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QATAR'S EXPERIENCE IN PROMOTING THE OLYMPIC CULTURE

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Abstract

This study focusses on what are Qatar's experiences in promoting Olympic Culture and how is effective with consideration the country now is applying to host the 2032 Olympic Games.

This qualitative research used an interpretive humanistic theoretical framework and gathered data by conducting semi-structured interviews with the Executive Director of the Qatar Olympic Academy, Mr. Saif Al-Nuaimi, and Dr. Ali Al-Bakry, Head of the Sports Development of the Qatar Olympic Academy. In addition, the Head of Sport Sciences, at Qatar University Dr, Mahfoud Amara. Findings suggest that Olympic Culture can always be promoted through global programs, which include promoting the Olympic values of athletes, coaches, officials, parents, and the public through Media. Spreading Olympic Culture and implanting Olympic Values is one of the most important goals of the Academy and a fundamental pillar, which was one of the most important reasons for the establishment of the Qatar Olympic Academy.

Finally, recommendations are stated and it is suggested that The Ministry of Education and Higher Education should undertake a process of developing the Physical Education curriculum and integrating Olympic Education into this curriculum, as a more sustainable initiative in the development process and they should benefit from the New Zealand experience. Moreover, the Qatar Olympic Academy should do more in terms of promoting the spread of Olympic Culture through the media. Qatar Olympic Academy must activate the approved organizational structure in order to carry out all applicable initiatives and to complete the courses as required.

Keywords:

- Olympic Culture.
- Olympic Values.
- Olympic Education.
- Olympism.
- Physical Education.

Abbreviations

IOA	International Olympic Academy
IOC	International Olympic Committee
QOC	Qatar Olympic Committee
MOEHE	Ministry of Education and Higher Education
QOA	Qatar Olympic Academy
OM	Olympic Movement
PE	Physical Education
OV	Olympic Value
OE	Olympic Education
OC	Olympic Culture
OVEP	Olympic Value Education Program
OG	Olympic Games
NOC	National Olympic Committee

QOM	Qatar Olympic Museum
NZ	New Zealand
NZHPE	New Zealand Health and Physical Education
NZOC	New Zealand Olympic Committee
PENZ	Physical Education association of New Zealand
USFSA	Union of French Athletic Sports Clubs
COF	Comité Olympique Français
EPS	Education Physique Sportive
CNOSF	French Olympic and Sports Committee
FNOA	French National Olympic Academy
USEP	Sports Union Elementary Education
INSEP	Institute National du Sport et de la Performance
CDOS	Comité Départemental Olympique et Sportif

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CHAPTER ONE: INTRODUCTION

Sport has the power to change the world; the power to inspire and unites people

(Nelson Mandela 2000).

1. Introduction

Qatar is an independent emirate with an Arabic Islamic monarchy in the Gulf Region. The country is situated on a peninsula that extends from the Arabian Peninsula approximately 160 km (99 mi) north into the Persian (Arab) Gulf, it is bordered by Saudi Arabia. Qatar shares maritime borders with Bahrain, Iran, and the United Arab Emirates. The country covers an area of 11,586 km² (4,473 sq mi) making Qatar about 1.25 times larger than Cyprus, or also somewhat larger than Puerto Rico. The emirate has a population of 2.6 million inhabitants (end 2016), but Qatari nationals represent only a minority. The Capital and largest city is Doha (Ad Dawhah, pop 800,000). The spoken language is Arabic (official).

The culture of Qatar is strongly influenced by traditional Bedouin culture, with less acute influence deriving from India, East Africa and elsewhere in the Persian Gulf. Thus, Qatar remarkable progress in Olympic Sports and Olympic Education is fascinating. The National Olympic Committee of Qatar was formed on 14 March 1979 and provisionally recognized by the International Olympic Committee (IOC) in 1980 at the IOC session in Moskva. Qatar made its initial Olympic appearance in Los Angeles in 1984 with a team of eight-track & field athletes, a football (soccer) team, and four shooters. Qatar has appeared at every Olympics since. Qatar bid to host the 2020 Olympic Games, but was eliminated before the final vote. Nonetheless, Qatar launches bid to host the Olympic Games as early as 2032.

This progress in the Olympic arena was not a smooth journey. The development towards achieving this success was undermined by cultural limitations within the society. In particular, women have not been allowed to compete for Qatar because of religious restrictions. This is in violation of the Olympic Charter, but no sanctions have been made as of May 2012. Finally, four female athletes competed in London and Bahya Al-Hamad became the first Qatari woman to represent her country at the Olympics.

This research intends to study Qatar's experience in Olympic Education with comparison to the experience of France and New Zealand. The study will focus on the historical development of Olympic culture, Olympic values, Olympism, and Olympic education. The main analysis will shed light on the cultural barriers in Qatar and if they constitute a motive or a hindrance to Olympic Education.

2. Objectives of the Study

- To determine the historical background of the formation of Olympic Education as humanistic element of education for children and youth.
- To justify the theoretical basics of integration of Olympic Education into the educational process in schools.
- To survey the present situation of Olympic education in Qatar.
- To compare Qatar experience in Olympic Education to those.

3. Statement of the Problem

The modernization of the State of Qatar has tremendous impact on the way Qatari people view themselves and the world. On fascinating arena in which this impact manifest is Olympic Sports. Not only the country fully became a participant in regular Olympic Games; it also endeavours to excel in efforts such as Olympic Education. The underline uniqueness of this experience is the widely spread believes that Qatar is an Arab, Islamic and very closed society. These tributes are said to be against the core value of Olympic culture. Hence, a comparative study with French and New Zealand are of great importance for in-depth analysis to the subject.

4. Research Questions

The main research question is what are Qatar's experiences in promoting Olympic Culture with comparison the France and New Zealand?

The sub-questions for this case study are: -

- How effective are the Qatar Olympic Academy programs in promoting the Olympic Culture and Olympic Education?
- How to improve Qatar's experience in promoting the Olympic Culture and Olympic Education?

5. Methodology

Research methods have been used in an effort to increase the development of knowledge and level of understanding in a given study or profession, and to empower their professional knowledge basis (Kumar, 2011). Mertens (2005) explained that it is a way to “understand, describe, predict or control an educational or psychological phenomenon or to empower individuals in such contexts” (p.2).

Qualitative research can be defined as an approach to understand and explore the meaning individuals or groups ascribe to a social or human phenomenon (Creswell, 2014; Kumar, 2011). It is not based on numerical measurements; instead, it uses words as a unit of analysis. This chapter will provide an in-depth description of the methodology that will be used for this study. To achieve the objectives of the study the research methods were used were at the theoretical level – historical method and analysis of special scientific literature for this reason, methods used in this case study for collecting data only documents & interviews, For the ‘Case of Qatar’. Interviews questions will be attached in appendices. The historical method of the research should be used in Olympic studies. That is why this method was used to determine the historical background of Olympic Education.

The historical method was used in combination with methods of theoretical analysis. The historical method allowed us to determine the characteristics of the development of Olympic Education in different countries around the world. The method of analysis and generalization of special and scientific literature which was used in research to allow us to get the general idea to define the features (characteristics) of integration of Olympic Education into the educational process in schools.

6. Comparative Study Qatar with France and New Zealand

This research is a comparative study of Qatar's promotion of the Olympic Culture and OE about different world experiences such as that of France and New Zealand. We have chosen France because the birthplace of Coubertin is closely linked to the Olympic spirit in its educational system and has a complete strategy for teaching Olympic ideals to French youth. The French Olympic Committee has been working

for many years to develop an educational program focusing on the Olympic Games and Olympism. France has an Olympic Education project. Its first goal is to understand the Olympic principles of the Olympic Charter and the second is to comprehend the historical and pedagogical basis of the Olympic ideal. Finally, the third goal is to achieve a better grasp of modern society. What made us compare the French experience with the experience of the (QOA) is that we found that France has developed many projects in two different scenarios.

- Consists of promoting customized initiatives that are geographically limited.
- Development of programs targeting all children within the French education system.

Moreover, our reason for choosing New Zealand because it has a proud tradition in Olympic history starting with Leonard Cuff meeting de Coubertin in 1892 and subsequently being appointed as an inaugural member of the (IOC) in 1894. From that moment on (NZ) has played a significant role in Olympic matters. Given that sport in (NZ) is used as a social, cultural, health, and educative, and economic tool it consequently plays a significant role in the life of many.

New Zealand has a comprehensive education system that features early childhood education for children under the age of five and a compulsory education system from ages 5 to 16 that was originally based on the British education system. Physical training has become mandatory and has shifted over time to (PE). Today, health and (PE) are one of the eight core areas of education. Olympic Education in New Zealand is a brand-new concept that is promoting educational coherence, physical education curriculum alignment, and an Olympism pedagogy. Presently, New Zealand, through scholarly work at the University of Canterbury and previous collaborations with the New Zealand Olympic Academy has ensured that Olympism programs for schools align with the State's physical education requirements. The State has mandated the teaching of the values through (NZHPE) (Ministry of Education, 1999) more particularly Olympism, and has encouraged the development of critical thought around the institutionalization of sport in schools. Key initiatives in this area have seen the development of curriculum-related, based, and driven resources around physical education and Olympism.

7. Case Study

Neuman (2014) defined the case study research as an intensive investigation in one or a small set of cases, concentrating on various details within each case. “The cases can be individuals, groups, organizations, movements, events, or geographic units”, while the data that is being collected from the case are detailed, varied, and extensive (Neuman, 2014, p.42).

8. Selection of Participants

The community on which this research will focus are the sports leaders, academics, and media channels in the State of Qatar. Including Mr. Saif Al-Nuaimi the Executive-Director of the Qatar Olympic Academy, Mr. Al-Nuaimi was chosen due to the presence of some questions related to the promotion of Olympic Education in the State of Qatar and about the future of (OE), especially after the country formally bid to host 2032 Olympic Games. Dr. Ali Al-Bakry, Head of the Sports Development of the Qatar Olympic Academy was chosen because he is the person in charge of the Sports Development at the (QOA) and also for his continuous participation in international conferences for (OE), representing the State of Qatar. and The Head of Sport Sciences, at Qatar University Dr, Mahfoud Amara was selected because he is the in charge of the Sports Sciences at Qatar University and for his participation as a lecturer in some of the courses that have been offered at (QOA).

9. Data Collection

In qualitative studies, the researcher is considered a key instrument of data collection and analysis (Creswell, 2014). Qualitative researchers examine data by observing behaviours, examining documents, and interviewing participants who are concerned in the underlying study (Creswell, 2014). The steps for data collection include setting the limitations for the study, gathering information through observations, interviews, documents, and visual materials, in addition to planning the data recording procedure (Creswell, 2014).

This thesis will be using the interview approach to gather data. The participants have purposefully been selected to best help the researcher understand the problem

and the research question. Moreover, there is analysis of various documents (including books sociological studies published) articles, journals, and newspapers, statistical series, Theoretical and historical documents) that belong to various periods. Governments and non-governmental documents and recommendations by various conferences will also be used.

10. Interviews

According to Kvale (1996), an interview is “an interchange of views between two or more people on a topic of mutual interest” (p.14), which will result in the production of knowledge that provides a deeper insight on the research topic. It is a useful data collection method for gathering in-depth information (Kumar, 2014). Researchers usually record data by making handwritten notes, audiotaping the interview, or videotaping it (Creswell, 2014).

There are numerous types of interviews, such as structured interviews, which are characterized by the use of close-ended questions; the unstructured interviews, characterized by the use of open-ended questions; and the semi-structured approach, which features both structured and unstructured interviews and therefore uses both closed and open-ended questions. (Neuman, 2014).

For this thesis, the semi-structured interview approach was used as a data collection method because the semi-structured format ensures a relaxed and informal interview, which allows the participants to feel comfortable sharing their stories. However, some structure is needed because of limited time and to go out of the subject.

The questions administrated are based on primary research. The interviews are 45-60 minutes long. In the conduction of the interviews, ethical issues were adhered to. They had to sign after reading it along with the information letter. During the interviews, a voice recorder (audiotape) was used as a means to record and transcribe data.

11. Data Analysis

As in any other qualitative study, the data collection and analysis occur concurrently. According to Paillé & Mucchielli (2016), qualitative research is

research that involves personal contact with the study's subjects, mainly through interviews and observing their practices in the environments in which they operate. The research is called qualitative in the sense that the instruments and methods used are designed to collect qualitative data and to analyze these data in a qualitative way. Qualitative data analysis is to extract the meaning of the data rather than transforming them into percentages or statistics (Paillé & Mucchielli, 2016).

This thesis has used a thematic analysis approach to analyse the data gathered. Thematic analysis can be a valuable approach to analyzing qualitative data and displays one of the various possible approaches to data analysis. The Thematic analysis provides a flexible and useful research tool to analyse the data gathered and can potentially provide rich and detailed information (Braune & Clarke, 2006). According to Braun and Clarke (2006), thematic analysis is a qualitative and descriptive approach to analyze the data, mainly by identifying, analyzing, and reporting themes within the data. It is almost the most used method in qualitative research (Braun & Clarke, 2006).

12. Ethical Consideration

In this section, specific ethical considerations have been identified, respecting the policy of the University of Peloponnese and the guidelines of the International Olympic Academy.

Before conducting the research, ethical issues were eliminated and ethical consideration needed to be adhered to by following the guidelines and consulting the literature of research and methodology. According to Creswell (2014), the researcher has an obligation to respect the rights, needs, and values of the participants.

13. Limitations of the study

- The scarcity of references regarding the study of Olympic Education in Qatar, so I relied on personal interviews.
- The difficulty of conducting personal interviews to study the cases of New Zealand and France, so I tended to analyze various documents (including books and published social studies), articles, magazines, and newspapers.

- Among the difficulties encountered in writing this thesis is the inability to enter the channel's group (beIN) due to failure to meet the conditions and criteria for the Student Research and Studies Support Program, which is the applicant must be Qatari.

My vision and recommendation can be passed by the fact I could not meet some people.

14. Organization of the Research

The research was conducted in four stages as desk study (stages 1 and 2) and a field study (stages 3 and 4).

Desk study

First stage: the aspects of the formation and development of Olympic Education in the New Zealand and France at different phases of its development were analysed.

Second stage: based on the analysis of literature and publications that relate to the research topic, theoretical, methodological and organizational principles of Olympic Education.

Field study

Third stage: to determine the level of awareness about the Olympic Movement the interviews with the sports leaders, academics.

Fourth stage: included review and generalization of the research results and formation of the conclusion.

CHAPTER TWO: LITERATURE REVIEW OF RELEVANT STUDIES

Sport is best understood as a valued human practice.

Arnold, 1996).

