

THE ROLE AND INVOLVEMENT OF LONDON 2012 AND PARIS 2024 IN THE EDUCATIONAL OLYMPIC PROGRAMME

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ABSTRACT

Arnaud Guillard: The Role and Involvement of London 2012 and Paris 2024

in the Educational Olympic Programme

(Under the supervision of Thierry Zintz, Professor Catholic University of Louvain, Belgium)

Across the history of Olympic Games, the sport significance has been emphasized with its educational feature of linking body and mind, and to achieve a better quality of life. Following such movement, Olympic education has been set inside the Olympic Charter as one of the key objectives of the International Olympic Committee (IOC), through which the Olympic values would spread. In this sense, the positive legacy of the Olympics is one of the main concerns of the International Olympic Committee. Till now, several researchers have investigated Olympic education programmes for schools by Olympic Games host cities. However, there has been no study comparing a past and a future Olympic city and, additionally, two cities with similar cultural, geographical, economic and political characteristics. The aim of this study was to identify, register, and analyse the actions of the Organizing Committee of the London 2012 and Paris 2024 Olympic Games for the development of a relevant and universal Olympic education. To reach this goal, semi-structured interviews have been established in order to extract and absorb as much information as possible by probing stakeholders. The two educational programmes have brought their specificities with different objectives. London took advantage of its multicultural reputation and its goal of increasing the sporting experience of British citizens and of the world through innovative educational programmes. Paris has been focused within the national and French-speaking area in order to enhance the cultural dimension of sport and to mobilise it as a tool to strengthen the links between educational institutions, their environment and the sport movement..

Keywords: London 2012, Paris 2024, Olympic Education, legacy, culture

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LIST OF ABBREVIATIONS

AFPE	Association for Physical Education
ANOF	The French National Olympic Academy
BOA	British Olympic Association
BPA	British Paralympic Association
CIOA	Committee for International Olympic Aid
CNCD	National Council of CROS and CDOS
CNOSF	French National Olympic and Sports Committee
CDOS	Departmental Olympic and Sports Committees
CNRO	National Commission of Olympian Relays
CROS	Regional Olympic and Sport Committee
CSTN	Specialized Commission for Terminology and Neology
CTOS	Territorial Olympic and Sports Committees
COF	French Olympic Committee
FFSU	French Federation of University Sports
IOA	International Olympic Academy
IOC	International Olympic Committee
IOTC	International Olympic Truce Center
LOCOG	The London Organising Committee of the Olympic and Paralympic Games
OSC	Olympic Studies Centre
NGB	National Governing Body
NOC	National Olympic Committees
OCOG	Organising Committees for the Olympic Games
OIF	International organization of Francophonie

OVEP	Olympic Values Education Programme
PE	Physical Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNSS	National School Sport Union
USEP	Sports Union of First Degree Education

CHAPTER I: INTRODUCTION

1.1. Background

The Olympic Games have obtained worldwide notoriety based on lucrative events within and like the Olympic Games. This is only a visible part of the Olympic movement whose initial mission is education focused. For this reason, the first version of the Olympic Charter clearly defines its first aim as “to promote the development of those physical and moral qualities which are the basis of sport” (Naul, Binder, Rychtecky, & Culpan, 2017). To understand the meaning of the Olympic Games, it is important to look at the reasons for the revival of the Olympic Games and the International Olympic Committee's (IOC) approach to promote the Olympic values.

The history of the Olympic movement has its origins in ancient Greece. A Hellenic society established on values rooted to their culture, with a focus on education. The ancient Olympic Games is initially a perfect combination of culture, art and sport. All the values promoted through the ancient Olympic Games were expressed through the activities that compose the Olympics (Golden, 2012), and were the reason why philosophers like Socrates and Aristotle participated in the games. Athletes were amateurs and the forms of recompense symbolised the essential elements of the Greek culture. According to Coubertin (1896), Olympic Education is sport education embracing both body and mind. He used the IOC for the objective of creating an international Olympic education network (Muller, 2004). He was inspired by the Greek idea of balance between mind and body and the educational ideas of Thomas Arnold, who introduced physical education into the English school curriculum (Coubertin, Müller, & Skinner, 2000).

At the beginning of the 20th century, Pierre de Coubertin, handled to associate himself to bring about the creation of the IOC for the revival of the Olympic Games. The congress launching this revival was organised at Sorbonne, the temple of knowledge (Sigmund, 1995). This is another illustration of the academic content within the early orientation of the Olympic Games revival since the end goal is not only to organise the games every four years but to spread the Olympic values through education (Muller, 2004). Although Coubertin's principal aim was to promote education, “Ultimately, he began to realise that the IOC would never be able to address his ideas” (Naul, Binder, Rychtecky, & Culpan, 2017). The Olympic movement

went through several crises caused by its distance from the Olympic values (Lenskyj, 2012). During the last century, Olympic values are lost while the focus on the financial profitability of the games obtained more relevance (Jennings, 2012). In addition, doping and corruption scandals have turned out a common affair within the Olympic movement (MacAloon J. , 2011).

Even though, the IOC set up a dynamic approach to promote Olympic Education. The first step was the creation of the International Olympic Academy (IOA) located in Olympia with a mission to promote Olympic values. Since 1961, several annual sessions have been held involving athletes, educators and sport administrators. The spread of Olympic education is growing from the international level to the national level including schools and local communities as well. Olympic camps as part of Olympic education activities are held in the host cities of Olympic Games and, since 1994 during the IOC centennial Olympic Congress, Olympic education was added as a necessary item in any bidding process to host the games (Naul, 2008). The step forward came in 2007 by the decision to create a new event: the Youth Olympic Games (YOG) its key tool of disseminating Olympic values called ‘Culture and Education Programme’ combining sport, culture and education (IOC, 2015). During the same year, the IOC published the first version of the Olympic Values Education Programme (OVEP) toolkit. At least, “early in the twenty-first century the focus of Olympic education began to shift from ‘about the Olympics’ to ‘teaching the Olympic values’” (Naul, Binder, Rychtecky, & Culpan, 2017).

In 2013, following the election of the new president of the IOC Thomas Bach, a revision of the system was instituted involving consultations and conclusions covering several areas. One of the initiatives to emerge from this process was the concept of Olympic Agenda 2020. This is settled on three pillars namely, credibility, sustainability and youth (IOC, 2014). Just after his election, Thomas Bach introduced the Agenda 2020 and this agenda was formally adopted during the extraordinary General Assembly in 2014. This reform initiated by Bach can be clarified in several ways. Firstly, he was part of the IOC 2000 Commission, the huge swathe of IOC reforms before the Agenda 2020. Secondly, he originated from Germany where Olympism is widely taught in the educational curriculum (Naul & Hardman, 2002). Thirdly, his long experience in several IOC Commissions and positions enables him to have a deep understanding of the Olympic movement issues and challenges (MacAloon, J, 2016). Among the 40 recommendations, the number 22 about Olympic values education has set new perspectives for better development of the Olympic education (Olympic Charter , 2017):

- The IOC to strengthen its partnership with UNESCO to include sport and its values in school curricula worldwide.

- The IOC to devise an electronic platform to share Olympic values-based education programmes of different NOCs and other organisations.
- The IOC to identify and support initiatives that can help spread the Olympic values

1.2. Context of the study

Olympic Games are the foremost sporting event in the world. Every four years, 10 000 athletes from 200 countries, 15 000 accredited media representatives and hundreds of thousands of spectators have gathered to participate or follow the summer Olympic games through television, radio or internet (Toohey & Veal, 2007). Athletes consider the Games to be special because of the idealism attached to them and the moral code that is demanded of them as competitors. These qualities make them different from others competition (Findling & Pelle, 2004). Since the renovation of the Olympic Games by Pierre de Coubertin, the educational and cultural aspects of the Games have been promoted. Today, cities hosting games need to plan and implement educational and cultural programmes. This IOC-promoted strategy for pupils and teenagers is an integral part of the bid process that each host city must set up in order to promote sport and Olympic values. (IOC, 2015). Educational initiatives help host city to educate its citizens to present the best face in the world. As part of a communication strategy, they help organizing city to inspire community engagement. They provide relevant context for school and out-of-school opportunities, including promoting participation in physical activity (Naul, Binder, Rychtecky, & Culpan, 2017). In addition to the youth outreach activities that accompany each Olympic event, training programmes exist in universities. Today, there are some 20 cycles of higher education and / or diplomas that are supported by the IOC. There are also operations for primary and secondary school pupils. Since 2005, the IOC has put in place the Olympic Values Education Programme (OVEP) to “disseminate a values-based curriculum that will shape the development of child and youth character” (IOC, 2018)

The UK bid for the 2012 Olympic and Paralympics Games promised that London 2012 programme would defend culture and education alongside sport, with a cultural Olympiad to inspire young people and celebrate the country’s unique internationalism all over the UK (Garcia, 2013). A Cultural Olympiad is a key element in the organization of the Olympic and Paralympic Games and part of the International Olympic Committee's ambition to present the Games as a mix of “sport, culture and education” (IOC, Olympic Charter. , 2012). The London

2012 Bid Dossier presented its cultural programme proposal in 2004 as part of the chapter on “Culture and Olympism”. The chapter contained the vision for the opening and closing ceremonies of the Games, the torch relay, a network of large screens, an educational programme and a cultural Olympiad. (Garcia, 2013). In the United Kingdom, Olympic education was a separate component of the planning, celebration and implementation of the London Olympic and Paralympic Games and remains a feature of the post-2012 debates (Armour & Dagkas, 2012), (Griffiths & Armour, 2013), (Kohe & Bowen-Jones, 2015). Like the previous host cities, the London Olympic Games Organizing Committee (LOCOG), in collaboration with the British Olympic Association (BOA) and the British Paralympic Association (BPA), put in place educational materials and platforms to respond to the movement's imperatives in order to promote Olympism as a social and civilizing project (Bloyce & Lovett, 2012), (Bloyce & Smith, 2012), (Bullough, 2012), (Devine, 2013), (Girginov, 2012).

After a hundred years of wait, in August 2024, Paris will host the XXXIIIrd edition of the Summer Olympic Games. That of 1924 marked the farewell to the Olympic world of Pierre de Coubertin (Grimault, 2017). The organisation of Olympic games is a unique opportunity to give sport a greater place in French society and contribute to improving everyone's health, changing the way people look at disability and strengthening social ties. Beyond the expected economic impact, it is a legacy that constitutes the main challenge (Gouguet & Lepetit, 2017). Paris 2024 will serve as a catalyst for defining and establishing educational programmes to promote Olympic values, sports participation and healthy lifestyles (Comité de candidature Paris 2024, 2017).

Using London 2012 as a model, Paris must organise an action plan before and after the Olympic Games, so as not to repeat the failure of Annecy 2018 or Albertville 92. In order to bid for the organisation of the 2018 Olympic Winter Games and meet the specifications of the Olympic Movement, the city of Annecy multiplied actions to promote Olympic education in schools. For example, the city set up artistic, cultural and sports events, as well as an Olympic week with the slogan: "Combining sport, culture and education". During April and May 2011, more than 50 Olympic champions, Olympic medallists and Olympians were welcomed in schools and colleges spread over the departments of Haute-Savoie, Savoie and Isère, reaching 3,500 pupils. A 164-page educational book for schools, colleges and high school was published on this occasion. The aim was to raise awareness among as many pupils as possible in order to encourage them to take part in sporting activities. (Audéoud, 2011). However, this communication and lobbying strategy of the French city and the Alpine region did not

withstand the failure of Annecy's bid in July 2011. (The Telegraph, 2011). All projects have been shelved. Following the 1992 Albertville Olympics, no official Olympic programme was issued to extend the work done. In addition, the "Ecolympique, Albertville 1992" kit was poorly distributed and used by the few teachers who were aware of it (Monnin & Maillard, 2014).

1.3 Statement of the problem

To define the statement of the problem, it is important to understand why I chose to study Olympic education for the host city of London 2012 and Paris 2024.

Sport has gradually gained all areas of society. It is an integral part of the social fabric of almost every country in the world (UNESCO, 2008). The educational and social values that it spreads (taste for effort, tolerance, courage, respect for others, self and rules, etc.) place it at the crossroads of different places of education. At school, it is part of formal education by mobilizing disciplinary knowledge and transversal skills. Outside the school, a broad associative network allows everyone to discover and practice a multitude of activities in their dimension of leisure or competition, and to develop different forms of sociability (Chatel & Maseglier, 2010).

The values of sport make perfect sense when they are taught within a sports activity. All these values are expressed more during the Games and by the work provided by the Olympic and international bodies (CNSOF, 2012). The mission of Olympic cities is to promote sport to youth. Studies, articles and books on Olympism educational values are very numerous and all seek to show the interest of introducing it into the educational system.

Paris 2024 wishes to give a strategic place to the social and societal issues that accompany the planning of such an event. In order to build a responsible, sustainable and beneficial project for all of society, Paris wishes to mobilise young people around the practice of sport and the values of Olympism. These values, and more generally those of sport, are universal values that easily find a field of expression in school teaching and in the programmes of the French National Education system (Paris 2024, 2016). London, which hosted the Summer Olympic Games (27 July/12 August 2012) and Paralympic Games (29 August/09 September 2012), has valuable experience for France. Paris will be able to draw inspiration from the English capital in terms of organisation. Regarding Tony Estanguet (2017), "We must take inspiration from the considerable success of the English. They completely changed dimension with London 2012 Olympic Games".

1.4. Research question

While our study focuses on the role and involvement of London and Paris in Olympic education, it aims first to understand the implementation of the educational programmes in London and its repercussions on the English territory. Then, in a second step, to determine what Paris wishes to establish and how it will sustain its actions.

Several questions arise: What educational programmes London set up? Which actors have been involved? What impacts did the host city post Olympiad get? What educational policy does Paris conceive?

