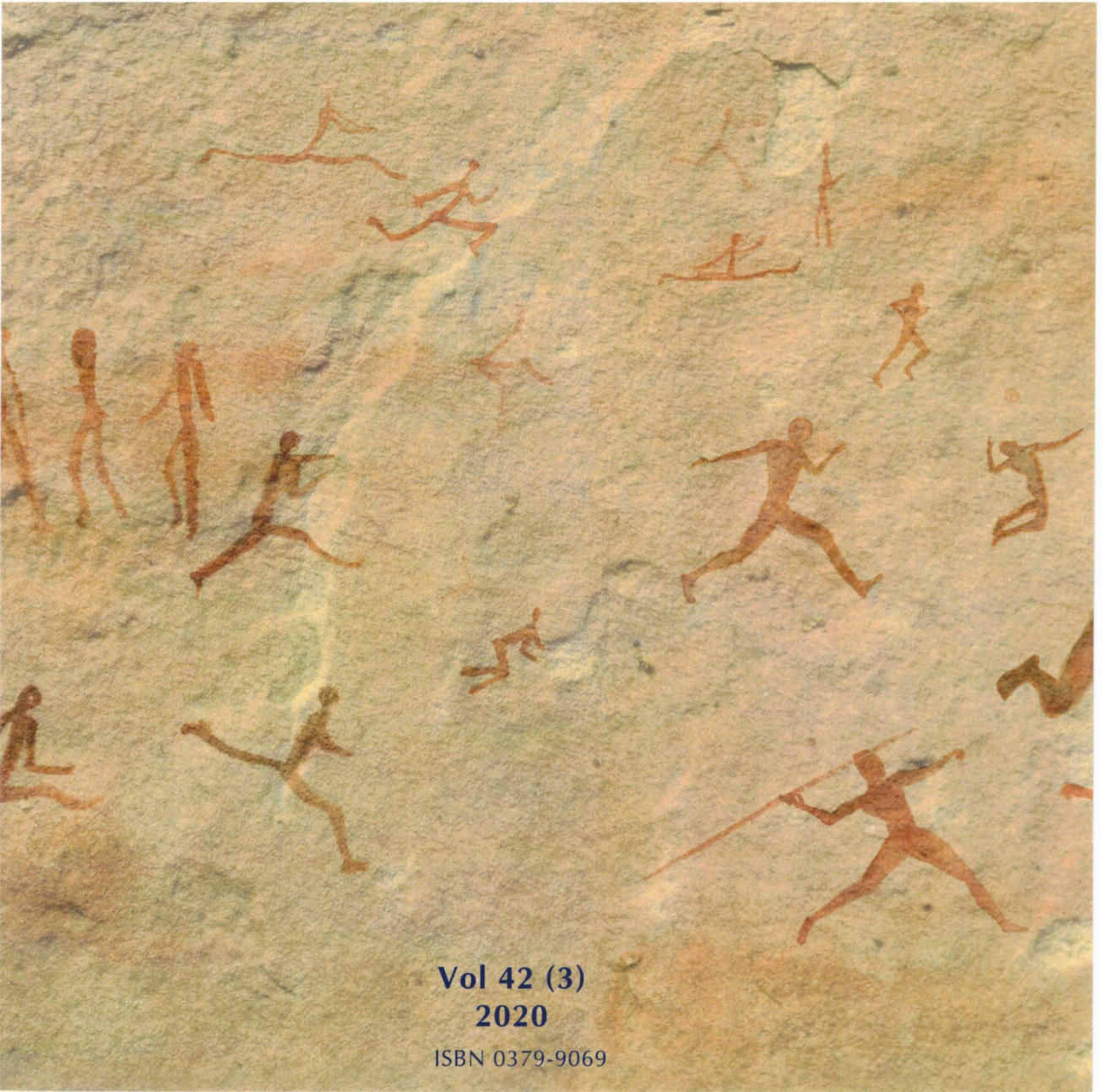




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EDUCATIONAL DIMENSION OF OLYMPISM: A SYSTEMATIC LITERATURE REVIEW

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ABSTRACT

This paper aimed to systematically review and summarise the latest literature concerning the educational dimension of Olympism, in order to provide a comprehensive overview of the published peer-reviewed articles on the topic. Specifically, the goals were to identify the main research questions and objectives in the educational dimension of Olympism; to describe and characterise the methodologies and research instruments; to analyse the results and main conclusions; to know the limitations and recommendations for future research. Data were collected from four databases: Scopus, ISI Web of Science, Science Direct and SPORTDiscus. After applying inclusion and exclusion criteria, 52 out of 123 studies were selected. Data collection was supported by EndNote X8, and for data content analysis, grounded theory methodology was used with the support of NVivo 11 Pro software. The results revealed that the current research in the field of Olympism education is being developed around two main thematic areas of study: The 'Olympism educational construct' and 'Olympism educational programmes'. This systematic literature review made it possible to characterise the research developed in the scope of Olympism education and to identify the potential unexplored research opportunities for future investigation.

Keywords: Literature review; Olympism; Olympism educational construct; Olympism educational programmes.

INTRODUCTION

Pierre de Coubertin (1863-1937), the founder of the Modern Olympic Games (1896), presented the concept of Olympism to sports. Aiming to reform the French education system, Coubertin wanted to reintegrate the body as part of the education of children and youth, since in his view a man was composed of a body, a spirit and a character (Cléret & McNamee, 2012). For this purpose and inspired by the French sociologist and social philosopher, Frédéric Le Play (1806-1882), he applied Le Play's method of 'fieldwork' and 'observation' during his travels to England and United States of America investigating foreign education systems (Chatziefstathiou, 2012). Coubertin wanted Olympism to be a philosophy of social reform (Lenskyj, 2012) and a sports project of pedagogical, political and social value through which young people would acquire physical skills allied to intellectual abilities (Girginov, 2017).

Coubertin's main purpose was to promote education through sport, in which Olympism played a fundamental role as a universal humanism tool for moral education (Martínková, 2012a).

In Coubertin's most significant statement on the Olympics, 'The Philosophic Foundation of the Modern Olympism' (1935, cited in Müller, 2000:580-583), he presented the main characteristics of ancient Olympism, as well as of modern Olympism, namely: religion (*religio athletae*); aristocracy, elite; truce, rhythm; the existence of an *Altis* or sacred enclosure; and beauty.

