life through use of mega event related resources and activities.

1. Increased participation in school sport and physical education: the inspirational quality of world-class athletes being in the area provides an example for young people to follow, with attendant health benefits and, in the longer term, possible knock-on benefits in athlete development. The Commonwealth Games in Delhi 2010 has the aim that ‘Every school, institution, college and university is expected to promote not only excellence in academics, but promote sports from the junior-most class, so that a sports culture is in-built into each and every Indian child and youth.’⁸

2. Teaching the values: Particularly in the Olympic movement, there is a strong idealistic sense of educating young people in the importance of friendship, the value of teamwork and engagement with the Olympic ideal⁹ as a whole. A strong sense of values can also be seen in the Commonwealth Games.¹⁰

Olympic Values Excellence Respect Friendship	Paralympic Values Courage Determination Inspiration Equality	Commonwealth Games Values Humanity Equality Destiny
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3. Curriculum development: A mega event can attract interest from young people and lessons in seemingly unrelated subjects can be brought to life through use of mega event related resources and activities. The Canadian Olympic School Program has been running since 1988 with a series of resources of this nature.¹¹ In particular, activities which tap into this interest can be used to inspire and engage non-learners and other more socially disadvantaged young people. London 2012’s domestic education programme ‘Get Set’ uses the power of the Games to develop a range of skills amongst young people across the themes of: communication, collaboration and citizenship; culture and creativity; enterprise; healthy active lifestyles; internationalism and school linking; PE and sport; practical learning; sustainability and regeneration.¹²

‘Activities which tap into public interest in a mega event can be used to inspire and engage non-learners and other more socially disadvantaged young people.’

4. Vocational training: Large-scale events create new requirements in a variety of industries, from construction to broadcasting, and many events have tied these in to existing needs and supplied training, initially for a specific event-related role, but with the idea that this training would then provide skilled labour in short-handed sectors. The Sydney Olympics in 2000 provided the catalyst for customer service training for up to 50,000 people through the ‘Welcoming the World’ programme.¹³

5. Raising cultural awareness: Many education programmes are built around the idea of an exchange, and try to bring representatives of different cultures together. Examples include the Olympic Youth Camps, held at every Olympics and Winter Olympics covered in this study, to the ‘One School, One Country’ Programme pioneered in Nagano 1998 and continued at other events since.

⁸ http://www.thecgf.com/media/games/2010/IOA_Bid.pdf, p.26

⁹ <http://www.olympic.org/en/content/Olympism-in-Action/>

¹⁰ <http://www.thecgf.com/faq/>

¹¹ http://www.vancouver2010.com/more-2010-information/education-programs/feature-programs/the-canadian-olympic-school-program_34030Bh.html

¹² <http://getset.london2012.com/en/home>

¹³ <http://www.la84foundation.org/6oic/OfficialReports/2000/2000v1.pdf>, p.248



...the Manchester Commonwealth Games 2002 provided training and opportunities to people from socially excluded backgrounds before, during and after the event.

6. Upskilling volunteers: Barcelona 1992 was unusual in that, when trying to address volunteer recruitment, the organisers elected to seek out people who were already highly qualified.¹⁴ Since then, most events have run volunteer training programmes to add to the skills base of those involved. In particular, the Manchester Commonwealth Games 2002 provided training and opportunities to people from socially excluded backgrounds before, during and after the event.¹⁵ The BP Young Leaders Project, a collaboration between LOCOG and Olympics sponsor BP, aims to train and personally develop 100 young people around the country to run social projects and learn the skills to become mega event volunteers, and has used indices of social deprivation as a selection tool.¹⁶

7. Benefits for education establishments: Mega events offer a variety of legacy opportunities – capital (facilities) and revenue (employment) for educational institutions. After the Albertville Winter Olympics in 1992, the Organising Committee’s offices became part of the Lycée Professionnel de Grand Arc, allowing that institution to expand.¹⁷ The TAFE NSW network, bringing together further education institutions in New South Wales, became a force to be reckoned with due to the customer service training programme it carried out in preparation for Sydney 2000.¹⁸ PODIUM is the Further and Higher Education Unit for the 2012 Games and aims to ‘communicate, collaborate and enhance’ the legacy potential for institutions in the United Kingdom¹⁹ through sharing of good practice.

Our review suggests that curriculum development is an extremely common legacy aim of mega events, including the development of resources and materials for use in schools, colleges and other learning environments. The use of a mega event to inspire more young people to take part in sport and physical education is also apparent. The multi-national nature of these mega events and the emphasis the International Olympic Committee (IOC) and Commonwealth Games Federation (CGF) place on peace, and FIFA on fair play, account for the ability of these events to promote values and cultural awareness. Different events tend to tailor their training programmes, be they for volunteers or paid workers, to the broader needs of the host nation, region or city.

