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MEMOS XXIV
2021-2022

Developing an understanding of Elite Athletes' knowledge and
appreciation of the Olympic Values to create an Olympic Education
Framework

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Chapter 1: Introduction

1.1. Introducing the Research Area

Malta is a country with a population of only half a million people, with a long and rich history of struggle for independence and national pride. Up to 2022, an Olympic medal has never been won by any Maltese, in either Winter or Summer Olympic Games, and very few medals have been won in Commonwealth and Mediterranean Games. This results in a lack of identification amongst the athletes with the Maltese Olympic Committee (MOC) and its mission. Given this context, the MOC has two aims; the first is to help its athletes excel and the second is to promote knowledge and implementation of Olympic values amongst the athletes and the community.

The Technical Commission of the MOC has worked hard to update strategies in order to reach out to their athletes. However, with regards to the educational element, there are many areas requiring improvement and exploration, including the dissemination of the Olympic values to our elite athletes, and consequently, for them to become a tool for promoting these values to the public.

There are 42 associations registered with the MOC. The pool of elite athletes is quite large given the size of the Maltese population. Athletes and coaches need to be trained in order to be able to increase their own knowledge and awareness regarding the Olympic values, rather than merely being educated about anti-doping activities and manipulation of games. They need to learn how to foster the adoption of these values among our students and public.

Every athlete who trains at a competitive level in an Olympic Sport aims to compete at the Olympic Games. This also applies to Maltese athletes. Regardless of the competition, an Olympian should represent living evidence of the Olympic values and the philosophy those values represent – “Once an Olympian, always an Olympian. Never Former, Never Past” (Team USA, 2022)

1.2. The Maltese Education System and Olympic Education

In the Maltese school system, the Olympic values and their relationship to sport are treated in a superficial manner and as a by-product whilst dealing with other topics, since the educational curriculum is mainly based on 'academic' subjects. In the final year of primary school, children are exposed to the Olympic Games (MEDE, 2019: 9 and 12) as an academic topic. With regards to the secondary school curriculum, the Olympics is only included in the History and PE Option subjects, with a special focus on the historical political incidents that took place during the games (SEC, 2021:19). This lack of emphasis on Olympism and Olympic values in the formal curriculum, places a greater responsibility on the MOC and the Maltese Olympic Academy (MOA) to reach out and disseminate the philosophy of Olympism in schools, and it is in the context of this aspect of the MOA's mission that there is a role to play on the part of our elite athletes.

1.3. My personal experience and motivation

My sporting career lasted over 20 years and ended seven years ago, due to injury. I fell in love with sprinting as a nine-year-old girl. In the beginning, it was only the love of the sport that mattered, until I started competing and the adrenaline from winning increased exponentially. I devoted myself to my sporting career, but I could not forget that sports in Malta will not provide a living. I read for an undergraduate degree and a post-graduate degree in business and computing, education and sport studies. When in 2008 I was selected for the Olympic Games, this was a dream come true, but I realised I had not thought about what I would do afterwards. I continued to train until I retired in 2015 at the age of 28. Although I thought I was well-prepared for a new chapter in my life without competitive sport, I was unable to avoid the enormous stress which accompanied my end-of-athletic-career transition. It was a very difficult moment, but in the following six months, I was elected to the MOC executive board and appointed to the board of Sport Malta. These two roles allowed me to continue with a career in sport. In this new role, I became aware of how much our athletes are detached from Olympism and the Olympic Movement. Most of our athletes do not understand that they are role models for many.

I am aware that even though many Maltese athletes are not Olympians, and almost none of us have any major medals, the goal of social responsibility is still very important,

including the promotion of the Olympic values as well as athletes contributing to the community (Bayle, 2015: 5). This is explicitly highlighted in the vision of the Olympic Charter as the first fundamental principle of the Olympism (IOC, 2021). If such changes can take place in the Maltese society by means of our athletes, the MOC could gain positive publicity which will indirectly help the athletes themselves, by increasing sport and educational opportunities and promoting sponsorships. Fundamental to the understanding of Olympism is its emphasis on an educational mandate. In fact, the "Olympic idea cannot be understood without an understanding of its educational mission" (Gessman, 1992:33, cited in Binder, 2004:5).

In a study conducted in Singapore (McNeill and Fry, 2010: 16), after they organised the first edition of the Youth Olympic Games, the focus on Olympic values within the country, increased. The Ministry of Education created resources for schools and these values were incorporated as part of a values education programme through PE. There is a big emphasis on soft skills, which PE can help to develop. Ten years after the games, Singapore increased sports, arts and music in schools to equip young Singaporeans with skills for the 21st century.

In a study conducted in Lithuania (Šukys and Majauskienė, 2014: 338), it was found that athletes attending schools that implemented the Olympic Education programme, emphasized the Olympic values even more greatly, with a prosocial behaviour in their everyday life. There is a good number of studies claiming the benefits of teaching Olympic values in schools, but elite athletes' exposure to this educational experience is limited. Indeed, it may be argued that athletes are left to educate themselves in Olympic Education and the life decisions taken during their sports career, which will impact the development of their character (Baker et al, 2012: 382)

From such studies, claims are made that Olympic Education can make a positive contribution to social development. This project aims to explore the level of awareness that our athletes have on the Olympic values and in what ways the Olympic Education can change the attitude of the elite athletes, which in turn will allow these athletes to act as an example to others in promoting Olympic values.

1.4. The Research Questions and the Objectives

In 2000, at the 5th Session of the International Olympic Academy (IOA) for Directors and Presidents of National Olympic Academies (NOAs), the discussions led to the following definition of Olympic education:

Olympic education [is] about social, mental, cultural, ethical and physical development. Sport is at the heart of this education, which aims to bring up young people to be mentally and physically balanced, cooperative, tolerant and peace- loving citizens [...]. Olympic education should enable individuals to acquire a philosophy of life through which they make a positive contribution to their family, their community, their country and the world (International Olympic Academy, 2020).