This research has several objectives:

- To determine what London 2012 set up for Olympic Education
- To assess the success or not of the Educational programme in London
- To understand the action plan of Paris 2024
- To determine what London can bring to Paris

1.5 Research outline

The development of the analysis is structured in three parts. The first part being theoretical, it will be developed on the basis of the available scientific literature. It will firstly evoke the history of Olympic education, and secondly its promotion by institutions.

In a second part, the methodology used in the current study will be explained in detail. Finally follows the empirical part, it will be structured around an analysis of several semi-structured interviews in order to answer the research question.

CHAPTER II: LITERATURE REVIEW

2.1 General overview

2.1.1 Physical literacy

Since the 19th century, Olympic education has been utilized as part of physical education in some countries such as Great Britain and German. It is common knowledge that the term ‘Olympic education’ had not yet been used explicitly (Telama, Naul, Nupponen, Rychtecky, & Vuolle, 2002). According to Naul (2008, p. 93) “in many national and international textbooks and manuals on sports pedagogy and didactics of sport lessons will be in vain for Olympic education as a body of knowledge in sport pedagogy or subject teaching PE”. Though, the final objectives of physical education were to instruct Olympic values. This included both the benefits of physical activity and the lessons that could be learned from sport. These studies showed that as an integral achievement of human beings, the different cognitive, social and psychological dimensions are as important as other topics (Corlett & Mandigo, 2013). Olympic education as a didactic goal of physical education requires not only a simplistic way to tell the story of the Olympic Games and list out the Olympic values (Gessman, 1992, cited in Naul, 2017). Specifically, it should be linked with developing physical skills, learning social values and putting all of these into practice. Gessman (2002, p.17, cited in Naul, 2008, p.109) defines three didactic methodological standards: “1. Systematic pursuit of long-term motor learning and sport skills; 2. Compliance with the rules and recognition of the opponent as a friend and partner; 3. Situations and forms presentation forms, such as school sports festivals, to test performance and social behavior.” (Figure 1).

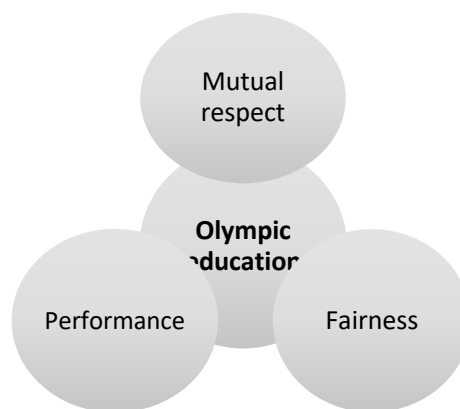


Figure 1. Olympic Education as a didactical goal in Physical education
(Gessman, 2004, p.146, cited in Naul, 2008, p. 109)

2.1.2 Educational practise

As value education, Olympic education participates to the fulfilment of individual's daily life, as well as facilitates better integration in the community. Binder (2000) defines criteria that emphasise the need to establish regular physical activity combined with daily tasks. Her publication with the evocative title "Be a champion in life!" illustrates this thinking (Binder, 2000). This book was followed by, "Teaching Values: An Olympic Education Toolkit" (IOC, 2018) which became the basis of the very first version of the Olympic Values Education Programme (OVEP) designed with educational topics: joy of effort, fair play, respect, excellence, balance between body mind and will (Binder, 2010). In addition to the school environment, Olympic education can also be learned in different contexts.

Focusing on the didactic methods to teaching Olympic Education, Naul (2008, p. 117) used two terms, "knowledge-oriented" approach and "experience-oriented" approach to summarise the international curriculum. The "knowledge-oriented" approach coincides of teaching Olympic history while the "experienced-oriented" approach includes a diversity of practical activities either in school or during events like Olympic camps. Naul (2008, p. 199) also characterized the "physical achievement-oriented" and the "life-world-oriented" teaching approaches. These are related to the concerns of physical literacy and life skills training through physical education. At the end, an integrated didactic approach to Olympic Education was designed (Figure 2).

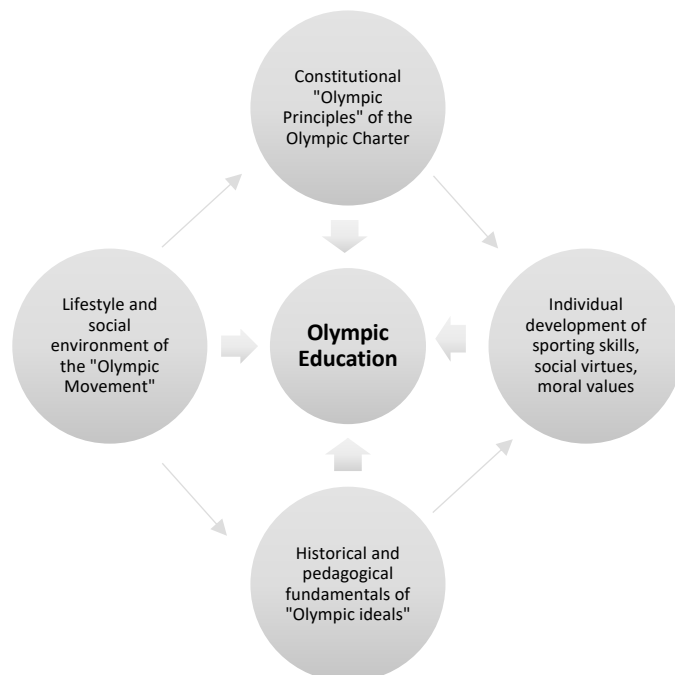


Figure 2. The integrated didactic approach to Olympic education
(Naul, 2008, p. 125)

2.1.3 IOC initiatives

The International Olympic Committee (IOC) actively promotes every city that wishes to host the games to consider in its initial planning how Olympic Games can positively benefit its citizens in the long term (Lewis, Zamith, & Hermida, 2013). This subject is one of the main concerns of the International Olympic Committee, and education is a fundamental part of this discourse (Gratton & Holger, 2008). Based on the pillars of education and culture, the Olympic Movement seeks to promote education through sports, personal excellence, and international understanding (Vassil & Hills, 2009.)

Kohe, G (2015) claim that organising institutions have established a narrative that engages physical education at schools, and increase participation in sports practices at all levels. The perennial and popular nature of the Olympic Games serves as a means of acknowledgment for human virtues and, at the same time, stimulating sports participation during the preparation, realisation, and after the Olympics (Misener, Taks, Chalip, & Green, 2015). The International Olympic Committee (2015), states that it is essential to involve individuals in physical and sports activities at all levels of practice, to develop a healthy society. To accomplish that goal, it is decisive to implement projects that allow all people access to sports, regardless of any social factors. The execution of such programmes aims to enhance the quality of life of participants and of society as a whole. To achieve this objective, the International Olympic Committee proposes a structure that, according to the IOC, guarantees the attainment of its goals, as shown in Figure 3.

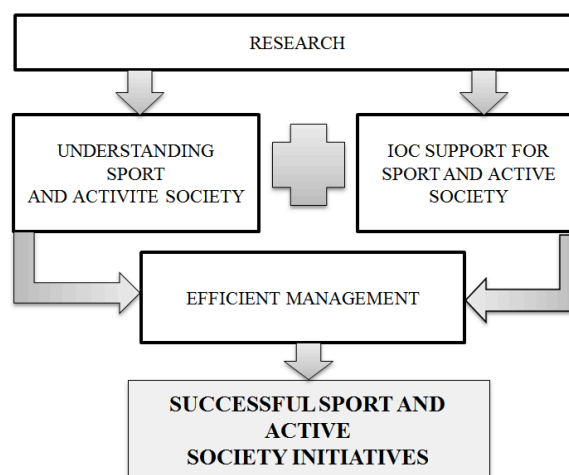


Figure 3. Design model, programmes for promoting an active society
(Adapted from the International Olympic Committee 2015)

2.2 History of Olympic education

2.2.1 The origins

2.2.1.1 Thomas Arnold (1795-1842)

For Coubertin, the Olympic Games were internationalization. It allowed France to erase the opinion of the elites on what could be the role of sport in the youth education (Dury, 1997). Coubertin's educational ideas were inspired first by an interest in the ancient Greek's dualistic focus on the development of body and mind (Monnin, 2012). In relation to Coubertin, the ancient Greek idea was to find a "delicate balance between mind and body" (Müller & Skinner, 2000). Secondly, Thomas Arnold (1795-1842) was a source of inspiration for Coubertin. According to him, Arnold transformed education in England by the introduction of athletic programmes. For him, sport should not stop at the physical development of its students (Guttman, 1992). It was an important element for social responsibility and moral behaviour. Thomas Arnold's school reform made English physical education an element of a higher-level Christian and moral upbringing (MacAloon, Olympic Games and the theory of spectacle in modern societies, 1984). According to John Lucas (1976) the principle of Olympic education going back to Thomas Arnold was a "muscular Christianity". The educational concerns of Arnold revolved around their points: "intellectual excellence", with a learning on classical languages and Greco-Roman history, and "moral principles", which had to be developed through teaching religious and by practical learning and behaviour in everyday school life.

2.2.1.2 Johan GutsMuths (1759- 1839)

GutsMuths was a radical critic of the educational conditions of his time. He aims was "to bring young people to that point of physical perfection at which we see health, manly strength and agility, stamina, courage and presence of mind united within a manly character" (GutsMuths, 1804, p. 78) and "Let us therefore give physical education more emphasis and power ... and let the purpose of our gymnastics be this: to establish a more fervent harmony between mind and body" (Gutsmuths, 1999)

In his revised and expanded second edition of, *Gymnastik für die Jugend* (1804) GutsMuths referred to Plato's descriptions of the gymnastics of the Ancient Greeks. "Our gymnastics adheres closely to the culture of the intellect; walks harmoniously hand in hand with it and thereby ideally resembles the pedagogical skills that were employed by the young

men in the Academy of Athens” (Gutsmuths, 1999). For his pedagogical gymnastics Gutsmuths chose the renaissance of the cultural ideals of the Ancient Greeks, the same ideal that Pierre de Coubertin developed for the sporting education of the world's young people 100 years later (Naul, Olympic Education, 2008).

For Gutsmuths and Arnold, it was impossible that a young man could receive a harmonious education without physical education. Both pedagogues considered physical education to be a tool of training people's moral goodness, for both of them Christian education was not simply a spiritual attitude but required their students' bodily obedience in order to really “do good”. The educational theories of Gutsmuths thus incorporated what Pierre de Coubertin saw as the pedagogical ethics of the Olympic idea, to which he applied his term “religio-athletae” (Naul, Olympic Education, 2008)

2.2.1.3 Thomas Hughes (1822-1896) & Hippolyte Taine (1828-1893)

Thomas Hughes' novel, *Tom Brown's Schooldays*, published in 1857, described the author's years of schooling at the Rugby School. The main character was the director of the school: Thomas Arnold (Georgiadis, Coubertin's Intellectual and Ideological Influences, 2017). Pierre de Coubertin was enthusiastic about what he learned. Children received both intellectual knowledge and sports education, all integrated into a schedule that seems ideal (Gersal, 2016).

Pierre de Coubertin had also been fascinated by Hippolyte Taine's Notes sur l'Angleterre, which was published in 1872. What especially caught his attention was Taine's description of the physical side of English education. Taine thought that the best system of government or of education is one that conforms most closely to nature. His Notes sur l'Angleterre, set out to show that the existence of a superiority and influence by the nation as a whole, were sources of stability, of social energy, of national power and success (Weber, 1996)

Pierre de Coubertin had only one idea in mind: to cross the Channel and discover with his own eyes this educational revolution. (Gersal, 2016) In 1888, Coubertin summarized the results of his years of study and travel in England in one book, Education in England. It referred to two central principles of public school education: strengthening the body through sport and at the same time developing character. For Coubertin, “sports education” was the same as “Olympic education”, ie sports education on the English model. During the early years of the Olympic Movement, Coubertin always spoke of “English education” or “athletic education”, because it was precisely English physical education. (Weber, 1996)

2.2.1.4 Father Didon (1840-1900)

Father Didon was hired in 1890 by the boarding school Albert-le-Grand d'Arcueil, who had poor academic results. Father Didon was in charge of reforming the institution. His belief in the development of moral character through sports and physical activity reinforced Coubertin's views of education (Georgiadis, Coubertin's Intellectual and Ideological Influences, 2017). He organized an athletic championship of Albert-le-Grand school and pronounced, at the end of this demonstration on March 7, 1891, a speech. It was at this moment that the Latin words *citius*, *altius*, *fortius* became the motto of the school. For Father Didon, *citius* ("faster") referred to the mind, to studies; *altius* ("higher") referred to the elevation of the soul, the path to God; *fortius* ("stronger") was the body's domain, shaped by sport. Coubertin was seduced by the motto of his friend, which can be perfectly transposed for athletic sports and in fact since 1894 the Olympic motto (Laguerre, 2018)

2.2.2 Coubertin's Philosophy

2.2.2.1 Active mind in a strong and healthy body

The Original version of the Olympic Charter, written by Coubertin and his IOC in 1896, listed four general aims:

1. To promote the development of those physical and moral qualities which are the basis of sport
2. To educate young people through sport in a spirit of better understanding between each other and of friendship, thereby helping to build a better and more peaceful world
3. To spread the Olympic principles throughout the world, thereby creating international goodwill
4. To bring together the athletes of the world in a great four-yearly sports festival, the Olympic Games

The reforms in teaching and instruction methods that Coubertin wanted were based on the idea of the unity of mind and body in the development of human beings and self-improvement through participation in sport (Naul, Binder, Rychtecky, & Culpan, 2017) For Pierre de Coubertin, the Olympic Games were not just a sporting event, but the starting point for a diverse social movement, through sport, improving human development and making the

world a better place to live (Kidd, 1985). His philosophy rested on the faith of “an active mind in a strong and healthy body” (Coubertin P. , 1911). The sport, as seen by the Baron de Coubertin, offered a good example of sportsmanship, understanding, without any discrimination of races, religions or political convictions.