The International Olympic Committee (IOC) – the organisation that masterminds the philosophy of Olympism – bases its actions on Coubertin's philosophical conception of Olympism, in which excellence, friendship and respect are considered core values (Papaioannou, 2017). The IOC also manages the sports actions and policies of the Olympic Movement (OM) at an international level, which should be orientated by the Olympic Charter (OC) (IOC, 2020). The OC is the official document in which the IOC defines the Fundamental Principles, Rules and Texts of Application that should guide the OM. In its first fundamental principle, the IOC expresses its official position on the Olympic ideology based on education and culture:

Olympism is a philosophy of life that exalts and combines in a balanced way the qualities of body, will and mind. Combining sport with culture and education, Olympism seeks to create a lifestyle based on the pleasure of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles (IOC, 2020:11).

According to the structure of the work of Müller (2000) on the collection of Coubertin's writings, four main dimensions of Olympism can be outlined: (1) historical; (2) philosophical; (3) educational, and (4) political. The present study focuses on the third dimension.

Parry (1998) conceptualised the philosophy of Olympism based on some of the many modern attempts to capture its meaning, namely: contemporary official sources (OC); Hans Lenk (Olympic aims and values); Ommo Grupe (based on the Coubertin's pedagogical concept of Olympism); Pierre de Coubertin; and Avery Brundage. According to Parry (1998:154), "Olympism is a social philosophy which emphasises the role of sport in world development, international understanding, peaceful co-existence, and social and moral education".

The expression 'la pédagogie sportive' was used by Coubertin to express his strong faith in the educational values inherent in competitive sport manifested in the Olympic Games (OG) (Chatziefstathiou, 2012). As underlined by Naul (2008:20), "For Pierre de Coubertin the Olympic Games were an external motivation, every four years, for the world's youth to present the results of its education in the spirit of the Olympic ideals", considering education as superior to the OG in the essence of Olympism.

Since its foundation in 1961, the International Olympic Academy (IOA) has contributed to give continuity to this philosophy and to develop methods to put it into practice, frequently debating the theme in its international sessions and seminars (IOA, 2019), counting on the support and collaboration of experts in education and Olympism from all around the world.

Müller (2000) was one of the earliest scholars to give life to the concept of 'Olympic Education' (OE) as a phenomenon with social significance, contributing significantly to research on this subject (Monnin, 2012). The studies about OE began in the middle of the 1970s and since then several authors have also contributed to the research on the subject, such as Da Costa (as cited in Culpan, 2017), Parry (as cited in Chatziefstathiou, 2012; Krieger, 2013); Georgiadis (as cited in Monnin, 2012; Varfolomeeva & Surinov, 2016); Müller (as cited in

Lenskyj, 2012; Papaioannou, 2017); Arnold (as cited in Kohe, 2010; Culpan, 2017) and Naul (as cited in Binder, 2012; Burnett, 2017).

In 2000, during an annual IOA session for Directors of National Olympic Academies (NOA), a new conception of OE (Olympic Education) was discussed, in which sport is considered a powerful catalyst in the education of the values defended by Olympism, contributing to build mental and physical balanced citizens (Monnin, 2012). As shown in Table 1, Culpan and Wigmore (2010) presented the term OE based on the five conceptual orientations previously identified by Naul (2008).

Table 1. OLYMPIC EDUCATION CONCEPTUAL ORIENTATIONS
(Culpan & Wigmore, 2010)

Author(s)	Olympic education conceptual orientation
Müller	Based on the historical and pedagogical foundations of de Coubertin's writings. Development of the sporting person within a cultural framework of arts, music and the recognition of the beauty contained within.
Carl Diem and Ommo Grupe	Reinforcement of the pedagogical ideas of de Coubertin adding the importance of school as an educative experience. Olympic education is oriented towards fairness, solidarity and peacefulness.
Gessman	Olympic education as a form of physical education taking into account the social virtues of fairness and mutual respect and its teaching and learning goals when striving for physical performance.
Binder	Focused on values education through sport, integrating the philosophical positioning of de Coubertin and the principles of the Olympic Charter. Sport is a means to develop moral and ethical behaviour in order to lead a more virtuous lifestyle.
Naul	Olympic education is Olympic learning within social milieus. Interdisciplinary study in schools and beyond. Political and social aspects of competitive sport including Olympic sport are addressed.

Olympism education is advocated by Culpan and Wigmore (2010), underlining the difference in relation to the five orientations of the conceptual framework of OE explained in Table 1; according to the authors, to be effective, the current term 'Olympic education' should be changed to 'Olympism education', and they argue that more focus needs to be placed on Olympism. It is still important to emphasise their adoption of a critical pedagogy for Olympism education in order to maximise the learning benefits of Olympism-based programmes that stress the link between Olympism education and PE and sport (Culpan & Wigmore, 2010).

In line with this reasoning, the present literature review (LR) uses the term 'Olympism education' instead of 'Olympic education'. The term 'Olympic education' is only used for specific educational programmes or when referring to authors who use this terminology in their studies.

As of September 2015, the United Nations (UN) listed on its website the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development (UN, 2015), adopted by world leaders at a UN Summit. Sport was included in the UN's Agenda 2030 and recognised as an important vehicle for sustainable development. The IOC-UN co-operation (IOC, 2017) has been central to make sport a means for promoting the SDGs. The IOC believes in sport's potential for the development and achievement of many of these goals (IOC, 2015). The Research Question (RQ) formulated to guide this study is in line with the fourth SDG (Ensure inclusive and quality education for all) of the UN 2030 Agenda. Placing Olympism as a tool at the service of sport and human development, the RQ for the present study is: How has research (peer-reviewed articles) addressed the contribution of Olympism to an inclusive and quality education for all through sport?

PURPOSE OF RESEARCH

The main purpose of this study was to do a systematic literature review of the peer-reviewed articles published in the last decade (2010-April 2019) concerning the educational dimension of Olympism. This study contributes to the knowledge and understanding of the most current research developed in the context of Olympism as an educational philosophy, to synthesise the research themes and results, and to identify research gaps in order to help define future research priorities.

METHODOLOGY

Three methodological steps conducted the systematisation of the literature, namely: Systematic Literature Review (SLR) protocol, data collection and data analysis.

Systematic literature review protocol

Because the article is a descriptive SLR (Machi & Mc Evoy, 2016), the first methodological step consisted of the construction of a systematic protocol for reviewing the literature (Table 2) specifying the procedure used in the selection of the relevant references. As such, it includes defining the data research criteria, in addition to the study's main and specific purposes, as well as the modes of export and data analysis and treatment. Three independent researchers replicated the databases search, ensuring the internal validity of the study.