In this context, the objectives of this study are to:

- a) identify the Olympic Education training and resources made available by the Olympic Movement stakeholders to athletes;
- b) evaluate the level of awareness and experience of Olympic Education amongst the Maltese elite athletes;
- c) identify events and frameworks needed to be developed to increase the Olympic Education awareness among elite athletes and make it sustainable;
- d) Identify ways in which Olympic Education might be promoted by these elite athletes to children and grassroots sports participants.

For the purpose of this study, an elite athlete is defined as an athlete who is, or has been, a member of the senior Maltese national team and who has represented Malta in a major international sporting event.

There is a need to establish a framework for the development of Olympic Education programmes for elite athletes. To have a sustainable Olympic Education programme, a methodology is selected, which will aid in the structuring and implementation of the programme, with the aim of having a positive impact on the athletes.

The main research question for this study therefore is:

In what ways and by what methods should elite athletes in Malta be educated in the philosophy of Olympism and Olympic Education?

The research sub-questions included are:

- *What is Olympic education and how can it be delivered?*
- *Which, if any, Olympic values are Maltese athletes aware of?*
- *What forms of Olympic education are available to elite athletes in Malta, and how appropriate/effective are these?*

Chapter 2: Literature Review

2.1. Defining Olympic Education and the Principles of Olympism

In 1918, Pierre de Coubertin defined Olympism (De Coubertin, Muller and Skinner, 2000: 44) as:

.... the religion of energy, the cultivation of intense will, developed through the practice of manly (sic) sports, based on proper hygiene and public-spiritedness, surrounded with art and thought.

He believed that the Olympic Games were the tool needed to internationalise sports for youth, with the aim to improve their attitude towards life. In the Olympic Games Framework (IOC, 2015: 58) it is stated clearly that the Olympic Games are much more than just the Games – it is a tool for education and world peace through its Olympic values and the Olympic Movement. The Olympic Charter implies that the International Olympic Committee (IOC) promotes Olympism through Olympic Education. This was also emphasised by Bakhtiyarova et al. (2020: 275). Olympism combines all those principles which contribute to the improvement of humankind, while “its programme of Olympic education comprised including sport as a matter of course in the daily routine, to give the individual the opportunity to adapt the good and bad qualities in his nature to the exercise of sport” (Muller, 2004).

Coubertin (Müller 2000, p. 25 and 38) saw education as the key to “human happiness” and he was of the belief that education would be the answer “to the accelerated pace of change in the world”. The Olympics were Coubertin’s priority to be the tool of “peace among nations” and for the athletes to be “ambassadors of peace” (Muller, 2008). Naul (2008, p. 9) emphasises that Coubertin fails to properly define the term ‘Olympic Education’. As cited in his collection of papers compiled by IOC (De Coubertin, Muller and Skinner, 2000, p. 44), Coubertin views Olympic Education as promoting *the cult of effort and ... the cult of eurythmy – and consequently of the love of excess combined with the love of moderation.*

The term "Olympic Education" first appeared in the 1970s (Muller, 2004: 4), however, Coubertin had mentioned it indirectly many times before. Olympism is expressed through actions that link sport to culture and education (IOC, 2013). Muller's (2004: 4) definition is

Olympic education endeavours to provide a universal education or development of the whole human individual, in contrast to the increasingly specialized education encountered in many specialized disciplines. Consequently, it can only be based on the fundamental values of the human personality.

In 2021, the IOC published the latest version of its Olympic Charter; a document that provides a set of guidelines for the organisation and administration of the Olympic Movement and the Olympic Games. The seven Fundamental Principles of Olympism (IOC 2021: 8-9) give a preamble to the values of the Olympic Movement. In Table 1 below, an initial first-hand analysis of each principle of Olympism and its implications for Olympic Education is provided. Our focus in this project will be on the potential of Olympic education to facilitate the social and personal development of elite athletes, and on the contribution that elite athletes can and should make to the realisation of the goals of Olympism. In other words, what can Olympic education do for elite athletes, and what can elite athletes do for the promotion of Olympic values? Critical to understanding the latter will be the role of elite athletes as role models.

Table 1: Fundamental Principles of Olympism and the author's identification to reach them

Principles of Olympism (extracted from Olympic Charter, 2021)	Implications for Olympic Education
1. Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy of effort, the educational value of good example, social responsibility and respect for universal fundamental ethical principles.	Balanced physical and psychological development. Role models as exemplars. Ethical behaviour. Social responsibility.

2. The goal of Olympism is to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity.	Use of sport to promote peaceful interaction and respect for others. Interculturalism and sport.
3. The Olympic Movement is the concerted, organised, universal and permanent action, carried out under the supreme authority of the IOC, of all individuals and entities who are inspired by the values of Olympism. It covers the five continents. It reaches its peak with the bringing together of the world's athletes at the great sports festival, the Olympic Games. Its symbol is five interlaced rings.	Understanding of the significance of the Olympic Movement. Appreciation of Olympic symbols and symbolism.
4. The practice of sport is a human right. Every individual must have the possibility of practising sport, without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity and fair play.	Sport and human rights – the right to sport; athletes rights; gender, ethnicity, disability, LGBTQ+ rights and inclusivity. Concepts of solidarity and fair play.
5. Recognising that sport occurs within the framework of society, sports organisations within the Olympic Movement shall have the rights and obligations of autonomy, which include freely establishing and controlling the rules of sport, determining the structure and governance of their organisations, enjoying the right of elections free from any outside influence and the responsibility for ensuring that principles of good governance be applied.	The nature of sports governance. The autonomy of sport.
6. Any form of discrimination with regard to a country or a person on grounds of race, religion, politics, gender or otherwise is incompatible with belonging to the Olympic Movement.	Education in anti-racism, sexism, religion, disability, LGBTQ+ and inclusivity.