According to him, sport was not natural for human and it was the responsibility of schools to organize and control it (Coubertin, 2017). Sports activities should be structured around a well-defined pedagogy and a high ethical level. National and international institutions must also play an organizing role in order that a majority of individuals could attain a high level of physical activity as soon as possible. For Coubertin, sport was a tool that leads to a goal “an elevation of the spirit, a fortification of the moral character and the physical form”. Athletics and physical education at school had two characteristics, one physiological and the other one moral “Both must be the usual and voluntary worship of intensive muscular exercise based on the desire for improvement” (Coubertin P. , 1891). Sport, in relation to Coubertin, included science, hygiene and art “the path of intelligent and pure civility, fraternal and joyful cooperation” (Coubertin P. , 1919).

Coubertin was convinced that the contribution of athletics was essential for education to be complete. In order to be able to play the pedagogical role, athletics could be based on “absolute disinterestedness and the sense of honour” (Coubertin P. , 1898). Pierre Lorme called Coubertin “the creator of one of the most significant achievements of the human spirit, the rebirth and transformation of educational sport” (Lorme, 1937). Coubertin considered his pedagogy by sport as a renewal of the Greek ideal. He concluded that the gods of mythology were not only wise and intelligent, but they also possessed a perfect physics. He praised the “eurhythmic harmony” of the Greeks and strove to spread it to the spirit of the Olympic Games (Coubertin P. , 1896), knowing that he was setting a distant goal “Of course, the influence of the Olympic Games does not yet extend to the whole world, but I firmly believe that this day will come. May I add that it is precisely for this purpose that I created Olympic Games? Modern athletic must be unified and purified” (Coubertin P. , 1896).

2.2.2.2 The trinity of body, mind and soul

In Europe, towards the end of the 20th century, the progressive extension of athletics was, for Coubertin, a necessary step in the evolution of his pedagogy. For centuries, physical education was not seen as a tool to work for happiness and social equality. Coubertin was convinced that without a universal sense of the inseparability value of body, mind, and soul,

the political and social stability of nations was compromised (Coubertin P. , 1936). For the Baron, sport was the most effective tool for developing the personality of the individual. “It is precisely for this purpose that I revived the Olympic Games” (Coubertin P. , 1900)).

According to Coubertin, the mind, the soul and the body should be interdependent. He was inspired by this theory of Greek civilizations during the 5th century. For him, the power of the Greek civilizations was partly due to the athletic training and the Games, integral parts of the culture and religion of Greece. He hoped by employing the same strategy, modern civilization could be the emulator of Greece. Coubertin considered sport to be the most effective catalyst for merging intellectual training and education from a moral and physical point of view. It was the central pillar of his education. Lorme and Herbert Spencer were aware that Coubertin's philosophy implied a great understanding of the expectations and needs of youth. Coubertin was convinced that the Olympic Games and all amateur athletics were “the cornerstone of the progress and health of today's youth ” (Coubertin P. , 1908).

2.2.2.3 Five principles of Olympism

In 1935, Coubertin suggested five principles of Olympism as an educational philosophical foundation.

The first principle concerned the “**religio-athletae**”. For the Baron, all the athletes taking part in the Olympic Games were ambassadors of modern education, which betrayed the religious spirit of sport as a means of constructing moral character. It was this sporting and religious idea that should shape the consciousness of athletes (Müller & Skinner, 2000).

The second principle was based on the “**equality**” of all human beings, all athletes to pursue their personal perfection, to continually develop their own abilities, physical, intellectual and cultural. In their development, they had to follow the principles “*citius, altius, fortius*”, namely “faster, higher, stronger”. Coubertin did not refer to the continuous record performances in the Olympic disciplines, but to the individual duty of athletes to continually strive for improvement (Naul, Binder, Rychtecky, & Culpan, 2017).

The concept of “**knighthood**” represented the third principle. Coubertin represented athletes as “knights” of the past, competing under rigid codes of honour and fair play in a spirit of friendship (Naul, Binder, Rychtecky, & Culpan, 2017). Pierre de Coubertin had already used this term to create a new sociological category the “sporty horse”. According to him, the sport was civilizing, it allowed the control of the youth violence (Elias & Dunning, 1986). Sport could give to the French Republic some virtuous and talented men (Clastres, 2005).

The fourth principle was “**truce**”, with the idea of “rhythm”, which implied a specific time frame for the celebration of the Olympic Games, every four years. The constant and therefore calculable cycle of the Olympic Games every four years was important for Coubertin. He hoped that conflicts and wars between peoples could be interrupted. According to him, sport was not only the essential element of a harmonious education, but also a tool for developing harmony, understanding and peace in society (Maas, 2008). The pace of the Olympic Games resulted in “the temporary cessation of hostilities, disputes and misunderstandings” (Müller & Skinner, 2000).

The fifth principle, involved the **inclusion of ceremonies, art and poetry** as elements of the Olympic Games celebrations. This principle reflected Coubertin’s vision of eurhythm as another essential part of a harmonious development in education. The artistic competitions were part of the modern Olympics during early years, from 1912 to 1948, and were the idea of the founder of the Games, Pierre de Coubertin. Medals were awarded for works of art related to sport in five categories: architecture, literature, music, painting and sculpture. These competitions were abandoned in 1954 because the artists became professional while the Olympic athletes had to be amateurs (Stanton, 2001).

2.3 Development of Olympic education

The International Olympic Committee (IOC) has promoted and established Olympic education through several initiatives. Among the constituent organs three commissions played an important role in the IOC strategy (Naul, 2008). They are the Olympic Education Commission, Culture and Olympic Heritage commission and the Olympic Solidarity Commission. On the other side, the International Olympic Academy (IOA) and several National Olympic Academies (NOAs) have played a significant role in the execution of Olympic education. The IOC has associated with other organisations in recent decades to promote Olympic education as part of their management and implementation strategies.

2.3.1 The International Olympic Committee

2.3.1.1 Olympic Charter

The Olympic Charter is the codification of the fundamental principles of Olympism, the Rules and the implementing texts adopted by the International Olympic Committee (Zakus, 2005). The Olympic chapter determine the activities of the IOC since 1896 when Pierre de

Coubertin wrote the first one. The aims were focused towards the educational orientation of the Olympic movement (Naul, Binder, Rychtecky, & Culpan, 2017).

In 1982, Jim Worrall, IOC member from Canada suggested to do some change about the Olympic Charter. Since then few changes have been made (Naul, Olympic Education, 2008).

Fundamental principles (Olympic Charter , 2017):

- “Olympism is a philosophy of life, exalting and combining in a balance whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles”.
- “The goal of Olympism is to place sport at the service of the harmonious development of human, with a view to promoting a peaceful society concerned with the preservation of human dignity”.

2.3.1.2 Olympic Education Commission / Culture and Olympic Heritage commission

The committee for Culture and Olympic Education was founded in 2000 after the Commission for the International Olympic Academy and Olympic Education (Naul, 2008). Then, there was a split into Olympic Education Commission and Culture and Olympic Heritage commission. The responsibilities of the Olympic Education Commission are to advise on (IOC, 2018):

- The development and implementation of an Olympic values education strategy;
- Advocacy for quality physical education and the integration of values in school curricula, and for suitable and age appropriate sports in and out of school settings;
- Dissemination of the Olympic values in various communication channels, and the promotion of the importance of sport and physical activity for youth development and education;
- Delivery of the Olympic Values Education Programme, and development of resources for teachers and educators on Olympic values and life skills;
- Integration of values education into IOC properties and partner programmes;

- Optimisation of strategic partnerships with IOC-recognised organisations working in the field of education, and support Sport for Development programmes which focus on the development of life skills and values education.

The responsibilities of the Culture and Olympic Heritage commission are as follows (IOC, 2018):

1. Contribute to the optimal implementation of the IOC cultural action plan: activities of the Foundation for Culture and Olympic Heritage and Olympic Agenda 2020.
2. Facilitate synergies between the different cultural platforms, communities and bodies of the Olympic Movement: institutions, museums, NOCs and cultural sections of OCOGs, research centers and universities, and recognized organizations, in order to have a better overall impact;
3. Reflect on how to develop the cultural activities of the Olympic Movement in the future.

2.3.1.3 Olympic Solidarity Committee

To create various programmes proposed to all NOCs and, more importantly, to support them economically, the IOC utilizes its Olympic Solidarity Programmes. At the beginning, the objective of Olympic Solidarity was to assist the National Olympic Committees (NOC) in developing countries by distributing IOC income (TV Rights mainly) through designed projects. Since 1996, the Director of Olympic Solidarity has also been the Director of NOC relations in the IOC regular administration. Before 2001, the IOC President chaired the Olympic Solidarity Commission. Then, the rule changed and the ANOC President became the chair of Olympic Solidarity for efficiency and direct oversight reasons. ANOC is closer to NOCs through direct contact and continental associations. According to Chappelet and Brenda (2008) “this reform coincided with the strategic move to distribute funds on a continental level, under the aegis of the continental associations of NOCs.”

During the 1970's, Olympic Solidarity organized activities only related to training programmes for coaches and sport managers (Chappelet & Brenda, 2008). Increased IOC revenue during Olympic Games raised the importance of the Olympic Solidarity. In 1982, it became a fully structured commission after several years of being simply a consultative body. In the same way, as the Los Angeles 1984 Olympic Games changed the income level completely in the IOC, since the 1985-1988 quadrennial, Olympic Solidarity began a

quadrennial plan. This layout fits Olympic movement rules as well because Olympic Games and Olympic leaders' election are held every 4 years. The main objectives were assisting NOCs to have extended annual plans and financial capacity. Dedicated programmes can then be run in the format of long term projects.

Since 1985, not only the developing NOCs have been beneficiaries, but also the developed NOCs have benefited from the restructuring. The current configuration of Olympic Solidarity programmes is the result of the reforms of the IOC Commissions in 2000. These are characterised into three programmes as follows: World programmes, Continental programmes and Olympic subsidies. 'Continental programmes, designed to meet some of the specific of each continent' (Zammit & Henry, 2013). While World programmes are handled by the Lausanne's office of Olympic Solidarity, Continental programmes are under the guidance of the continental associations. World programmes offer activities accessible to all NOCs in specific areas which are 'Athletes, Coaches, NOC Management and Olympic Values' (Zammit & Henry, 2013). Continental programmes are constituted of 'budget for activities, an annual grant to partially cover operating costs, and financial assistance for meetings and assemblies of the continental associations' (Zammit & Henry, 2013). Olympic subsidies are based on the participation rate of every NOC to the Olympic Games (Winter and Summer). In regard to the purpose of Olympic education a quadrennial plan provides for the Promotion of Olympic Values. For the ongoing term (2017-2021), the programme is designed as follows (Fig. 4).

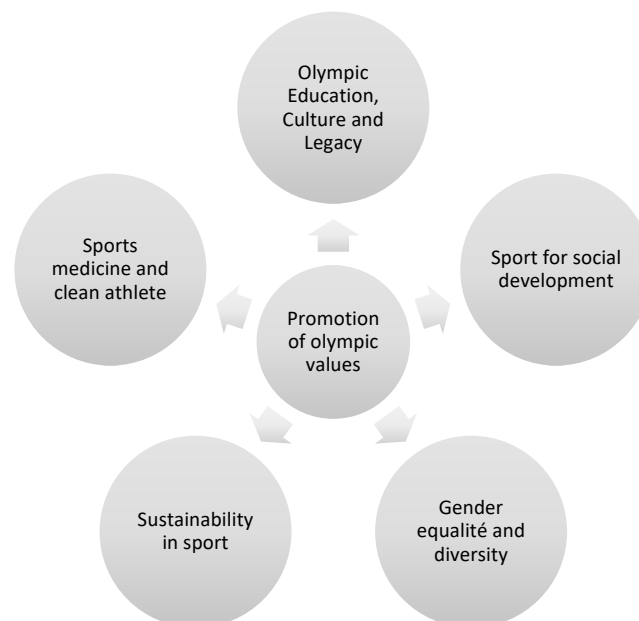


Figure 4. Promotion of Olympic values programme within the Olympic Solidarity 2017-2021 term

2.3.2 The International Olympic Academy

The International Olympic Institute Berlin only existed for a few years before the beginning of the Second World War in 1939 until the end of 1943 when it was destroyed by an air raid. It was in the 1950s that the Greek John Ketseas and his German friend Carl Diem, with the support of the Hellenic Olympic Committee and the IOC, put even more effort into achieving the old dream of “permanent factory”, as Coubertin says, for the promotion of Olympism (Naul, 2008). It was in 1961, that the International Olympic Academy was inaugurated in the valley of the river Alpheisos near the historic arena of ancient Olympia (Georgiadis, 2011).

The International Olympic Academy implements its educational programme through sessions, which take place at the IOA headquarters in Ancient Olympia, Greece, every year. Lecturers vary from eminent university professors coming from throughout the world. The Session for Young Participants, The Session for Educationists, The Session for National Olympic Committees and National Olympic Academies, The Seminar for Sports Journalists and The Olympic Studies Seminar for Postgraduate Students, among which The Master’s Degree Programme on Olympic Studies holds a special position (Georgiadis, 2011). The mission of the IOA are to (Georgiadis, 2010):

- To function as an International Academic Centre for Olympic Studies, Education and Research.
- To act as an International Forum for free expression and exchange of ideas among the Olympic Family, intellectuals, scientists, athletes, sport administrators, educators, artists, and the youth of the world.
- To bring together people from all over the world, in a spirit of friendship and cooperation.
- To motivate people to use the experiences and knowledge gained in the IOA productively, in promoting the Olympic Ideals in their respective countries.
- To serve and promote the Ideals and principles of the Olympic Movement
- To cooperate with and assist the National Olympic Academies and any other institutions devoted to Olympic Education.
- To further explore and enhance the contribution of Olympism to humanity.