Interestingly, many of these common aims can be identified in the ‘London 2012 Olympic Legacy Action Plan’ under the promise of ‘Inspiring a new generation of young people’ and its four headline ambitions²⁰:

The London 2012 Olympic Legacy Plan: Inspiring a new generation of young people
Giving time and expanding horizons: tens of thousands more young people giving time to their local communities as a result of the London 2012 Games
New cultural activities: tens of thousands of young people participating in cultural activities as a result of the London 2012 Games
Engaging and learning: thousands of schools, colleges, universities and other learning providers inspiring young people through the Olympic and Paralympic values
Going global: three million young people overseas accessing quality physical education and sport; and at least one million participating in these activities regularly by 2010

¹⁴ <http://www.la84foundation.org/6oic/OfficialReports/1992/1992s2.pdf>, p.122

¹⁵ <http://www.thecgf.com/media/games/2002/volume1.pdf>, p.42

¹⁶ <http://www.london2012.com/young-leaders/about/index.php>























¹⁷ http://www.olympic.org/Documents/Reference_documents_Factsheets/Legacy.pdf

¹⁸ Impact of the Olympic Games on HE in the Host City, p.4: <http://www.podium.ac.uk/resources/academic-research?page=2>

¹⁹ <http://www.podium.ac.uk/about-us>

²⁰ <http://webarchive.nationalarchives.gov.uk/http://www.culture.gov.uk/images/publications/2012LegacyActionPlan.pdf>, p.43

Table 2: Mega events

Icon	Event Key	Common aims of educational legacy as observed for each mega event where bid documentation was available										
		1	2	3	4	5	6	7				
	<ul style="list-style-type: none"> ■ Winter Games ■ Summer Games ■ Commonwealth Games ■ Football World Cup ■ Youth Olympic Games 	Increased participation in school sport and physical education	Teaching the values	Curriculum development	Vocational training	Raising cultural awareness	Upskilling volunteers	Benefits for education establishments				
	Albertville 1992				✓							✓
	Lillehammer 1994			✓	✓							
	Nagano 1998		✓	✓				✓				
	Salt Lake City 2002		✓	✓				✓				
	Turin 2006	✓	✓	✓				✓				
	Vancouver 2010	✓	✓	✓				✓		✓		✓
	Sochi 2014	✓		✓				✓				
	Barcelona 1992								✓			
	Atlanta 1996	✓		✓				✓				
	Sydney 2000			✓				✓				✓
	Athens 2004		✓					✓				
	Beijing 2008	✓	✓	✓				✓		✓		✓
	London 2012		✓	✓				✓		✓		✓
	Rio de Janeiro 2016	✓	✓	✓				✓				✓
	Victoria 1994											
	Manchester 2002	✓		✓				✓		✓		✓
	Melbourne 2006	✓		✓				✓		✓		
	Delhi 2010	✓		✓				✓		✓		
	Glasgow 2014	✓	✓	✓				✓		✓		
	Germany 2006		✓									
	South Africa 2010	✓	✓					✓				
	Singapore Youth Games 2010	✓	✓	✓				✓		✓		✓
	Total Aims	12	12	16	7	13	7	13	7	8		

What lasting educational benefits can be created

This poster illustrates just a few examples of the educational projects delivered b





from mega events?

by mega events to achieve different educational legacy aims





4. What factors are used to measure the impact of educational legacy?

The International Olympic Committee (IOC) has included 'Educational Level' as one of its Olympic Games Impact (OGI) indicators of legacy impact of an Olympics.

Although mega event organisers have a variety of different aims of educational legacy, and a number of different programmes to achieve those aims, measurement of the impact of these programmes, or of the educational legacy itself, is a relatively recent innovation.

The International Olympic Committee (IOC) has included '**Educational Level**' as one of its Olympic Games Impact (OGI) indicators of legacy impact of an Olympics. The IOC's Olympic Games Department confirmed that the educational level (S07) indicator is formed of four rates, highlighting the level of education in the host city and region. The four rates are:

- Percentage of population with primary education
- Percentage of population with secondary education
- Percentage of population with tertiary education (higher education)
- Adult (16–65 years) literacy rate

*'The purpose of the indicator is to assess the educational situation. Over twelve years, this situation may quite reasonably change, and monitoring this indicator shows the direction taken by the region and the city and the extent of possible changes. This vector also reveals possible gender disparities.'*²¹

Beijing was the first Games to use these indicators; its final report is due later in 2010 and will provide the most thorough exploration of mega event legacy ever seen. The first and second of Vancouver's four reports have also been released, although notably no impact on education legacy has been recorded, as there were some challenging issues with the baseline data that precluded recognition and analysis of any specific Olympic impact.²²

London 2012 confirmed its use of the S07 indicator in its ongoing monitoring activities and provided baseline information as part of this research study. Moreover, the Government Olympic Executive (GOE) is responsible for a major meta evaluation study which, when published, may reference educational impact if it has applied the principles of the Legacy Evaluation Framework proposed by the Department of Culture, Media and Sport.²³ This Framework describes the main education impact from the Games as being 'people improving and developing their skills to improve their lives and broadening knowledge across society'. The Framework also looks at ways in which the 'Five Promises'²⁴ could be measured; the relationship of Games activity with relevant PSA targets and the kind of outcomes anticipated.²⁵ The framework aligns educational legacy particularly close to the promise entitled: 'Deliver a sustainable Games and develop sustainable communities' citing the education of young people as the key measure of impact.