7. Belonging to the Olympic Movement requires compliance with the Olympic Charter and recognition by the IOC.	Knowledge/awareness of the legal status of the IOC and its implications for governance of the Olympic movement.
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Looking deeper into the first fundamental principle, the goal of Olympism is to place sport at the centre of the human development, to encourage a peaceful society. As an Olympic athlete, it is important to take part in the Games and compete to the best of one's abilities with the aim of winning. However, participating athletes must positively influence others or be influenced by others; by promoting equality in status, race, ethnicity, and cultural integration in a safe environment. Beyond the secondary purpose of winning and fame, the primary objective of friendliness, respect for others, fair play, and joy in the collective expenditure of effort, must have been achieved in individuals by the end of the event. This implies that once the athlete becomes an Olympian, s/he should seek to leave the games a better-reformed person than s/he arrived.

2.2. The Olympic Education opportunities

2.2.1 The Olympic Committees

In the Olympic Charter, the first mission and role of IOC (IOC 2021, 13) is:

To encourage and support the promotion of ethics and good governance in sport as well as education of youth through sport and to dedicate its efforts to ensuring that, in sport, the spirit of fair play prevails and violence is banned

The IOC's social responsibility of focusing on youth, resulted in the development of the Olympic Values Educational Programme (OVEP); "to develop an Olympic educational programme targeted primarily at young people and youth", as approved by the IOC Executive Board in 2005 when launched. These resources integrate sports and physical activity within an educational and cultural framework. Figure 1 below gives a visual

overview of the Olympic Education programme and its Olympic Learning Pathway. With its five thematic areas, this programme aims at giving the Olympism experience to all those taking part; both as a teacher and as a learner. This programme, as discussed by Monnin (2018: 94), is aimed at two areas. Firstly, the application of Olympic Values and sports in schools. Secondly, to encourage the creation and implementation of hands-on projects focusing on the Olympic Values.

The importance of such education can also be seen in recommendations 22 and 26 of the Olympic Agenda 2020; which focus on disseminating OVEP programmes and strengthening the bond between sport and culture; and within the United Nations Sustainable Development Goal number 4, that of Quality Education.

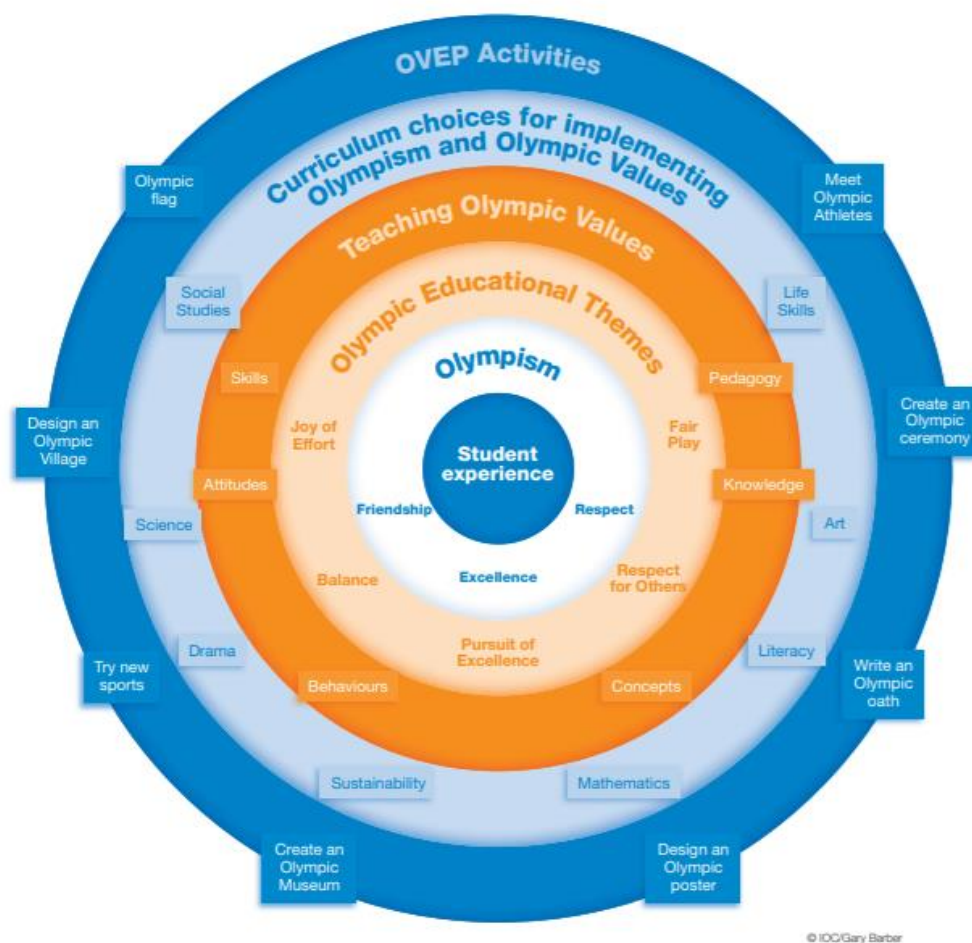


Figure 1: OVEP -The Olympic Adventure

In the progress report of 2011, the OVEP pilot project reached over 300 delegates from approximately 45 countries. The “train the trainer” concept was intended to have a ripple effect. In fact, it reached three continents and the follow-up activities continued to reach out further. Some of the projects created were A.S.P.I.R.E school network for primary schools in Australia, Youth camps together with cross-border integration in Zambia and Zimbabwe, and training of women and journalists in Tanzania. Until today, there is only this sole progression report which dates back 12 years. It would be interesting to have a more recent report, especially once the pandemic is over, to view how Olympic Education can promote Olympism to school children and elite athletes. The MOC promotes OVEP to the education department, however, it is not compulsory. There is no data that shows how many schools make use of it in Malta, nor is there data concerning the efficacy of the programme in reaching its objectives.