The literature and materials gathered provide guidelines related to the topic Experience in Promoting the Olympic Culture! the specific aim of this review is to identify the current state of knowledge about Olympic Culture. The literature will be briefly reviewed and will highlight the important writings of top scholars on this topic. It is worth to knowing that there is no study related to Olympic Education in the State of Qatar. also, I examined the content of published research, articles, and books Olympic Education an international review Edited by Roland Naul .

Deanna Binder, Antonín Rychtecký and Ian Culpan that focused on the experiences of some countries in promoting Olympic Education.

1. Theoretical Background

The Olympic values show the philosophy of life. Not only in sport in general but in every situation of life, it can or should be referred to this philosophy. Respecting others, being fair, doing one's best, enjoying challenges and personal development, as well as having a balanced life are great universal virtues and character traits. Through the Olympic values, the Olympic Movement is the only sporting culture worldwide based on values. It is unique. In the Olympic Charter, all of the fundamental principles of Olympism are written and therefore firmly established and expected to be followed. One of the most important principles says that "the practice of sport is a human right. Every individual must have the opportunity of practicing sport, without discrimination of any kind and in the Olympic spirit. The enjoyment of the rights and freedoms set forth in this Olympic Charter shall be secured without discrimination of any kind, such as race, color, sex, sexual orientation, language, religion, political or another opinion, national or social origin, property, birth or another status" (IOC,

2014a, p.10f). Olympic Games spread a special feeling of togetherness and happiness for every athlete, spectator, or participant. Sport and the values of Olympism are significant tools to develop and supplement education with the right foundation. Without these values, education is only a book material, words, or just a process. There is a need for an education system that brings together young minds in an arena-based on values such as respect, friendship, excellence, participation, equality, unity, and knowledge. These values should have a core presence in the educational system of every country.

The Olympic Values are the Educational Values of Olympism and come from the Fundamental principles. It is known that these values incorporate the three domains of learning, cognitive, affective, and kinesthetic, the joy of effort can be felt by young people through physical activities, movement, play, and sport. According to Binder “Young people challenge themselves and each other by developing physical, behavioral, and intellectual skills in these activities” (Binder, 2007:10). Fair play is a sports concept but it is implemented around the world in different ways. This helps people to adopt fair play, in order to reinforce and develop fair play behavior in daily life and community (Binder, 2007: 11). A fundamental component of the Olympic ideal is the concept of Olympic education. This is the notion that sport can help children and young people develop essential life skills.

The modern educational system (late 20th century - early 21st century) is paying a lot of attention to the humanistic education, which is strongly associated with Olympism and Olympic Education (Baltremus 2003, Beh 1998, Georgiadis 2007, Kobrinskiy 2005, Kontanistov 2007, Kremen 2005, Bulatova 2005, Binder 2012. For the first time, the issues of Olympic Education were discussed at the end of 19th century (in 1897, at IOC session in Le Havre) but its origin should be traced down to the Ancient Greece (Platonov 1997, 2009, Georgiadis 2010). In the heyday of the Athenian culture (6th - early 4th century BC) in addition to physical training, some means to increase intelligence were also used. The developed system of aesthetic and ethical education of Athenians was perfectly combined with the physical education (Kun 1982).

Physical education in Ancient Greek city-states implies the creation of conditions that ensured the balanced development of citizens. The aim of Ancient Greek

gymnastics was to provide the consistency between thought and action, behavior and prescription, word and action (Kun 1982, Bulatova). Ancient Greek pedagogy was based on the idea that every ability (skill) should be developed in the struggle. Friedrich Nietzsche in his book “Philosophy in the Tragic Age of the Greeks” wrote that “every Greek since childhood had a strong will to compete in favor of his city” (Nietzsche 1873, p. 96). Sport for Greeks was more than just leisure, it was an important part of their life that had a strong connection to medicine, hygiene, ethics, and aesthetics. Thus, physical education was one of the most important parts of Ancient Greek culture (Marru 1998).

Intensive development of physical education and sports in Ancient Greece was greatly influenced by an important part of Ancient Greek life and culture – agones – the principle of competitiveness, which was realized in all spheres of Greek life (work, art, sport, etc.). Agonies 10 (agonistics) was aimed at achieving the best results, the glorification of certain activities, gaining recognition and increasing the personal prestige or prestige of city-states (Platonov 1997, 2009).

The founder of the modern Olympic Games Pierre de Coubertin was impressed by the Greek education system, which was based on various competitions. As Coubertin once said: “One of the best features of the Greek civilization is the contribution of muscles to the moral development” (Coubertin 1919, p. 128). That was exactly what Coubertin tried to revive. His aim was to transfer the best legacy of the ancient education system into the modern world (Sunik, 1994, p 14-16). Explaining the essence of the Olympic revival, Pierre de Coubertin said “Our aim is to revive the institute, which is completely forgotten. The value of sport is increasing year by year. Its role in the modern world is of the same importance as it was in antiquity. There are a lot of different sports that fit the conditions and demands of modern time.” At the same time, he warned “the influence of sport can be both positive and negative, depending on the way of it using. Sport can encourage both noblest and basest feelings. It can be unselfish and greedy, generous and treacherous, brave and disgusting. Finally, it can be used as a mean to protect peace or as a mean to prepare for war. Coubertin believed that “pursuit of selflessness and generosity, positive energy and peace is a necessary to the condition of the modern democratic states development” (Coubertin 1997, p 24-26).

2. Theoretical References

We find Mzali (1984) defines Olympism as a culture that constitutes a factor of civilization and humanism. According to Mzali (1984), the essence of Olympism implies “wholeness, harmony, solidarity, the call to live, and the transcendence of existence” (p.48). He argues that these defined values should be given importance, by developing the institution that underlies them, so that it can continue to express men and give meaning to life. According to Malter (1996, cited in Müller, 2004), Olympism is a complete set of values, that are developed through the practice of physical activities and sport. Lekarska (1988) as “sport in the service of man everywhere” (p.73) has also described it.

And we find as well that Messerli (1963), defined Olympism as a philosophy that aims to combine physical fitness and physical effort, in association with the moral and intellectual ideals, “which contribute to achieving the complete and harmonious development of the individual and contributing to his ultimate perfection” (p.60). From this discussion, we can say that Olympism is a worldwide philosophy, developed by the reviver of the Olympic Games, Baron Pierre de Coubertin, who considered Olympism as a school of mutual respect for athletes and nations, and a factor of peace (Boulongne, 1993). “Olympism is not a system; it is a state of mind” he stated in his Olympic Letters; “it can permeate a wide variety of modes of expression and no single race or era can claim to have the monopoly of it” (Coubertin, 1918, cited in Müller, 2000, p.54).

The founder of the modern Olympic Movement, Pierre de Coubertin, coined the phrase ‘Olympism’ and denoted it as a concept applicable to how one could live one life (Muller, 2000). Drawing from the (IOC) Charter (2015), Olympism can be broadly conceptualized as a way of life that blends sport with culture and education. It promotes a way of life through a balanced development of body, will, and mind; the joy found in the effort; the educational value of being a good role model; and observing the universal ethics of tolerance, friendship, unity, non-discrimination, generosity, and respect for others (IOC, 2015). Scholars (Parry, 2006; Naul, 2008; Martinkova, 2012) argue that Olympism is manifest and accomplished through explicit applications of PE and sports practices and Parry (2006:190) in particular, argues “Olympism is a formative and developmental influence contributing to

desirable characteristics of individual personality and social life”. He also suggests, “The philosophy of Olympism has been the most coherent systemization of the ethical and political values underlying the practice of sport so far to have emerged” (Parry, 2007:214).

Bennett and Culpan (2014:10) go further and suggest, “Olympism is also the most coherent educative explanation of sport to have emerged over the last 100 years”. In addition to this advocacy, Arnold (1996) proposed that Olympism is a justifiable, necessary, and potentially powerful component of education and is best located within (PE) and sports education in schools. This teaching can happen at the (OG) and sports competitions, and it can be done in physical education classes. Therefore, (PE) is an important place for teaching the (OV). The pleasure of physical achievement plays an important part in (OE) strategies (Naul, 2004). The aim of physical activity is to enjoy it while practicing it. The joy of effort is often forgotten because of the pressure during the competition. The pursuit of excellence not only in sport also in life is the goal we want to achieve and something we strive for in everyday life. The balance between bodies will, and mind is the final goal of our existence, the evidence of our physical activity. Olympism for Coubertin as a philosophy of life was a spiritual, mental, and physical life experience in man’s constant effort to achieve moral and intellectual elevation” (Georgiadis, 2009, p.25). In creating the concept of Olympism, Pierre de Coubertin intended to defend a set of values that have an elitist, religious, and universal character (Attali et al, 2004).

Ian Culpan at the Olympic Education Conference that was held in Slovakia in 2010 referred to the difference between Olympic Education and Olympism Education. He said that Olympic education is a culture about the Olympic movement and it is learned from school while he said about Olympism education is a group of life principles learned through exercise and through physical education classes in sports programs in the school.

3. Historical References

Many scholars discuss and describe the history and development of Olympic Culture. The Olympic originated in Ancient Greece, emerging from the ritual practices of religious cults at the sacred site of Ancient Olympia somewhere near the beginning of the first-millennium Bc. Olympism as a social philosophy, and the

Olympic Movement, a set of ideas, structure, and competitions are twentieth-century phenomena. Olympic Games was not a sporting event Art and beauty connecting with the (OG) because Art is a part of the development of a person, the beauty of the soul balance of mind and body is the education how you express yourself.

Previous studies have shown that the Cultural program included all the important Olympic symbols (torch relay, national anthem, and flag) that provide the Olympic spirit and emphasize value. In addition, it will reflect a multicultural urban art and street festival with music and art films and let all participants - in the site and through the media platforms to participate in a strong common experience.

Connected the beauty with arts (mind and soul) its express emotions, criticize things, critical thoughts, educational concept, develop innovation (create new ideas) and leave a legacy for the next generation. The original version of the Olympic Charter, written by Coubertin and the International Olympic Committee in 1896, stated three goals: -

- Promote the development of the physical and moral qualities that are the basis of sports.
- Educating young people through sport in the spirit of better understanding between each other.
- Spreading the Olympic principles in all countries of the world in a major sports festival every four years.

Coubertin and his colleagues organizing the Games and the work of the Olympic Committee were brought up with Olympic Education and Culture. For Coubertin and those who helped him establish the International Olympic Committee, the OG was the focal point of a large-scale social movement that, through the activity of sport and play, would enhance human development in general. Make the world a better place to live (Kidd, 1985, p. 1). According to GeBmann (1992), 'the Olympic idea cannot be understood, without an understanding of its Educational mission' (p. 33).

3.1. Olympic Values

In the early first century, the focus of (OE) began to shift from teaching (OG) to teaching (OV). This shift to values education requires an orientation to current pedagogy, curriculum development, and teaching methodology in sports, physical

education, and related interdisciplinary subjects. The key question in (OE) shifts from “What are the Olympics” to “How do you teach the Olympic Values?”

The International Olympic Committee (2007, p.11) affirms that values are important in life; It is what makes life worth living. A value is also something that helps people determine what is morally right or wrong. Olympic Values may be narrowly tied to the twentieth century and its values. Although modern organized sports had their beginning in the nineteenth century, they may be affirmed to have assumed their virtually universal popular character in the century following, particularly in the second half. On one hand, this was due to the expansion of western modernity, which we have witnessed in the last fifty years or so, and on the other, to the global expansion of the Olympic Movement. Therefore, we have considered the centrality of this Movement for globalization from a determined set of sports practice and sports-related values.

A value is, according to Rokeach, ET. Al (2007) “an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state existence.” Values are the principles that influence the attitudes and behaviors of people and help to determine how a person lives his or her own life. They are also responsible for creating an inner voice that controls what is good, constructive, and desirable (Burton and Raedeken, 2008). Values develop and change through time. A group of values that is important will build a value system for that society.

For example, according to research conducted by Singapore Management University as an informal survey among several hundred students, the most important values to build character and skills are integrity, honesty, respect, and trust. Other personal values are compassion, commitment, acceptance, humility, fairness, generosity, responsibility, justice, equality, and pursuit of excellence, courtesy, diligence. Sport is a tool that can unite people in achieving the same goal and can contribute to the community and the unity of society. In today’s world people of different nationalities, races, the color of skin, languages live in the same city. Through sport and physical activity, they can get in touch with each other. When they know more about other people, they become more tolerant and understandable, and perhaps they may start to respect diversity, which contributes to a peaceful society.

Sport is a universal language that brings people together across different boundaries (Sport for Development and Peace).

As we have already discussed, according to Coubertin, the basis of the Olympic idea lies in the love for sport carried out in the spirit of fair play. Sport has educative value and involves striving for human perfection. The value that perhaps best describes the Olympic spirit is fair play. Fair play defines the ethics of competition at the Olympics as well as the context in which Olympic values are promoted (Findling and Kimberly, 2004). (Brownlee, 2014). Teaching Olympic values can help individuals and societies develop and promote values like fair play, friendship, excellence, respect, and thus contribute to a better and more peaceful society (Binder 2012).

3.2. Olympic Principles

As one of the greatest associative tendencies of humanity, the (OM) is considered a group of entities, organizations, institutions, and people, which follow the Olympic Charter. In this and its Fundamental Principles, it is established that the (OM) encompasses organizations, athletes, and other people which accept to be guided by the regulations of the Charter under the supreme authority of International Olympic Committee (IOC) (International Olympic Committee, 2001). The Olympic Movement has as its objective the construction of a better and more peaceful world by educating youth through sport without discrimination of any kind and with the Olympic spirit requires mutual understanding, the spirit of friendship, solidarity, and fair play. Nevertheless, what is the essence of modern Olympism? For Pierre de Coubertin, its founder, it is not a system but a state of being immersed in a double cult, one of endeavor and one of eurythmy (Coubertin, 1973:96). In 1908, Coubertin established his concept of Olympism in a more schematic way when he considers it a fraternal doctrine between the body and the spirit (Durántez, 2001a:52-59).

Nowadays, the Olympic Charter considers Olympism as a philosophy of life, which exalts and combines in its harmonious whole the qualities of the body, the will, and the spirit (International Olympic Committee, 2001). Associating sport with Culture and Education, Olympism aims to create a lifestyle based on the joy of endeavor, the Educational Value of a good example, and the respect for fundamental universal principles of ethics. It is for this reason that the objective of Olympism is

always to place sport at the service of the harmonious development of humankind with the goal of favoring a peaceful society committed to the maintenance of human dignity.

For this, the Olympic Movement carries out activities in favor of peace on its own or in cooperation with other organizations and within its possibilities. Therefore, one could consider Olympism as a philosophy of life that uses sport as the transmission belt of its fundamental formative, peacekeeping, democratic humanitarian, Cultural, and ecological principles.