Data collection

Initially, a total of 216 articles was identified using the four databases and all of them were exported to EndNote X8 software in RIS format, with the following distribution: Scopus (98); ISI Web of Science (73); Science Direct (4); and SPORTDiscus (41). Then, 93 duplicates occurred and were removed from the exported data. According to inclusion criteria, the data collection process continued with a screening of the remaining 123 articles in order to refine the results. For this purpose, all articles whose abstracts, titles and keywords were not relevant to the subject of the present investigation were withdrawn. All the information about the results obtained from database searches is compiled in Table 3 that follows Table 2.

Table 2. SYSTEMATIC LITERATURE REVIEW PROTOCOL CRITERIA

Criteria	Content
General objective	To know and understand the most current research (peer-reviewed articles) regarding the educational dimension of Olympism in the period between 2010 and April of 2019.
Specific objectives	To identify the main research questions and / or objectives in the educational dimension of Olympism; To describe and characterise the methodologies and research instruments applied by the author(s); To analyse the results and / or main conclusions; To know the limitations and recommendations for future research.
Target-public	Academics, researchers and editors
Theme	Olympism and Olympic Education
Keywords	Olympism; Olympic education
Search string	Olympism OR "Olympic education"
Databases sources	Scopus; ISI Web of Science; Science Direct; SPORTDiscus.
Inclusion criteria	Full articles (theoretical models or empirical papers); Published between 2010 and 2019 (April); Peer-reviewed journal articles; Articles written in English; Publications whose abstracts, keywords and title were relevant to the theme of the educational dimension of Olympism.
Exclusion criteria	All abstracts outside the scope of the educational dimension of Olympism; All articles that are not in English; Conference proceedings.
Methodological quality and validity	The inclusion criteria defined in the research protocol will be applied through the database filters; The research will be done independently by 3 researchers according to the inclusion criteria and the results will be compared to ensure the internal validity
Data export	Software EndNote X8
Data analysis	Qualitative software NVivo 11 Pro

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Table 3. RESULTS FROM DATABASE SEARCHES

Data	Scopus	ISI Web of Science	Science Direct	SPORT- Discus	Total
Data before duplicates' removal	98	73	4	41	216
Data after duplicates' removal	97	19	3	4	123
Rejected Data	49	15	3	4	71
Selected Data	48	4	0	0	52

There were several reasons by which 71 articles did not formally meet the inclusion criteria: articles from conference proceedings; and articles related to dimensions of Olympism other than education, namely: IOC geopolitics, OG medallists, OG hosting and bid process, OG ancient and contemporary history, IOC presidents, OG legacy, OG sponsorship, IOC athletes gender politics, Olympic flame relay, Paralympic Games, sports law, among others. Looking to identify the most rigorous possible evidence, authors excluded conference proceedings from database searches. In order to confirm that the remaining 52 articles fulfilled the purpose of the study, a complete reading of the respective full texts was undertaken.

Data analysis

Data analysis was performed using NVivo 11 Pro software. The full texts of the 52 selected articles were imported from EndNote X8 to NVivo 11 Pro. The development of data analysis procedures occurred in two main phases: theme *nodes structure* creation (categories), for data sources exploration and *subcategories* identification, while coding data sources.

Characteristics of the studies

The 52 articles selected for the present study are distributed by 27 peer-reviewed journals. The following journals were responsible to have a greater number of publications on the subject of the educational dimension of Olympism: Educational Review (8); South African Journal for Research in Sport, Physical Education and Recreation (6); Sport, Ethics and Philosophy (5); Asia-Pacific Journal of Health, Sport and Physical Education (3); Sport in Society (3); Sport, Education and Society (3); European Journal of Sport Science (2); and European Physical Education Review (2).

The authors that contributed the most to the publication of articles on the subject were: Culpan (3), Kohe (3), Burnett (2), Girginov (2), Martinková (2), Schnitzer and Scheiber (2), Šukys and Majauskienė (2) and Varfolomeeva (2).

Regarding the yearly distribution of the 52 papers, as exhibited by Figure 1, it is noticed a peak of publications in 2012 (17), to which the Educational Review journal has contributed with a special issue of eight articles dedicated to the educational aspect of Olympism; followed by 2017 (9); 2016 (7); 2015, 2018 (4); 2013 (3); and 2010, 2011, 2014, 2019 (2).

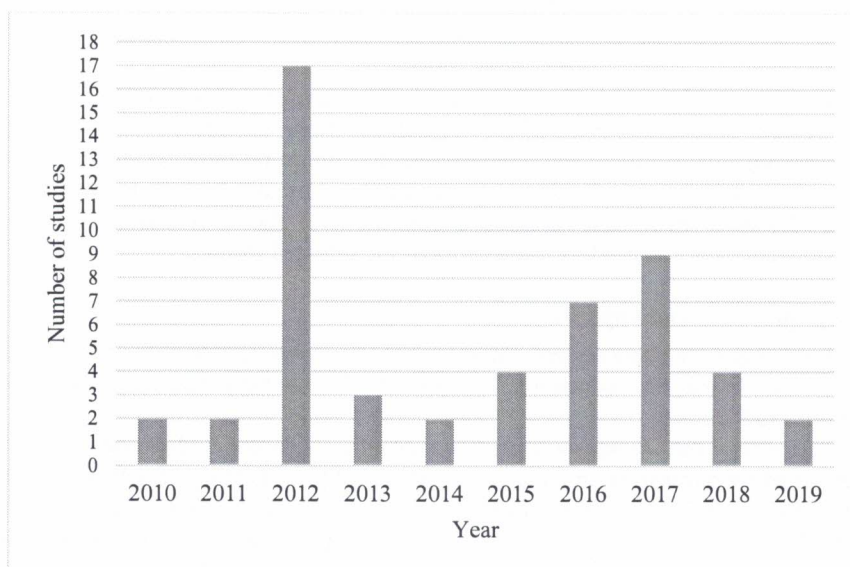


Figure 1. NUMBER OF SELECTED STUDIES PER YEAR

Theme nodes structure creation

In the phase prior to the coding process, a nodes structure was created, in order to identify the following categories in each data source: research questions and/or objectives; methodology and research instruments; results and/or main conclusions; limitations and future research. The nodes structure provided an overview of the various approaches taken by each author, particularly on the used methodologies to conduct the different researches, on the results obtained from each study, and on the respective limitations of research and suggestions for future investigation.

Subcategories identification

During the early stages of analysis, subcategories of meaning emerged while coding data sources. The application of the principles of the grounded theory (Corbin & Strauss, 1990; Walsh *et al.*, 2015) allowed the identification, refinement and integration of the subcategories in the selected articles content analysis. The constant comparative method of grounded theory (Corbin & Strauss, 1990) was used to analyse data, namely open coding to create labels to the identified themes and axial and selective coding to define the subcategories. As coding process was progressing, subcategories were identified due to data content analysis and interpretation.