In accordance with Pierre de Coubertin’s wishes, the IOA was established in 1938 (IOA, 2019). The IOA is an international cultural centre in Olympia, to work with, and assist, the National Olympic Academies (NOA)s to preserve and spread the Olympic Spirit (IOA, 2021). When looking at Olympic Education opportunities for elite athletes, the IOC has the IOA branch which offers yearly sessions. The IOC Athletes’ Commission offers specific short courses on the Athlete365 platform, focusing on Olympic Values like Fair Play, by educating athletes on anti-doping and prevention of game manipulation.

2.2.2 The Olympic Academies

One objective of an NOC, is the promotion of Olympic Education programmes at all levels of schools, sports and physical education institutions, with special encouragement to create an Academy to disseminate the Olympic Values (IOC 2021: 60). In the Olympic Charter, there is an emphasis on the importance that each NOC has an Olympic Academy with the aim of disseminating Olympism.

Appendix 2 gives an overview of the established Olympic academies in the world. This shows that the growth of the Olympic Academies is ongoing, whether a country is successful in the Olympic Games or not. Continental academies are also emerging (IOA website). The European Olympic Academy is one example. It was founded in 2018 (<https://eurolympic-academies.org/>). As mentioned on its website, the aim is “To collaborate, to share experiences, to promote Olympic Education and to provide

incentives". The MOA is currently filling in the required paperwork to become a member of EOA.

At the IOA, various educational sessions are organised for different groups of people. In concept, the sessions for the young persons, lecturers, journalists, Olympians and NOAs have a theme with different sub-topics that the participants discuss and debate to give various solutions to the issues presented to them. The topics chosen are based on current affairs happening around the world at the time. In 2021, the topics revolved around Covid-19 and how Olympic Education can be disseminated during this difficult period. The IOA also publishes periodical journals; focusing on the activities created at different academies worldwide; and proceedings from the sessions held. These can be downloaded from its website.

The MOA was founded in 1985 and has been taking part in various sessions held by the IOA since its inception. It has also published a schoolbook and is currently working on creating new resources for schools as part of the run-up to the Games of the Small States of Europe (GSSE) 2023. The wish and need to promote the Olympic Values to our elite athletes is increasing within the MOC and having the GSSE on home ground can be the right time to engage with them.

2.2.3 The Olympic Education Programmes during the Olympic Games

Most recently, during the IOA's NOA session 2021, Ms Faye (Director of the Olympic Academy for Senegal) emphasized that the importance of the Youth Olympics Dakar 2026 will not only be about the results obtained, but also about the effectiveness of inspiring young people and the participating nations to promote a better and more peaceful world through the values of "Teranga" (ATAF, 2021), Senegal's distinct brand of respect and hospitality (IOC, 2021). This important outcome is not a one off. For Paris 2024, the OCOG, together with the French Olympic Academy, started a series of events in 2015, focusing on schools, universities and the public. The label of *Generation2024* is being created for these Olympic education-based initiatives (Monnin, 2020: 107). The French Olympians are the public face, and the support, of this label.

In London 2012 the educational project "Get Set" became the legacy of the games organised by the Department of Culture, Media and Sport (British Olympic Association).

The initiatives on nutrition, clean sport, para-sport and different sports activities are still available after ten years on the website, such as the possibility of inviting an Olympic athlete to the school. In an evaluation paper by Chen and Henry (2017: 262), it is very evident that schools with a more enthusiastic head were greatly engaged in the number of activities promoting Olympic Education and in delivering the project within their schools. It is interesting to mention that even schools with a less enthusiastic head, created a positive impact on the students.

'Transforma' was the educational programme of Rio 2016; different programmes were organised between 2013 and 2016 as part of the educational programme. Ribeiro et al. (2020: 13) found that teachers are pivotal to the success of these Olympic Education projects. In summary, it was a highly positive developmental experience, for those teachers who took part in the Olympic Education programme training, which resulted in a positive effect on their students. In addition to the teachers, the Brazilian Olympic athletes helped in inspiring students even after the games (IOC, 2017).

The YOG 2016 Olympism project "Dream Day", reached over 20,000 16 to 19-year-old youths, in the secondary and high schools in the host county of Lillehammer, with the aim of increasing youth in sport, while promoting the Olympic Values. However, in an evaluation study of this project by Nordhagen and Fauske (2018: 84), it was found that watching sport and trying out a new sport, had a limited effect on the students to start practising sport. Overall, the outcome of the Dream Day project, did not fulfil the expectations of the organisers and participants.

These studies imply that for an Olympic Education programme to be a successful legacy, different stakeholders need to be part of it, namely OCOG, NOA, NOC, schools, and elite athletes (Nordhagen and Frause, 2018: 85). In all the programmes mentioned above, the focus was on young athletes and school pupils, groups which are the focus of the Olympic Games Educational Programme (Ren, 2009 cited in Balsyte, 2017: 17). The services given by elite athletes were in the form of talks and showcases, which were the tools used to reach out to young people. The question is, how do these athletes know what is required of them, unless they are trained in Olympic Education?

2.3 The Promotion of Olympic Values by Elite Athletes

Whether elite athletes should be role models, is debatable, as Reid (2017) has explained. There are some athletes who feel that it is important to use their position to show commitment for the common good of society. Examples of such sports heroes are the world-known acts of Johann Olav Koss OLY, founder of Right to Play and Olympic Aid Ambassador, Hassiba Boulmerka, Tommie Smith, John Carlos, Mohammed Ali, and lately, Lewis Hamilton (Morse, 2019); known for being an environmentalist; involved himself in the development of the electric racing cars, Norway's footballer Morton, who has given voice to warn of the crisis of the environment, and the American football star Kaepernick, who gave high profile support to the Black Lives Matter movement (Edgar, 2021: 158).