The (OM) is the concerted, organized, universal, and permanent action, carried out under the supreme authority of the (IOC), of all individuals and entities who are inspired by the values of Olympism. It covers all five continents. It reaches its peak with the bringing together of the world's athletes at the greatest sports festival, the Olympic Games. Its symbol is five interlaced rings. The practice of sports is a human right. Every individual must have the possibility of practicing sports, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity, and fair play. The organization, administration, and management of sport must be controlled by independent sports organizations. Any form of discrimination concerning a country or person on grounds of race, religion, politics, or gender is incompatible with the Olympic Movement.

To be a part of the (OM) requires compliance with the Olympic Charter and recognition by the IOC". These principles provide us with a general idea regarding the goals of Olympism and the Olympic Movement to understand the fields of action that Olympism has, in order to move forward to achieve its goals. The International Olympic Committee through its web page (www.olympic.org/olympism-in-action) shows the programs they develop to reach their principles and mission, which are as follows:

- Grass root level.
- Education through sports.
- Peace through sports.
- Development through sports.
- Environment.
- Women and sports.

3.3. Olympism – concepts

Olympism could be defined quite simply as a culturally and critically relevant, experiential process of learning an integrated set of life principles through the practice of sports. Culpan and Moon. (2009). and Through Physical Education and Sports Programmes in Schools.

Mzali (1984) defines Olympism as a culture that constitutes a factor of civilization and humanism. The essence of Olympism implies humanistic aspects such as wholeness, solidarity, and the harmonious development of humans, which gives meaning to life. Coubertin, after years of study and field research, developed his project for the Olympic Games as a political response to the social crises in his country. He was interested in urbanization that led to poverty and conflict (Kidd 1996). Thus, the Olympics took place as a product of a group of different influences and trends, but it was also linked to the reform of French Education (Kidd 1996: Muller 2000).

Coubertin viewed education as the key to human happiness and was convinced that education could provide the most appropriate response to the accelerating pace of change in the world (Mueller 2000: 205). Pierre de Coubertin conceived modern Olympism; on whose initiative the International Athletic Congress of Paris was held in June 1894. The International Olympic Committee (IOC) constituted itself on 23 June 1894. In August 1994, the XII Congress, Centennial Olympic Congress, which was entitled the Congress of Unity, was held in Paris. (International Olympic Committee 2011:9).

However, “Olympism is a life experience” (Filaretos, 1993, p.60), an experience that is shared by the participating athletes who are given the opportunity, even if it was for a few days, to build friendships, exchange ideas, learn more about different cultures and traditions from all over the world. Olympism seeks to build relations between nations through their regular encounters at the Olympic Games (Mzali, 1984). Therefore, we can say that Olympism comprises factors of humanism and civilization (Culpan, 2001; Mzali, 1984; Culpan, 2008). Olympism is a social philosophy that emphasizes the role of sport in global culture, international understanding, peaceful coexistence, and social and moral education. De Coubertin

understood, toward the end of the 19th century, that the sport was about to become a major growth point in popular culture and that, like physical activity, it was potentially universal, providing a means of contact and communication across cultures.

De Coubertin founded the (IOC) at the Sorbonne in Paris in 1894, and its present-day headquarters is in Lausanne, Switzerland. There are now over 200 national Olympic committees, which means that only the United Nations rivals the Olympic Movement as a global institution. A universal philosophy by definition sees itself as relevant to everyone, regardless of nation, race, gender, social class, religion, or ideology, and so The Olympic movement has worked for a coherent universal representation of itself.

During competitions, we show fair play and respect toward rules and people participating in sport. This is how we practice our character and develop behavior based on ethical values. The values are unattainable but they have to be established as something to be striven for. This was the basic concept from which Coubertin developed his sport ontology (Müller, 2010). Coubertin suggested that participation in sport could be a school for moral development, where practicing physical endurance, energy, and emphasizing the concept of honor improves the level of human ability.

The concept of Olympism and the concept of Olympic Philosophy have always been associated with the power of education. In the late nineteenth century, Coubertin was working for educational reform in cooperation with the French government. While traveling in England, Germany, and America and visiting Canada for educational institutions, he was inspired by sports education in England and competition between universities in America and Canada (Mueller 2000).

However, “Olympism is a life experience” (Filaretos, 1993, p.60), an experience that is shared by the participating athletes who are given the opportunity, even if it was for a few days, to build friendships, exchange ideas, learn more about different cultures and traditions from all over the world. Olympism seeks to build relations between nations through their regular encounters at the Olympic Games (Mzali, 1984). Therefore, we can say that Olympism comprises factors of humanism and civilization (Culpan, 2001; Mzali, 1984; Culpan, 2008).

3.4. Physical Education in Antiquity

Back in the days of Ancient Greece, through the palaestra and the gymnasium, physical activity was part of education, culture, and character building, a way to shape the body and the mind (Brisson, 1963). To the Greeks, sports was not a game or a spectacle practiced for passing time, but rather something of great importance, where aesthetics and ethics took a great part in it (Panagopoulos, 2006). It was considered a significant element of the Ancient Greek civilization. In addition, aesthetics and ethics contributed greatly to the development of the character of Ancient Greeks.

Palestra and gymnasium were found in all Greek cities where young people practice sports and train under the supervision of the older men. Given to me that training for the body and mind became the educational work of the state and the gymnasium became places for education and intellectual pursuit. The educational values and principles found in the games of the strong attracted the interest of Greek philosophers such as Aristotle a perfect man in his opinion was the man who developed his body and mind, in a balanced and harmonious way. Physical exercise was an essential part of people's daily lives and was part of youth education.

3.5. Contemporary Physical Education

Advocates of the educative and social purposes of sport assert that it brings diverse peoples and communities together in peaceful co-existence and encourages competing participants to cooperate in their striving for, and their seeking of, human excellences (UNESCO, 2013). All this, in order to maximize personal and collective potentials teaching physical education in schools, has become a necessary thing to make a great change and have a secure future (Kirk, 2010). Moreover, that the future must be directed towards the use of sports and movement contexts as mechanisms through which a more sophisticated humanistic and social educational position is employed to deal with the understanding of physical culture in the twenty-first century. This understanding focuses on the making of the student's personal meaning and its presence on issues such as inequality and social injustice. All this aims to strive for the sport to become more humane.

The idea of the "Most fully human" is introduced by Arnold (1979) and developed by Parry (2007), indicating that education through movement goes beyond the actual

experience of the movement itself in that it can create an integral consciousness that recognizes the meaning of common life and establishes an understanding of the interconnectedness of individuals. The goals of physical education in school curricula must focus on developing personality traits that can lead to human virtue and the concepts of a "prosperous life". Physical Education socially constructed in the sense that it is a human invention rather than an occurrence in nature. The exercise or to practice of physical activity in a competitive form had an educational function. This idea was used in ancient times by different cultures with the aim of educating and educating young people. De Coubertin (cited in Müller, 2000) suggested that "physical exercise – if conceived and applied in a certain way – can help to forge character, refurnish a community, and even, in democratic times, to provide a link between different social classes" (p.221).

(PE) has several purposes for developing motor skills, motivating youth to have an active lifestyle, and teaching them about sport. (Physical Activity, 2010). The definition is given in the newspaper 'Physical Culture' (1990/91) said that the goal of physical activity is to satisfy bio-psycho-social needs of students in the area of physical culture: forming proper understanding and behavior towards physical classes and encouraging youth to use those activities in their lifestyle.

Pupils, who do sport on a regular basis, can gain benefits like improving the quality of life, and self- esteem, increase strength, flexibility, and mental persistence. (Safai, 2008, p.157) Furthermore, they should learn about justice, self-control, solidarity, tolerance, team spirit, and fair play through sport.

The goals of physical activity are -

- Development of the right posture.
- Development and improvement of motor abilities and theoretical knowledge.
- Development of physical activities.
- Connection of physical activity with work and life.

3.6. Olympic Education

The Olympic Education is a specific part of the upbringing and sports education focusing on knowledge application, ideas, and principles, and values of the Olympic

Movement into the mind, behavior, and acting of people. The (OE) is a specific part of the upbringing and sports education focusing on knowledge application, ideas, and principles, and values the Olympic Movement into the mind, behavior, and acting of people. (OE) focuses on the Olympic Movement, the Olympic Games, Histories, Modified Games, and Social Virtues and Values. In contrast to Olympism education, which is learned Through Physical Education and Sports Programs in Schools.

The modern revival of the (OG) in the nineteenth century was an educational project. Coubertin a French Educational reformer he showed from an early age his interest in literature, history, sociology, and educational problems launched a campaign to include physical activity in his country's educational curriculum. His writings date back a long time before his success in Paris in 1894 in holding the (Sorbonne Conference) to organize the (OG). His enthusiasm as a mission for the newly established International Olympic Committee (IOC) continued until his resignation as the Second President of the Olympic Committee in Prague in 1925 and then later through his establishment of another organization to promote Physical Education in schools. The Educational ideas of Coubertin began from the ancient Greeks on the development of both the body and the mind. All scholars have discussed this trend towards mathematical perfection at length, especially after the discovery of ancient Olympic relics.

According to Coubertin, ancient Greek ideas seem to emphasize the delicate balance between mind, and body (Coubertin (1894), 2000, p. 532). Coubertin found that the way in which team sport became part of the curriculum was not only as physical training but also as a character-building activity. The original version of the Olympic Charter, written by Coubertin and the International Olympic Committee in 1896.

Listed four general objectives: -

- To promote the development of the physical and moral qualities those are the basis of sport.
- To educate young people through sports in the spirit of better understanding between each other and friendship, thus helping to build a better and more peaceful world.

- To spread the Olympic principles all over the world, thus creating international goodwill.
- To bring together the world's athletes in a major sports festival every four years, the (OG).

In this way, Coubertin and his colleagues linked the organization of the Olympic Games and the work of the Olympic Committee with the ideas of education that became known as the Olympism. The reforms that Coubertin wanted in the education system were based on one idea of the mind, and body in human development and self-development through the practice of the sport. From the list of (OV) belong to fair play, friendship, peace and goodwill and these values have been incorporated into the concept of Olympism. For Coubertin and his colleagues, the Olympics were not just a sporting event. It was a focal point for a social movement through sporting activity based on promoting human development and making the world a better place to live.

According (Kidd, 1985, p. 1). According to GeBmann (1992), 'the Olympic idea cannot be understood, without an understanding of its educational mission' (p. 33). In Canada, in 1982 a committee led by Jim Worrall began to review the Olympic Charter, and in Tokyo in 1990, these changes were approved, all in favor of the educational responsibilities of the OM.

The basic principles of the revised Olympic Charter: -

- Olympic is a Philosophy of life that combines the attributes of the body, will, and mind, and blends sport with education.
- The Olympic goal is to place sport at the service of human development with the aim of promoting a peaceful society that preserves human dignity. (Olympic Charter: IOC, 2015, p. 13).

The new version of the Olympic Charter states that the mission of the (IOC) in all parts of the world is to clearly mandate the International Olympic Committee to support and promote educational initiatives. From the convening of the First Congress in 1894 until the submission of his resignation in 1925, Coubertin worked to persuade the International Olympic Committee to take a role on behalf of physical education. In the end, Coubertin seemed to realize that the International Olympic Committee would not be able to process ideas and thus would not be able to continue the educational

mission stemming from the 1897 and 1913 conferences. In 1925, Coubertin resigned from the International Olympic Committee and organized other organizations to promote physical education. On a trip to Greece. In 1927, Coubertin was interested in the experience of the Greek Professor Ioannis Chrysaphis, Head of the Department of Physical Education at the University of Athens, in establishing a type of school in Olympia, but Ioannis died in 1930 before the idea became a reality.

3.7. Olympism and Physical Education

The founder of the modern Olympic Movement Pierre de Coubertin, coined the concept 'Olympism' and denoted it as a concept applicable to how one could live their life (Muller, 2000). In the Charter of the International Olympic Committee (2020), the concept of Olympism can be widely conceived as a lifestyle that blends sport, culture, and education. It also enhances the way of life through the balanced development of the body, will, and mind, and observance of morals for tolerance, friendship, non-discrimination, and respect for others (International Olympic Committee, 2015).

Bennett and Culpan (2014:10) go further and suggest, "Olympism is also the most coherent educative explanation of sport to have emerged over the last 100 years". In addition to this advocacy, Arnold (1996) proposed that Olympism is a justifiable, necessary, and potentially powerful component of education and is best located within (PE) and sports education in school. Drawing on the work of Culpan and Moon, (2009: 1) Olympism education is defined as an experiential, culturally relevant process of teaching a complete set of life principles through exercise. Olympic Education aims to enhance the critical consumption of the movement in order to contribute to the creation of a more virtuous and prosperous life.

3.8. The International Olympic Academy

In the last century began the idea of establishing an educational center near the site of the ancient Olympic Games. In 1949, Ketseas convinced the International Olympic Committee to establish the International Olympic Academy (IOA), which is an organization, founded and run by the Greek Olympic Committee in Greece. The Olympic Academy has been the focal point of the educational mission of the Olympic Games since its foundation. Alternative permanent buildings were set up for tents.

Every year, a large plenary session for athletes was held at the International Olympic Academy and every two years there was a session for teachers. Lectures, discussions, and visits to archaeological sites constitute the work of an academic program.

The significance, importance, and role of the International Olympic Academy for the Olympic Movement is maybe best described by the words of one of the world's leading researchers in the field of Olympism and the (IOAs) activities, Professor Norbert Müller: „There are no other institutions which can be more compared with the (IOA) and its teaching methods. The mixture of recognized academics from basic specialized areas, well known sports scientists, practicing athletes, and top Olympic officials have extended the (IOA) clearly beyond the framework of other types of scientific congresses.

No sports university or institute and no academic seminar has a similar, permanent framework and none is as meaningful: -

Nowhere else can modern sport be discussed against such a stimulating backdrop as that of the Stadium in Olympia “(Koulouri, Georgiadis 2011, p. 252). On that note, one can say that the International Olympic Academy was founded as an academic and educational center for studying and teaching Olympism with a strong international and multicultural orientation focusing on the promotion of the Olympic ideal based on research and scientific and academic context.

One of the main goals of the (IOA) is to increase the number of National Olympic Academies and their educational activities, especially Olympic Education. The (QOC) has benefited from the programs offered by the (IOA), for example, the Master's program, by sending Qatari cadres to study. There was also cooperation between the (IOA) and (QOA) through borrowing experts and lecturers, and in translating some books. The (IOA) can help the (QOA) achieve its vision of becoming a leading academy in the sports and Olympic fields at the national and Arab levels, as well as in the international sports arenas and the (OM). In order to achieve this vision, the Academy seeks to expand the courses it provides in the sciences of sports management, Olympic education, and scientific research.

3.9. National Olympic Academies

The success of (IOA) contributed directly to the establishment of the National Olympic Academies in a number of countries of the world to create new momentum for OE, but most of the National Olympic Committees were not interested in promoting the educational aspects. In 1983, with direct support from the President of the International Olympic Committee, The International Olympic Committee adopted a resolution recommending that all National Olympic Committees work effectively to promote Olympic thought and encourage (OE) as decentralized extensions (IOA).