While interacting with data in this systematic process, it was possible to achieve theoretical saturation until no new subcategory emerged from data content analysis. Theoretical saturation resulted in a construct of grounded data, translated in subcategories, allowing the knowledge of the state of the art of the research field on the Olympism education phenomenon.

RESULTS

Results are presented through the description of categories and subcategories, based on the specific objectives defined for the SLR: research questions and objectives; methodologies and research instruments; findings and conclusions; and future research. It should be pointed out that throughout this section, all 52 studies encompassed by this review are cited and the use of the term 'Olympic education' assures commitment to the data content, maintaining the expression whenever it is used by the authors of the selected studies.

Research questions and objectives

Research relating to the educational dimension of Olympism incorporates two main categories of study: the Olympism educational construct (19 studies) and Olympism educational programmes (33 studies).

The category of the *Olympism educational construct* denotes studies concerning conceptual dimensions of Olympism as an educational philosophy, consisting of different approaches to the measurement and clarification of the Olympism philosophy in a way that it can be put into practice. While the *Olympism educational programmes* category refers to studies concerning educational programmes developed in order to spread Olympism and its inherent values through Olympic athletes, educational systems and the wider community.

Olympism educational construct

The Olympism educational construct category of the selected studies approaches the educational dimension of Olympism under the following subcategories:

- *Athletes' social responsibility*—Olympic athletes as social agents with moral responsibilities. Loland (2012) examined how different conceptions of and approaches to the Olympic athlete can have potential in the critical study of Olympic ideology. Martinková (2012a) presented two different directions for education with respect to sport participation based on the work of Coubertin, among which athletes, when in competition, have the opportunity to choose between Olympic sport according to Olympic values (OV) or world championship sport according to market laws. Some authors (Rahman & Lockwood, 2011; Smart, 2018) pointed out an existing paradox between commercialisation and the authenticity of the OG and how this inconsistency influenced the athletes in their social construction as sporting heroes.
- *IOC social responsibility*—Critical views on the IOC's social responsibilities in the fields of education, society and peace. Bayle (2016) reviewed the literature on organisational social responsibility (OSR) and its relationship with sport, Olympism and OSR in order to examine the conditions governing the implementation and success of the IOC's strategic vision. Critical analyses (Lenskyj, 2012; Loland, 2012; Pringle, 2012; Smart, 2018) are adopted, showing the existing contradictions between the ideology of Olympism and the realities of the modern Olympics and IOC's actions.
- *Olympism and humanism*—Humanistic potential of Olympism and the conceptualisation around its intrinsic moral values. From a philosophical point of view, Cléret and McNamee (2012) proposed a relationship between the moral educational conception of Coubertin's system of sport, and certain values in the philosophy of Friedrich Nietzsche. On the other hand, Girginov (2017) analysed Olympism as a social movement for change and Konstantinov (2017) explored what the humanistic potential of Olympism is based on, while

regarding it as an expression of the need for self-overcoming and constant self-perfecting, which is a necessary aspect of humanity.

- *Olympism ideology*—Conceptual dimensions of Olympism as an educational philosophy. This subcategory reviews different pedagogical approaches associated with the OV (Chatziefstathiou, 2012), namely the appropriateness of using Olympism as a mechanism to teach values through sport in school (Teetzel, 2012); the critical analysis of Olympism and OE (Lenskyj, 2012); critical cultural and economic analysis which argues that the Olympics and its associated global culture of consumption have reduced the values of Olympism to marketing rhetoric (Smart, 2018); in-depth analysis of the Olympism ideology based on the work of Coubertin (Lyras & Welty Peachey, 2011; Chatziefstathiou, 2012; Cléret & McNamee, 2012; Martínková, 2012a; Martínková, 2012b; McFee, 2012; Teetzel, 2012; Papaioannou, 2017) and a reflection on and analysis of the complex nature of Olympism and peace-making, demonstrating how their connections have evolved over time resulting in peace education and mutual respect through sport (Spaaij, 2012).
- *Social media and organisational communication*—The promotion of the OV (friendship, respect, and excellence) by sports organisations and National Olympic Committees (NOC) via digital social networks (Mahmoud *et al.*, 2018) and the perception analysis of international opinion-forming sports journalists about the philosophy of Olympism and the OM, considering journalists as important promoters of social messages have relevance (Flindall & Wassong, 2017).

Olympism educational programmes

The Olympism educational programmes category of the collected studies addresses the educational dimension of Olympism under the following subcategories:

- *Athletes*—The relevance of Olympism to Olympic athletes during their athletic careers (Barker *et al.*, 2012); youth Olympic athletes' perception of the Culture and Education Programme (CEP) implemented during Singapore Youth Olympic Games (YOG) 2010 (Krieger, 2013) and Innsbruck YOG 2012 (Schnitzer *et al.*, 2014); and the identification of conceptual approaches to develop and implement anti-doping educational programmes directed at young athletes (Varfolomeeva & Kozyreva, 2018) were included.
- *Education system*—Studies whose research problems focused on how educational initiatives, actions, programmes, and projects were applied and implemented in the education system.

Curriculum projects—Effects of OE programmes integrated in schools (Šukys & Majauskienė, 2014; Šukys *et al.*, 2017), Olympic-related curriculum development projects for schools and universities (Binder, 2012; Monnin, 2012; Voolaid, 2013; Hsu & Kohe, 2015), the impact of an OV intervention programme on an outdoor adventure camp for university students (Roux & Janse Van Rensburg, 2017), university students' attitudes towards Olympic moral education concepts (Ghafouri & Mohammadi, 2015) and the measurement of the efficiency of OE in pre-schoolers' socialisation levels (Varfolomeeva & Surinov, 2016) was represented.

PE curriculum—This entails an analysis of OE programmes applied in a context of PE (Aroni, 2013); analysis of the Olympic knowledge system for future PE teachers (Bondar, 2015); graduating teachers' knowledge and understanding of

Olympism (Culpan & Stevens, 2017); the contribution of Olympism education and sport-for-development programmes to the development of an innovative and globally informed PE curriculum model and other sport practices in South Africa (Burnett, 2016); pedagogical suggestions and requirements for Olympism education within a PE context (Culpan & McBain, 2012; Culpan, 2017); perception of Olympism from university PE and sport sciences students' perspectives (Gomez-Marmol *et al.*, 2015); a critical approach to OE resources and programmes incorporated into New Zealand's Health and PE curriculum (Kohe, 2010); youths' (from two UK schools) perceptions and attitudes towards PE, physical activity, and the London OG (Kohe & Bowen-Jones, 2016); Singapore PE against regional and global events (Asian Youth Games and the inaugural YOG) (McNeill & Fry, 2010); effectiveness in the implementation of a curriculum model integrating OV and conflict resolution strategies for the purpose of human integration (Nanayakkara, 2016); and PE teachers' structural evaluation of the OE Handbook (Silva *et al.*, 2016).