Jack Goodhue of the New Zealand All Blacks rugby team has been a star on and off the pitch. He is also a mentor for the Big Brothers Big Sisters of the NZ programme, where the aim is to support and be a role model to disadvantaged athletes (<https://www.bigbrothersbigsisters.org.nz/jack-goodhue>). Cathy Freeman created her foundation, because in her own words, "The great advantage of being an Australian Olympic champion is that I now have a platform I can use to drive issues that I am passionate about, such as indigenous achievement" (IOC, 2017a)

Other athletes may underestimate their power as role models. This happened to Rudy Gobert, the French basketball player for Utah Jazz. In March 2020, he mocked Covid-19 preventive measures by touching each microphone during a media event. A few days later, he tested positive for the virus. During an interview months later, Rudy reflected that "If I could go back in time, I wouldn't do it" (Bernstein, 2020). In 1993, Nike and Charles Barkley worked together for the ad "I Am Not a Role Model" spot, which provoked a significantly negative reaction some time ago (OSU, 2019). In an article, entitled "One Role Model to Another" published on June 14, 1993, Karl Malone wrote that being a role model was not Barkley's decision to make.

Giuliano et al. (2007:173) conducted a study regarding the selection of athletes as role models for 75 males and 75 females. It was evident that males tended to choose their role models based on their athletic qualities, while females sought role models for both their professional and personal qualities. Most males chose male athletes, while females chose

both males and females. Other studies found that behaviour 'off the field' may also be decisive (Buford May, 2009: 452; Guest & Cox, 2009: 572).

2.3.1 The Maltese Elite athletes and Olympic Values

Currently, there is no formal Olympic Education programme within the MOC, and Malta does not have any Olympic medallists or world-class athletes. Indeed, the Olympic Education available to elite athletes in Malta does not go beyond the pragmatic requirements of education in anti-doping and anti-manipulation of competition in sport - the compulsory educational elements needed to have been taken in order to allow an athlete to take part in the games. This minimal provision is clearly insufficient since Olympic Education should address aesthetic, cultural, and ethical issues relating to sport which are derived from the fundamental principles of Olympism as specified in the Olympic Charter.

In the opinion of the researcher, this makes it harder to make use of the role model image of Maltese athletes to the public and youths. However, there are former elite athletes who live the Olympic Values in their quest to help make Malta a better place. Three of these athletes were chosen by the MOC and Commonwealth, to be Change Makers for the Commonwealth Games 2022, which will be held in Birmingham later this year.

Neil Aguis, is a Maltese Olympian who swam a world record of 124 kilometres unaided, from Linosa to Malta, in summer 2021, with the aim of promoting his project #waveofchange; focusing on the damage of plastic in our sea. Fabio Spiteri is a former track athlete and triathlete national team Maltese athlete, who has a passion for animals. Every year, he is on a quest to support animal shelters. In 2021, Fabio cycled around Sicily in less than 50 hours. Finally, Jake Vella, a preteen athlete who has been diagnosed with ROHHAD. Vella is the link between these two great athletes. Last summer he swam 100km in a pool to help animals and support #waveofchange.

2.4 Gaps in Literature

As can be seen from this literature review, there are more resources and projects available to disseminate the Olympic Values to young people, while lack of studies show that it is very limited to elite athletes. In fact, athletes are most of the time, the tool to promote the Olympic Values to youths. But from where and how are the elite athletes gaining their Olympic Education knowledge? This project aims to address this literature gap. Whether or not an athlete is a role model is another debate. As Malone (1993) said "We don't choose to be role models. We are chosen. Our only choice is whether to be a good role model or a bad one."

Chapter 3 Theoretical Framework and Methodological Procedures

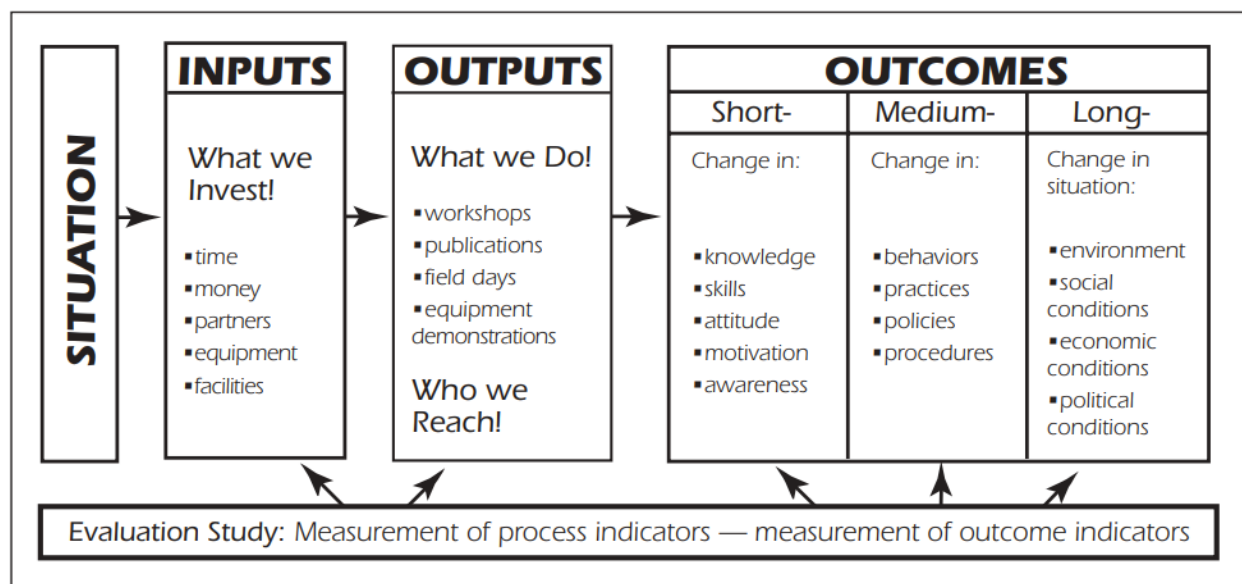
The introductory part of the project deals with the theoretical aspect of Olympic Education and an analysis of its availability to athletes. The final part of the project is devoted to the research among elite athletes, in order to determine the strategic changes needed to reach the goals of this project.