To date, there are more than 140 national academies around the world to encourage Olympic education in schools and organize seminars and training courses for teachers, athletes, sports workers, and elite athletes. The (IOC) has taken a very significant measure to promote Olympic Education in the 1994 Centennial Olympic Conference in Paris the Olympic Committee demanded the long-term promotion of the Olympic ideal as part of the submission of the Olympic Games hosting the file. Each advanced city is not required to offer an educational program only during the Games but seven years before that from the beginning of the voting and the actual opening ceremony of the (OG). For example, Greece started Olympic school campaigns and programs in the year 1998-1999 before the Athens 2004 Games. In addition, the Olympic Committee took a decision on July 5, 2007, in Guatemala City to start a separate Olympic competition for outstanding young sportsmen and women in the age groups of the 14-18 years are an important turning point in the Olympic movement. The first Youth Olympic Games (YOC) was held in Singapore in 2010 As the Summer Olympics and in Innsbruck in 2012 as the Winter Olympic Games. The Youth Olympic Games can shed light on all different sports and an effective platform for motivating young people to be active and committed to the Olympic spirit.

CHAPTER THREE: OLYMPIC EDUCATION IN NEW ZEALAND AND FRANCE

Olympic Education in New Zealand

New Zealand society consists of Pakeha (New Zealanders of European descent and Maori (indigenous people of New Zealand)). This difference requires recognition, acceptance, and celebration. This historical situation may help develop an understanding of the views of the Maori Perspective of Olympism after colonialism led to the marginalization of the Maori and their language. Their customs, values, and tradition.

After a significant period of assimilation, Māori during the latter part of the 1900s became increasingly political as they moved “toward greater self-sufficiency, a celebration of being Māori, and higher levels of autonomy” (Durie, 2003, p.198). Foundational to this shift was an assertion of Māori rights based on the principles of New Zealand’s founding document, the Treaty of Waitangi. The principle of partnership is as Durie noted, “at the heart of the Treaty...a mutually beneficial relationship between Maori and the Crown” (p.205). A partnership is sought to be created where rights, opportunities equal and power sharing exists which allow for

shared decision-making that both values and respects Māori and Pakeha cultures. The principles of the Treaty provide a foundation for biculturalism and as such serve as integral to exploring a bicultural perspective of Olympism particularly as it relates to (NZHPE).

1. The Health and Physical Education Curriculum

The Health and Physical Education in the New Zealand Curriculum (NZHPE) (Ministry of Education, 1999) challenged the existing dominant scientific or technocratic physical education paradigms that correspondingly emphasized individualism and neo-liberal self-interest. This curriculum statement, mandated by the State, challenged teachers and learners to consider a socio-cultural-critical approach to physical education that was embedded in a pedagogy that acknowledged the learner operating within diverse social and cultural environments. In particular, the curriculum advocated for a cultural orientation that acknowledged and addressed the bi-cultural uniqueness and needs of (NZ) society (Salter, 2000).

As Culpan and Bruce (2007) argued, the meaning for (PE) then was that (PE) programs based on this curriculum needed content to focus on all aspects of the movement culture i.e., learning in, through, and about movement and taking into account the notion of balanced development. In particular, it meant that physical education had a role to play in the holistic nature of health and the promotion of it; it meant that movement practices needed to be examined from individual as well as societal and cultural perspectives; and it meant that the pedagogy needed to be socio-cultural, reflective in nature with significant emancipatory actions. Furthermore, it meant that scientific, physical, social, cultural, economic, political, and moral and ethical dimensions of movement needed to be explored and critically examined. By doing this, a more coherent and integrated 'human connectedness' and 'usefulness' to learning associated with the 'physical culture' could be utilized (Culpan, 2004; Wright, MacDonald & Burrows, 2004). For physical Education to achieve this intent, the curriculum presents four under-lying concepts. These are:

- Well-being (Hauora)

The concept of well-being (Hauora) encompasses the physical, mental, and emotional, social, and spiritual dimensions of health. The World Health Organization

recognizes this concept. Hauora is a Māori philosophy of health unique to New Zealand (Ministry of Education, 1999, p.33).

- Health Promotion

Health promotion is a process that helps to create supportive physical and emotional environments in classrooms, whole schools, communities, and societies (Ministry of Education, 1999, p.32).

- A Socio-ecological Perspective

Through this perspective, students can help to create the conditions that promote their own well-being and that of other people and society as a whole (Ministry of Education, 1999, p.33).

- Attitudes and Values that promote well-being.

Through this concept students will develop a positive and responsible attitude to their own physical, mental and emotional, social, and spiritual well-being; ... respect for the rights of other people care and concern for other people in their community and for the environment a sense of social justice (Ministry of Education, 1999, p. 34). In exploring (NZHPE), we wish to make explicit and critically examine how the curriculum links the underlying concept of Attitudes and Values, Olympism in New Zealand from a unique bi-cultural perspective. In developing the underlying concept of Attitudes and Values the curriculum clearly locates itself alongside Arnold's (1979) argument of "learning through movement" and adopting the humanist position that movement (sport) is a valued human practice when it is practiced in a moral and ethical sense (Arnold, 1996).

Providing a bi-cultural education for contemporary society is critical if (NZ) is to develop fully as a nation and appreciate its unique cultural heritage, customs, and traditions. To achieve this, mutual respect, inclusiveness, non-discrimination and a rich understanding between Māori and European culture is essential – all of which are consistent with the Olympic Movement's philosophy of Olympism. By Olympism, we draw on a working definition adapted from the Olympic Charter (International Olympic Committee IOC, 2020) and understanding Olympism (New Zealand Olympic Committee, 2000). It can be defined as a philosophy of life that blends sport,

culture, and Education. Olympism seeks a way of life that is based on the balanced development of body, will, and mind, the joy of effort.

2. **Table (1) outlines the Attitudes and Values of the NZHPE curriculum and the relationship with the NZHPE.**

Harmonious Link Between the Attitudes and Values of NZHPE and Olympism: Through Movement		
<p>NZHPE Attitudes and Values Positive and responsible attitude to personal physical, mental and emotional, social, and spiritual well-being by valuing themselves and other people, a willingness to reflect on beliefs; the strengthening of integrity, commitment, perseverance, and courage.</p>	 <p>The Olympic Charter essentially defines Olympism as: The blending of sport with culture and education to promote a way of life-based on: the balanced development of the body will and mind the joy found in effort the educational value of being</p>	<p>NZHPE Attitudes and Values Respect for the rights of other people through acceptance of a range of abilities, acknowledging diverse viewpoints, and through tolerance and open-mindedness.</p>

	a good role model respect for universal ethics including tolerance, friendship, generosity, non-discrimination, unity, and respect for others.	
NZHPE Attitudes and Values Care and concern for other people in their community and for the environment through cooperation, love, care compassion, constructive challenge and competition, and positive involvement and participation.		NZHPE Attitudes and Values A sense of social justice by demonstrating fairness, inclusiveness, and non-discriminatory practices.

The link between the attitudes and values of the (NZHPE) curriculum (Ministry of Education, 1999) and the manner in which other curriculum ideas have been conceptualized in the document suggests a harmonious integrative link with the philosophy of Olympism as stated in the Olympic Charter (IOC, 2020) and this is depicted in Table 1.

Authors are in agreed with Parry, (2006) who argued that Olympism can be viewed as a universal concept but the interpretation of such is culturally relative as ideas contained within generating their own meanings, language, and practice. DaCosta, (2006) supported this by arguing that Olympism is essentially a process philosophy that may be able to remain universal but manifested through contextual expressions.

Learning through movement is essential for establishing the links between the curriculum and Olympism. Scientists generally agreed that sport has a "carrier" role. It is better to visualize after education through movement, and this is considered part of the educational process that aims to enhance the physical, intellectual, social, and emotional aspects mainly through physical activities. Each Culture's different expressions in time, place, and history provide conceptions of Olympism that add to the rich tapestry of cultural diversity. This richness is labeled 'thick values' and is contestable from culture to culture. As a result, Parry, (2006) argued that there is a need for nations to commit themselves to the high-level generalities articulated in

Olympism and then subsequently find individual expression of them in a manner that is unique to their culture. DaCosta, (2006) referred to this as the axis of the logic of Olympism (p.162).

3. Māori view of Olympism

The concept of Olympism transcended all cultures, and the European and Marawi outlook should be tolerated, recognition, and appreciation of both cultures fully as having a sense of the job in an interconnected manner. In the Maori concept of sport, a vision emerges that daily activities, sport, and living were so intertwined; the elderly was close to them. We find that the physical practices of the Maori are totally linked to spirituality, with the mind, will, and earth. The influential institutions within New Zealand such as government Education, Physical education, sports, and media have worked on this prevailing concept.

With colonialism, the European concept of playing sports prevailed, and Maori were absorbed into cultural practices, traditional Māori physical activities and ‘sports’ became decentralized and diluted (McConnell, 2000). Instead, British colonial sports such as rugby, cricket, football, and netball became the most prevalent sporting codes. The consequential dominance of colonial sports led to an unquestionable acceptance and normalization of these practices over Māori forms of movement.

4. Olympic Education

The development of Olympic Education began in New Zealand in the late 1990s. This development was a direct result of the establishment of the New Zealand Olympic Academy in 1997. Which was an independent entity within the New Zealand Olympic Committee (NZOC). The Board of Trustees was experienced in the Olympic Games. Its primary role was to promote the basic principles of the Olympic Movement in accordance with the Olympic Charter and had a limited role in working in strategic areas such as education, especially schools, and its goal was to develop a comprehensive approach in the curricula and make the Olympic Movement in the heart of its program.

The second approach was a definition of (OE) as a culturally relevant process of teaching an integrated set of life principles through sports practice. This approach is considered more original, educational and appropriate, and a culturally responsive

expression to previous and current Olympic Charters. It can be linked to the curricula of (NZ) schools and then to promote Olympic Education within the Physical Education curriculum when it contracted with the academy to produce Olympiad-based resources to support the national curricula and the Academy entered into cooperation agreements with the Physical Education Association in New Zealand (PENZ).

5. Teaching Olympism and Olympic Education

The development of (OE) began in New Zealand in the late 1990s. This development was a direct result of the establishment of the New Zealand Olympic Academy (NZOC) in 1997. Which was an independent entity within the New Zealand Olympic Committee. The council of trustees was one of those with experience in the (OG) whose primary role was to promote the basic principles of the (OM) in accordance with the Olympic Charter and its limited role was to work in strategic areas such as Education especially schools.

Its goal was to put a holistic approach into the school curriculum and to place the (OM) at the heart of its program. The second approach was to define Olympic education as a culturally relevant process for teaching a complete set of life principles through exercise (Culpan and Moon, 2009). This approach is considered more original, educationally appropriate, and a culturally responsive expression of previous and even current Olympic charters.

Olympic education was strengthened within the physical education curriculum when the Ministry of Education contracted with the Academy to produce Olympiad-based resources to support the national curriculum. The Academy also entered into a cooperation agreement with the Physical Education Association of New Zealand (PENZ). In addition, it had strong collaborations with the Christchurch College of Education now merged with the University of Canterbury. The basis of the co-operations and collaborations were focused on three main considerations. Firstly, the need to uphold a number of the Articles of the International Charter of Physical Education and Sport (UNESCO, 1978). Secondly, the philosophical belief that (PE) and sports programmes in schools were the ideal and legitimate learning areas to foster Olympism education, and thirdly that Olympism education needed to be a legitimate part of student's education and therefore linked to the national curriculum.

A government document that is compulsory for all schools now mandates the principles of Olympism as part of every child's right in their total school learning programme. This means that throughout the PE curriculum there are objectives at each age group level and suggested contexts of study that can allow the study of Olympism to occur. In terms of senior secondary school, (15–17-year-olds) (NZ) secondary school system is characterized by senior school qualifications.

6. Training for Olympism and Olympic Education

Olympism and Olympic Education in the schooling system. This means that trained teachers are generally responsible for the delivery of such programs. Teacher education in (NZ) is a highly regulated matter and teacher qualifications leading to becoming a registered teacher are approved by the State and delivered predominately through universities and or other accredited tertiary providers. To become a teacher in the primary service (5-12 years) requires a minimum of three years culminating in a university degree.

For secondary teacher training (13-18 years) a minimum of four years of university study is required. Despite (NZs) strong positional push for Olympism Education to be located within PE and sports programs in schools, specialist (PE) student teachers do not necessarily have content hours devoted to Olympism education. Content hours vary across the country. Recent research by Culpan and Stevens (2015) found Olympism is seen by graduating PE teachers as the vehicle by which curriculum learning requirements around the under-pinning concept of Attitudes and Values can be achieved. Similarly, when students are required to contextualize curriculum achievement objectives, they are encouraged to consider the context of Olympism. Take for instance (PE) graduates from the University of Canterbury's (PE) teacher education program. Student teachers receive learning experiences in a range of (PE) pedagogies including critical pedagogy the socio-cultural dimensions of movement and the moral and ethical.

Physical education teacher preparation in Olympism education is more thorough in the secondary physical education teacher education programs throughout the country than it is with primary preparation programs. However, nationally there are still significant gaps in graduating teachers' knowledge of Olympism and this continues to be a concern. Since 2000, there have been a number of in-service

professional development opportunities for (PE) teachers to develop knowledge and expertise in Olympism education. These opportunities are through Physical Education New Zealand's (PENZ) professional development workshops and conferences. Much of the professional development previously initiated by the Academy has now disappeared.

7. Future Perspectives and Concerns

Initiatives related to the Educational and social, the value of sport, the focus on the Olympiad, its association with youth and its inclusion in the physical education curriculum have ensured the establishment of a solid foundation for the future. The leadership demonstrated by the University of Canterbury has also been a critical factor in the continued success of advancement and research in Olympism education and it is educational, social, and cultural aspects. (PENZ) also has the expertise and contacts to assist in this process. The opportunity to use sport to promote a social agenda for positive individual and collective human development is most exciting.

The opportunity is provided to raise the value of exercise and encourage critical thinking about practices related to the Olympic Games and the Olympic Movement. While the future is very encouraging, there are some threats and obstacles to the wheel of progress. For example, people do not understand sports and Olympic education as a means of human development, as well as the neoliberal political agenda and its focus on political economy education and its lack of focus on education for human development.

8. Table (2) SWOT Analysis of New Zealand Olympic Education

Strengths	Weaknesses
<ul style="list-style-type: none"> • Sport in (NZ) is used as a social, cultural, health, educative, and economic tool it consequently plays a significant role in the life of many. • Establishment in 1997 of the (NZ) Olympic Academy, which was an autonomous entity within the (NZ) Olympic Committee (NZOC). 	<ul style="list-style-type: none"> • Olympic education beyond the school boundaries by National Sporting Organizations is very sparse. • The need for more sustainable initiatives in the process of developing Olympic Education.