Research regarding the implementation of Olympism in the context of PE has been gaining interest all around the world over the last years: Greece (Aroni, 2013); Ukraine (Bondar, 2015); South Africa (Burnett, 2016); New Zealand (Kohe, 2010; Culpan & McBain, 2012; Culpan, 2017; Culpan & Stevens, 2017); Spain (Gomez-Marmol *et al.*, 2015); England (Kohe & Bowen-Jones, 2016); Singapore (McNeill & Fry, 2010); Sri Lanka (Nanayakkara, 2016) and Brazil (Silva *et al.*, 2016).

- *OG host cities*—How educational programmes, resulting from the OE strategy required by the IOC from the host city in the bidding process, were applied by OG and YOG host cities to communities and schools. Studies concerning the OE programmes description, legacies, and evaluations included an historic essay regarding OE and Olympic peace education legacies from the 1964 Tokyo OG (Masumoto, 2012); Albertville 1992 'Écolympique' kit and Annecy bid for the 2018 winter OG 'Education and Olympism: from one field to the other' (Monnin, 2012); Summer Olympic Games (2000 to 2016) (Burnett, 2017); London 2012 'Inspire' programme (Girginov, 2016) and 'Get Set' programme (Chen & Henry, 2019); Rio 2016 'Second Half' programme (Knijnik & Tavares, 2012); Singapore 2010 YOG Culture and Education Programme (CEP) (Wong, 2012); and Innsbruck 2012 YOG impact in the youth community (Schnitzer *et al.*, 2018).
- *OM key-actors*—This refers to evaluation of the impact and outcomes of the Thailand Olympic Academy (TOA) programme on the OM (Somphong *et al.*, 2019).

Methodologies and research instruments

All the studies from LR applied a qualitative approach (52) with most of them (40) using only qualitative methods and the others (12) applying a mixed method approach to the analysis of data (Table 4 to follow).

Data collection and analysis

The most applied methodologies for data collection and analysis were: document collection and analysis; discourse analysis; semi-structured interviews; questionnaires; focus groups and qualitative data collection exclusively from the Internet, applying three methods: referencing (content and architecture analysis of the institutional sites), netnography and online interviews.

Aiming to ensure the quality of research, some authors applied triangulation in order to

compare and correlate official documents with personal experiences and primary data. The theoretical foundations of OE were very common qualitative approaches presented by authors of the collected studies. Olympism ideology is conceptually operationalised by authors through different methodologies: philosophical case study and essay; critical analysis; literature review; critical review; case study; and theoretical analysis.

SPSS software and LISREL software were statistical programmes used to support quantitative data analysis: namely descriptive statistics and correlation analysis. For qualitative content analysis the following methods were used: interpretive analysis and content structuring. ATLAS.ti software was used to support qualitative content analysis.

Table 4. METHODOLOGICAL APPROACHES APPLIED IN SELECTED STUDIES

Applied methods	No. of studies	Authors
Qualitative methods (only)	40	(Kohe, 2010; McNeill & Fry, 2010; Lyras & Welty Peachey, 2011; Rahman & Lockwood, 2011; Barker <i>et al.</i> , 2012; Binder, 2012; Chatziefstathiou, 2012; Cléret & McNamee, 2012; Culpan & McBain, 2012; Knijnik & Tavares, 2012; Lenskyj, 2012; Loland, 2012; Martínková, 2012a; Martínková, 2012b; Masumoto, 2012; McFee, 2012; Monnin, 2012; Pringle, 2012; Spaaij, 2012; Teetzal, 2012; Wong, 2012; Aroni, 2013; Krieger, 2013; Voolaid, 2013; Hsu & Kohe, 2015; Bayle, 2016; Burnett, 2016; Silva <i>et al.</i> , 2016; Burnett, 2017; Culpan, 2017; Culpan & Stevens, 2017; Flindall & Wassong, 2017; Girginov, 2017; Konstantinov, 2017; Papaioannou, 2017; Roux & Janse Van Rensburg, 2017; Mahmoud <i>et al.</i> , 2018; Smart, 2018; Varfolomeeva & Kozyreva, 2018; Chen & Henry, 2019)
Mixed methods	12	(Schnitzer <i>et al.</i> , 2014; Šukys & Majauskienė, 2014; Bondar, 2015; Ghafouri & Mohammadi, 2015; Gomez-Marmol <i>et al.</i> , 2015; Girginov, 2016; Kohe & Bowen-Jones, 2016; Nanayakkara, 2016; Varfolomeeva & Surinov, 2016; Šukys <i>et al.</i> , 2017; Schnitzer <i>et al.</i> , 2018; Somphong <i>et al.</i> , 2019)

Findings and conclusions

According to the two main categories initially found for the objectives of the selected articles, the following results were found:

Olympism educational construct

- *Conceptual inconsistency*—Inconsistency in Olympism concerning official expressions in the OC, point to a vague definition by the IOC (Barker *et al.*, 2012) and the need for a greater understanding and more proper discussion about what Olympism means today (Chatziefstathiou, 2012; Martínková, 2012b; Teetzal, 2012) through a re-conceptualisation of OE (Culpan & McBain, 2012). Mahmoud *et al.* (2018) concluded that experts in the sports

field are motivated to promote the OV in virtual space, pointing out a need for diffusing such values in the websites of the sports movement institutions.

- *Need for multidisciplinary studies*—Olympic research needs to be developed from a conceptual framework through which human ideals and values can be analysed in a multidisciplinary way (Loland, 2012; Gomez-Marmol *et al.*, 2015).
- *Lack of knowledge about Olympism*—This is observed among journalists (Flindall & Wassong, 2017), ‘Second Half Programme’ coordinators and PE teachers (Knijnik & Tavares, 2012) and students (Masumoto, 2012).
- *Social mission and role failure*—A critical view of the organisational social responsibility of the IOC and sports institutions in spreading the knowledge about Olympism and its values in a proper way, that points to the need for good governance (Spaaij, 2012; Krieger, 2013; Bayle, 2016; Flindall & Wassong, 2017). Mahmoud *et al.* (2018) concluded that the OV do not appear to be celebrated on the websites of sporting institutions, and that there is a lack of knowledge of the Olympic National Committees' digital spaces and as such, the potential of this powerful tool to disseminate the message through the web community is being missed. Pringle (2012) and Smart (2018) pointed out a large gap between the philosophy of Olympism and the OM's actions resulting from the impact of global consumerism and commercialism on the Olympics.