3.1. Developing an Olympic Education Framework

3.1.1 Logic Model

When developing an educational programme, the relationship between the vision, policy, goals and objectives of the organisation is important (Fisher, 2010: 4). The Educational Logic Model was chosen to develop this programme, focusing on the Olympic Education and Olympism. This model is widely used in education (Newton et al., 2013: 92; McDeiros, et al., 2005:199). It provides a picture of how the programme is intended to work around its inputs, activities, output, and outcomes, as visually explained in Figure 2.

Figure 2: Logic Model (reprinted from McCawley, 2002: 5)



In the first step as part of the situation analysis, it is important to list any assumptions and external factors which may affect the project (Mohy-Ud-Din, 2022). On the other hand, focusing on the long-term impact of the programme is important for the future application of the project.

The focus of this project was to analyse the current knowledge of Olympic Education amongst a sample of Maltese elite athletes as well as the framework development of the programme, in order to close the knowledge gaps identified in the interviews and to reach the principles of Olympism as stated in the Olympic Charter.

It was not in the scope of this project to implement and evaluate the programme, due to time restrictions. The MOA, together with the Athletes' Commission, has the intention to start designing and implementing it in October 2022.

3.2 Methodology

A qualitative approach to sourcing and analysing data is appropriate for this project, since the research is seeking to find largely qualitative accounts of interviewees' knowledge of Olympic values. As Jones et al. (2012: 2) stated, qualitative researchers need flexibility in their study, particularly when engaged in exploratory research, since the nature of their project is likely to be continuously evolving rather than predetermined. Researchers apply qualitative approaches to study human behaviour, perspectives, feelings, and experiences (Silverman and Marvasti, 2008 :145). The author chose semi-structured interviews to give space to the athletes to explain their experience and understanding of Olympic values, and to allow other relevant topics to emerge. Qualitative interviews are useful to gain an insider view of the experience of participants and the meaning they give to these experiences. Semi-structured interviews encourage respondents to elaborate on their answers (Jones et al., 2012 :2).

3.2.1. Development of the interview questions

The first step in developing the final list of questions was to analyse the Principles of Olympism as stated in the Olympic Charter (Table 1: 10). For each principle, the implication on Olympic Education was identified.

This analysis, together with the literature review, the MOC study (2021), safeguarding seminars, IOA sessions attended, and the author's experience of the MOA and athletes' commission, helped to formulate the final list of questions to be answered in the research question set (Table 2 below). The interview was divided into the themes identified in Table 1.

The main topics brought up during the interview with the elite athlete are:

- Personal information.
- Sporting career.
- Olympic Values. What are they?
- Role model – what is it? What does it take to be one? Do athletes want to be one?
- The education received on various topics.
- The knowledge and opinion they own on different values.
- Their recommendations to the NOC on how to disseminate this Olympic Education Programme.

Table 2: Interview Questions

Interview questions for Elite athletes
<p>Sports career questions</p> <ol style="list-style-type: none"> 1. Current age, sport, current athletic level and number of years practising the sport. 2. How old were you when you started sport? Is your current sport, the first sport you tried out? 3. Which school did you attend? Public School. Primary, Secondary, Post-Secondary and Tertiary. 4. Did your school support you in your sports career? 5. In what way were you introduced to sports?

Themes from Principle of Olympism	Questions
<p>Balanced physical and psychological development.</p> <p>Role models as exemplars of Ethical behaviour.</p> <p>Social responsibility.</p>	<p>6. What is a role model?</p> <p>7. What qualities do you think a role model should have? What are Olympic Values?</p> <p>8. Do you have a role model in sports?</p> <p>9. Do you think you are a role model?</p> <p>10. Do you think an athlete should be a role model, especially an elite athlete?</p> <p>11. Do you believe that an athlete has an aspect of social responsibility?</p> <p>12. Do you believe athletes have a responsibility to give something back to their community?</p>
<p>Understanding of the significance of the Olympic Movement.</p> <p>Appreciation of Olympic symbols and symbolism.</p> <p>Excellence in sports.</p>	<p>13. What do you understand by Olympism and Olympic Value?</p> <p>14. What do you understand by Olympic Education?</p> <p>15. What types of Olympic education have you ever received? From whom?</p> <p>16. Have you ever heard of 'athlete 365'? Do you have an account? Have you ever completed a course on it? Which courses and why?</p>
<p>Use of sport to promote peaceful interaction and respect for others.</p> <p>Interculturalism and sport.</p>	<p>17. Do you believe that athletes can use their voice to send messages of peace? Do you believe that they are successful?</p> <p>18. IOC has 'Rule 50'. What are your thoughts about it? Did anyone explain it to you?</p> <p>19. During the games that you competed in, did you make any observations about people of different cultures or religions?</p>

<p>Sport and human rights – the right to sport; athletes rights; gender, ethnicity, disability, LGBT rights and inclusivity.</p> <p>Concepts of solidarity and fair play.</p>	<p>20. What is the current situation in your sport with regards to ethnic differences, LGBT rights and para-athletes? What is your opinion?</p> <p>21. Do you know what manipulation of competition is? What do you have to do if you are aware that it is happening?</p> <p>22. What do you know about anti-doping? Do you have regular training for any updates?</p> <p>23. Have you ever received any formal training?</p> <p>24. What do you understand by harassment?</p> <p>25. Do you think we are trained to recognize harassment? (sexual/physical/psychological) Do you know what you have to do in such cases?</p> <p>26. Have you ever been aware and/or trained regarding the different safeguarding policies that each game has?</p> <p>27. How can an athlete take care of his mental health? Do you believe there can be formal training? From where did you gain your knowledge about these topics?</p>
<p>The nature of sports governance.</p> <p>The autonomy of sport.</p>	<p>28. Do you believe that you can be an asset in sport post your sporting career? In what ways?</p>