<ul style="list-style-type: none"> • The energy and commitment generated towards Olympism. • The strength of Olympic education that has been carefully constructed. 	
Opportunities	Threats
<ul style="list-style-type: none"> • At post-graduate level, opportunities exist at most (NZ) universities to do post-graduate studies in Olympic studies. At the doctoral level. • Establishment of the (NZ) Centre for Olympic Studies: Putahi Akoranga Orimipia Aotearoa at the University of Canterbury in 2007. • Leading the University of Canterbury in promoting and researching Olympic Education and its educational, social and cultural aspects. 	<ul style="list-style-type: none"> • The dismantling of the Olympic Academy. • The neoliberal political agenda and how it envisions the role and function of education and school education and the neoliberal view of education and its dependence on the education of political economy and its lack of focus on education for human development. • People do not understand sports, especially Olympic education, as a tool

<ul style="list-style-type: none"> • A number of initiatives have been developed by the Commission including ‘Game On’, the Olympic ambassador’s programme titled ‘Chat to a Champion’ and the (ANZ) (Australia and (NZ)). • The Academy collaborated with individual staff from the University of Canterbury to produce Olympism resources that are directly related to the (PE) curriculum. • A cooperation agreement with the German Sport University Cologne, and collaborative work with the International Olympic Academy and the University of Peloponnese (Greece). 	<p>for human development.</p>
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In table 2 SWOT analysis of New Zealand’s strengths, sports are used as a social, cultural, health, educative, and economic tool it consequently plays a significant role in the life of many. It helped shape our identity from a colony of the British Empire to a country that prides itself on promoting sport as a valued human practice exhibiting principles of fairness, justice, and equity. Part of this ethos has been the educative role that sport has played throughout (NZ’s) short history.

We also find one of the most important strengths is (OE) It began to develop in a coherent manner in the late 1990s. This development was a direct result of the establishment in 1997 of the (NZ) Olympic Academy that was an autonomous entity within the (NZ) Olympic Committee (NZOC). The Academy was essentially a board of trustees with expertise in Olympism and previous Olympic Charters (International Olympic Committee, 1997).

Physical Education and sports programs in schools are crucial to implementing Olympic education and have been carefully constructed. New Zealand curriculum reforms in the late 1990s incorporate Olympic into physical education programs possible. The Physical Education curriculum recognized that movement can be used

for essential purposes and tools and recognized the educational and social significance, value, and potential of sport.

Of the weaknesses, we find that Olympic Education outside school boundaries by national sports organizations is already very sparse. Certainly, in junior sports, Sport NZ promotes a great fair play program through its regional funds. Since 2000, there have been a number of in-service professional's development opportunities for (PE) teachers to develop knowledge and expertise in Olympism education. These opportunities are through (PENZ's) professional development workshops and conferences. Much of the professional's development previously initiated by the Academy has now disappeared.

A few years ago, some initiatives related to the Educational, athletic and Olympic values and their association with youth have ensured the establishment of a solid foundation for the future. However, they face some obstacles such as the systematic dismantling of the Olympic Academy. In addition, among the opportunities that help the Olympic development process at the post-graduate level opportunities exist at most (NZ) universities to do post-graduate studies in Olympic studies. At the doctoral level, these opportunities would generally come under the umbrella of education. However, with the establishment of the (NZ) Centre for Olympic Studies: Putahi Akoranga Orimipia o Aotearoa at the University of Canterbury in 2007 there has been a useful number of students completing Olympism- based studies at Master's level and a few at the Ph.D. level.

During the Academy years (1997–2008), the Academy collaborated with the (NZOC), the University of Canterbury, and the Ministry of Education to produce a number of Olympism education-based resources to assist (PE) curriculum implementation. Undoubtedly, the three most important resources were a result of collaborations between the Ministry of Education and the Academy for two of these, and the Ministry and the University of Canterbury for the third. The Academy was contracted to write two resources in support of the (PE) curriculum. What was particularly noteworthy about this collaboration was that the State recognized the importance of Olympism in their mandated (PE) curriculum, and financed the development, production, and distribution of these resources to all schools in (NZ).

There have been a number of noteworthy research projects completed with subsequent publications. Some of these have been international collaborations. Noteworthy is the cooperation agreement the center has with the Willibald Gebhardt Research Institute: University of Duisburg-Essen; a cooperation agreement with the German Sport University Cologne, and collaborative work with the International Olympic Academy and the University of Peloponnese (Greece). Among the threats problem of people's lack of understanding of sport as a means of human development, the neoliberal political agenda, and how it envisions the role and function of education, of great importance here is the neoliberal view of education, its emphasis on political economy education, and its emphasis on education for human development.

The summary points represent threats to the promotion of Olympic Education. Nevertheless, the potential and power of carefully constructed, consistent, methodically driven, and integrated curricular Olympic Education still has exciting potential here in (NZ).

Olympic Education in France

Pierre de Coubertin (1863–1937) the Secretary-General of the Union of French Athletic Sports Clubs known as the (USFSA), along with its President Georges de Saint- Clair organized in 1894 an international congress in Paris, from 16 to 24 June, to revive the Olympic Games. On 23 June, the congress delegates voted for the establishment of the Olympic Games and for the creation of the International Olympic Games Committee first named the International Olympic Committee (IOC). Through the creation process of the French Olympic Movement, the Union of French Athletic Sports Clubs created on 31 January 1889 and known as the (USFSA) had a central role. Thanks to its President Georges de Saint-Clair and its Secretary-General Pierre de Coubertin, the (USFSA) became the true French sport's governing body. Following the Congress, Coubertin decided on 1 December 1894 to create the first French Olympic Committee. The mission of the (COF) was to ensure proper training for the French athletes going into the first Olympics.

However, the (USFSA) and those opposed to Coubertin would create the National Sports Committee. Sports would then quickly become a State affair, leaving the (COF) and (CNS) with little decision-making power. To restore their authority, both committees would later on form the French National Olympic and Sports Committee on 22 February 1972, which would be officially recognized by the (IOC) on 28 March 1973. France hosted the modern Olympic Games several times, first in Paris, affiliated with the 1900 Exposition Universally and again in 1924, while in the same year Chamonix hosted the International Winter Sports Week that would be known, as the first Winter Albertville in 1992 would host the Winter Games. Since then, two French cities have failed in their bids to host the Games: Paris in 1922, 2008, and 2012, and Annecy for the 2018 Winter Games. Right now, Paris is yet again bidding for the 2024 Summer Olympic.

1. Historical Development of Olympic Education in France

The Revue Education Physique et sportive (EPS) was established in 1950. The (EPS) proved to be an excellent tool to study the history and the evolution of (OE) in France. Since 1950, among the 348 issues, which have been published, about 60 articles are registered, in relation to the keyword 'Olympism'. In 1959, Raymond Boisset wrote the first article entitled 'Olympism'.

He describes Coubertin's fight to reestablish the Games, their evolution, and a kind of Olympic model (Boisset, 1959, p. 27). From 1959 to 1980, Olympic Culture, and knowledge are developed under different topics: Coubertin's works, the Olympic Games in contemporary society, ancient Olympic Games history, the Olympic champions, results, and performances (Cagigal, 1964, p. 32; Amsler, 1967, p. 37). Education and sport were integrated into the national Education curriculum in 1981. Olympic Education appeared in some articles of Revue (EPS), both through the tasks of the Olympic Academy and through Educational research.

2. Infrastructure of Olympic Education

The infrastructure of (OE) is mainly linked to the French Olympic and Sports Committee, (CNOSF), consisting of the Regional Olympic and Athletic Commission, the Olympic and Sports Administration Committee, and the Regional Olympic and Athletic Committees. The task of these subdivided structures is to define the

directions and actions that (CNOSF) has initiated. In order to succeed in this mission of promoting the values of sport and the Olympism, the French Olympic Academy was established in April 1994 as an Educational tool that explains and publishes on a large scale the Olympism and its value and organizes sports, Cultural and Educational events that allow many people to learn about Olympic and its principles.

3. Teaching Olympic Education

- Olympic Education and The Physical Education Curriculum

Two main large-scale syllabuses of Olympic Education and Physical Education can be identified in France. The first one focuses on the organization of the Olympic Games in Albertville in 1992, and the second one on the Olympic bid application of the city of Annecy in 2018.

- Albertville 1992

By becoming the place hosting the Winter Games on 17 October 1986, France, for the first time ever, set up a real program of (OE). The latter started on 23 March 1991 with quite an original subject: the creation of a pedagogical Olympic briefcase called, *de la Jeunesse et des Sports*, 1992). This briefcase created thanks to the support of the Ministry of National Education, was aimed at children (8 to 11 years old) in schools to get them involved in the program of the 16th Winter Olympic Games. Lionel Jospin, the Minister of National Education, Youth, and Sports wished to associate the world of teachers and students to this event:

Because school lives in symbiosis with its country, because it is open to all events which compose and contribute to the formation of France's national heritage and, it was natural that schools should be in partnership with the Organizing Committee of the Olympics. The pedagogical briefcase we have named *ECOLYMPIQUE* will allow teachers to help their students experience this sports event in an original way.

- Annecy 2018

Within the context of its application for the 2018 Winter Olympics, the city of Annecy produced a number of initiatives aimed at promoting Olympic Education within schools. For example, an Olympic week was organized from 15 to 19

November 2010 with a major motto: ‘Combine sport, Culture, and Education’. The city offered artistic, Cultural, and Sports Activities in all schools in order to enable the children to discover the history of the Olympic Games, the Olympic Values, sports activities, etc.

During the months of April and May 2011, more than 50 Olympic champions, who had been awarded medals, as well as other competitors were welcomed by 135 classes in primary schools and junior high schools existing in 35 communities in the departments of Haute Savoie, Savoie and Ise`re. About 1,500 students were made to feel involved by teams of teachers from the Grenoble Academy. They were introduced to Olympism and its Values.

4. Olympic Education in Extra-Curricular Activities

The National Olympic Academy’s main aim is to promote (OE) in schools and universities as well as among athletes. In order to succeed in this program, the National Olympic Academies should have a practical approach as well as a theoretical one’ (Remmelkoo, 2007, p. 231).

Using this type of approach, the French National Olympic Academy (FNOA) inaugurated its first ‘Olympic Youth Camp’ from 5 to 7 July 2006 by welcoming two classes of children aged 10 to 11. The (FNOA) targets as a double objective: ‘firstly, enable the students to dis-cover, promote, get them to actually touch the Games, to share the values of sports. Secondly to make them understand how useful the Olympic values are for the functioning of our society’.

Today, this initiative has been renewed each year in a different region. Since 2008, an Olympic Youth Camp has been organized every winter. From 2006, the (FNOA) has organized, supported by the Sports Union of Elementary Education called (USEP) in French or the Department Olympic and Sports Committee (CDOS) in French.

4.1. Table (3) The Olympic Youth Camps showed in (since 2006 until 2011).

Edition		City	Department	Dates	Summer	Winter	Students	Level
2006	1	Villecresnes	Val de Marne	5 to 7 July	yes		32	CM2
2007	2	Poitiers	Vienne	1 to 7	yes		100	CM1

				July				CM2
2008	3	Vaujany	Ise`re	9 to 15		yes	80	CM1
				March				CM2
2009	4	Angerville	Seine-	10 to 16	yes		100	CM1
		l'Orcher	Maritime	May				CM2
2010	6	Sarzeau	Morbihan	16 to 22	yes		93	CE2
				May				CM2
2011	7	Carroz	Haute-	20 to 26		yes	95	CE2
		d'Ara`ches	Savoie	March				CM2

These camps have a triple pedagogical objective: ‘to promote Olympism as a pedagogical tool, to spread Olympic Values, and to develop young people’s awareness of the benefits of practicing sports.

Examples of activities and topics proposed at the ‘Olympic Youth Camp’

- Paralympic activities will enable them to understand the difficulties competitors with disabilities have to face.
- Activities aimed at developing specific social and personal skills such as oral expression, body knowledge, and respect for community life.
- Science activities, during which the pupils will learn how to observe ask questions, express hypotheses, provide arguments, etc.
- Cultural and artistic activities emphasizing the creation of a group’s identity and the expression of the values of Olympism through arts.
- Workshops aiming at allowing the pupils to discover the fauna and flora and the history of the region where they have been hosted.

5. The Role of France National Olympic Academy

The French National Olympic Academy was created on 13 April 1994. The association aims at promoting the values of Olympism. It is defined by the International Olympic Committee, and by all appropriate means such as: sensitizing and contributing to the preservation of the memory of all the different kinds of sports; the conception and the setting up of ‘Olympic’ experiences; planning, accompanying and promoting ‘Olympic’ pedagogical programs targeted at primary schools, junior schools, high schools and universities. The setting up of institutional prizes and rewards in the fields of research, social integration, education, art and culture; selecting and preparing French participants to the different sessions of the (IOA) organizing sessions of studies on issues connected with Olympism and the

participation of other organizations to these sessions. Added to that organizing all types of events about this topic as well as the potential publication and broadcasting of its actions. The active participation in the setting up of any initiative in the domains of knowledge, education, thinking connected with Olympic culture and values; the creation and activity of the French Olympic Study Centre so as to contribute to the development of scientific studies about the Olympic Games and Olympism. Moreover, participating in the activity of the French-speaking association of the Olympic Academies and pro- moving its activities.

The (FNOA) has created a large number of tools aimed at youth and teachers, for example:

A file entitled ‘Olympism in the service of young people’ an exhibition with 12 panels comparing competitions in ancient times and nowadays; an Olympic quiz about Olympism; a press review about the Youth Olympic Camp organized from 20 to 26 March 2011.

6. Olympic Education Materials, Papers, Booklets, Posters, New Media

The (FNOA) has created a large number of tools for example:

- The Youth Olympic Camp Poitiers 2007, an audio-visual production unit of (INSEP) (Institute national du sport, de l’excellence et de la performance (National Institute of the sport, the excellence, and the performance) (CNOSF), DVD 2007.

The (USEP) has made several files and pedagogical booklets to facilitate the setting up of projects. For example:

- Pedagogical booklet: (USEP) and Olympism, in *En Jeu*, 2003 number 372, pp. I–VIII; *Respect and Fair play*, 2005; *Olympic Year 2004*.

The Department Olympic and Sports Committee (CDOS) of Isère organized several exhibitions in the form of educational signs aimed at schoolchildren and the public.

- Six displays about fair-play; seven displays about ‘Women and sports’; six displays about ‘Taking over the flame’ 21 displays about the

history of the Winter Olympic Games (1924–2006); 28 displays about the history of the Winter Olympic Games (1896–2008).