2.3.3 National Olympic Academies

According to the IOC layout, at the nationwide, the local Olympic organ in charge of Olympic education is the NOA under the coordination of the NOC (Chappelet & Brenda, 2008). A typical NOC has three main activities which are: participation in the Olympic Games (i.e., throughout the whole process of the games); promoting Olympic Values; and implementing IOC policies particularly by the Olympic Solidarity Programmes. The first function has remained very strong. The second function changes, relying more on the national educational system and the NOCs' capacity to create and lead NOAs, which as annexe organs utilising various strategies to spread Olympic idea. The third has developed significantly since the 1980's with the support of the Olympic Solidarity funds. To date, out of the 206 NOCs, 149 NOAs are listed around the world (IOA, 2018). Activities generally focus on schools, Olympic camps and training courses. Depending on every national sports policy organisation, the NOC can run other activities such as organising sports events or contracting with national sponsors and providing opportunity to its NOA to reach the targeted population.

2.3.4 Other international efforts in the promotion of Olympic education

2.3.4.1 Olympic Truce

Olympic Truce is a process directly related to sports. It is using sport as an instrument to foster dialogue for reconciliation and peace (Rogge, 2009). Olympic Truce can be regarded as a platform for peace, a soft power for achieving socio-political goals through the promotion of sport ideals (Filis, 2018). The International Olympic Truce Center (IOTC) mobilizes young people around the world to defend the values of Olympism and peace. The organization runs educational programmes, workshops and conferences through programmes such as Imagine Peace, Respecting Diversity and Olympic Education Day. Aimed at young people and children, the programmes aim to immerse Olympic values and ideals in everyday life in order to continue the conversation on global peaceful coexistence. The programmes also encourage the active participation of young people through camps, competitions and debates (Syrigos, 2009).

2.3.4.2 Pierre de Coubertin School's Network

The International Pierre de Coubertin Schools' Network, that has schools from five different continents, was established in 1997. Every two years, students aged 16 to 18 met in a

youth forum. They are supported to attend and take part in workshops and discussions on different Olympic principles, social events that encourage interaction between the different countries and sporting activities (William Brookes School, 2018).

2.3.4.3 European Commission

Jacques Rogge, at that time President of the International Olympic Committee, signed a contract in 2001 for a common research project focused on Olympic education titled ‘Sport, Schools and Olympic Values in Europe’ with the European Commissioner for Education and Culture (Naul, Binder, Rychtecky, & Culpan, 2017).

2.4 Olympic movement

2.4.1 In England

The British Olympic Association (BOA) is the National Olympic Committee (NOC) for Great Britain and Northern Ireland. It was created in 1905 in the House of Commons and at that time included seven National Governing Body (NGB) affiliates from the following sports: lifesaving, skating, rowing, fencing, athletics, rugby, football and archery, cycling.

The BOA now counts as its members the 35 NGBs of each Olympic sport, summer and winter. Great Britain is one of only five nations to have been present at every summer Olympic Games since 1896 and Great Britain, France and Switzerland are the only countries to have been represented at all Olympic Winter Games since 1924. Great Britain has also played host to three Olympic Games, each held in London in 1908, 1948 and 2012, making the city the only one to have hosted the Games on three separate occasions (Jefferys, 2014).

The BOA is one of 205 NOCs currently recognised by the International Olympic Committee (IOC). Their role is to lead the promotion of Olympism in accordance with the Olympic Charter, which details the philosophy, aims and traditions of the Olympic Movement. The British Olympic Association has six objectives (BOA, 2019):

- To encourage interest in the Olympic Games and to foster the aims and ideals of the Olympic Movement, with particular reference to youth.
- To organise and co-ordinate British participation in the Olympic Games.
- To assist Governing Bodies of Olympic sports in Britain in the preparation of competitors for the Olympic Games.

- To provide a forum for consultation among the Governing Bodies of Olympic sports and the Sports Associations and a means of representing their views to others.
- To organise and co-ordinate the celebration of an Olympic Day.
- To subscribe, guarantee or lend money to any association or institution for any purpose calculated to further the objects of the Association or to benefit amateur sport in Britain or for any charitable purpose

2.4.2 In France

2.4.2.1. CNOSF

The French National Olympic and Sports Committee (CNOSF), created in 1972 from the reorganization of the French Olympic Committee (COF) and the National Sports Committee (CNS), is a recognized association of public utility bringing together sports federations and certain national groupings. The French National Olympic and Sports Committee (CNOSF) is (CNOSF, 2019) the representative in France of the International Olympic Committee and the representative of the national sports movement comprising 94 federations, 175,000 clubs, 1,250,000 volunteers, and 14,000,000 licensees.

The CNOSF's role is to (CNOSF, 2019):

- **To propagate the fundamental principles of Olympism as defined by Pierre de Coubertin and set out in the Olympic Charter**, in particular by contributing to the dissemination of Olympism in training and educational programmes; to ensure the creation and activities of institutions (National Olympic Academies, Olympic museums) dedicated to Olympic education and the implementation of cultural programmes in relation to the Olympic Movement; act against any form of discrimination and violence in sport and against the use of substances or processes prohibited by the IOC or International Federations and the World Anti-Doping Code; participate in actions to promote peace and the advancement of women in sport; take responsible account of environmental and sustainable development issues; and, more generally, ensure compliance with the Olympic Charter, define, in accordance with it, the ethical rules of sport and ensure that they are observed.

- **To participate in the prevention of doping** and to act, in accordance with the provisions of Title VI of Book III of Part I of the Public Health Code and the World Anti-Doping Code, against the use of substances or processes prohibited by the IOC, International Federations and the legislation in force.
- **Promote the unity of the sports movement whose components are the sports federations**, their affiliated sports groups and their licensees; represent the sports movement, in particular in bodies whose purpose is to contribute directly or indirectly to the development of sport or to the implementation of its recognised social functions; facilitate the settlement of conflicts arising within the sports movement, through conciliation or arbitration; take legal action to defend the collective interests of the sports movement.
- **Undertake, on behalf of or with the federations and in accordance with their prerogatives**, all activities of common interest likely to encourage the development of high-level sport and sport for all, in particular in the field of the promotion of sportsmen and women in social terms, the initial and continuing training of managers, executives and technicians, or in that of research, foresight, documentation and communication.
- **Constitute, organise and lead the French delegation** to the Olympic Games and to regional, continental or world multi-sport competitions sponsored by the International Olympic Committee; it is responsible for the behaviour of the members of its delegations; it has the obligation to participate in the Games of the Olympiad by sending athletes.
- **Designate the French city** that can apply to host the Olympic Games.
- **Oppose any use of the Olympic symbol, flag, motto and anthem** that would be contrary to the provisions of the Olympic Charter, and ensure the protection of the terms "Olympic" and "Olympiad".
- **Work, in accordance with the Olympic Charter**, to maintain harmonious and cooperative relations with the State and public authorities. However, the N.C.O.S.S.F. must preserve its autonomy and resist all pressures, including political, religious or economic, that may prevent it from complying with the Olympic Charter. II.

2.4.2.2. CROS and CDOS

Constituted in the form of associations, the Regional Olympic and Sports Committees (CROS) and the Departmental Olympic and Sports Committees (CDOS) represent the CNOSF in their territorial jurisdiction. The 28 metropolitan and overseas CROS bring together the leagues and regional committees located within their territorial jurisdiction. The 96 CDOSs have as members the departmental committees located in their geographical area. There are also 3 Territorial Olympic and Sports Committees (CTOS) (CNOSF, 2019).

As a representative of the CNOSF, the role of CROS and CDOS within their territorial jurisdiction are (CNOSF, 2019):

- **To safeguard and develop the values of Olympism**, as specified in the Olympic Charter, and in accordance with the principles defined by the International Olympic Committee and the CNOSF. The CROS and CDOS carry out actions aimed at combating violence and doping in sport (symposia, conferences on doping), or at promoting the values of fair play and ethics.
- **To contribute to the defence and development of the regional and departmental sports heritage**, and to do directly or indirectly all that is necessary for the development of sports practice in the region and the department, taking into account the guidelines defined by the CNOSF and local specificities. To represent regional and departmental sport in all matters of general interest to the public authorities. In this respect, the CROS collaborate with the Regional Directorate of Youth and Sports.

The CROS and CDOS work with many decentralised State services: environment, employment and labour. They are the privileged interlocutors of the Regional Council and the General Council for the implementation of local sports policies. They are also in close contact with the new entities that are the project territories (countries, conurbations) and the public institutions of municipal cooperation (CNOSF, 2019).

2.4.2.3. National Council of CROS and CDOS

The National Council of CROS and CDOS (CNCD) is a structure of the CNOSF, without its own legal status, of which the CROS, CDOS and CTOS are members. The CNCD is intended to be the interface between the CNOSF and its members. Its missions are (CNOSF, 2019):

- To relay to the CROS, CDOS and CTOS the policies initiated by the CNOSF and the actions initiated by it (example in terms of land use planning),
- To represent the interests of its members before the CNOSF. The CNCD informs the CNOSF of the expectations of the CROS, CDOS and CTOS concerning, for example, the regional share of the National Sports Development Fund (FNDS).

2.5 Olympic education system

2.5.1 In England

2.5.1.1 Physical Education (PE) in schools

As part of the revised national curriculum introduced in September 2014, PE remains mandatory at all key stages. Schools run by local authorities must follow the national curriculum. Academies and free schools are not mandated to teach it, but are required to provide a broad and balanced curriculum that "promotes the spiritual, moral, cultural, mental and physical development of students". The stated objectives of the National Curriculum for PE are to ensure that students (GOVUK, 2019), (McGillivray & McIntosh, 2014):

- Develop skills to excel in some physical activities
- Are physically active for extended periods
- Practice sports and competitive activities
- Lead a healthy and active life.

The Education Act 2002 prohibits the Secretary of State for Education from prescribing the time to be spent on any subject in the curriculum, including PE. The government also does not set a target for the amount of time schools must spend on PE (Foster & Roberts, 2019).

In February 2018, Youth Sport Trust released a report on the availability of PE in high schools. The report was based on the results of an online survey of teachers at 487 secondary schools in the United Kingdom. The conclusions of the report were as follows:

- Key Stage 3 pupils receive an average of 124 minutes of physical education per week. Key Stage 4 pupils receive an average of 98 minutes.
- The average number of PE minutes in the programme of study has decreased over time, with the minutes of Key Phase 3 having decreased by 20% in the last five years and the minutes of Key Phase 4 having decreased by 38%.

2.5.1.2 Education committee

In addition to its role as a contributor to the celebration of the Games on two occasions during each Olympiad, the BOA pursues the spirit of Coubertin's words by following educational commitments throughout the year. The education committee can be called in some countries the National Olympic Academy. Its aims were as follows (Parry, 2003):

- Liaison with the International Olympic Academy
- Selection, planning and briefing of IOA delegates
- Assistance for IOC educational initiatives
- Preparation and distribution of teaching materials
- Organisation of an Olympic museum and library
- Support for Olympic heritage initiatives
- Celebration of an Olympic day

However, the implementation of this type of programme in Great Britain is problematic because of the particularities of the system. In some countries, the National Olympic Academy may simply become an extension of the education system, since the national PE Academy trains both teachers and coaches in the same higher education institution. In Great Britain, there is no centralised system of physical education training like this one and it is only recently that coaches have been able to study their sport at the university level. In some countries, a single body is responsible for all aspects of the provision and development of sport (Parry, 2003).

2.5.1.3 Organisation:

There is a long tradition in Britain of supporting games, athletics, swimming, gymnastics, outdoor activities and dance in schools. However, when such a tradition is absent, developing or threatened, it is surely the first educational duty of an NOC to advocate for its support. In Great Britain, many sports federations employ education officers whose specific task is to develop their own sport by supporting the work of PE teachers. They could provide introductory materials, structured pedagogical advice and, in some cases, a reward system (Jefferys, 2014).

The IOA recognizes this through its courses for educators, and the OPO has organized short courses, workshops, conferences and discussions for teachers of all subjects, and has produced teaching materials for primary and secondary levels. The emphasis is on

interdisciplinary work focused on Olympism and the Olympic Games, with suggestions for teachers in the fields of history, geography, literature and the arts, science, mathematics, etc.

In Britain if the BOA plays a main role in the development of educational programmes. But other structures, also work in this way (Sport England, 2019):

- **The Association for Physical Education (afPE)** is the only physical education association in the United Kingdom. They are committed to being the representative organisation of choice for people and organisations delivering or supporting the delivery of physical education in schools and in the wider community.
- **UK Coaching** is the leading coaching agency in the United Kingdom and has worked with national partners to produce a free web portal containing all the information schools need to optimise the use of coaches in their school through the primary EP and the sports premium.
- **The Youth Sport Trust** is a federal charity that builds a better future for young people through physical education and sport. With 20 years of experience, they have developed a unique way to maximise the strength of sport to empower youth, schools and communities by establishing qualities such as creativity, aspiration, resilience and empathy.
- **UK Sport's** responsibilities include bidding for and staging major sporting events, increasing sporting influence internationally, and promoting the highest standards of governance, sporting conduct, ethics and diversity in society. UK Sport achieves this through (UK Sport, 2019)
- **Central Council for Physical Recreation** was set up in 1935 with two main objectives: to encourage as many people as possible to participate in sport and physical recreation (both male and female), to provide the separate governing bodies of sports with a central organisation which would both represent and promote their individual and collective interests (Loughborough college, 2010).