Knowledge/awareness of the legal status of the IOC and its implications for governance of the Olympic movement.	<p>29. Have you heard of the Olympic Charter?</p> <p>30. Do you think IOC has the power to send messages to the world? Like what?</p> <p>31. Do you think IOC has the power to educate the athletes on Olympic Values? How is it doing it?</p> <p>32. Do you think MOC has the power to educate the Maltese athletes in Olympic Values? In what way can it be done?</p> <p>33. Is the athlete's voice represented at the management level? How does it work?</p> <p>34. Which areas do you think Maltese athletes need education in? (Mental health/ safeguarding/ prevention of corruption/ inclusion and being a role model)</p> <p>35. (To Olympians) What does being an Olympian mean to you? (Non-Olympians) Is becoming an Olympian one of your sports-career goals? Why?</p> <p>36. What qualities should an elite athlete need to exhibit?</p>
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3.2.2. Selection of participants and data collection

The author chose eight elite athletes who are over 18 years of age, have been or still are an athlete for more than eight years and have represented Malta in at least one major event in their sport. The intention was to have equality through gender and type of sports (Table 3). All persons were informed of the purpose and main topics of the conversation. A pilot study of one interview from the final eight, was done to be able to edit and finalise the list of questions, where edited questions were asked again to this participant. This purposive sampling technique was used to allow the researcher to identify and interview athletes who are experienced and may have been expected to have some knowledge on the subject (Palikinkas et al., 2015: 2).

The procedure to collect data included the recording of the interview held online. Selective transcripts were undertaken for each interview. Data collected from the interviews shall be used to inform the subsequent proposals for development of an

education curriculum for elite athletes. By analysing the data, initial concepts were identified and classified into the categories. Connections amongst the categories were detected and main themes and patterns were developed. The author explored the meanings and connections between the themes and provided interpretations to create the framework.

Table 3: The sample selection and sport description

Classification of sport	Gender	Sport
Individual	Female	Shooting
Team	Female	Football
Net	Female	Tennis
Non-Olympic	Female	Netball
Individual	Male	Athletics
Team	Male	Basketball
Net	Male	badminton
Non-Olympic	Male	Squash

3.2.4. Trustworthiness of the research

Trustworthiness ensures the credibility of the study. This study aims to offer transferability of the results to a larger population (Shenton, 2003: 64) for future use. In this research the interviewer used the following techniques to ensure trustworthiness of the study.

1. Peer scrutiny of the research. The research instrument was reviewed and assessed by another member of the MOC executive board responsible for the MOA. Peer scrutiny allows for fresh perspectives which will challenge assumptions made by the investigator (Shenton, 2003: 67)
2. Review of the replies by the interviewees. The transcript was handed to the participants for them to check their replies.
3. Recordings of the interviews, which will be destroyed after use.

3.2.5 Limitations of the research

Like every study, this research has limitations. Due to time constraints, only eight athletes were interviewed. The selection of athletes was made by the author, keeping in mind the different sports scenarios in Malta. In this research, the focus was on creating awareness on the current situation with regards to the creation of the education framework which will give way to the creation and implementation of the resources.

Chapter 4: Analysis of Findings

4.1 In-depth Interviews

The interviews were conducted with eight athletes, all of whom were still active. One athlete forms part of the national team in two sports, while another athlete moved from triathlon to ultra-distances. The average age of the eight interviewees is 26.75 years old with the age ranging from 22 to 48 years old.

Seven out of the eight interviewees continued school up to university level, while one left school after compulsory years. From the eight athletes, three males are athlete-coaches, while no female is an athlete-coach. The need for schools to help our athletes is a topic that emerged throughout all the interviews. Only athletes attending the National Sports School (1) or who studied Sports (3) at a higher institution found support when traveling on sports related trips or given concession to deadlines.

75% of the athletes identify their parents as their inspiration and main supporters throughout their sports career. Only one athlete, mentioned that the PE teacher motivated her and her friends to train netball and *"...in fact the team I play with today is the same one which this teacher had started 14 years ago"*.

As part of their transition out of sport, three of the females are interested in starting coaching once they retire from competitive sport. There are various reasons why they want to coach; *"I want to inspire the next generation"* and *"I want to coach youngsters. Unfortunately, all our top coaches, coach the elite athletes which is leaving our youngsters with the beginners"*. The other two females would like to aid in sports administration rather than coaching, *"I don't see myself as a coach but more on the administration side...and I graduated in psychology...would like to help there"*.

4.2 The themes

After analysing the data collected, the following four themes were common to all eight interviews.

4.2.1. Role Model – definition and the scope of being one

Coubertin states that an Olympic athlete has a moral and social responsibility to act as a role model, increasing interest in sport for the population: *“For every hundred who engage in physical culture, fifty must engage in sports. For every fifty who engage in sports, twenty must specialize. For every twenty who specialize, five must be capable of astonishing feats.”* (Muller, 2000: 581). The findings suggest that this definition which is over 100 years old, is still valid amongst our athletes. It is very evident that a role model is *“someone you look up to”, “a leader”* and *“a super athlete who I follow and try and imitate”*.

No matter the age difference amongst the athletes, all of them want to be role models. One of the eldest athletes emphasised that *“at least I want to get a bit of recognition for what I do. People tell me that I am nuts and I still like it that they do, and they recognize my efforts to collect money and help abandoned animals”*. This athlete is known nationwide for supporting animal sanctuaries. With regards to whether or not they have a role model, the same consensus can be said, however the athlete mentioned, is seen as a role model for different reasons. The athletes' answers were divided into two, half chose a role model due to their sports performance, while the other half chose them due to their work off the field of play.