7. The Most Important Local Projects

The Student meeting with Olympic Medals Champions 2,500 students received Olympic medals in their classrooms in 2010 and athletes shared their experiences and showed them their athletic path. Then 1500 young people went to the Olympic Museum in Lausanne to continue their work in discovering the hero.

For younger students, youth Olympic camps continue to be organized. This activity, which began in 2006 under the leadership of the Olympic Committee and originally intended for primary schools, has gained a fundamental role in the long-term development of a comprehensive program around the Olympics' Most Important Local Projects.

8. Table (4) SWOT Analysis of Olympic Education in France

Strengths	Weaknesses
<ul style="list-style-type: none"> • Pierre de Coubertin's birthplace. • Paris 2024 Education & legacy programs. • France hosted the modern Olympic Games several times. • "Databank" if you will a rather large documentary material that will allow teachers to 	<ul style="list-style-type: none"> • In France, there is no real training for Olympic-related educational activities. • Presently, the concept of Olympic education is not largely developed among schools or universities or in Physical Education teacher training.

<p>initiate a great variety of pedagogical projects together with the students.</p> <ul style="list-style-type: none"> • Planning, and promoting ‘Olympic’ pedagogical programs. • Decentralization of the Olympic movement in every region of France, not just in Paris. 	<ul style="list-style-type: none"> • The need to include French schools outside France for the Olympic Values Program. • The need for a sustainable program that lasts for many years. • De Coubertin is not a pagan cult in France as much as he is abroad (in France he has the image of a racist man, against the practice of sport by women and praised Hitler in particular in 1936. • The need to have programs that include all children. • The need to have principles for establishing Olympic education programs.
<p>Opportunities</p>	<p>Threats</p>
<ul style="list-style-type: none"> • Creation of the French Olympic Study Centre. • Initiatives to promote Olympic education in schools. • Olympic Youth Camps. • A student has two opportunities to practice sports. • The meeting of students with champions. 	<ul style="list-style-type: none"> • The majority of French people are negative with regard to the Olympic Movement.

<ul style="list-style-type: none"> • Agreement between the President of the French NOC and the Minister of Education. • Creation of a Label “generation 2024”, to impulse project about Paris 2024. Create a link between, school, club, and federation. • NOA of French since 1994. • Link between Japan Universities and French universities with sports management program. 	
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In Table 4 SWOT analysis of French Olympic Education, we found among the strengths that France is the birthplace of Pierre de Coubertin, For Pierre de Coubertin, and Olympism was a tool, which could serve to educate young people, employing a twofold approach, both sporting and intellectual which helped establish the first International Olympic Committee. France has also hosted many modern Olympic Games, first in Paris, affiliated with the World's Fair 1900 and again in 1924, while in the same year Chamonix hosted the International Winter Sports Week later known as the First Winter Olympics, both Grenoble in 1968-hosted Albertville at the 1992 Winter Games. Paris 2024 considered Education & legacy Programs.

There is also the “Databank” if you will; a rather large documentary material that will allow teachers to initiate a great variety of pedagogical projects together with the students, depending on their choices, in order to raise their students’ awareness of Olympic values. French National Olympic Academy was created on 13 April 1994 for planning, and promoting ‘Olympic’ pedagogical programs targeted at primary schools, junior schools, high schools and universities and Decentralization of the Olympic Movement in every region of France, not just in Paris This thing helped a lot in spreading Olympic Education.

In the Weaknesses points, we find there is a need for real training for Olympic-related Educational activities, and generally, during the Olympic Games focus is on urban modifications linked with the building of stadiums, Olympic villages, etc.). Presently, the concept of Olympic Education is not largely developed among schools or universities or in Physical Education teacher training. The few initiatives and projects that do exist mainly emerge in primary schools or out of Educational institutions. In addition, among the weaknesses with regard to Olympic Education French schools abroad had never been attempted, until then, by any program for the teaching of Olympic values. There is an urgent need to develop a sustainable program that will last for many years.

Also, one of the main weaknesses of de Coubertin was his personality De Coubertin is not as much idolatrous in France as abroad (In France he has the image of a racist man, against the practice of sports by women and especially praised Hitler in 1936. My opinion (defended by the NOC) is that he was obliged to follow the opinion of influencers to keep its project to develop the (IOC) and sport in the world. Moreover, there is need to have programs targeting all children in the French education system should be developed. In practical terms, such as the one created for Annecy 2018 was taken up by very few schools and stopped after failing to host.

Also, the existence of principles for establishing Olympic Education programs seems outside the scope of the school's interest, and those who run them feel that the Olympic model has nothing to do with them and as a result are not ready to provide their support for the Educational initiatives of the (OM).

The creation of the French Olympic Study Centre is one of the Opportunities to contribute to the development of scientific studies about the Olympic Games and Olympism; participating in the activity of the French-speaking association of the Olympic Academies and promoting its activities. Within the context of its application for the 2018 Winter Olympics, the city of Annecy produced a number of initiatives aimed at promoting Olympic Education within schools. For example, an Olympic week was organized from 15 to 19 November 2010 with a major motto: 'Combine sport, Culture, and Education' such initiatives also provide an opportunity for Education. Academy's main aim is to promote Olympic education in schools and universities as well as among athletes. In order to succeed in this program, the

National Olympic academies should have a practical approach, as well as a theoretical one' Using this type of approach, the French National Olympic Academy (FNOA) inaugurated its first 'Olympic Youth Camp' from 5 to 7 July 2006 by welcoming two classes of children aged 10 to 11 years.

A student who attends lower or upper secondary school has two opportunities to practice sports one during Physical Education classes. Second by joining the school's sports association this is the activity that is managed by (UNSS) Another important point is that every sport association is chaired by the head of the school and the (UNSS) by the Minister of Education, who also directly appoints the Directors. The meeting of students with champions. 2,500 students welcomed in their classroom Olympic Medalists in 2010. The athletes shared their experience and showed them their sports path. Before the visit, students worked on the champion's discipline, the Olympic Games where he obtained his medal and prepared, down to the smallest detail, this meeting, which clearly was the culmination of their work this is the most important local projects.

On May 25/2010, for the first time in the history of the French (OM) and the Ministry of Education, a framework agreement was signed between the President of the French (NOC) and the Minister of Education. Concluded for a three-year period, this agreement states in its article Through this agreement, the parties shall seek to attain the following objectives promote the Educational and Social Values conveyed by sport and Olympism.

Article Two further provides to this end the parties undertake to cooperate in order (to encourage) the promotion of Behaviors and Values that reflect the Olympic spirit and contribute to the acquisition of knowledge and Behavioral Skills that enhance the Values of Olympism. In addition to that, link between Japan Universities and French universities with sports management program.

The only threats point facing the Olympic Movement in France is the majority of French people are negative with regard to the (OM), in particular for the cost of the organization of the games and the allocation system of host cities.

CHAPTER FOUR: OLYMPIC EDUCATION QATAR EXPERIEN

In the sixteenth century, Qatar entered with alliances, the first of which was with the Turks, and the enormous Ottoman Empire swept the Middle East, North Africa, and the Balkans, and there were some natural physical movements and practices that prepared to prepare to confront the occupiers, but there was no real exercise of sport and fitness. After the State of Qatar gained independence, the country developed more and more from the Bedouin structure to the urban structure. Since the date of independence, the State of Qatar has developed in various aspects of life. The State of Qatar is currently playing a prominent role in the fields of sports, and is investing

sport as a means to improve the formulation of relations and strengthen friendships with countries. Qatar has expressed its desire clearly and effectively to all countries of the world, and has established within its general agenda a state of openness and aspiration to improve relations between nations through sport.

Sport plays a major role in Qatar National Vision 2030, as it aspires to establish the State of Qatar as a global leader in the field of sports, and to bring the world together through sustainable sports development, benefiting from the achievements we have achieved so far. The State of Qatar has hosted nearly 450 international sporting events since 1993, covering all kinds of sports and all age groups. The concept of the Olympism we can find in the Qatari sport for example the traditional boat racing. It reflects part of the traditional Qatari way of life, traditional boats have always been a vital and essential part of the survival and existence of a people dependent on the sea, and Horseracing is another favorite ancient sport in this country. These sports educating young people through sport in the spirit of better understanding between each other and building relations between the Qatari communities and developing the physical and moral qualities that are the basis of sports. We can say the traditional Qatari sports blends sport with culture and education.

1. Qatar Olympic Committee

The construction of the Qatar Olympic Committee in late 1970 was part of the nation-building process. On 3, September 1971, Qatar declared independence. In the following years, the Emir began a nation-building campaign, and sport played an important role in this campaign. The Qatar Olympic Committee was established in 1979. The International Olympic Committee IOC recognized it in 1980 (official documents from the Qatar Olympic Committee and the Official Gazette of the State of Qatar). International sporting events were used to gain international recognition, and the Qatari government considered an investment in sports infrastructure, facilities, and elite sports as an important approach to promoting international representation. However, in order to join the Olympic movement and raise the national flag of the State of Qatar in international sporting events.

The role of the Qatar National Olympic Committee is to make sports and other physical activities available to men, women, and youth within the arms of the State of

Qatar, as well as it has worked on the harmonious development of the true Olympic spirit in accordance with the Olympic Charter.

2. Qatar Olympic Academy

Since its establishment in 2004, the Qatar Olympic Academy is an active member among Olympic Academies around the world that seeks to fulfill its responsibilities with the necessary seriousness and in line with the vision of the International Olympic Committee to sponsor, enrich and develop the Olympic movement. To support its activities and implement its tasks in the best way, as illustrated by the plan and educational programs linked to its new strategy, these programs are subject to the highest standards of academic achievement, which are designed to promote the Olympic movement and its values, whether in the Qatari community or in different societies around the world.

3. How Olympic Culture can be Promote in The State of Qatar

The Qatar Olympic Academy carries out many efforts to promote Olympic Culture through (OC) workshops, which are coordinated with the Ministry of Education and Higher Education and the Ministry of Culture and Sports. In order to promote OC, the (QOA) went to Civil Society Institutions to form partnerships with them in order to spread OC and contribute to this effort. What the (QOA) has done and what the (QOA) is doing now in order to promote the spread of (OC), I will write about it through the coming chapters in detail.

The (QOA) is distinguished in this aspect; you can feel this through the educational programs offered by the Academy that have attracted the community's attention to sports Education. Promoting (OE) requires technical and administrative teams to be able to spread this message and to join all efforts within the country. There is no doubt that the biggest role falls on the shoulders of the (QOA), but they need help and stands by it from all state institutions in order to work collectively to provide support for the implementation of all future programs and plans.

4. Olympic Values Program to Promote Olympic Culture

The Olympic Values Program aims to enhance academic preparation and professional development for current and future leaders of the OM in the Arab region.

It intends to do so in close cooperation with the International Olympic Committee (IOC), the Regional Olympic Committees (NOC) and National Sports Federations (NFs) and International Sports Federations (IFs). The Olympic Values Program seeks to achieve three main Educational objectives. It aims first at ensuring that students acquire basic knowledge related to sport and the Olympic movement in its historical, social, philosophical, and ethical dimensions. Then it also looks forward to strengthening the capabilities of the participants in their respective fields. In order to encourage the free expression of Opinion, exchange of ideas and opinions, the program finally plans to prepare candidates for a specific position or field within the framework of the Olympic Movement or to contribute to the academic sports field or to the Olympic Movement in general. Several years ago, the State of Qatar adopted a leadership role in striving to develop sports, support the sports movement, and spread the Olympic spirit and values among groups of society locally and internationally. This is based on our belief in the importance of sport in promoting human health and its amazing ability to improve the lives of individuals for the better, whether it is practiced professionally or as a daily physical activity.

The (QOC) continues to develop the sport in all its forms and urges the emerging youth to make it part of their daily activities for a healthier and more active life. The (QOA) believes that by spreading (OVs) through all possible means, you can improve people, achieve peace, understanding, and mutual respect, and encourage constructive dialogue. Moreover, forming friendships between members of different societies around the world, as a sport is a way to bring together cultures with their differences under one roof.

5. Ministry of Culture and Sports

The Ministry of Culture and Sports was established in 2016 during the reign of the ministry of "Youth and Sports" and the "Ministry of Culture, Arts and Heritage ". The Ministry of Culture and sports MCS signed a cooperation agreement with the Qatar Olympic Academy for a period of 5 years to enhance the concept of training, qualification and professional development for national cadres in clubs and sports bodies to achieve the aspirations of Qatar Vision 2030 and the national development

goals in the related fields of sports. The goal is to expand the education process in the sports sector.

6. National Sports Day

The State of Qatar attaches great importance to sport in all its fields and is determined to improve its performance and capabilities and to achieve distinguished achievements in this field. For this, a national sports day has been designated, which is an official holiday that falls on the Tuesday of the second week of February every year. Citizens and residents of Qatar are encouraged and encouraged to practice sports. This celebration has turned into a beautiful institutional work, and the main goal of Sports Day is to promote sport and educate the local community about ways to reduce health risks associated with a sedentary lifestyle. This day is also seen as an opportunity to bring society together through sport, based on sports principles. Like building Team spirit, unity, inclusion, sharing, fitness, and health.

7. Activities in Schools

The state schools played a big role in spreading sports and providing players and cadres for training, refereeing and administration, due to the material and human capabilities available in the schools, represented by the presence of teachers with experience in these fields. Sport has been practiced in schools since the mid-fifties, and the beginning was with the Schools League, in which competition was not limited to football alone, but also included athletics, basketball, table, volleyball, and handball.

8. Program Be an Athlete

This project is the first of its kind in the Middle East, and it is another example of Qatar's continuous effort to discover new horizons in the field of sport development at all levels. It is a program launched by the Qatar Olympic Committee in cooperation with the Ministry of Education and Higher Education (MoEHE) in swimming,

gymnastics, and athletic sports. Interest in sports from an early age, and exercise and play without focusing on results. The "Be an Athlete Sports" program is one of the most important programs within the sports sector strategy, and the program undertakes the task of developing sports culture among children in schools.

9. Qatar Olympic Museum

The Qatar Olympic Museum is the largest museum of its kind in the world, in terms of total area and exhibition spaces. The new building of the museum is located neighboring to Khalifa International Stadium and extends to 19 thousand square meters accommodating 6 galleries, it includes hundreds of holdings from all over the world, while the museum will feature interactive exhibits, inspirational collections, and unique activities. Museum proves to the whole world that sport and Qatar are closely related. It also organizes interactive exhibitions, displaying inspirational pieces and sports that generate a spirit of participation in the audience. (QOM) organizes international conferences on current issues such as doping and the role of women in sport. The museum management recently organized a competition for amateur sports photographers and participated in the development of a sports festival for Qatari youth called "The World Is Running".