2.5.2 In France

2.5.2.1 Physical Education (PE) in schools

Sports education in France aims to train a fulfilled, cultured citizen capable of making informed choices to engage regularly and independently in an active and supportive

lifestyle. Each school builds its training curriculum in a pedagogical project that has only one constraint: to achieve the general skills and objectives of PE Physical education (Leca, 2019):

- Developing the motor skills
- Knowing how to prepare and train
- Exercising individual and collective responsibility
- Building sustainable health
- Accessing cultural heritage

Skills to be developed (Leca, 2019):

- CA1: the pupil achieves his or her maximum motor performance, measurable at a given time frame
- CA2: the student adapts his or her movement to varied and/or uncertain environments.
- CA3: the pupil performs a bodily service intended to be seen and appreciated.
- CA4: The pupil leads an interindividual or collective confrontation to win.
- CA5: The pupil carries out and directs his physical activity to develop his resources and maintain himself.

According to the report "Physical education and sport at school in Europe" published in March 2013, the teaching time devoted to physical education is 108 hours in primary school and 102-108 hours in secondary school.

2.5.2.2 French National Olympic Academy (ANOF)

Founded in 1994 under associative status, the French National Olympic Academy's aim is to promote Olympic education in schools and universities as well as among athletes. The ANOF is organized around four commissions (CNOSF, 2019):

- **Values of Olympism:**

The ANOF has set up a commission dedicated to the values of Olympism, which is part of the Culture and Education Commission of the International Olympic Committee (IOC). The Commission promotes the values of Olympism in the various educational sectors. It is the driving force behind the Culture and Education pole of the CNOSF. It also offers seminars for reflection and promotes good practices identified in the region. The ANOF is committed to

promoting Olympic culture through national education. Since 2006, it has organized each year, in conjunction with the First level teaching Sports Union (USEP), an Olympic youth camp to use sport and Olympism as a means of cultural development and social cohesion in primary schools⁵. The CNOSF has taken charge of the organization since 2010. The development of educational tools (games, booklets, exhibitions) makes it possible to extend the experience to local initiatives led by the Regional Olympic and Sports Committees (CROS) and the Departmental Olympic and Sports Committees (CDOS).

- **The National Commission of Olympian Relays**

As heir to the OIA National Commission, the National Commission of Olympian Relays (CNRO) is responsible for the recruitment, logistics and supervision of young athletes at sessions organized by the OIA in conjunction with it.

- **Olympic Studies Centre**

The Olympic Studies Centre (OSC) promotes and supports university studies related to Olympism. It also works to preserve the memory of French sport (MemoS operation) in two directions: the creation of a thesaurus of interviews with leading personalities who have marked the history of the world of sport and the preservation of the federations' archives as well as legacies of major private funds. In partnership with the Ministries of Youth and Sports (Sports Directorate), Culture (French Archives Directorate) and the CNOSF, the second axis was materialized on 15 December 2006 by the extension of the Regional Centre for Sports World Archive- to a national centre for sports world archives. Its purpose is to process and safeguard the archives of the federations and interviews of the "great" French sports players; the ANOF's MeMoS action plan is promoted in the form of a guide by the IOC.

- **Francophonie**

The Francophonie is a major concern of the ANOF, which, with the International Organisation of the Francophonie (OIF), develops specific actions towards Francophone national Olympic academies to promote Olympism within the Francophone movement. The Ministry of Sport also runs a specialised terminology and neology commission (CSTN) alongside the ANOF and the CNOSF to reflect on the evolution of the language and the definition of sports terms for use in official texts

2.5.2.3 Organisation

- **Convention**

In 2013, an agreement was signed between the Ministry of National Education, the Ministry of Sports and the CNOSF. Through this agreement, the signatories undertake in particular to (CNOSF, 2019):

- Promote student participation in sports events organized both in schools and in sports clubs;
- Formalize communication tools to strengthen information on sports opportunities;
- Promote the joint creation and distribution of educational documents to educational teams;
- Set up collaborations between teachers in charge of physical and sports education and sports educators from sports associations and federations;
- Contribute to the initial and in-service training of teachers;
- Improve the design and optimal use of sports facilities in consultation with local and regional authorities, on access to sports facilities.

- **Vademecum**

In order to enable the sports movement to understand this reform and to support it in its efforts, the CNOSF published in 2014 a vademecum on "the involvement of the sports movement in new extracurricular activities" which presents the regulatory framework and the keys to the implementation of sports activities. This vademecum summarises all the work carried out with federations and territorial actors since the first seminar organised in December 2013.

In parallel with the release of the vademecum, the CNOSF organised, on 24 June 2014, at the Maison du Sport Français, a conference entitled "Involvement of the sports movement in new extracurricular activities" (CNOSF, 2019).

CHAPTER III: METHODOLOGY

3.1 Ontology & Epistemology

This project uses an interpretivist approach. The position of interpretivism in relation to ontology and epistemology is that interpretivists believe the reality is multiple and relative (Hudson & Ozanne, 1988). Based on the principle of representing an experience of reality, this approach is used in social science when the facts studied are constructed by the interpretations of the researchers and actors (Smith, 2010). The goal of interpretivist research is to understand and interpret the meanings in human behaviour rather than to generalise and predict causes and effects (Neuman, 2000). For an interpretivist researcher, it is important to understand motives, meanings, reasons and other subjective experiences which are time and context bound (Neuman, 2000) (Hudson & Ozanne, 1988). The majority of the qualitative approach emerges from an interpretative paradigm (Miles, Huberman, & Saldana, 2013). This approach is subjective because the interviewer seeks to gather the opinion of the interviewed from specific questions (Creswell J. , 2002). The interpretivist/constructivist researcher tends to rely upon the “participants' views of the situation being studied” (Creswell J. , 2002) and recognises the impact on the research of their own background and experiences. Constructivists do not generally begin with a theory (as with post-positivists) rather they “generate or inductively develop a theory or pattern of meanings” (Bogdan, 1998).

3.2 Survey method

Research data are collected through qualitative research. Research that produces and analyses descriptive data (Taylor & Bogdan, 1982), this method is concerned with the observation of a social phenomenon in order to know the factors conditioning a certain aspect of the behaviour of the social actor brought into contact with a reality (Deslauriers, 1988). Qualitative data are collected from several methods such as observation, focus groups and interviews (Jones & Gratton, 2009). It aims at obtaining an idea of the perception of a thematic area by judgments and attitudes (Bryman & Bell, Business Research Methods, 2015). The qualitative approach seeks to analyse the data after being collected by words instead of figures (Bryman, Business Research Methods, 2011).

As far as the study project is concerned, the problematic is in perfect adequation with qualitative research, because it requires the opinions of external actors for London 2012 and organiser of Paris 2024. This is supported by Veal (2006) who explains that qualitative research

must be put in place if the researcher wishes to collect information that requires the opinion and judgment of experts. Mason (2002) explains that semi-directive interviews are the best way to collect data because the data collected will be reliable. Indeed, the quality of the data collected depends strongly on the involvement and experience of the person (study leader, marketers, etc.) who conducts the individual interview. This interlocutor must be able to give positive attention and active listening to the subject, while using reformulation techniques wisely. Its objective is to “make say instead of saying” in order to guarantee sincere, realistic and unbiased testimony. Managing the respondent's silences and reflective phases, as well as the ability to understand non-verbal language, are key elements of good interviewing.

Based on semi-structured interviews, this method of data collection is defined as an effective tool which aims at encouraging the production of an investigator's speech by an investigator on a particular theme by influencing the his/her remarks (Patton, 2015). Semi-directional maintenance is a method that requires little equipment and is easy to access (Ritchie, Lewis, McNaughton Nicholls, & Ormston, 2013).

3.3 Population and Sample

The qualitative study is based on series of semi-structured interviews with external actors who can provide a critical opinion for London 2012 and protagonists in charge of Paris 2024 educational programmes. The people requested are contacted by phone and mail. In order to solicit the interviewees and maximize chances.

Requesting an interview involves introducing ourselves and to present the research, as well as defining the approach to the interview and explaining the choice of contacting the person (Bryman, Business Research Methods, 2011) This approach avoids some misunderstandings about the role of each one (Creswell J. , 2002). The terms of the interview must be defined in advance. The interviewer must establish a date, make a reminder a few days before, define the duration and choose a place where one can speak freely so that the respondent feels comfortable (Galletta, 2013). The recording of the data will be done by tape recorder (after agreement of the interviewee) and taking notes.

The interviewer's attitude is based on three interrelated dimensions: empathy, acceptance and non-directivity (Edwards, 2013). The role of the investigator oscillates between proximity (interest in the interviewee's words, unprejudiced curiosity, commitment to discourse) and distance (control of emotions, comments and attitude of the interviewer) (Jones & Gratton, 2009).

Semi-structured interviews are established in order to extract and absorb as much information as possible by probing stakeholders. As regards Jones & Gratton, 2009, this method puts the interviewee on the spot and tests his or her knowledge of the topic area, so that the interviewee answers all the questions appropriately.

This process led to 6 interviews for London 2012:

- Ines NIKOLAUS, Lecturer at Munich University of Applied Sciences
Through her book, Pierre de Coubertin's Olympic Idea as an Educational Challenge for the Worldwide Olympic Movement, Ines NIKOLAUS gave an examination of Olympic education programmes for schools during the period 1976-2014. Her analysis and comparison of the Olympic Education Programmes offered by the host cities of Olympic Games as well as by International Institutions were very helpful for this research.
- Eric MONNIN, Lecturer in Sport Science at the University of Franche-Comté Historian, French sports sociologist and specialist in the International Olympic Movement. Eric MONNIN has a strong experience in Olympic education.
- Sarah RYE, Kent 20in12 lead teacher
Lead teacher for the Kent 20in12, Sarah RYE developed and delivered a district wide programme, inspired by the London 2012 Games, that linked schools across a geographic area.
A specific interview guide was helpful to know more about the project Kent 20in12.
- Dr Geoffery Z. KOHE, Senior Lecturer in Sport Studies at Worcester University
His research strengths traverse the socio-cultural, historical, and political aspects of the Olympic movement were essential to bring a critical look to London 2012.
- Joe PIGGINS, Lecturer in Sport Management & Policy at Loughborough University and Elisavet ARGYRO MANOLU, Lecturer in Sport Management at Loughborough University.
Loughborough was elected as the best university in the world for sports-related subjects in the global 2018 QS higher education league table. The University and the British Olympic Foundation created in 2004 the Centre for Olympic Studies & Research based at Loughborough. Joe PIGGINS and Elisavet ARGYRO

MANOLU as lecturer in Sport Management for under and postgraduate shared with me their knowledge and experience for this research.

Regarding Paris 2024, this method led to 2 interviews

- Emmeline NDONGUE, Education Officer Paris 2024
- Adrien DEPREZ, Education Officer Paris 2024

Employees of the Paris 2024 organizing committee, Emmeline NDONGUE and Adrien DEPREZ told me about their experience in setting up Olympic education programmes.

3.4 Instrument development

As part of this project, interviews are conducted using an interview guide. This tool aims to identify the main themes to be addressed and the questions to ask the actors (Boutin, 2000). It allows an upstream preparation and a great freedom of speech. It is a method that requires little hardware and has an easy access but requires attention to preconceived ideas such as thwarting the image of the “right answer” (Gotman, 2015). The interview guide is not just a list of questions but a tool that must be adapted to the context of the interview. It is composed of all the topics to be addressed that can be written in the form of open-ended questions (Collis & Hussey, 2013). Generally introduced by a reminder of the study and its progress, each question or topic corresponds to a goal of understanding or precise knowledge (Dumez, 2016). While the interview guide (Appendix n°1) has many advantages (preparation in advance of maintenance, a guarantee of seriousness in the eyes of some interviewees), it may also have drawbacks that the interviewer must anticipate to guard against it: learn to detach himself from the guide, to explain his use to the interlocutor (Lejeune, 2014).

The first part of the interviews with the organizers for London 2012 is divided into 3 topics:

- **Before the Olympics:** to determine what London expected in terms of purpose, strategy and understand how the host city has set up its projects.
- **During:** to analyse the different educational programmes and their pedagogical approach.
- **After the Olympics:** to evaluate the impacts of the programmes and the educational policy until today.

The second part for Paris 2024 is divided into 3 topics:

- **Before the Olympics:** to determine what Paris wants to set up and what the host city has already planned.
- **After the Olympics:** to understand the action policy in order that Paris ensures a positive impact post-Olympic Games.
- **Comparison with London:** to assess similarities and differences with the 2012 education programme.

3.5 Analysis

The semi-directive interviews are completely transcribed to make it possible to categorize the answers collected. The information is grouped into an analysis grid by theme and sub-theme to derive on an analysis of each content (Boutin, 2000). The purpose of content analysis is to collect and process the mentioned data to characterise the answers elements. The analysis technique is based on a grid that is applied to all the interviewees. Once the grid has been completed, the interviewee must perform four specific types of work: two analyses (one vertical and the other horizontal) and two syntheses (one vertical and the other horizontal) (Lejeune, 2014).

- The purpose of horizontal analysis is to understand each individual's responses to a given theme.
- Vertical analysis is used to determine what has been answered by an individual for all the given themes.
- The horizontal synthesis will make it possible to know what the group of individuals has answered to a given theme.
- Vertical synthesis will synthesize what each individual has answered to all the given themes.

Through this analysis, the interviewer is able to (Huberman & Miles, 2003):

- Understand the expectations of each individual according to a given theme;
- Understand the expectations of all individuals, and how and why they will react in a particular way.