Meantime, the Glasgow Commonwealth Games 2014 has set up a monitoring system for its legacy initiatives which will run to 2019. This will enable the organisers to report on the success of

²¹ IOC Olympic Games Department, June 2010

²² <http://www.publicaffairs.ubc.ca/wp-content/uploads/2009/12/OGI-UBC-Pre-Games-RESULTS-Report-2009-12-01b.pdf>

²³ London 2012 Olympic and Paralympic Games Impacts and Legacy Evaluation Framework Final Report

²⁴ To make the UK a world-leading sporting nation; To transform the heart of East London; To inspire a new generation of young people to take part in local volunteering and cultural activity; To make the Olympic Park a blueprint for sustainable living; To demonstrate the UK is a creative, inclusive and welcoming place to live in, visit and for business (Our Promise for 2012 published in June 2007)

²⁵ http://www.culture.gov.uk/images/publications/DCMS_Olympic_Evaluation_final_report.pdf



In 2019 there will be a comprehensive picture of the legacy outcomes over 10 years.

legacy initiatives as soon as data is available, and to track progress. They intend to provide annual progress reports containing the latest information on each measure of success as it becomes available. In 2019 there will be a comprehensive picture of the legacy outcomes over 10 years. By this date, they will have an overview of key success measures of the Games legacy, and how these have behaved over the legacy period. This will include information on whether or not the Games legacy was a crucial factor in people's decisions around key objectives, ranging from physical activity to sustainability and business success, and education objectives.²⁶

Some examples of impact measurement of educational legacy

What limited measurement of educational legacy to date there has been, has tended to focus on numbers involved at mega events – for example, in Vancouver, the number of students involved in the Action Schools programme has been stated as approximately 400,000.²⁷ In these cases, however, there is rarely any sign of follow-up study looking at engagement beyond the event, and the OGI framework, with final reporting due two years after the event, appears to be the first concerted attempt to achieve this. However, some examples of follow-up can be found; for example, in Atlanta 1996, 300 residents were given training as part of the Neighborhood Job Training and Employment Program, designed to make them more employable in the construction industry. The Atlanta post-games report²⁸ notes that many of these residents have gone on to careers in that industry post-games, indicating that some follow-up has been done.

In 2002, a study²⁹ was carried out on the Nagano Winter Olympics 'One School, One Country' programme, in which a heavily engaged body of students was compared to a slightly engaged group and a completely disengaged group. The study found that the most engaged group displayed greater cultural awareness and higher levels of respect and admiration for the Olympic values.

Notably, this study by CfBT and Skyblue has found no publicly available official evaluation of mega event education programmes. The Get Set programme for London 2012 is being evaluated at the time of writing this report,³⁰ and this process will continue until after the Olympics in 2012. The experience of the Commonwealth Games in Manchester 2002, with regard to organising volunteering, has been adopted as good practice by subsequent events (including London 2012). Given that substantial areas of that programme are still operational in 2010, this suggests that some evaluation has been performed of the successes of that project.

We suggest that whilst 'educational level' does feature as an explicit indicator in respect of Olympic Games, the measurement of educational legacy as defined in this report is still relatively limited and offers potential for development by mega event organisers in future. A range of reports due for publication in 2010–2012, and the ongoing work of the organisation known as 'Legacies 2010 Now', may serve to further enhance general understanding of the concept of educational legacy. We hope this report will generate debate amongst not only strategists and legacy framework developers, but organising committees and educational practitioners alike, to look at this area with more focused interest in future.

²⁶ <http://openscotland.net/Resource/Doc/282449/0085405.pdf>, p.60–63

²⁷ CATALYST, COLLABORATOR, CONNECTOR: THE SOCIAL INNOVATION MODEL OF 2010 LEGACIES NOW – A CASE STUDY, p.20

²⁸ <http://www.la84foundation.org/6oic/OfficialReports/1996/1996v1.pdf>, p.215

²⁹ Okade (2002); referenced in *Olympic Education*, Roland Naul, Maidenhead Meyer & Meyer UK Ltd. 2008, 2nd ed. 2010, accessed via http://books.google.co.uk/books?id=tklvX8PhuAMC&pg=PA89&lpg=PA89&dq=model+schools+beijing+after+olympics&source=bl&ots=u47WrlRW3o&sig=sYKleg4Kg9sK6p_5vDe3idfsQE4&hl=en&ei=j7oQTP7wJIHu0wTrkPHpBQ&sa=X&oi=book_result&ct=result&resnum=10&ved=0CEAQ6AEwCQ#v=onepage&q=model%20schools%20beijing%20after%20olympics&f=false

³⁰ '30th June 2010: Get Set Wants Your Feedback!' – online surveys were being conducted with registered Get Set schools and colleges and learners aged 8 upwards



5. What type of projects, programmes or approaches taken by mega event organising committees and host governments are reported to have the greatest impact on educational legacy?