This museum is also a widely recognized national and international center for spreading knowledge, encouraging academic research, and shedding light on the history and heritage of the sport. The museum is also a member of the Olympic Museums Network, which currently includes 22 Olympic museums from around the world. In addition to encouraging the positive value of sport, the museum highlights the roots, importance, and development of sports culture in Qatar and around the world.

Based on the idea that museums are non-formal education places and therefore play an important role in the collective memory of their respective societies, Education Program realized in the 'Olympics through Media Exhibition' organized by the Qatar Museums Authority departments in Doha, Qatar in 2012. Based on that, formal and non-formal educational institutions develop programs of (OE). Olympic and sports museums can be considered non-formal educational institutions where (OE) can be developed through exhibitions. Education in museums can be defined "as a set of values, concepts, knowledge, and practices aimed at ensuring the visitor's

development; it is connected with the notion of awakening, which aims to arouse curiosity, to lead to questioning and develop the capacity to think". Following this approach, the educational program of the 'Olympics through Media Exhibition' was planned. The program was based on the values of Qatari society and the Olympic values. The staff was trained to promote interactivity in a dedicated area for children. There the activities included drawing, painting, video gaming, quizzes, puzzles, guided tours, etc. The exhibition took place during school vacation; therefore, an exclusive Holyday Program was organized with more than seventy children of different ages. The formal teaching of (OE) is still under development in Qatar. However, the non-formal initiatives, such as cultural exhibitions, are already contributing to this process. The places of non-formal education, once they are connected with the local culture, are able to transmit important values from sport to society.

In addition to the many sporting activities across the country, the National Sports Day also focuses on the Qatari culture through the traditional rowing championship, which serves as a reminder of Qatar's sporting heritage and the role it has played in the country's development.

Olympic Education in Qatar

Hosting major and international sporting events and tournaments has contributed to strengthening Qatar's position on the world map as a leading global sports center that brings together countries of the world under the banner of sport. Which earned her a great deal of experience in this field, which was greatly reflected in sports in Qatar. Hosting such huge events has great positive results in spreading (OV) among members of society, urging them to interact with athletes and with competitions, and elevating the sport to a better level locally and internationally.

The (QOC) seeks to benefit from this success to encourage larger groups of youth and the younger generation to become professional in sports, to encourage females to enter and professionalize sports, as well as to promote the Olympic Movement and spirit. It also seeks to further promote the international (OM), promote Olympic Education, and spread it among the segments of society because of its strong positive impact on improving people for the better. Also, for promoting the concept of sport for health and life, as sport supports a person's mental and physical health and thus

enables him to overcome difficulties and obstacles in order to achieve his goals and ambitions in any field.

This diffusion can occur through formal education or through other forums and means such as media. Distinction that is important and one that is recognized by Qatar, where, as part of its sport strategy and diplomacy, it now has its own Olympic and Sports Museum, this museum will demonstrate to the world that sport and Qatar are intrinsically linked. It will be packed full of interactive exhibits, inspiring objects, and unique activity areas that generate a spirit of participation. As well as promoting the positive value of sport, it will highlight the origins, development, and significance of sports culture within Qatar and beyond.

The analysis of the discourse employed in similar promotional and aspirational texts, as well in the actual images and media content, can bring interesting insights into cross-cultural comparison of (OV), and Olympism in general.

1. The Academy's Interest in Inculcating Olympic Morals and Values

Spreading and instilling these values is one of the most important goals of the establishment of the (QOA). A plan has been developed at the Olympic Academy since its inception in 2004 on how it is possible for society to be educated on Olympic Values.

Among the strengths of Qatari society is peace and friendship, all derived from religion, customs, traditions, and culture of the old society, such as hospitality, the (QOA) hopes to link it with sports, and these are somewhat challenging points.

The (QOA) started as the (IOA) started with young people. Keeping educational institutions with their various stages in the Program of Teaching (OV) through play. It should be noted that culture in Qatar differs from the cultures of other countries, this difference includes religion, customs, traditions, and language, all these things are included in the culture and community formation as well as other societies within Qatar that have different characteristics.

The academy's team started with visits to schools in different regions of the country. Then during the last four years universities make links with civil society

institutions such as The Nama Foundation, and underneath seven educational institutions are all interested in society and some centers. These centers are full of young people of different nationalities and also have agreements with educational institutions to educate them on (OV) and train them to work on youth education in the training program of Olympic culture trainers and in this respect, the (QOA) believes that civil society institutions are partners in promoting the (OC).

2. Olympic Education

The (QOA) is the first Olympic Academy in the Gulf Region, as well as the rest of the Arab Countries, and since its inception, it has been interested in (OE) and is considered distinct in this aspect. You can sense this through the educational programs offered by the Academy through which the community's attention was drawn to (OE).

What confirms the Qatar Olympic Academy's interest in promoting (OC) is its keenness to participate continuously in the annual international conference of the (IOA). It transmits its experiences and knowledge as well as the problems it faces. In addition to how to overcome them through direct communication and through the support provided by Olympic Solidarity, the (IOA). During this participation, the Academy was able to obtain support to promote Olympic Culture. Moreover, by borrowing the experiences of the lecturers at the International Olympic Academy and for example, the last Olympic Culture workshop was held at Qatar University. Professor Kostas Georgiadis was invited to present a general idea for Qatar University students, especially students of (PE) at the university, and to provide an opportunity to learn about the (OM). This workshop was transferred from the buildings of the (QOA) to Qatar University to the place of the target group Education, and this is one of the contributions that the Academy has benefited from.

If we want to measure the extent of development of (OE) in the State of Qatar, we have to look at the number of programs offered through the Olympic Academy in a very intensive way they have covered a large number of programs. The (QOA) has obtained the confidence of the International Olympic Committee and the International Olympic Academy in dealing with its commitment to attend all events in addition to holding it to all courses approved by the (IOA). There are many partnerships at the

local level, including (QU), the Ministry of Education, Higher Education, The School Union, and at the international level at the Academy.

A partnership with the International School Union. The Academy has conducted many courses with certificates approved by them and with lecturers from the International School Union for Physical Education Teachers in the State of Qatar and with the (IOA) and Olympic Solidarity. The Academy is always open to meaningful institutions that serve the spread of (OE) and the development of sport in the State of Qatar and the promotion of administrative work in the various state institutions.

3. Olympic Education at Universities

In Qatar University, as part of the curriculum, they do not have a course, which is called Olympic education. But they included content around the values and philosophy and sports Movement and sports governance and within sports governance, the talk about Purpose of Good Governance in terms of Integrate, Transparency and they use Chappellet model in terms of Principle Good Governance to measure the good governance of sports organization including the (IOC) as International Olympic Committee.

The students have been trained about the International Sports System and the position of (IOC) as the umbrella organization and the links with other International Sports Federation and National Sports Federation. What they are trying to do is resolve this deficiency by working in cooperation with the Qatar Olympic Academy and the Sports Sciences programs at Qatar University, which is originally a partner of the Academy. The Sports Science program has contributed to the content provided by (QOA) as part of the training provided to the various coaches, administrators and the other level they want to collaborate on is research and publishing.

4. Olympic Youth Camp

The winter camp is a project carried out by His Excellency Sheikh Saud bin Abdul Rahman Al Thani, former Secretary-General of the (QOC) and Chairman of the Board of Directors of the (QOA). In order to be an annual program to promote (OC) in the Qatari community and a revival of (PE) in Qatar's schools and in this regard, coordination has been made with the Ministry of Municipality to establish the annual winter camp. So that a safe environment is created for all family members and the

(QOC) aims to encourage adults and children to practice sports in whatever form, whether it is for fun with family and friends on weekends, or in order to reach the level of professional champions. The site is equipped with all needs, sports fields and equipment, and full supervision by the Sports Facilities and Affairs Department of the Olympic Committee starts annually from October to March during the winter period.

5. The role of the media in spreading the Olympic Culture

The media has an important role in changing the values and norms prevailing in society, so the media is in fact a profession and a message. It is a thinking mind that has a goal, purpose, and voice that addresses the minds of the responsible public opinion. The spread of sports was mainly due to the role of the media, which contributed with all its print, audio, and visual apparatus in introducing sports and spreading sports culture among the people.

The media is one of the most important means of communication between members of society, especially after the massive development that took place in the media, for which beIN sports was a part. To promote the spread of (OC), beIN Group announced its partnership with the International Olympic Channel to be added to the series of specialized sports channels. Since that date, (OG) enthusiasts have been in touch with Olympic events throughout the year through the stories of the most important Olympic athletes and their quest for success. The newborn media figure, "The Olympic Channel", enabled viewers in the Middle East and North Africa to enjoy watching the (OG) bring them closer to the (OM) throughout the year.

The Olympic Channel is a multi-platform destination that allows fans throughout the year to discover interact and participate in the sports and monuments of the (OG). The channel was launched in support of the (IOC's) goal set out in the Olympic Agenda 2020 to provide a new way to engage the younger generations, fans, and new followers in the (OM). The Olympic Channel was able to provide live and comprehensive coverage of the Winter (OG) in Pyeongchang 2018, which strengthened the (IOC) agreement on the rights to broadcast the (OG).

Mark Parkman, Director-General of the International Olympic Channel of the (IOC), previously stated that they are excited to cooperate with the beIN sports media group to cover this important and growing region, which brings them closer to the

(OM) throughout the year. There is a deficiency in the Olympic Channel not to highlight the role of (OV) in human development. This indicates a weakness in the (OC) and (OV) of the media, which made the (QOA) work for media professionals only annual programs and also programs accompanying the championships.

6. Table (5) SWOT Analysis of Olympic Education in Qatar

Strengths	Weaknesses
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<ul style="list-style-type: none"> • (QOA) exists as an Educational Department since 2004. • Spreading (OC) and implanting Olympic Values is one of the most important goals and a fundamental pillar of the academy. • The country's interest in excellence in the sports field, not only in organizing world Tournaments but also in achieving sporting achievements and competition at the international and Olympic levels. • The (QOC) is keen to highlight (OV) and meanings in all activities it carries out in the State of Qatar. • The (QOA) is keen to participate and be actively present in all international events related to (OE). 	<ul style="list-style-type: none"> • The academic need to activate the approved organizational structure as required. • Lack of media awareness of the importance of highlighting and the role of Olympic Values in human development. • The need to adopt the Olympic Values Book in the Physical Education Curriculum as an enrichment book in the (PE) curriculum.
Opportunities	Threats

<ul style="list-style-type: none"> • Increase partnerships with educational institutions and civil society institutions. • Increase participation in social initiatives in the Olympic Academy Programs. • Qatar National Vision 2030, as it aspires to establish the State of Qatar as a global leader in the field of sports. • International sporting events organized in Qatar are an opportunity to collaborate with (QOA) to benefit from international experiences to organize some specialized courses for athletes. 	<ul style="list-style-type: none"> • The lack of accreditation in the State of Qatar for the specialized certificates issued by (QOA) as a specialized profession in the specialized field of sports. • Failure to activate the approved organizational structure will lead to the inability to carry out the academic educational programs and achieve the outputs from them.
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We find in the strengths that (QOA) as an educational department that started thinking about its establishment in 2004 and joined the (IOA) in 2006 and was approved among the first 20 Olympic academies around the world to apply the Diploma in Sports Management. Spreading (OC) and implanting Olympic values is one of the most important goals of the Academy and a fundamental pillar, which was one of the most important reasons for the establishment of the (QOA), and we find that all religions call for peace - cooperation - friendship and respect for others. Excellence is from the narration of the (QOA) to be a pioneer at the level of the Arab world and on the level of the Asian continent.

The State of Qatar has faith in the importance of excellence in the sports field, not only in organizing world championships but also in achieving sporting achievements and competition at the international and Olympic levels. The Qatar Olympic Committee is keen to highlight the Olympic values and meanings in all the activities. It is organized inside Qatar, including the School Olympic Program to inculcate Olympic values and link them to society with the emotional aspect through sport and

also by organizing events that bring the world together in the State of Qatar, as the annual agenda of the State of Qatar is no less than 45 international and world championships.

Among the weaknesses is the Olympic Academy's need to activate the appropriate organizational structure to keep pace with the annual programs offered by the Academy to increase demand and cover the local market through partners. This thing requires activating the approved organizational structure. Knowing that, in 2013, a method map was prepared for the (QOA) for a period of 4 years, beginning with the (IOM), which clarifies the development or path of the Academy's vision for the future. In 2017, the organizational structure was supposed to be approved, which was completed after several studies in cooperation with the (IOA) and Olympic Solidarity. Therefore, there is an urgent need for me to keep pace with the current organizational structure to the number of programs offered by the Academy in line with the actual need and to the strategic plan that was adopted in 2013 for the normal development of the Academy and in line with Qatar Vision 2030.

There is a weakness in the media awareness to highlight the importance of the role of (OV) and there is a need to adopt the Olympic Values Book in the (OE) curriculum as an enriching book in the physical education curriculum and in the training sessions for all clubs in Qatar.

In opportunities, we find that increasing partnerships with academies and social initiatives with civil society institutions and educational institutions to help exchange experiences, as well as scientific research and attract youth. Qatar National Vision 2030 aspires to develop human resources and highlight sports leaders to establish Qatar as a global leader in the field of sports. We find that the State of Qatar hosts more than 45 international sporting events annually, and this is an opportunity to make partnerships with the (QOA) to benefit from international experiences on the sidelines of these championships to organize some specialized or educational training programs for athletes and to raise the local level.

Concerning the threats, there is confusion with some educational institutions in the State of Qatar that the (QOA) is an accredited educational center that awards academic educational certificates, knowing that the Academy grants specialized certificates in the field of sports.

In addition, one of the threats is that failure to activate the approved organizational structure will lead to the inability to carry out the academic and educational programs and achieve the correct outputs. The necessity of recognition of the professional certificates in the sports field issued by the Academy as an executive authority and this accreditation may contribute to providing programs in various institutions.

CHAPTER FIVE: DISCUSSION

1. Analysis of Qatar experience

Qatar's Experience in Promoting the Olympic Culture can be analyzed through the discussion of the findings of the 3 semi-structured interviews that were held with 3 Qatari Academicians in the field.

Mr. Saif Alnaemi Executive Director of the Qatar Olympic Academy answered some question about the impact of the programs offered by the Academy. Though they are not fully influential in the lives of their students, the Academy stands proud of the programs they have to offer. There was a process that evaluates the course and for the lecturers, for example in the Olympic culture workshops, we do a simple test before the start of the workshop to find out the extent of the learners 'history of the Olympic movement and compare it with the test after the workshop has finished. Also, with regard to some programs that target school students, there is a great improvement in this aspect. We have seen that through the sports that are held inside schools". Regarding the improvement of the Qatar's experience in promoting the Olympic Culture and Olympic Education encouraging Olympic education requires technical and administrative cadres to be able to spread this message and to join all efforts within the country. There is no doubt that the biggest role is assumed by the (QOA), but we need help from all state institutions in order to work collectively to provide support for the implementation of all programs. We hope that it will be in cooperation in the future of state foundations and that it will be recognition by the Olympic Academy from some educational foundations. It is important to facilitate direct communication.