CHAPTER IV: RESULTS

4.1 London 2012

4.1.1 Olympic education programmes

International Inspiration Programme

Launched in 2007, five years ahead of the London 2012 Games, this programme was the first international Olympic and Paralympic legacy project. Its goal was to enrich the lives of 12 million children and young people of all social categories and this in 20 countries of the world through sport.

The aim of the organizers was not only to motivate children and young people to practice or learn about physical activity and sports but to change their lives in a sustainable way. Depending on local needs, tailor-made programmes have been designed for each of the countries involved. Twelve sub-themes were addressed by the international Inspiration programme in the respective countries: girls' empowerment, inclusion, child-friendly movement, physical education and sport at school, sport development.

“Through this programme, London was the first host city to talk about Paralympism” (Nikolaus, 2018).

As illustrated by these figures, the goals of International Inspiration were exceeded:

- More than 25 million children and youth were affected by the programme
- More than 250,000 practitioners (teachers, coaches, leaders) have been trained
- 55 national policies, strategies and legislative changes were influenced
- 308 spaces have been developed in 7 countries
- 594 schools around the world were linked and benefited from this relationship

Get Set

The Get Set programme not only inspired and promoted the Olympic Movement, the London 2012 Olympic and Paralympic Games, but also provided a network of activities and actions beyond the event. Get Set allowed the development of social values, behaviours, attitudes and social convictions to live healthier and in community. The strength of the Get Set

programme included a range of different topics: Collaboration and Citizenship, Practical Learning, Culture and Creativity, Sustainability, and an important section on Physical Education and School Sport. The site had informative fields on Olympic events, photographs, visual material, inspiring stories from athletes and tips on how to establish local Olympic programmes. To create more commitment, the site has created links to other national, regional and local initiatives and programmes such as the Youth Sport Trust programme.

Although the site and the use of its resources were free, developers incorporated incentives to attract additional investment from individuals, teachers, schools and communities. Schools, for example, could register as an official Get Set school. Get Set functioned as a monitoring and measurement mechanism allowing organizers to evaluate the breadth and depth of educational projects developed in the country.

“Involved 26,000 schools 576 and 6.5 million young people across the UK. An impressive 85 per cent of UK schools signed up to this programme” (Piggin, 2018)

“Get Set Programme places, for the first time in the history of host cities’ education programmes, equal emphasis on Paralympic and Olympic values as the core of all educational offerings” (Manoli, 2018).

Kent 20in12

The Kent 20in12 programme was an educational programme designed to exploit the opportunities offered by the educational activities of the London 2012 Olympic and Paralympic Games. Every 12 months, 20 quality learning projects were selected, hence the name 20in12. The main objective of this campaign was to motivate young people in Kent to develop projects around Games but also to involve and reach young people in the UK and around the world. This programme used a web-based learning platform. Schools and colleges could set up their learning experiences inspired by the 2012 Olympics and potentially be presented as case studies on the online platform. In the same way as Get Set, the Kent 20in12 apprenticeship programme applied to the entire programme and not just to physical education and school sport. He encouraged interdisciplinary work and inter-phase collaboration as a first-year educational framework to higher education.

“Kent 20in12 ensured a legacy beyond the London 2012 Games, and a greater development of inter-school partnership” (Rye, 2018)

“The goal of 20in12 was to involve youth in a very pro-active way in order that they become a learning mentors for their families and friends” (Rye, 2018)

4.1.2 Legacies

The International Inspiration Programme was both innovative in its content and ambitious. It was the first time that a host country for the Olympic and Paralympic Games was setting up an international programme involving so many young people.

“The main goal of the programme was to reach 12 million young people. In 2015, the International Inspiration Programme reached 25 million people around 20 countries” (Nikolaus, 2018)

The IIP developed its global vision to enrich the lives of children and young people of all abilities in schools and communities in the 20 partners countries. The programme contributed to positive change at three levels of society: policies were influenced, practitioners trained and a significant number of young people inspired by sport.

“The programme enabled the creation of 53 political strategies, including the introduction of PE in school curricula of some countries” (Nikolaus, 2018)

In return, targeted children and youth got an improvement of their benefits through a healthier lifestyle, engagement in education, personal development and social inclusion.

“The role of girls in Muslim countries improved (...) Courses to learn how to teach swimming decreased the drowning number in Bangladesh” (Piggin, 2018)

The programmes continue to be applied in all partner countries. IIP has contributed to a positive global legacy generated by a sporting event. However, the impact of the policy change did not resonate immediately. It took time to lead to a change of attitude and culture of work. The programme has therefore continued to work with participating government and non-

government agencies for the best application of the concepts of sport for development and sport for all.

After London 2012, **Get Set** continues to develop its programme with a new version. The organizers set up a value reward system. Young people are officially recognized for fulfilling goals and developing actions to promote values in their schools and local communities. As with the pre-Games site version, schools must register for the programme, which allows them to access additional content and resources as well as the listing of participating schools.

“To leave a legacy” is also addressed by the **Get Set programme**, which is now under the authority of the British Olympic Association and the British Paralympic Association. Today it is an official GB and Paralympics GB youth engagement programme via a web platform. The page offers a wide range of content, including official documents, films and educational resources.

“The goal is to maintain the enthusiasm of the younger generation for the biggest sporting event held every four years in a different country” (Manoli, 2018)

Concerning **Kent 20in12**, the organisers had committed in 2005 to the goal of creating a lasting legacy and have a long-term impact on the county.

“Kent20in12 reached children in over 30 schools in learning opportunities within culture, education and sport” (Piggin, 2018)

The programme made a positive difference for Kent:

- The continuation of the Kent School Games inspires tens of thousands of Kent children to participate in a competitive school sport and enjoy the social and academic benefits it provides
- The partnership between the different schools is a real tool to enable schools to set up projects.
- The Olympic and Paralympic values were shared equally and made tangible through countless activities for youth.

In the case of the United Kingdom, the London 2012 Olympic and Paralympic Games have reinforced the role of physical education in British schools and positive attitudes towards sport for young people. This is reflected in the following figures:

- In accordance with a new sports strategy for young people in the United Kingdom, £1 billion has been invested over five years to create 6 000 new community sports clubs
- Sport England's Places People Play initiative funded the upgrading of sports venues with a budget of £135 million.
- The UK government has established an annual investment of £150 million in school sports in England.
- 12,000 schools across England took part in the 2012 School Games.

“London enable the young British people much better access to sports facilities, competition, coaching and sporting events” (Manoli, 2018)

“Schools and colleges used the London 2012 Olympic and Paralympic Games to develop school sport and PE activities” (Piggin, 2018)

The London 2012 programmes achieved a new level of quality: a specific international programme in Get Set, offered in three languages, and International Inspiration, in which more than 25 million children and young people from all over the world participated. With London 2012, Olympic education has become global. The programmes have left a unique sport legacy, inspired and enriched the lives of generations and influenced many changes in national policies, strategies and legislation.

4.1.3 Issues and challenges

Through their “inspiring a generation” campaign, organizers in London 2012 wanted to use the Olympic and Paralympic Games and the resulting media impact to make improvements in England and especially among young people. The key message was that the mega-event show would bring significant benefits and lasting changes in behaviour and attitude among the general population; namely via a more regular practice of sport and physical activity.

In the UK, sport and physical activity became a priority in national policy making. The London organizers judiciously aligned their plans with the social reform policies of the then

Labour government (notably to improve the financing of sport, to increase participation, to invest strategically in elite sport and simplify funding mechanisms). The 2012 Olympic and Paralympic Games in London raised many questions about the nature of sport, physical activity and physical education and who they are meant for. However, the challenges of building an Olympic education, based on a critical pedagogy, have not been put in place.

“Historically and currently, Olympic education in the United Kingdom remains characterized by a weak historical and sociocultural feature, a limited criticality and reflexivity, and an unwavering attachment to the movement's organizational rhetoric” (Kohe G. , 2018)

“Use problem-oriented and pupil-centred exercises and activities. Youth must be actors in the action” (Nikolaus, 2018)

The organizers succeeded in developing an innovative, dynamic educational Web platform and deploying a school-based resource programme. But the Olympic educational content and the interpretations of Olympism remained linked to conventional conceptualizations, especially with regard to the universality of philosophy, the adoption of selective sports values, respect for classical traditions and the development of social capital.

“The contemporary image of London 2012 Olympic Education was not different from other approaches in Olympic education” (Monnin E. , Lecturer in Sport Science at the University of Franche-Comté., 2019)

Olympic education focused too much on the sporting aspect. It must be multi-disciplinary in which different actors from Olympic Movement (IOC, NOC) and trade (philosopher, artist, academic) could redefine a new Olympic education.

“The organizers recognized a very marginal place of sport and physical activity in Olympic education. They did not mention other areas that could intervene” Eric Monnin, Lecturer in Sport Science at the University of Franche-Comté.

“The interdisciplinary approach is necessary” (Manoli, 2018)

This work could begin by developing a clearer understanding of local experiences among young people. Practitioners could work on the field in order to fit with the experiences

and concerns. of youth. Then, to discuss the potential of sport and Olympism would facilitate individual and collective development and change.

“The first thing to do should be to abandon our expectation to the global transformation of Olympic education and instead explore the possibilities at the regional and local levels. It would have greater cultural relevance and resonance for participants” (Kohe G. , 2018)

In the majority of Olympic educational programmes run by hosts, Olympic knowledge communication prevailed over the transmission of Olympic values.

“In most education programmes, more was written concerning sport than opportunities were offered to do sport” (Nikolaus, 2018)

Coubertin’s challenge of motivating young people to participate in sport remains a challenge for educators in the Olympic Movement, and for cities hosting Olympic Games.

4.2 Paris 2024

4.2.1 Olympic education programmes

In partnership with the French National Olympic and Sports Committee (CNOSF), the French Paralympic and Sports Committee (CPSF), the Ministry in charge of sports and all school and university sports federations, Paris 2024 has set up the programme: Year of Olympism from school to university. This programme establishes annual events (Olympic and Paralympic Week, Olympic Day and the National School Sports Day) which respond to several issues:

- Enhancing the value of sports practices at school: physical education and sports, school and university sport
- To promote sport as a pedagogical tool to contribute to the different areas of training in school and university education
- To enhance the cultural dimension of sport, by developing both cultural and sporting activities
- To mobilise sport as a tool to strengthen the links between educational establishments, their environment and the sports movement

Olympic and Paralympic Week

Following the National School Sports Day and before the Olympic Day, the Olympic and Paralympic Week is a key moment to awaken students to the benefits of regular sports practice and to understand the values of citizenship and sport. The first Olympic and Paralympic Week was organised from 21 to 29 January 2017 in order to mobilise all schools and universities in France around the Paris 2024 bid. Sports events, athlete presentations in schools and lessons in the colours of sport and Olympism were on the programme.

“Our role is to prepare and anchor the Paris 2024 Olympic and Paralympic Games by going beyond the event aspect. In concrete terms, we are working on an educational strategy for schoolchildren around Paris 2024” (Deprez, 2020)

Olympic and Paralympic Week has several objectives:

- To use sport as a pedagogical tool in teaching (e.g. sport and mathematics)
- Raise awareness of the values of Olympism by using educational and recreational tools available
- To introduce students to Olympic and Paralympic disciplines, in collaboration with the sport movement
- Changing the way young people look at disability through the discovery of para-sports and the integration of shared sporting events.
- Awakening young people to volunteer involvement

All approaches can be linked to existing national-scale operations (national or international meetings and competitions organised by USEP, UNSS, UGSEL and FFSU) or to strictly local initiatives (projects at the scale of a class, an institution or a network of institutions, at the initiative of a SUAPS or a student association, etc.).

“The 4th edition of the Olympic and Paralympic Week will take place from 3 to 8 February 2020. It is a showcase week for all schools in France, from elementary schools to universities, in metropolitan France, overseas and in French schools abroad, which are invited to present projects related to sport” (Deprez, 2020)

“Today, 180,000 students are involved and this figure will increase exponentially in the years to come” (Ndongue, 2019)

This week is an opportunity to change young people's view of disability through the discovery of Paralympic sports. Paris 2024 wishes to raise awareness among young people and to integrate the issue of disability into its educational programme. All the educational programmes developed by Paris 2024 include an awareness-raising component and are based on specific programmes developed by the sports movement, such as the Disability Sports kit.

“Students from Collège Buffon in Paris had the chance to share an afternoon with Mickaël Jérémiasz (Paralympic wheelchair tennis champion) by discovering wheelchair basketball” (Ndongue, 2019)

Olympic Day

On 23 June 1894, at the Sorbonne in Paris, a resolution was adopted, following the recommendation of Pierre de Coubertin, to revive the modern Olympic Games and to create the International Olympic Committee (IOC). The IOC recognises this memorable day 23 June as Olympic Day and calls on National Olympic Committees (NOCs) from all the world to organise tournaments and commemorative events in order to establish a spirit of mutual understanding and friendship and to contribute to the development of a peaceful and better world through sports. This represents the fundamental spirit of the Olympics (Kidd, 1985).

“Olympic Day is a unifying and sharing event for all French people” (Deprez, 2020)

In response to the IOC's encouragement, Paris 2024 celebrates this day through physical and sports activities, handicraft or cultural workshops, conferences, sports demonstrations and meetings with athletes who have participated in the Olympic Games. In 2019, Olympic Day, which was organised in partnership with the Fête du sport, mobilised 1.2 million participants and 300 athletes.

“The idea is to celebrate Olympic sport, thanks to initiation areas and demonstrations performed by French athletes” (Ndongue, 2019)

The 2019 Olympic Day was a novelty in terms of public involvement. At the end of twelve races in Paris and the regions, 46 people were rewarded for participating in the open event of the Paris 2024 Marathon for the general public.