Beijing aimed to engage 400 million children in its education programme; the 1GOAL project aims to bring education to every child in the world.

This study has identified **52 different education programmes** operated across the Summer and Winter Olympic and Paralympic Games, Commonwealth Games and FIFA World Cups since 1992 (see Appendix A).

While these projects vary in terms of target audience, scope, scale and objectives, certain projects can be highlighted as displaying particularly good practice. Common strategic elements recur across many of these projects, from which it is possible to extract what might be termed a '**Mega Event Educational Legacy Recipe for Success**':

1. **Early Planning**
2. **Ambition and Imagination**
3. **Advocacy and Accountability**
4. **Engage Educational Audiences**
5. **Tie in with Existing Policies and Targets**
6. **Global Outlook**
7. **SMART Objectives**
8. **Celebration of Success**
9. **The Long-Term View**

1. Begin with a good amount of **Early Planning** (pre-bid if possible). This will help to achieve buy in and embed a connection between the event and the hoped-for educational legacy, highlighting the importance of this legacy to the event as a whole. This will also ensure that potential obstacles are dealt with and any programme run is as smooth as possible. Typically this will also give the programme a longer running time before the mega event itself, giving it longer to capture the enthusiasm generated. Vancouver 2010 tied its education project in to the Canadian Olympic Education Programme, which was set up in 1988.

2. Add a substantial pinch of **Ambition and Imagination**; the scope of an educational legacy can be as wide as the organising committee and sponsor government want, bearing in mind constraints of time and budget. Beijing aimed to engage 400 million children in its education programme; the 1GOAL project aims to bring education to every child in the world.

3. **Advocacy and Accountability** within the heart of the organising committee and of the relevant national/federal government departments hosting the event. This will increase the likelihood of educational legacy being seen as a vital component of the wider social legacy for any mega event and ensure resources and synergies are fully leveraged to maximum impact in the host city/country.



One of the great benefits of a mega event is the international interest it generates, and this can be used to create an education legacy, as with the 'One School, One Country' programme.

4. Engaging Educational Audiences is critical to success – particularly the teaching and learning practitioners who will be at the front line of delivery of any programmes in the build up to, during and after the mega event. Any mega event education programme runs the risk of being viewed as 'just another initiative' by teachers, tutors and trainers who will be best placed to implement the ideas into action. Ensuring that these people are fully behind and involved in any programme will give it the enthusiastic ground-level advocates that it will need to have a major impact. The incentive of new, exciting materials can assist here, and both Vancouver 2010 and London 2012 have substantial online portals and resources in this direction.

5. For maximum impact, programmes should **tie in with existing policies and targets** and seek to add value or uplift in specific educational outcomes that would not otherwise be possible. The agreement of specific, desired educational outcomes and links to relevant public service agreement (equivalent) targets in each host country is a vital ingredient in this recipe for success, as once this is understood, the 'right kind and scale' of educational programme interventions can be determined for the event.

6. Part of improving engagement will be to have a **Global Outlook**. One of the great benefits of a mega event is the international interest it generates, and this can be used to create an education legacy, as with the 'One School, One Country' programme. In particular, if a desired legacy is higher cultural awareness, the involvement and engagement of participants all around the world is vital.

7. Measuring impact is always a crucial part of any event. **SMART Objectives**³¹ are vital in planning for success; from these it is possible to constantly judge the success of a project and amend it if necessary, and post-event they can be used to judge whether a programme has been successful. Only if the desired impacts are quantified and qualified is it possible to plan for how to achieve them. Beijing 2008 had very steep targets of engaging 500 schools in the Model Schools programme – but having set those targets its organising committee was able to achieve them. Glasgow 2014 has already set up a monitoring system to evaluate the achievement of its various objectives.

8. There are a variety of reasons why **Celebration of Success** is vital; it further encourages participation in programmes, it maintains enthusiasm among those already involved, and it provides a promotional tool for those not yet engaged. It also keeps the profile of the education legacy project high and brings the country together behind the project. Thus Beijing had award ceremonies for its Model Schools and London 2012 announces new members to the Get Set network.

9. Finally, organising committees should take **the Long-Term View**. Lasting legacy needs to continue after the closing ceremony, and as such the mega event itself should not be treated as the end of the education programme. Indeed, the programme can sustain the enthusiasm originally generated by the event; as we see in Vancouver, where projects continue to run in the aftermath of the Winter Olympics, and Manchester, which has sustained aspects of its volunteering programmes eight years after the Commonwealth Games.

³¹ SMART Objectives: Specific, Measurable, Attainable, Relevant and Time-bound



Planning of education projects takes place throughout the lifetime of a mega event, and indeed in some cases well before.

Educational Legacy Case Study: The Manchester 2002 Volunteer Programme

In the build up and during the Manchester Commonwealth Games in 2002, three specific volunteer programmes were established; the Pre Volunteer Programme (PVP), Main Volunteer Programme, and the Post Games Volunteer Programme. The PVP ran from 1999 to March 2003 and aimed to involve communities from outside the immediate Manchester area in the Games. As a component of the PVP the Learning and Skills Council worked with private sector partners to develop a nationally accredited Level 1 qualification in Event Volunteering, devised specifically for Commonwealth Games volunteers. This developed new skills applicable to future roles ranging from strategic event management to large-scale hospitality, security, health and safety processes.