Olympism educational programmes

- *Athletes*—YOG Culture and Education Programme (CEP): discrepancies between IOC's educational aims and athletes' perceptions (Krieger, 2013); the CEP needs to be more carefully planned in order to raise interest among YOG Chefs of Mission and coaches as they are major disseminators of information for their young athletes (Schnitzer *et al.*, 2014); the gap between the aims and actual outcomes of the CEP when addressing challenges to approach future YOG editions (Wong, 2012); the need to rethink Olympic pedagogy for elite athletes in a more practice-based learning approach rather than it depending on universal and principle-based activities (Barker *et al.*, 2012); the paradox between commercialisation and sporting authenticity in the embodied representation of the OG, the Olympic athlete, or Olympian (Rahman & Lockwood, 2011); and the need for proper OE in order to promulgate Olympism as the understanding of what it means to be human, and how sport should be understood, so that it contributes to the real life choices of an athlete (Martínková, 2012a). For their part, Varfolomeeva and Kozyreva (2018:400) argue that the “Olympic education theory and the concept of drug prevention through physical education and sports may be defined as the robust theoretical underpinnings for developing and implementing anti-doping educational programs intended for the young athletes”.
- *Community*—Olympism can have great potential to promote a healthy and moral lifestyle to the global community (McNeill & Fry, 2010; Chatziefstathiou, 2012; Teetzel, 2012; Wong, 2012). Schnitzer *et al.* (2018) show that the promotion of OV through the local youth community (one of the YOG goals) is a failed mission.

- *Education system*

Curriculum development—There is a need to develop a proper pedagogical model and practice-based methodologies for teaching the OV in schools (Binder, 2012; Bondar, 2015; Knijnik & Tavares, 2012; Varfolomeeva & Surinov, 2016); PE curriculum enrichment with Olympism as a value-based education tool through sport in schools (Burnett, 2016, 2017; Chatziefstathiou, 2012; Culpan & McBain, 2012; Culpan & Stevens, 2017; Culpan, 2017; Kohe, 2010; Kohe & Bowen-Jones, 2016; McNeill & Fry, 2010; Nanayakkara, 2016; Silva *et al.*, 2016); Olympism as a curriculum content area for future PE teachers (Ghafouri & Mohammadi, 2015; Gomez-Marmol *et al.*, 2015); defending the potential of OE programmes or initiatives implemented in schools to introduce students to social and cultural values that have great impact in their daily activities and interactions in life (Voolaid, 2013; Šukys & Majauskienė, 2014; Hsu & Kohe, 2015; Roux & Janse Van Rensburg, 2017).

Lack of information training—The need to develop OE specialised training to increase knowledge about Olympism among teachers and sports leaders (McNeill & Fry, 2010; Binder, 2012; Knijnik & Tavares, 2012; Lenskyj, 2012; Teetzel, 2012; Bondar, 2015; Ghafouri & Mohammadi, 2015; Gomez-Marmol *et al.*, 2015; Culpan & Stevens, 2017; Papaioannou, 2017).

OE efficiency in prosocial behavior—Efficiency of OE in the socialisation process of pre-schoolers (Varfolomeeva & Surinov, 2016) and efficiency of OE integrated programmes in prosocial behaviour among students (Šukys *et al.*, 2017).

- *OG host cities*

'Inspire' programme unclear effects—Unclear effects of the London 2012 'Inspire' programme measured by official evaluations of participants (Wong, 2012).

'Get Set' programme efficiency—The London 2012 'Get Set' programme could have been more efficient if more input and support had been given during the programme implementation. On the other hand, a positive contribution to its efficiency was observed in the schools where more teachers were engaged with the programme (Chen & Henry, 2019).

- *OM key-actors programme impact*—The goals of the TOA programme were accomplished, impacting positively on the Thailand OM in both the short and long term (Somphong *et al.*, 2019).

Future research

Future research proposed in the selected articles was found in the above mentioned main categories.

Olympism educational construct

- *Conceptualisation precision*—To develop more in-depth precision, clarification, and critical perspectives about the philosophy of Olympism providing a rich understanding of the

intrinsic values and concepts involved for educators, who will spread the message (Kohe, 2010; Martinková, 2012a; Teetzel, 2012), more specifically on the language statements of the OC (Barker *et al.*, 2012), and to constantly redefine Olympism taking into account that it is a 'process philosophy' (Chatziefstathiou, 2012).

- *Increase research about IOC social responsibility*—To increase the research concerning IOC social responsibility in order to determine where the IOC's social responsibilities start and finish (Bayle, 2016).
- *IOC and media interactions*—To implement a mixed methods approach to determine how Olympism is actually presented within the media coupled with how the public receives this information (Flindall & Wassong, 2017).
- *Develop research using new qualitative approaches*—To apply new approaches, like netnography or ethno-marketing, which promote the better understanding of the discourse and uses of the Internet community (Mahmoud *et al.*, 2018).

Olympism educational programmes

- *Athletes*—To better understand the impact of Olympism on elite athletes' career and life, and how they might experience the philosophy including athletes' auto-perception of their social and symbolic responsibility as cultural role models for society (Barker *et al.*, 2012). Papaioannou (2017:358) proposed the examination of the hypothesis that 'athletes achieve better outcomes for themselves and society when they prioritise internally motivated and not instrumental actions in their careers, PA, and life'. Rahman and Lockwood (2011) noticed an absence of discussion on how the paradox between commercialisation and authenticity is managed through athletes who participate in the OG, as they are supposed to embody Olympism through their athletic achievements. The impact of the YOG and CEP on the perceptions of: youth athletes (Binder, 2012; Wong, 2012; Krieger, 2013; Schnitzer *et al.*, 2014), coaches, local youth and stakeholders and the relevance of the cultural and social dimension of the YOG among those who participated previously.
- *Educational system*

Curriculum development—Develop systematic theoretical approaches for further analysis in order to formulate didactic-pedagogic and practice-oriented material about Olympism, with the intention of developing new curriculum resources showing how to teach Olympism by integrating the philosophy and its inherent values in school curricula and within a PE context (Kohe, 2010; Binder, 2012; Chatziefstathiou, 2012; Culpan & McBain, 2012; Bondar, 2015; Hsu & Kohe, 2015; Burnett, 2016; Culpan, 2017; Culpan & Stevens, 2017). It was also suggested that future investigations could have longitudinal and intervention designs to examine the association of values with personal growth versus normative performance goals in PE and sport settings (Papaioannou, 2017).