“This year marked a novelty because we allowed participants from general public to take part in the Olympic Games” (Ndongue, 2019)

The "Generation 2024" label

The "Generation 2024" label for schools aims to develop bridges between schools and sports movement in order to encourage physical and sporting practice of young people. The label recognises the commitment of schools in this dynamic. Its deployment simultaneously contributes to the objectives of developing sport for all and accompanying sporting elite during studies. It helps to strengthen the image and attractiveness of the schools concerned and to boost their educational project in close collaboration with the sports movement and local authorities. This label Generation 2024 is part of the operational implementation of the framework agreement of 18 September 2013 between the French National Olympic and Sports Committee (CNOSF), the Ministry of National Education, Higher Education and Research (MENESR) and the Ministry of Cities, Youth and Sports (MVJS). The "Generation 2024" label includes 4 objectives:

- **To develop structuring projects with the sports clubs of the region**

A club can become a partner of an educational institution labeled Generation 2024. This label is valid for 3 years and allows to "lock" during these years a club/institution partnership and the resulting actions (animations, educational projects, provision of equipment ...). Being a partner allows the club to develop its actions in the local associative movement and to stand out from other associations, especially with local authorities. Sports clubs can develop the place of their discipline in the school environment, be identified with the local authorities as a dynamic actor and give the access of new equipment to the city.

“Almost half of the universities and CREPS are involved with Paris 2024 (...) For example, some projects have made it possible to organise a trip for pupils to a sports event or to integrate a new sport into the school sports association" (Deprez, 2020)

The activities proposed by the label may be part of the continuity of educational programmes in schools. Artistic and cultural activities can also be set up to complement sporting activities.

“In order to facilitate the implementation of the "Generation 2024" label, the school, college or high school has a large margin of flexibility in the implementation of its project” (Ndongue, 2019)

- **To participate in Olympic and Paralympic promotional events**

Schools that have been labelled must participate in the Olympic and Paralympic promotional events set up by Paris 2024. This includes: National School Sports Day, Olympic Week and Olympic Day. Beyond these three national highlights, the organization of academic events around the practice of sport is encouraged.

- **To accompany elite athletes**

The label focuses on two intervention actions: the search for high performance and educational/professional success. The increasing international competition and the adoption by international sports federations of new rules for qualifying for major events have increased sporting constraint: multi-daily sessions, a denser sports calendar, training sessions, courses, competitions, care and recovery phases. With this international competition, Paris 2024 has rethought a model of support for its athletes. Schools, college, high school and university with the label must allow a specific adjustment of the timetable and exams to allow athletes to link their sporting life and their school curriculum. Classes with adjusted sports timetables must be set up to allow more sports practice for students of good sporting level. Listed in the Grand Insep network athletes must also be able to follow a distance learning course with their school.

“Paris 2024 will completely change the way of how athletes are supported in their school careers.” (Ndongue, 2019)

- **To open to everyone sports facilities**

The needs in sports equipment necessary for all sports practices include school education, school sports association and federal practices. The sports facilities installed in schools must be accessible to pupils during school time, to public, to companies and to accommodate populations with special needs (disabilities, chronic illnesses, seniors) at times when they are not mobilized by school needs (evenings, weekends, holidays) through signed agreements.

“Sports facilities must be open to everyone. And to do this, specific slots are established” (Ndongue, 2019)

The National School Sports Day

Created in 2010, the National School Sports Day joined forces with Paris 2024 in order to develop sports practice at the School by 2024. The National School Sports Day is held every year in September in schools, colleges and high schools in France. Its aim is to promote the activities of school sports associations and federations among students, educational teams, parents and the local sports world.

“The aim of this day is to make known and promote the activities proposed by school sports associations and federations” (Ndongue, 2019)

The first edition on 14 September 2016 was an opportunity to highlight Olympism and its values as part of the Paris 2024 bid to host future Olympic and Paralympic Games. The last edition on 25 September 2019 had as its topic "Interculturality". The National School Sports Day 2019 comes as a continuation of the first "Fête du sport" led by the Ministry of Sport, which took place on 22 and 23 June 2019. It is also of "Sentez-vous sport" operation, a month-long event to promote the practice of physical and sports activities to the greatest number of people, organised from 1 September to 30 September 2019 by the French National Olympic and Sports Committee (CNOSF). It also part of the European Sports Week, an initiative of the European Commission, which took place from 23 to 30 September 2019.

4.2.2 Legacies

The Olympic/Paralympic week and day have become key annual events since Paris' bid for the Olympic Games. With the support of the French Ministry of National Education and the sports movement, these two events have become a central part of the Paris 2024 educational programme. This is a strong legacy of the organisation of the Olympic Games, as these events are now included every year in the National Education programme and will therefore be put in place after 2024.

"We want to make the Games an opportunity to leave a strong legacy for the benefit of the people. These projects are not only developed for Paris 2024, they are part of a very long-term legacy process" (Ndongue, 2019)

The "Generation 2024" label is a long-term commitment by creating a bridge between the school world and the sport movement. To date, 2212 schools and institutions have been labelled. By 2024, Paris wishes to label 20% of the schools, educational establishments and higher education establishments on French territory and to promote the opening, outside school hours, of 16,000 school sports facilities by 2024.

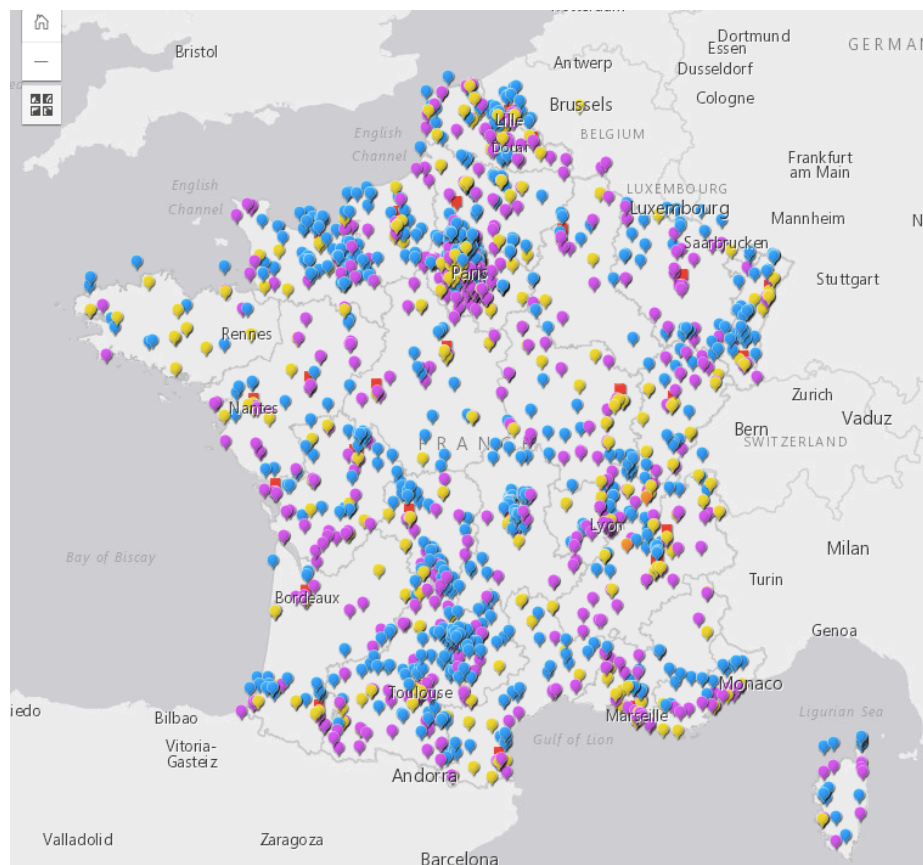


Figure 5. Mapping of labelled schools in France



Figure 6. Mapping of labelled schools in the world

The effects of a label can only be evaluated over several years. Schools and institutions commit themselves by setting up a set of specifications for a period of three years starting from the next school year.

“The evaluation of the impact of the programme can only be carried out at $n+3$ from the start of each year's school year.” (Ndongue, 2019)

Since 2010, **The National School Sports Day** has been the launch of the school sport year, attracting newcomers and strengthening a very strong base of practitioners. Since the games were obtained, Paris 2024 has been a strong topic of this National School Sports Day and brings together all the French behind the 2024 project. As example, from 850,000 licensees in 2000, the National School Sport Union: UNSS (UNSS) totals 1,178,674 in 2019. After the Olympic Games, this day will continue to be linked to the "Sentez-vous Sport" operation and to the "European Sports Week (EWOS)".

CHAPTER V: DISCUSSION - CONCLUSION

5.1 Discussion

The results described the structure and actions of London 2012 and Paris 2024 educational programme. These data made it possible to analyse the actions of the Organizing Committees for the development of the educational and sporting legacy of the event.

The metropolis of London faced a new challenge in hosting the Olympic Games in 2012 for the third time because Olympic Education had not been an issue in 1908 and 1948. The London Organising Committee for the Olympic Games goal was to bring about long-term change in its population, and particularly among young people. The organisers developed innovation educational materials and platforms that fulfilled the movement's imperatives to promote Olympism as a social/civilising project. The London 2012 programmes achieved a high level of quality: a Get Set learning programme 2.0 in three languages, and International Inspiration project, in which more than 25 million children and young people from around the world participated. With London 2012, Olympic education became global.

Concerning Paris 2024, the collected information indicates that the programme aims to involve students with games, try out new sports, and learn about Olympic and Paralympic values. The focus of the programme is not sports practice itself or the discovery of new sports talents, but rather, to disseminate sporting ideals, such as the pursuit of excellence, the value of effort, teamwork, respect for differences, and fair play. To do this, the educational strategy developed indirect (pedagogical material available on Internet) and direct (events) actions within schools and universities.

Relationship with local sports clubs

The relationship between local schools and clubs is a key component for continuing and increasing participation in physical and sporting activities (Mackintosh et al. 2014). Paris with the Generation 2024 label contributes to: strengthening the image and attractiveness of schools concerned, boosting their educational project in close collaboration with sports movement and local authorities, combining athletes' sports training with academic study, opening sports facilities to public.

If London 2012 did not set up its education programmes in this way, it is because the English sport model applied this strategy even before the London Olympics were awarded. Sports facilities are available both to pupils during school time, but also to athletes

and to companies. Compulsory from 5 to 16 years of age, schools offer a number of opportunities during these years to start a career in sport alongside education. A majority of private schools and a large number of public schools provide, in addition to physical education, training sessions in local sports clubs. From the age of 14 to 16, they can follow specific training modules as part of their General Certificate of Secondary Education. For 16-18-year-old students, it is possible to study and present one or more sports as specialities for the "A-Levels". (Laplanche, 2015). Top athletes are accompanied through the TASS (Talented Athlete Scholarship Scheme), the British government offers sports scholarships to talented athletes aged from 16 to 25. There are approximately 24 universities in the UK that offer sports scholarships in a wide variety of disciplines, under different conditions. Through its various National Sports Institutes, the UK has also set up regional centres, some of which are located on university campuses, where athletes can access a range of services from medical assistance to lifestyle advice. Counsellors are available to help plan student-athletes' schedules in advance to avoid conflicts between sporting commitments and educational obligations. These counsellors are also there to speak directly on behalf of the student-athletes in the event of unforeseen problems. (Laplanche, 2015). For example, the University of Loughborough who has twice been named University of the Year for Sport by The Times and Sunday Times Good University Guid (BBC, 2018), gives access to elite coaching, medical support, top-level facilities, a network of support staff and flexible university timetables to its athletes. This strategy enabled Loughborough University to win 34 medals at the Rio Olympic and Paralympic Games (Loughborough, 2016).

Table 1. Olympics medal table

Rank	Country	Gold	Silver	Bronze	Total
1	United States	46	37	38	121
2	Great Britain	27	23	17	67
3	China	26	18	26	70
4	Russia	19	18	19	56
5	Germany	17	10	15	42
7	France	10	18	14	42
17	Loughborough	5	3	4	12

Table 2. Paralympic medal table

Rank	Country	Gold	Silver	Bronze	Total
1	China	107	81	51	239
2	Great Britain	64	39	44	147
3	Ukraine	41	37	39	117

4	United States	40	44	31	115
5	Australia	22	30	29	81
10	Loughborough	10	8	4	22
12	France	9	5	14	28

Programmes with an international focus

London stands out from Paris through the international impact of its sport legacy programme "International Inspiration". Through the success of this project, London 2012 created a new vision of how sport can be used as part of education. This programme changes the lives of 12 million children sustainably through sport in order to help them attain a better quality of life and to motivate them for a lifelong engagement in physical activity.

Paris 2024 has chosen to develop actions only within French-speaking schools and French schools abroad. This choice is in line with the objective of the French Olympic movement to use the games to revive French in Olympic Movement. Rule 23 of the Olympic Charter states that "the official languages of the International Olympic Committee (IOC) are French and English". Part of the legacy of Pierre de Coubertin, announcements at events such as Opening Ceremonies are made in French first. In the case of divergence between the French and English texts of the Olympic Charter and any other IOC document, the French text shall prevail unless expressly provided otherwise in writing.

Regarding Ivan Coste-Manière (2020), French has increasingly played second fiddle to English, Rio 2016 Olympics were a "wake-up call" on the issue and that the chance to use the Games in the French capital to promote the language should not be missed. Ivan Coste-Manière (2020) added that beyond the case of the French language, it is important to maintain plurilingualism in the Olympic movement. Otherwise, "we would switch to a single thought, embodied by a single language, English. Plurilingualism must be defended, otherwise it will be difficult for a mix of points of view and cultures to coexist in the Olympic universe". Paris 2024 seems to be a unique opportunity to put the French language back in the spotlight within the Olympic Movement. However, only few actions have been taken with the African Olympic movement. In 2018, out of 300 million French speakers of which 122 million Africans are able to speak French (ODSEF, 2015). In addition to that, the African continent should double its population by 2050, going from a billion inhabitants today to nearly 2.4 billion which will significantly increase the number of French speaker (Agence Française de Développement, 2019). However only three African countries were involved in the 2019 Olympic and Paralympic week (Mayotte, Madagascar and La Réunion). The situation is all the more

paradoxical because in the French-speaking world, certain countries such as Cameroon, Senegal and Togo stand out for their initiatives to defend the place of the French language within the Olympic movement. In correlation with the allocation of the Youth Olympic Games to Senegal and the IOC's desire to develop Olympic education in Africa, Paris 2024 could, through its programmes, play a key role in this direction and indirectly increase the reputation of French as main official language of the international Olympic movement.