19 colleges were involved in PVP across the north-west with 6,250 people engaged in the programme across the region and 2,250 gaining a Level 1 qualification. By December 2002, 160 graduate PVP volunteers had progressed into employment.

The Main Volunteer Programme involved 10,300 volunteers throughout the Games. Research on the outcomes of the programme indicates that 47% of participants learned new skills and capabilities and 20% of volunteers reported improved chances of employment, while 69% of volunteers said the Games had made them feel a part of the wider community.

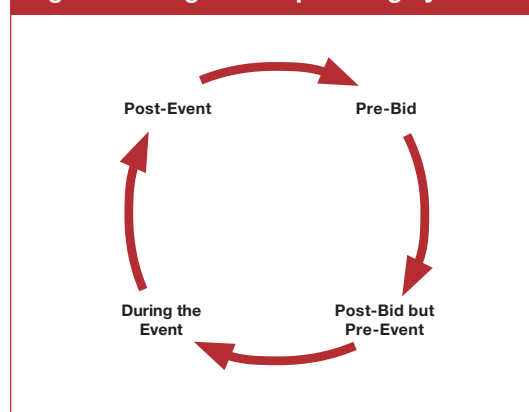
The Post Games Volunteer Programme had 2,000 volunteers registered for future events, with 90 events supported since the Games. The Post Games Volunteer Project (PGVP) was set up with a database of volunteer contacts, aiming to involve participants in future projects and to engage with those outside employment and re-connect them with more training and employment opportunities. The PGVP database is now used for volunteer assistance in other events such as the 2003 UEFA Champions League Final at Old Trafford.

When in a mega event life cycle is educational legacy best constructed?

Planning of education projects takes place throughout the lifetime of a mega event, and indeed in some cases well before. The majority of smaller education projects are conceived in the post-bid, pre-event stage of event planning, while larger projects are often included in the bid itself. It is interesting that the scale and ambition of projects has tended to increase over time; thus while Atlanta 1996 was delighted to provide training in construction and employability skills for 300 people,³² Beijing 2008 aimed to promote Olympic education among 400 million young people³³ and named in excess of 500 model schools, and London, as seen before, seeks to find 500,000 young volunteers.

Generally, the earlier in a mega event planning cycle an education legacy project is constructed, the wider its potential impact is thought to be i.e. if the educational legacy is constructed pre-bid it will more likely contain more of the previously described ingredients of success than if the educational legacy is created later on in the mega event planning and delivery cycle. Events with a large education legacy component such as Beijing 2008, Vancouver 2010, South Africa 2010 and London 2012 have all introduced at least some aspects of their education programmes at this stage.

Figure 2: Mega event planning cycle



³² <http://www.la84foundation.org/6oic/OfficialReports/1996/1996v1.pdf>, p.215

³³ <http://en.beijing2008.cn/education/news/education/n214076390.shtml>



Educational Legacy Case Study: 1GOAL

1GOAL was set up on 6 October 2009 and is a direct outcome of the 'Education for All' programme established in 2000 with the aim of giving all children in the world equal access to education by 2015. Since Education for All was set up many countries have abolished school fees and increased spending by \$4 billion, with an extra 40 million children now going to school. Nevertheless, as at the establishment of 1GOAL, 72 million children in the world were still denied the chance of an education.

The profile of the 2010 FIFA World Cup in South Africa was used to raise awareness of the campaign and create a surge of opinion to galvanise change. 8,000 schools in the UK (a third of all schools in the UK) participated in the 'send my friend to school' campaign by creating 'supporter scarves' from various resources and then sent them to the Prime Minister in time for the Millennium Development Goals summit in September 2010. The aim was to get him to support 1GOAL.

Schools used the opportunity of the World Cup as a learning tool; some asked pupils to pick a country that was in the World Cup and research aspects of education there, one school got pupils to display flags on their back with the percentage of kids out of school in that country, and one school even developed its own website to give a pupils' perspective of the importance of education around the world.

During the World Cup South Africa hosted an international education summit and on the 12 July President Zuma, Sepp Blatter and President Wulff of Germany signed a statement on 'Education for All' pledging to work with governments around the world to improve access to education. The 1GOAL website (www.join1goal.org) currently has over 14.1 million supporters.



6. Conclusions – What lasting educational benefits can be created from mega events?

This study has identified that the quantification and qualification of these educational benefits – their true range, impact and longevity – is less pronounced or authoritative.

Since 1996, mega event organisers appear to have sought to create some form of educational legacy from their events. Since that time, this legacy has become more ambitious in scope, scale and duration, particularly since Beijing 2008. Overall, awareness of **the potential to create a mega event education legacy** appears to be steadily growing and spreading from one mega event to the next.