Programmes impact evaluation and applicability—Assess the efficiency, impact, and legacies of OE programmes implemented in the education system (Binder, 2012; Ghafouri & Mohammadi, 2015; Kohe & Bowen-Jones, 2016; Varfolomeeva & Surinov, 2016; Šukys *et al.*, 2017; Chen & Henry, 2019).

Schools involvement with OG education programmes—Explore the involvement of schools with OE programmes implemented by the OG host cities (Chen & Henry, 2019).

- *Impact of YOG on local youths' communities*—Develop more research regarding whether and how the youth and the communities of the YOG host cities have been influenced in their perceptions of the OV and the OM, and to know the extent to which the OV are accepted by the youth community and exploring their attitude towards them (Schnitzer *et al.*, 2018).
- *OM programme impact evaluation and applicability*—Assess the applicability of the TOA Impact Model to other education programmes, evaluate the impact of all TOA educational programmes and examine the second order effects of the TOA programme (Somphong *et al.*, 2019).

DISCUSSION AND CONCLUSIONS

From the analysis of selected articles from the SLR, two main vectors were identified as priority areas of recent published research: the 'Olympism educational construct' and 'Olympism educational programmes'.

In order to provide proper knowledge to train teachers, PE teachers, coaches and pedagogues to teach Olympism's intrinsic values, some of the selected studies (Kohe, 2010; Barker *et al.*, 2012) suggest that for future research, a more in-depth exactness and clarification of the philosophy of Olympism is needed. The conceptual inconsistency of Olympism, as well as the lack of knowledge about it, appeared as a pattern in the results of this LR, which may seriously constrain the implementation of programmes directed to different social actors.

Dynamic processes are interchangeable, therefore, in order to develop a common understanding for the subsequent implementation of programmes, as well as their positive perception and outcomes, greater objectivity in the definition of concepts is unavoidably recommended. As advocated by Potschin-Young *et al.* (2018), a conceptual framework could be used to simplify thinking, structure work, clarify issues and provide a common reference point.

Findings suggest that an Olympism conceptual framework should be developed and should be capable of leveraging the development of programmes, considering of extreme importance, developing a robust theoretical foundation for the improvement of anti-doping educational programmes for youth (including young athletes), contributing to the prevention of drug use through PE and sports (Varfolomeeva & Kozyreva, 2018). In this regard, as some authors have observed, it is also worth noting the need for the development of theoretical approaches that can promote formulating practice-based pedagogical material to integrate Olympism and moral values in school curricula (Papaioannou, 2017) and within a PE context (Culpan, 2017).

The lack of knowledge about the foundations of Olympism detected in the present study also leads to the recommendation for future investigation of an assessment about Olympism knowledge in International Federations (directors, coaches and athletes).

A peak of publications on the subject of Olympism education was observed in 2012, probably due to the proximity of the London OG. The year of 2012 was also a likely year to publish on the subject of the YOG Singapore evaluations. The educational programme that has been implemented during the first YOG in Singapore in 2010 became an object of study that has been of interest to many researchers because it was the first YOG summer games worldwide,

constituting a new educational practical experience for researchers within this subject area. In addition, years with more publications can be related to periods prior or after Games (OG and YOG), because all host cities have an obligation to prepare an OE strategy as part of the educational legacy plan to organise the Games.

A number of studies have analysed some of the OE programmes implemented during the following YOG and OG: Singapore YOG 2010, Innsbruck YOG 2012, Albertville OG 1992, Beijing OG 2008, London OG 2012 and Rio 2016.

From an overview of all studies analysed in the present LR, a common trait is identified concerning the acknowledgement of Olympism as a powerful educational tool, when well deployed. The literature suggests that the philosophy of Olympism has a powerful social impact in education. The spread of knowledge and values inherent in this philosophy can be spread through sport in practice-based learning, where teachers, coaches and sport leaders have important roles in the diffusion process. To take a maximum social benefit of the Olympism philosophy, it is important to develop a more precise conceptualisation about its moral and educational principles in order to evolve from theory into practice, especially in the context of PE.

In general, the impact of the Olympism educational programmes, analysed by 33 studies, fell short of these objectives. Consequently, in order to increase positive results, greater support during the process of implementation, as well as a superior involvement of the actors (teachers, athletes and communities) in the pedagogical definition of the programmes and their implementation processes, is becoming essential. Thus, to overcome such ineffectiveness, the results of this LR strongly recommend co-design and co-creation of programmes and their implementation processes.

As stated by some authors (Krieger, 2013; Bayle, 2016), there is a strong tension between the commercial marketplace of the OG and the original OV and social objectives, making it necessary to balance the commercial and non-commercial priorities of the OG and OM. From this perspective, the IOC and sports institutions' social and educational strategy is failing. Like the public sector, it is expected that the IOC will have a responsibility to generate public benefit, following the principle of collective choice characterised by philanthropy, advocacy and participation (Davies & Doherty, 2018). However, it seems that the IOC behaves as a true private agent, pursuing income generation from commercial activities and maximisation of financial returns.

The way of life of the Olympic athlete, concerning the social values that he represents for society, was also the object of study of some articles included in this review of the literature (Loland, 2012), alerting one to the fact that Olympic athletes have a social responsibility that is being distorted by the growing consumerism of the OG, which may have a negative influence on athletes' choices encouraged by financial rewards. Thus, some of the studies (Papaioannou, 2017) also suggest further investigation of the impact of Olympism in Olympic athletes' careers and life, as well as their self-perception as cultural, moral and social role models, considering them as the ultimate expression of the IOC.

The OG has become the greatest sporting event on the planet and Olympism education should also aim for this level of success, because it is Olympism's pedagogical goals that do most to spread its inherent values. In this sense, the need for an increase in research about the IOC's social responsibility in education is recommended. Such a powerful educational instrument of social responsibility and respect for universal fundamental ethical principles should be synergistically and strategically rethought by the IOC in partnership with the

educational and political systems of the different countries that have joined the OM in such a way that the latter could really become an added social value.

These results point the way to an answer to this study's initial RQ – how has research addressed the contribution of Olympism to an inclusive and quality education for all through sport? All the studies gathered in this SLR consider Olympism to be a powerful contributor to inclusive and quality education for all through sport. Research shows that Olympism has been implemented through the OG and YOG educational programmes directed to youth athletes and communities and school educational programmes directed to youth in general.