Educational programmes structures

While London's educational strategy has been oriented towards the creation of new educational programmes (Get Set, International Inspiration Programme, Kent 20in12), Paris has chosen for most of its actions to reinforce existing events (Olympic day, Olympic week, The National School Sport Day) in collaboration with other actors (French National Olympic and Sport Committee, French National Education, National Union of School Sport,...). The organisation of the Olympic and Paralympic Games in Paris in 2024 will provide a unique opportunity to develop and sustain these events over the long term. By associating itself with other actors, Paris will ensure that the programmes set up will not be abandoned after the Olympics.

The Generation 2024 label is the only creation of the Paris 2024 educational programmes. The establishment of bridges between the sports and educational movements will enable the foundations to be laid for a rethinking of the French sports model until 2024. With a new way of supporting high-level athletes, the development of partnerships between clubs and schools/ colleges/high schools/universities, and the provision of sports facilities for all, Paris 2024 create a new vision of sport in France and promote a long-term sporting legacy.

Bringing Critical Sense

The challenges of building an Olympic education by London 2012 Olympic Committee based on a critical pedagogy, did not succeed. The programmes offered texts, exercises and activities that addressed the Olympic values without any representation of individual values. There were more sports articles than opportunities to do sports. Without an understanding of the local experiences of young people from different communities, London 2012 did not fit with a well-defined conceptualization of social and sports values for young people. Educational content and interpretations remained linked to conventional conceptualization. It would be interesting to offer students a critical think at this highly publicized event. It would lead young people to social, professional and civic emancipation. To this end, Olympic education should

become a multidisciplinary space bringing together different actors of the Olympic Movement (IOC, NOCs, academics, community sports actors, etc.) and different professional areas (sport, dance, art, philosophy). This work could begin by developing a clearer understanding of local youth experiences and problems. This approach would bring out relevant and common values to resonate with the real concerns of youth. Intercultural sporting events with dance, sports, games and arts could also be a learning zone and contribute to a better understanding between cultures.

This analysis echoes recent studies on the subject. In relation to Culpan (2008), contemporary Olympic educational programmes have been developed in a descriptive approach toward historical aspects, a functionalist scientific approach, and some nationalistic bias. Though, Culpan (2008) notes that Olympic pedagogy should be “critical in its essence and emancipatory in action”. Educational programmes lack a pedagogical identity and illustrate a small meaning for communities that are the targets of these interventions. It would be more productive to deploy a pedagogical approach that offered learners opportunities to study the implications and meanings of the movement in people’s lives through social, cultural, political, economic, ethical, and physical aspects (Culpan & Bruce, 2007). In addition, Culpan & Wigmore (2010) propose that programmes related to Olympism should include a reflection on social transformations and the full exercise of citizenship. Some groups under specific conditions, such as individuals with some history of sports participation, are more convenient to change behaviour in relation to sports practice (Chen & Ian, 2015). Kohe & Bowen-Jones, (2015) claim that pupils are not passive recipients whose views can be ignored or suppressed in the application of programmes related to the Olympic Games.

Coalter (2010) claims that for a sport to take root and flourish, it is essential to review the current rhetoric about the subject, not from the legitimacy of international organisations and their concerns, but from the local evaluation of the programmes. The narratives of the communities involved in the Olympic programmes need to be analysed and considered. They can offer alternative insights about how the challenges of everyday reality may influence the objectives and achievement of mega-sporting events (Mackintosh, Darko, Rutherford, & Wilkins, 2014). Before a host city establishes an educational and sports programmes linked to Olympic Games, it is essential to know the country’s realities regarding the theme, its legislation, potentialities, and weaknesses, and to guarantee that the benefits produced by the Olympic Games will become durable (Culpan & Wigmore, 2010). In this way, host countries can develop a system to overcome the barriers that constrain the population from having greater participation in physical activities and sports. It would also be important for the International

Olympic Committee itself to evaluate the successes and failures of each games edition so that the next organising cities can improve in the future.

The evaluation of a critical approach to the Paris 2024 education programmes seems to be too anticipated and the interviewees cannot provide a critical view on this point. On the other hand, if Paris wants to differentiate itself from London, it will have to implement its education programmes according to the socio-cultural context of the French territory and the French-speaking area. In a context where France is increasingly divided between social categories, Paris 2024 could play the role of mediator and brings together all the French population around a common project.

5.2 Conclusion

The present study was conducted to investigate the role and involvement of London and Paris in the implementation of Olympic Education programmes and to explore possibilities for its effective and meaningful development in the future. The study was conducted with the following question: the role and involvement of London 2012 and Paris 2024 in the Educational Olympic Programme.

Named as the venue for the 2012 Olympic and Paralympic Games, the city of London took advantage of its multicultural reputation and its goal of increasing the sporting experience of British citizens. The organizers of the Games used this mega event to "inspire a generation". In other words, to exploit the immense coverage of the Olympic and Paralympic Games in order to instil in citizens (especially young people) a lasting change in sports practice.

In order to raise young people's awareness of sport and promote the Olympic values both at national and international levels, the London 2012 Olympic Organizing Committee (LOCOG) set up a vast educational programme:

- The innovative *Get Set programme*, launched by LOCOG in 2008, has been implemented in more than 20,000 British schools. This website allowed students and teachers free access to learning applications through activities, movies and games. Also benefiting from this educational programme were students from around the world who, thanks to Get Set's resources translated into many languages, were able to learn and participate in projects related to Games.
- *The International Inspiration Programme* was the first-ever international initiative to deliver a legacy (social, health, environmental) to the Olympic and Paralympic Games. Beyond the objective of encouraging young people to

practice more sports, this programme had to promote individuals' changes, positive and sustainable and perceptible in their way of life (for example: girls' empowerment, inclusion, child-friendly movement).

- *The Kent 20in12 educational programme* (20 learning projects created in Kent County selected every 12 months) was designed to implement, through fun activities, objectives such as fair play, excellence, adventure, health, artistic and creative development or sociability

Regarding Paris 2024, the city wants to demonstrate its desire to build Games for all and responsible. The purpose is not focused on sports practice itself, but rather, to spread sporting ideals. Through its projects, the French capital wishes to put the Games at the service of an inclusive and supportive society by developing sports practice and spreading the values of Olympism. In order to achieve its objectives Paris has set up several programmes:

- Every year, on June 23rd, *Olympic Day* is celebrated around the world. With the arrival of the Olympic Games in France, Paris 2024 organises more and more events for this day and allows everyone to learn how to practice Olympic sports in the presence of athletes who share the values of Olympism.
- As part of the National Education programmes, *the Olympic week* enables sport to be used as an educational tool in teaching, to introduce students to Olympic and Paralympic disciplines, and to change the way in which young people view disability.
- *The "Generation 2024" label* aims to encourage and develop the practice of sport by young people by creating or strengthening the link with schools, universities and the sports movement.
- *The National School Sports Day* set up by the French National Education System and unite to Paris 2024, it promotes activities of sports associations and federations to students, teachers, parents and local sports club. The National School Sports Day is held each year in September in schools, colleges and high schools in France.

Through the Olympic Games, Paris is trying to catch up with the English capital. Indeed, Sport is an integral part of the English curriculum. A majority of private schools and a large number of public schools offer, in addition to physical education, gateways to local sports clubs. This strategy makes it possible to identify tomorrow's talents at an early age. In this perspective, the Talented Athlete Scholarship Scheme created in 2004 allows the most talented athletes to

receive a scholarship until they turn 25. In addition to their academic courses, higher education institutions offer high-quality sports facilities and performance coaching centres where athletes can access a range of services from medical assistance to lifestyle advice. Open to all, sports facilities are accessible to the public and to companies. Great Britain offers a multitude of services and support for the emergence and training of its athletes. With the label Generation 2024, Paris is trying to get closer to the English educational sports model.

The 2024 Paris Olympic Games are also a great opportunity to strengthen the image of France within the international Olympic movement. In contrast to the English programmes, which have become internationalized, Paris has chosen to develop its actions only within French-speaking schools and French schools abroad. This choice can be explained by the desire to Paris 2024 to put the French language back in the spotlight within the Olympic Movement and to increase the reputation of French as main official language of the international Olympic movement.

Through the 2012 Olympic Games, London created a multitude of educational programs aimed at national and international audience: Get Set, International Inspiration Programme, Kent 20in12. The French capital has focused on strengthening existing educational events managed by French National Olympic and Sport Committee (Olympic day and Olympic week) and French national education (The National School Sport Day). By associating itself with other actors, Paris will ensure that the programmes set up will not be abandoned after the Olympics and avoid the failures of Albertville 1992 and Annecy 2018.

On the other hand, it appears, that the Olympic education set up by London 2012 Olympic Committee did not translate into a critical approach to Olympic pedagogy. Indeed, the lack of critical thinking and reflection allowed by these programmes has been missing. These programmes were articulated around a narrow conceptualization of social and sporting values that did not always reflect the identity and experiences of the young people targeted. In addition, the transmission of theoretical knowledge around the Olympic Games has prevailed over the transmission of Olympic values. Finally, remaining, for the most part, too general and superficial, the programmes implemented by the OC failed to capture the local specificities of the different audiences, which did not allow the latter to appropriate them. Based on these observations, it could be interesting to improve the following points:

- The definition of the local issues of the different communities, particularly through an effort to understand the experiences of the concerned publics. Depending on the issues of the public (discrimination, racism, poverty, social

exclusion, etc.), it would have been a question of establishing programmes that mobilize common values that are relevant and specific to these populations (living together, tolerance, mutual help, sharing, etc.). This declination of educational projects according to the public necessarily implies an adjustment of objectives according to the target groups. This orientation could be reported by professionals in the field (sports teachers, academics, educators, etc.), whose local integration would help to identify better the needs of citizens.

- Adoption by students of a more critical look of Olympic Games. Beyond the illustrated sporting objectives, it would have been a matter of questioning the less visible issues (political, geopolitical, financial, etc.).
- The development of an interdisciplinary area in which the various members of the Olympic Movement (IOC, NOCs, physical education professionals, academics, youth educators, etc.) could work together to develop a relevant Olympic education that would promote lasting positive behavioural change for individuals, both physically, intellectually and morally.

In a globalized society, where the preponderance of the short term, financial gains and individualism characterize social relations, Olympic education, through the values it conveys, appears to be necessary for Paris 2024. International sport has not always been a carrier of these values, as evidenced by doping cases, gambling scandals, match-fixing, which allowed Thomas Bach¹ to affirm that the sport was going through a "moral and ethical crisis". However, it is clear that Olympic education is not characterized by a pedagogy of improving the world. While the issues of our time will not be solved by Olympic values alone, they can certainly have a role to play in the development of individuals as citizens. They can indeed encourage a healthier lifestyle, build a more peaceful and just world. But to benefit from these Olympic teachings, the younger generation must not only be able to identify with these values but also bring their critical vision of the world.

¹ BACH, T.: Speech on occasion of the Opening Ceremony, 127th IOC Session, Monaco, 7 December 2014, in: IOC (Ed.): *Olympic Agenda 2020. Context and Background*. 127th IOC Session, Monaco, 09 December 2014, 6:

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APPENDIX

APPENDIX N°1: INTERVIEW GUIDE, LONDON 2012

- How would you define Olympic education?
- How the Olympic Education Programme was used by the host country?
- Was the image of Olympic education in London 2012 different from the majority of approaches to Olympic education around the world?
- How would you rate the pedagogical approach of London 2012?
- Were the programmes based on a well-defined conceptualisation of the social and sport values of young people?
- Did the London experience contribute to a development of educational policy and successful implementation programmes after Olympic Games?
- What do you think were the strengths and weaknesses of London Olympic Games?
- What would be your recommendations for an Olympic education of tomorrow?

APPENDIX N°2: INTERVIEW GUIDE, KENT 20in12 LEAD TEACHER

- How would you define Olympic education?
- How the Olympic Education Programme was used by Dartford District?
- What were the objectives of the programme?
- What programmes have you set up?
- What did you want to share with youth?
- What was your educational approach?
- How did you make your action durable?
- What do you think were the strengths and weaknesses of Kent 20in12?

APPENDIX N°3: INTERVIEW GUIDE, PARIS 2024

Before Olympic-Games

- What are the Paris 2024 objectives for Olympic education?
- What education programmes have you already established? and those that you will Undertake?
- What is your strategy for integrating the concept of Olympic education into the French education system?
- In the majority of Olympic educational programmes from 1976 to 2014, the communication of Olympic knowledge has taken precedence over the transmission of Olympic values. What is your action plan to address this?
- The parent's role is essential and preponderant both in the initiation to sport and in the performance research. What is your involvement in helping parents encourage their children to play sports

After Olympic-Games

- After the London Olympics, the level of physical activity and sport decreased. How to do it to anchor the practice in society in a sustainable way?
- In order to avoid the mistakes of Albertville 1992 (no official Olympic programme has been edited to extend the work done) and Annecy 2018 (all projects have been abandoned), how will you sustain your actions?
- Which actors will you work with?

London 2012:

- What do you admire in London 2012?
- What are your similarities and differences with the London education programme?