Educational benefits are principally derived through the activities delivered as part of a structured educational programme – typically designed by an organising committee and host (national/federal) government. These benefits appear to accrue from a number of common aims including:

- improved awareness of the benefits of sport and physical education in schools as a by-product of increasing participation in these areas
- new skills and ‘know-how’ derived through targeted skills and (vocational) training programmes e.g. for volunteers or employees in sectors involved in the development or delivery of a mega event
- increased levels of awareness (and ultimately application in people’s daily lives) of the values and ideals of the movements behind each mega event
- benefits to learners of having a ‘mega event’ and its excitement permeating their school, college or other learning environments through curriculum development or enrichment
- increased opportunities to forge cultural awareness and respect through practical, international education links (i.e. schools working with each other in different countries)
- benefits derived for educational establishments (e.g. schools, colleges, universities) by seizing the opportunities of a mega event (e.g. by associating their activities with a mega event, involving their student populations in relevant opportunities, and developing institutional capability that could have commercial benefit too – like focusing on increasing the number of students enrolling for courses and disciplines that are closely associated with a mega event).

This study has identified that the **quantification and qualification** of these educational benefits – their true range, impact and longevity – is less pronounced or authoritative. Even the measurement of change against stated educational level indicators over the next decade may at best provide numeric, as opposed to qualitative, evaluation of the impact of mega events on educational legacy in a host region/country, and as such we conclude that a research and knowledge gap still exists that – if it were to be filled – may be extremely useful to strategists, organising committees, host governments, sponsors and practitioners alike in future.

‘because of a lack of consistent evaluation, it is difficult to precisely quantify the level of educational benefit delivered by any particular event... but where assessment has been done, there appears to be impact in values, workforce development and take-up of opportunities.’

The **lasting nature of educational legacy** is also hard to measure and does not appear to have been an area of specific focus to date for mega event organisers. It is certainly true that most core



educational programmes do not last long beyond the mega event itself, but for those events which do continue their projects beyond the closing ceremony, there are benefits to be had. For example, Manchester has a long-term volunteering programme arising from the Commonwealth Games in 2002, and Vancouver's continuing series of resources and events provides ongoing support to schools and colleges in British Columbia. These projects provide a real sign of lasting legacy, and while in Vancouver's case it is too early to judge how extensive this will be, the presence of the '2010 Legacies Now' organisation and associated portal is a constant reminder of this event's commitment to generating and monitoring a continuing impact from this edition of the Winter Games.

In conclusion, it is our view that the projects arising from and created by mega events are not in themselves the valuable lasting legacy for education – rather it is the change in attitudes, values and approaches, the increased opportunities, and the greater sense of engagement with education among the wider community. Inspired by mega events, there are tangible outcomes to be achieved. These outcomes are, however, observed as being more likely amongst those events which plan early, and continue providing resources and opportunities for the education legacy to develop beyond the end of the mega event itself.



7. Recommendations

Use this report to engender a greater understanding of, and interest in, the opportunities for creating an educational legacy at all future mega events.

This study feels able to make recommendations to a variety of different audiences: to CfBT as the chief investor in this research; to education practitioners; and to organising committees of mega events and government departments. The key recommendations are:

- Use this report to engender a greater understanding of, and interest in, the opportunities for creating an educational legacy at all future mega events.
- Influence the way in which educational legacy is longitudinally measured at future mega events, including more emphasis on impact and evaluation than is currently the case.
- Identify an online 'home' for not only this educational legacy report, but 'educational legacy' per se, i.e. a single portal which mega event organisers and educational practitioners are encouraged to visit as a 'first port of call' for all the latest information, case studies and learning in relation to educational legacy around the world.
- Explore the demand for converting this research report into a 'practical toolkit' for different audiences including mega event organisers, host country governments and/or major sponsors.
- Explore the opportunity for producing adult literacy legacy oriented resources that are transferable from one mega event to the next (remaining mindful of differing educational contexts and targets in each host country).

Recommendations for practitioners

1. Make best use of this report and its accompanying resources including:

- a PowerPoint presentation noting down the main aims and programmes associated with all mega events covered in this research that could be used in lesson plans
- an Excel 'library' with weblinks to all reports reviewed as part of this project.

These resources can be found at www.skyblue.org.uk or www.cfbt.com.

2. While mega event organising committees often set up programmes with substantial amounts of educational resources, practitioners should also consider the potential benefits of their own more informal involvement in **resource creation**; Larry M. Lynch advocates using the FIFA World Cup as a tool for teaching English,³⁴ and this certainly forms a template for using mega events in literacy and numeracy education.