Generally, studies highlight the inefficiency of the means by which these educational programmes were implemented, pointing out the lack of training and knowledge about the philosophy of Olympism of diffusers. The results show that the effectiveness of Olympism's educational programmes largely depends on appropriate training for PE teachers, other teachers involved in the implementation process, sports leaders and coaches.

Given the IOC's co-operation with the UN and its commitment to achieve some of the sustainable development goals of the UN 2030 Agenda through sport, authors of the present study suggest that future research should try to assess and know the means by which the IOC and OM are helping to achieve these goals.

As already mentioned in the introductory section, this LR defends the term 'Olympism education' advanced by Culpan and Wigmore (2010) instead of 'Olympic education', in the sense that the pedagogy of Olympism is based on a moral education of values through sport. In such a learning process, the educational system, and particularly PE, can be an engine for the diffusion of Olympism through practice, promoting a deeper assimilation of the values involved.

Based on the results of this LR and with the aim of providing a clear direction for future research in the educational dimension of Olympism, a new definition of 'Olympism education' is proposed by the present LR: 'Olympism education' is the didactic-pedagogical process through which fundamental ethical values – excellence, respect and friendship – are integrated, in a context of fair, noble and loyal competition. Sports and educational systems are the social interface institutions of election to put it into practice, considering physical education teachers, coaches and sporting leaders the most responsible social agents in this learning process.

With the dominance of digital networks in human relationships today, it is vital that we return to human ethical values like those embedded in the philosophy of Olympism, at a time when friendship, respect and excellence are being replaced by digital friendships, digital respect and digital excellence. However, Olympism will not happen without emotional human contact based on the search for the harmony of life, or without the joy of physical effort, that seeking for surpassing past achievements and personal and social excellence. This is what 'Olympism education' is all about.

The current SLR adds value for further research, since it has identified the main topics studied in the educational dimension of Olympism and will serve as a map for exploring the most pertinent research lines found in the existing research on the subject and the unexplored gaps, pointing to new paths for future validation.

LIMITATIONS AND RECOMMENDATIONS

The inclusion of theses and conference proceedings in the selection criteria is recommended for future research, in order to get a broader view and strengthen research in the field of Olympism education.

The IOA has been playing a key role concerning Olympism education, making available a vast and valuable library on its website that includes the publication of all annual proceedings of its seminars and sessions since 1961 (IOA, 2019). The fact that this source has not been explored by the present LR is a limitation of the study.

Taking into account the limitations of the study, it is recommended that future research not only should include a larger range of sources but also the development of a comparative study between the results obtained from the present LR (peer-reviewed articles) and the results obtained from other data sources (theses and conference, seminars and session proceedings).

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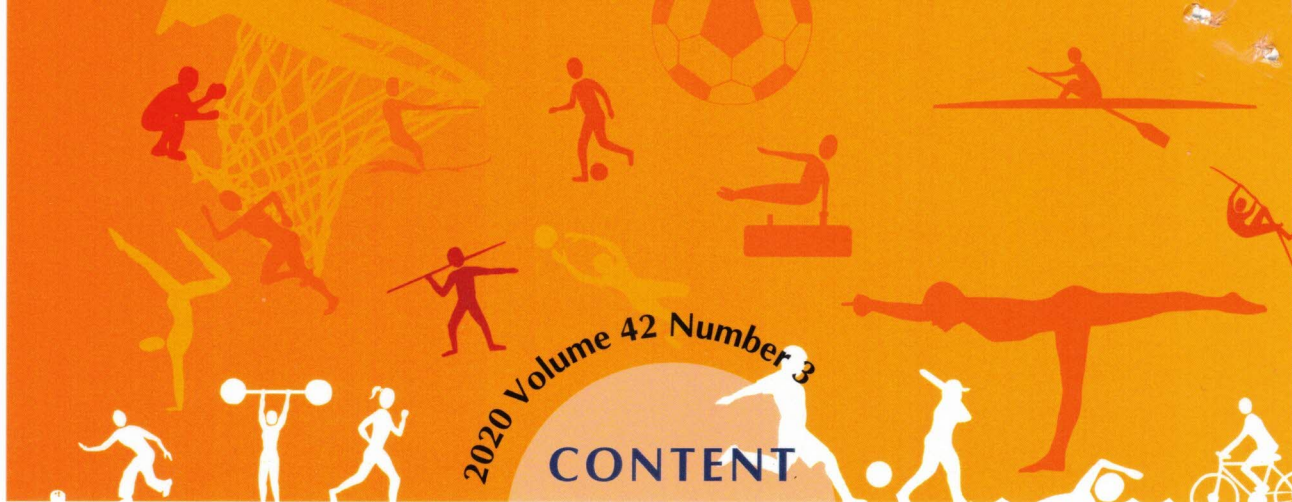
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AHN, B.; LEE, S.; KIM, D.; SEOL, S. & YANG, H.	1
Effects of simulation golf participation on leisure attitude, leisure facilitation and recreation specialisation.	
ALAHMARI, K.A.; SILVIAN, S.P.; AHMAD, I.; REDDY, R.S; TEDLA, J.S.; KAKARAPARTHI, V.N. & RENGARAMANUJAM, K.	11
Impact of smartphone usage on efficacy of physiotherapy exercises and intervention measures for mechanical neck pain: A quasi-experimental study.	
BOTHA, C.; COETZEE, D. & SCHALL, R.	29
Incidence of match injuries of South African junior netball players.	
BURNETT, C.	43
Key findings of a national study on school sport and physical education (PESS) in South African public schools.	
CHO, D. & CLEMENS, C.	61
Leisure satisfaction of sport tourists with collegiate sporting events and related local attractions.	
CONNELL, G. & SPENCER, K.	73
A player effectiveness analysis system (PEAS) in elite football using an action design research framework.	
DODO, O.E.; VAN NIEKERK, R.L. & LYOKA, P.A.	91
Transformational-infrastructure keys to equality and inclusivity in sports: Policy trajectory in post-apartheid South African sports.	
SANTOS, C.; PEREIRA, E. & MASCARENHAS, M.	111
Educational dimension of Olympism: A systematic literature review.	
SCHOEMAN, R. & SCHALL, R.	133
Analysis of power play in 2018 varsity cup rugby competition.	
TEKIN, D. & AGOPYAN, A.	147
Medical ethics assessment scale for sports: A new tool.	
INFORMATION FOR AUTHORS.	161