He added that the (QOA) is distinguished in this aspect compared to other Olympic academies in the region. You can sense this through the programs offered by the Academy through which the community's attention has been drawn to sports education. Now, there are some efforts to introduce (OE) in schools, and now the Academy is in contact with the Ministry of Education, and Higher Education, and a higher committee for physical education curricula has been formed in which a group of experts has, through this committee, an entrance to the introduction of (OE) in schools. Mr. Saif Alnaemi said there is some obstacles that hinder the dissemination

of Olympic Education There are some obstacles, including the media that does not focus on (OE) or (OV) Instead, they focus on reporting sporting events only, analyzing and highlighting them, and within the analysis, they are not linked to (OV). This indicates a weakness in the (OC) and (OV) of media professionals. In order to address this issue, the Academy conducts annual programs for media professionals only, as well as accompanying programs for sports championships that are held within the country.

The interview of Dr, Ali Albakri Head of Sports Development Section focused on the future of the Qatar Olympic Academy in developing Olympic culture programs and the social initiatives programs. The future plans of the Qatar Olympic Academy are that are emerging are in constant contact with the Ministry of Education and Higher Education, and a Higher Committee for Physical Education Curricula has been formed in which a group of experts has, through this committee, put an entrance to introduce Olympic Education in schools. Currently, work is suspended due to the global pandemic (COVID-19). In some programs, a Training of Trainer's program for teachers has been implemented on the ground in the form of four levels.

The academy has a dream that they will have a unique section for (OE) with special programs and private faculty members. It would also have a special department and a department for sports management to keep pace with the aspirations of the state. Now the country is on the verge of organizing the 2022 World Cup, the 2030 Asian Games, and we have hope in organizing the 2032 (OG). These are future challenges for the senior administration to draw up strategic plans to ensure the success of these tournaments. It needs cadres for all disciplines.

Regarding the social initiatives he said although the activation of the (QOA) was gradually due to the lack of completion of the organizational structure of the Academy in the required manner, there are many ideas, but the lack of staff does not help in carrying out all the applicable initiatives. Knowing that the annual Academy program of the various sessions is over the 40 sessions, it needs a calculated large number of employees, each session has a working group, from coordination, content preparation, content checking, communication and preparation of translation to issuing certificates. We started participating in some of the program, including the Olympic School Program for years, some books of (OC) were presented. Also (QOA)

took part in the previous year as the first participation in a full wing in the Darb Al Saai Program, the annual occasion to celebrate the National Day in which all state institutions and sports federations participate in general and display activities. The turnout was great Visitors from all sectors of society acknowledged to learn about the Academy sessions and the nature of the activities of the (OM), all of which aimed to promote (OC). The Academy also launched an initiative for physical education teachers within the country in general, in agreement with the Ministry of Education. With the work of the Doha Conference in 2014 to launch an initiative to introduce (OE) into the physical Education Curriculum.

Finally, a good statement of Mr. Saif Alnaemi which is worth mentioning in this thesis is there is great interest from the (QOA) in promoting the spread of (OC), and they need to join all efforts within the State of Qatar in order to work collectively. Knowing that the Academy is in constant contact with the Ministry of Education and Higher Education, a Higher Committee for Physical Education Curricula has been formed in which a group of experts has, through this committee, put an entrance to the introduction of Olympic education in schools.

2. Comparative Analysis

The comparative analysis between Qatar, New Zealand, and France indicates that there is a great deal of similarity in strengths, for example, the interest of countries in disseminating (OC) through the (NOA's). The strengths of all three countries that sport was used as a social, cultural, health, and economic illumination, and that sport played a major role in the lives of many.

Among the points are the establishment of Olympic academies as an independent educational department to spread Olympic Culture, and the goals also include the instilling of (OV's). I found energy and commitment to the Olympiad was one of the strengths through the decentralization of the (OM) and the keenness to highlight the (OV's) in all activities and the academies' keenness to participate and actively attend all international events related to (OE).

At the same time, there are great similarities in the points of opportunity, through cooperation with different universities and work with the International Olympic Academy between the three countries. In Qatar, there is a cooperation between (QOA)

and the Department of Sports Science Program at University of Qatar through the establishment of Olympic Culture workshops for university students and now there is a desire to work on developing scientific research and publishing. cooperation agreement with the German Sport University Cologne, and col- elaborative work with the International Olympic Academy and the University of Peloponnese (Greece)., in addition to the Leading the University of Canterbury in promoting and researching Olympic education and its educational, social and cultural aspects. Likewise, between the French Olympic Academy and Japanese universities in the sports management program.

Both New Zealand and France were interested in establishing centers for Olympic studies, Putahi Akoranga Orimipia Aotearoa at the University of Canterbury in 2007. In addition, New Zealand was distinguished at the postgraduate level, as there are opportunities in most (NZ) universities to conduct postgraduate studies in Olympic studies at the doctoral level. In addition to providing opportunities for postgraduate studies at the doctoral level, the New Zealand Olympic Academy has collaborated with individual staff from the University of Canterbury to produce Olympic resources directly linked to the (PE) curriculum.

Likewise, there are similarities in weaknesses that lies in the need for more sustainable initiatives in the process of developing (OE). The lack of development of the concept of physical education. We find in Qatar that the Academy is in constant contact with the Ministry of Education and Higher Education, and a higher committee for the curricula for (PE) has been formed in which a group from the experts, through this committee, an entrance has been developed to introduce (OE) in schools as a more sustainable initiative. Currently work is suspended due to health conditions (COVID 19).

This is not the case with threats. There are differences between the three countries. In Qatar, we find that the non-approval of the organizational structure approved since 2013 may lead to the inability to implement academic educational programs and achieve their outputs, and the lack of accreditation of specialized certificates issued by QOA as a professional specializing in the field of sports.

In the threats of (OE) in France, we find that the majority of French are negative with regard to the Olympic Games. While we find in the dangers of (OE) in (NZ) the

dismantling of the Olympic Academy, the political agenda, and people's lack of understanding of sports and especially (OE) as a tool for human development.

CHAPTER SIX: FINDINGS, CONCLUSION AND RECOMMENDATIONS

The study findings can be stated as follows:

1. Findings of the Literature Review Part

- Olympic Culture can always be promoted through global programs, which includes promoting the Olympic values of athletes, coaches, officials, parents, and the public through flags and prepare a program for different target groups.
- Through the Olympic values, the Olympic Movement is the only sporting culture worldwide based on values.
- In the Olympic Charter, all of the fundamental principles of Olympism are written and therefore firmly established and expected to be followed. One of the most important principles says that "the practice of sport is a human right. Every individual must have the opportunity of practicing sport, without discrimination of any kind and in the Olympic spirit.
- Olympism is a culture that shapes civilization and humanity, and that Olympism essence means perfection, harmony, and solidarity.
- (OE) is a specific part of education and sports education that focuses on applying the knowledge, ideas, and values of the (OM) in people's minds, behavior, and actions.
- The difference between Olympic Education and Olympism Education, (OE) is about the (OM) and an across Curricula approach in school but Olympism education is a culturally and critically relevant, experiential process of learning an integrated set of life principles through the practice of the sport

2. Findings of the Comparative Part

- Sport in (NZ) helped shape the identity from a colony of the British Empire to a country that prides itself on promoting sport as a valuable human practice that demonstrates principles of fairness, justice and fairness. (OE) most important strength is to develop in a coherent fashion in the late 1990s. This development was a direct result of the establishment of the Olympic Academy (New Zealand) in 1997, which was an independent entity within the Olympic Committee (New Zealand) (NZOC).
- The Olympic development process is developed at the postgraduate level through opportunities at most (NZ) universities Qatar has no such programs.
- The creation of the French Olympic Study Centre is one of the Opportunities to contribute to the development of scientific studies about the Olympic Games and Olympism; participating in the activity of the French-speaking association of the Olympic Academies and promoting its activities.

3. Findings of the Interviews

- The absence of Olympic education in Qatar outside schools and that it is actually very scattered. A few years ago, some initiatives related to educational, sports, Olympic values, and their relevance to youth laid a solid foundation for the future but faces obstacles such as the systematic dismantling of the Olympic Academy.
- One of the main key findings of this study is that the (QOA) is interested in spreading (OC) and instilling Olympic morals and principles through the courses it offers. The (QOA) started, like what the (IOA) started with juniors and young people, to communicate with educational institutions with their different stages of the program of teaching (OV's) through play, then the academy team began visits to schools in different regions within the country and then universities, and links were made with civil society institutions. Now (QOA) is in contact with the (MEHE), and a committee of experts has been formed to introduce (OE) into physical education curricula.

- Spreading (OC) and implanting (OV) is one of the most important goals of the Academy and a fundamental pillar, which was one of the most important reasons for the establishment of the (QOA).
- There is a weakness in the media awareness to highlight the importance of the role of (OV) and there is a need to adopt the Olympic Values Book in the (OE) curriculum as an enriching book in the physical education curriculum and in the training sessions for all clubs in Qatar.
- Increasing partnerships with academies and social initiatives with civil society institutions and educational institutions to help exchange experiences, as well as scientific research and attract youth. Qatar National Vision 2030 aspires to develop human resources and highlight sports leaders to establish Qatar as a global leader in the field of sports.
- Failure to activate the approved organizational structure will lead to the inability to carry out the academic and educational programs and achieve the correct outputs.
- On the effectiveness of Qatar Olympic Academy programs in promoting Olympic culture and Olympic education, we found that (QOA) are satisfied through the courses we offer. There is a process that evaluates the course and for the lecturers, for example in the Olympic culture workshops, there is a simple test before the start of the workshop to know the extent of the learners' knowledge of the history of the Olympic movement and compare it with the test after the completion of the workshop.

Accordingly, these findings have resulted There is great interest from the (QOA) in promoting the spread of (OC), and they need to join all efforts within the State of Qatar in order to work collectively.

Conclusions

Olympism is a culture that shapes civilization and humanity; however, Olympic Culture can always be promoted through Olympic values and Olympic education. In Qatar, the (QOA) is promoting Olympic culture and Olympic values. Despite all these

endeavors, Qatar is still striving to reach international standards that could be cited in different examples from countries like France and New Zealand.

Recommendations for the future development of Promoting Olympic Culture in Qatar based on the comparative analysis with the cases of New Zealand and France

Thus, several recommendations need to be conceded

The Ministry of Education and Higher Education should undertake a process of developing the (PE) curriculum and integrating (OE) into this curriculum, as a more sustainable initiative in the development process and they should benefit from the (NZ) experience. The researcher suggests that there should be communication between (QOA) and sports clubs within Qatar as an enhancement to spread (OC) and (OV's) outside the boundaries of schools. (QOA) must activate the approved organizational structure in order to carry out all applicable initiatives and to complete the courses as required.

The (QOA) should do more in terms of promoting the spread of (OC) through the media knowing that the State of Qatar has a bunch of sports channels, and among this package is the Olympic channel beIN sports, which was officially launched in 2017. The media share the Olympic Games as a great spectacle and promote the performance of Olympic athletes. Coubertin wanted the Olympic Games to be a way for spreading the sporting ideals and Olympic values, and not just merely being an athletic event (Mzali, 1984; Kidd, 1996). By educating the youth of the world through sports and physical activity, it would enhance and develop their character and would promote peace and friendship among them.

One of the roles of the Qatar Olympic Academy is to establish Olympic Education and Olympic cultural programs and implant them in the physical education

curriculum adapted in schools, and universities. Olympism should be accessible to everyone, not only for Olympic athletes but also to everyone who engages in any sport or physical activity. Olympic Education should contribute to the development and character building of the youth through the promotion of the Olympic values and ideals. We believe that through physical education the philosophy of Olympism would flourish because physical educators already appreciate the potential of physical education in promoting good behaviors and values, which would benefit the individuals through their continuous lives.

Prospective Studies

- Islamic values as guidance in promoting Olympic culture.
- Olympic education in mainstream education in Qatar.
- Olympic education and Qatar vision for the future.
- The economic value of Olympic Games in Qatar.

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Interviews: -

- Interviews Saif Alnaemi The Executive Director of the Qatar Olympic Academy on Sunday 15 NOV 2020, Qatar Olympic Academy.
- Interviews, Associate Professor Mahfoud Amara in Sport Management and Policy, Head of Sport Science Program, College of Arts and Science, Qatar University on Wednesday 16 Dec 2020, SKYPE.
- Interviews Dr, Ali Albakri Head of Sports Development Section on Tuesday 06 Dec 2020, & 05 Jan 2021 Qatar Olympic Academy.

Appendix A:

Questions of interview of Mr Saif AL-Nuaimi Executive Director of the Qatar Olympic Academy.

- 1- How interested is the Olympic Academy in inculcating Olympic ethics and principles through the courses offered?
- 2- What are the obstacles that hinder the dissemination of Olympic education?
- 3- What is the future of (OE), especially after the country has formally bid to host the 2032 Olympiad? Can we expect to issue a curriculum for (OE)for public schools?

Appendix B:

Questions of interview of Dr Ali Al-Bakry Head of the Sports Development of Qatar Olympic Academy.

- 1- Social initiatives in Qatar Olympic Academy programs?
- 2- What is the competitive advantage of the State of Qatar in the field of (OC)?
- 3- Future plans for the Olympic Academy regarding the development of Olympic culture courses.
- 4- Partnerships related to the diffusion of Olympic Culture.
- 5- How can Olympic Education be Promote in Qatar?

Appendix C:

Questions of interview of Dr Mahfoud Amara Head of the Sports Science, at Qatar University.

- 1- Given its Origins in Europe, what are the Cultural and Societal challenges Qatar faces in developing an Olympic Education Curriculum?
- 2- What are the plans in place to include the Olympic Education Curriculum within the General and Higher Education Courses?
- 3- How do you measure the level of development of the Olympic Education Curriculum in Qatar?

Appendix D:

1- Letter of apology for accepting interview application.

المحترم الدكتور/علي عبد الرحمن البكري اليافعي
رئيس قسم التطوير الرياضي
الأكاديمية الأولمبية القطرية
تحية طيبة وبعد ،،،
إلحاقاً للبريد الإلكتروني أدناه، يرجى التكرم بالعلم باعتذارنا عن قبول الطلب
طبقاً للأنظمة المطبقة، مع العلم بأننا على أتم الاستعداد للتعاون مع الأكاديمية
الأولمبية القطرية في مجال دعم أبحاث ودراسات الطلبة بما يتناسب مع شروط
ومعايير المجموعة.
شاكرين لكم حسن تفهمكم وتعاونكم الدائم معنا.
وتفضلوا بقبول فائق الاحترام،

Maleeha Abdulla

Head of Talent and Development Section

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