3. Take time to visit **useful websites** from recently delivered or current editions of mega events including:

- Vancouver 2010: <http://www.vancouver2010.com/education-programs/>
- London 2012: <http://getset.london2012.com/en/home>
- Sochi 2014: <http://sochi2014.com/en/games/education/>

³⁴ <http://ezinearticles.com/?Teach-English-Using-the-Soccer-World-Cup&id=227376>



Recommendations for mega event organisers/government departments

1. Use this report to understand the type and range of benefits that mega events can have on educational legacy, and plan for it at the earliest opportunity in the bidding process. Current recognition of social legacy as a whole is improving, but the importance of the education domain within this needs a higher profile.
2. Work together using the **'recipe for success'** contained in this report (see page 16) and plan to invest in longitudinal studies looking at the impact of mega events on education over time – either as a discrete area of evaluation and/or as part of a more co-ordinated meta-data evaluation programme for your mega event. Alternatively, look at ways of measuring the social return on investment to mega events by developing an educational legacy programme – useful evidence for any ante- or post-Games report that has to be produced.
3. Contribute to the debate around this relatively new area of legacy exploration via the Legacy Lives conference programme or by emailing your feedback to the sponsors and authors of this report (research@cfbt.com or info@skyblue.org.uk).



8. Appendix A

Table 3: Identified education programmes 1992–2016

Project Name	Event	Description	Aim	Number engaged
Basic Volunteer Training and Adult Education with an Olympic Menu	Lillehammer 1994	Volunteer training programme and education programme evolving from it.	Increase volunteer skills and engagement.	Total 23,000
Neighbourhood Renewal	Victoria 1994	Generate new jobs at café and 60 after school activity places for children.	To improve the neighbourhood and community in that area.	60 young people
Neighbourhood Job Training and Employment Program	Atlanta 1996	Provide residents of Olympic host neighbourhoods with work experience and training, especially in construction industry.	Increase employability and improve workforce capability.	300+
Host Broadcast Training Program	Atlanta 1996	Give young people in Atlanta practical experience of broadcasting.	Develop skills of young population.	900
Olympic Day in the Schools	Atlanta 1996	Curriculum programme including teacher seminars, classroom resources, city-wide competitions, academic and athletic competitions.	Educate in the Olympic values and their application to daily life.	Schools in Atlanta
Dream Team	Atlanta 1996	Youth ambassador programme; members also ran voluntary community projects in their local areas.	Showcase spirit and enthusiasm of Atlanta's youth.	400+ across all DT programmes
Children's Olympic Ticket Fund	Atlanta 1996	Raised funds for disadvantaged children to attend Games through organisations working with them.	Involve disengaged communities with the Olympics.	21,000 tickets distributed
Olympic Youth Camp	Atlanta 1996	Residential for young people from around the world; educational and sporting activities and site visits.	Promote cultural exchange and Olympic values.	458 from 152 countries
One School, One Country	Nagano 1998	Exchange programme connecting schools in Nagano to participating countries.	Promote cultural awareness and international education.	76 schools
Olympic Youth Camp	Nagano 1998	Residential for young people from around the world; youth forum and sporting activities.	Promote winter sports and cultural exchange; further Olympic values.	217 from 51 countries
Welcome the World	Sydney 2000	Customer Service Training Programme.	Improve customer service skills and increase tourism profile of Sydney.	Up to 50,000 places



Project Name	Event	Description	Aim	Number engaged
Department of Education School Sport Unit	Sydney 2000	Connection between schools and IOC members.	Cultural exchange; help to win the bid for Sydney.	Unknown
Industry Training Strategy	Sydney 2000	Identification of industry needs and training levels for Games.	Upskill workforce to meet Games-related demand.	Unknown
One School, One Country	Salt Lake City 2002	Partnered schools in Utah with participant countries.	Increase cultural awareness and support for Games.	Unknown
Curriculum resources: REACH and website	Salt Lake City 2002	Textbook and online resources for classrooms.	Build knowledge of history and values of Olympics and sports involved.	180,000 received Olympic education in run-up to Games
Olympic Tickets for Kids	Salt Lake City 2002	Fund for buying tickets to Games for Utah children.	Improve local support for Games.	60,000
Youth Engaged in Service	Salt Lake City 2002	Training programme for young people building into involvement in community projects.	Upskill young people, improve communities, build spirit.	52 schools
Pre Volunteer Programme (PVP)	Manchester 2002	Develop a nationally accredited Level 1 qualification in Event Volunteering, devised specifically for Commonwealth Games volunteers.	To involve communities immediately outside Manchester in projects.	6,250 volunteers, 2,250 gained qualification, 160 went into employment
Main Volunteer Programme	Manchester 2002	Volunteers throughout the Games.	Learn new skills and improve chances of employment.	10,300 volunteers
Post Games Volunteer Project (PGVP)	Manchester 2002	Database set up after Games keeping details of those interested for future volunteer events.	Engage those outside employment to re-connect with more training and employment.	2,000 volunteers initially signed up
Passport 2K	Manchester 2002	Out of school hours activities for children aged 11–18 across north-west.	To create a healthier population.	13,500 children
The Commonwealth Curriculum Pack	Manchester 2002	Online learning and teaching resource for students and teachers.	To provide schools with quality resources for teaching about Commonwealth Games.	Unknown
Train the Trainers, etc.	Athens 2004	Series of programmes training paid staff and volunteers in customer service, venue management etc.	Developing workforce skills, to ensure qualified staff for Games.	Unknown
Awareness Programme	Athens 2004	Curriculum resources for schools and colleges dealing with multiculturalism, the Olympic truce, anti-discrimination, etc.	Improve social awareness of pupils and understanding of Olympic values.	Unknown



Project Name	Event	Description	Aim	Number engaged
Olympic Youth Camp	Athens 2004	Residential for young people from around the world.	Provide experience of Greek culture; promote Olympic values.	414 from 182 countries
Red Ring Projects	Turin 2006	Various activities including organised visits to IOC Museum in Lausanne.	Increased involvement in sport for young people.	6,500 visitors to Lausanne
Green Ring Projects	Turin 2006	Environmental training of teachers; educational residential in Piedmont.	Raise environmental awareness.	270 teachers, 2,500 children
Yellow Ring Projects – Snowmath	Turin 2006	Nationwide mathematics competitive programme.	Improve logical mathematics skills.	5,000 schools
Blue Ring Projects – Schools in Movement	Turin 2006	Local school health and sport initiatives.	Educate in sporting values and health-consciousness.	Unknown
Black Ring Projects – One School, One Country	Turin 2006	School twinning scheme – exchange of communications and visits with foreign schools.	Wider cultural awareness and understanding of multiculturalism.	Unknown
Broadcasting Training Programme	Turin 2006	Work experience for students enrolled in broadcasting-related degrees.	Provide experience of broadcasting; practical skills development.	515 students
Commonwealth Games Education Programme	Melbourne 2006	Online classroom resources and learning activities.	To learn about games, link in the teachers, and participate during Games.	Unknown
Heart to Heart	Beijing 2008	Similar to ‘One School, One Country’ – pairing Beijing schools with those in participating countries.	Improve cultural awareness on both sides.	200+ schools, 205 countries
Model Schools	Beijing 2008	Flagships for nationwide education programme.	Promote sporting and Olympic values education.	556 schools
Educational Kit	Beijing 2008	Classroom resource – worksheets, teaching plans etc.	Raise awareness of the Olympics, values and sports.	400 million young people
Literacy Now	Vancouver 2010	Network of local literacy task groups.	Improve basic educational standards.	90 groups representing 407 communities
Action Schools	Vancouver 2010	Educational resources and workshops.	Promoting active lifestyle and healthy eating in schools.	400,000 young people participating
Literacy, Education, Activity and Play	Vancouver 2010	Holistic education programme at primary school level – activity and resource packs.	Promoting active lifestyle and rounded education.	Unknown
Explorations Camps	Vancouver 2010	Residential activity camps; sporting and arts activities.	Improve understanding of Aboriginal cultures, active lifestyle.	13,000 young people (2005–08)



Project Name	Event	Description	Aim	Number engaged
Canadian Olympic School Program	Vancouver 2010	Educational resource pack – includes online element.	Inspire education through the Olympics.	Unknown
Paralympic Schools Program	Vancouver 2010	Series of activities and resources introducing the values and sports of the Paralympics to schools.	Promote inclusiveness and the values of the Paralympics.	Unknown
1GOAL	South Africa 2010	Global campaign to provide education for every child in the world by 2015.	To raise awareness of educational issues and promote Education for All.	Target 72 million children worldwide by 2015
Get Set	London 2012	Network providing resources and support for Olympic education.	Promote Olympic values and use Olympics to promote wider education.	Unknown
PODIUM	London 2012	Higher education network.	Support Olympic-related projects in the HE and FE sectors.	Unknown
International Inspiration	London 2012	Use sport to enrich lives of children around world.	Use sport as a tool to enrich lives of children around world through sport education and play.	Target 12 million children by 2012
Mais Educacao	Rio de Janeiro 2016	Invest in better sports in schools.	Invest \$400 to strengthen PE in schools.	Unknown
Progama Segundo Tempo	Rio de Janeiro 2016	Similar, as above, increase sports participation in schools.	Increase sports participation in schools.	From 1 million children to 3 million by 2016



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About CfBT

Through the Evidence for Education programme, CfBT Education Trust is proud to reinvest its surpluses in research and development both in the UK and overseas.

Our aim is to provide direct impact on beneficiaries, via educational practitioners and policy makers. We provide a range of publications from practice-based intervention studies to policy forming perspective papers, literature reviews and guidance materials.

In addition to this publication the following research may also be of interest:

Instinct or Reason: How education policy is made and how we might make it better

This report investigates the factors that lie behind the formation of educational policy. It is based on discussions with an expert group, a desk based literature review (including academic research and politicians' memoirs), interviews with stakeholders and an extended process of draft revision. The study looked at policy changes across a range of policy areas to help give a representative view.

Learning from international links between schools: an overview of what works

Linking is the process by which communities across the world form sustained partnerships. At school level this is a link between the staff and students in a school in one country with others in a school in another country.

This study collected data via a literature review and through a series of in-depth interviews with students and teachers in 21 UK schools and 9 schools across India and Kenya.

Tackling childhood obesity within schools: lessons learned from school-based interventions

The purpose of this research was to review what is known regarding childhood obesity internationally and investigate the interventions that have been put in place to combat childhood obesity. In order to investigate these issues, a comprehensive literature review was conducted.





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