When athletes were asked what qualities they look for in a role model, the list was long and included such qualities as commitment, to lead by example, courageous, hardworking, humble, competitive, shows respect – on and off the field of play, no doping, is a motivator, helpful, disciplined, determined and successful. As one of the athletes said, *“An athlete has to tick many boxes, but it doesn't mean they have to be perfect either.”*

However, when they were asked for their opinion regarding the social responsibility of an elite athlete in being a role model, replies varied. One female athlete questioned whether

it is the duty of an elite athlete or not? One male athlete emphasised that *“role models are made by the media”*, while another one thinks that *“it helps to be an elite athlete, but not all elite are role models, and in the same way not all role models are elite athletes”*. As explained by one athlete, *“In the autobiography Open of Andre Agassi, he wanted success, but when he retired, got married and had kids, he felt he was responsible to tell the truth and he showed that was not the way to react. That’s why the name of the book is Open.”*

The opinion of the athletes about whether they should give something back to society or not, were all in agreement, that they should. *“The community supports the athletes in some way or another. The athlete must give something back...inspire positive action.”* Some athletes focused on how they give back to the society. Coming from a small state, the interviewed athletes are aware that as a country we have our limitations, and they feel an obligation to help their sport grow.

Nowadays, each edition of the different games is creating their own safeguarding policies, including doping, harassment, online safety and COVID-19 protocols. The latest example is the Commonwealth Games Birmingham 2022. It is very worrying that athletes are not aware of such documents. When MOC selects their team, all athletes are required to sign a code of conduct agreement where conditions focusing on anti-doping, manipulation and safety are included, however only two of the interviewees mentioned that they sign a code of conduct when representing their sport federation.

4.2.2. Olympism and The Olympic Values and its education

The term ‘Olympism’ was new to all, even to the two Olympians. They queried whether or not it had to do with the Olympic Spirit, and one male athlete mixed it up with the actual Olympic Games. Keeping in mind that all athletes are adults, they made the connection of the term Olympism with the environment of the Olympics.

Six out of the eight interviewees showed blank faces when the term ‘Olympic Charter’ was mentioned to them, while the other two remember the term but had no idea what it involves, its meaning or purpose. Even though the three values of ‘Excellence, Friendship and Respect’ were not stated by all, statements like *“striving to be the best in the world”*

"Building a better world through sport" and "the Olympic Values are the sport values – no doping, respect, no cheating", shows that the Maltese athletes are aware of the sports values even if not the main three which are promoted by IOC.

When they were asked about Olympic Education, again like the previous two terms, four out of the eight interviewees had never heard it. A two-times Olympian explained how during her first time at the Olympics, she was not aware of all the billboards and flyers that were promoting the Olympic Values, however, the second time round, she appreciated that there is a whole team working on this manifestation. She believes that *"This can be achieved, not just by being an athlete, but an educated athlete, to be able to hand down the knowledge to others."* Another athlete attended the Paralympics as chef de mission and he stated that, *"The promotion of the para values and the para games were a cultural shock".*

It is very worrying that only two of the eight athletes ever received a short lecture about Olympic Values, *"just for 2 hours max at university. There is a big gap here"*. These two athletes studied Bachelor of Education in Physical Education at university. The two-time Olympian hopes to make it to Paris2024 to *"visit the different areas, to learn as much as possible [about the Olympic Education]"*. Others credited their Olympic education to life experience and by attending and watching championships and games.

The Olympic Games are *"the dream"*. The two Olympians are very proud to be called so, but their dream is *"to qualify on their own merit for Paris2024"*. Members of team sports know that it is almost impossible to be part of the games due to the high level of competition by other teams, but they are still passionate and are interested in the Olympic Games.

4.2.3. Education and Training

The Olympic education framework should be: 1) knowledge-oriented, 2) experience-oriented, 3) physical achievement-oriented and 4) lifeworld-oriented (Naul, 2008: 12.1-12.2).

The athlete community website built by IOC, named 'Athlete365', is unknown to five of the interviewed athletes. The other three have heard of it but only one of them has made

use of the courses available. Another athlete mentioned that she received emails periodically but *"you need to choose what to read. It is a lot of info under one hub"*.

The meaning of 'Manipulation of Sport' is defined by all athletes. They are aware of instances which took place in their sports career, including *"shorter distances"*, *"polished flooring"* and *"playing with the kids' team instead of the main team"*. Unfortunately, none of them were sure of what they must do. When questions focused on formal education or training, six out of the eight of the athletes mentioned a talk about anti-doping, but only the footballer mentioned that she received knowledge regarding manipulation of sports. Non-Olympic sports never received any formal training in either of the topics.

The same applies for harassment. A definition was given by all. Harassment was defined as *"unwanted actions"*, *"someone makes you feel uncomfortable"* and *"someone who intimidates you"*, however formal training has never been received by any. The only athlete who received a one hour safeguarding talk, received it as part of the coaching course and not as an athlete. There was consensus between the athletes, that many are not capable of recognising harassment and the little awareness they have is thanks to life experience.

Mental health is another topic which is close to the heart of the athletes. Today, athletes are aware that it is very important to take care of their mental health; in fact, 50% read, listened to, and watched videos about it. As one athlete, a graduate in psychology said, *"it is a very sensitive topic...mental health is divided on and off the court."* The service of psychology exists within the sports community, however it is still in its inception stage.

It is worrying to see that seven of the eight federations that these athletes represent, do not have an athlete representative in their committee. Only football has an organised committee for the players; all the rest go directly to one of the members of the committee, with no formal line of communication, and this which is creating *"mistakes"*, since many associations are run by passion and not by former athletes or knowledgeable persons. One of the interviewees, is the athlete representative on the Executive Board of the Maltese Olympic Committee who stated that *"I am very pleased to see that the athletes are the focus in every discussion at MOC"*. There is the perception that MOC is there *"just to give funds"* and there is *"big gap between the athletes and MOC"*.

"The mindset", "nutrition for sure", "dual career", "safety in sport" and "Olympic Education" are the main topics which the interviewees believe our athletes need to step up their game, on and off the playing field. "I believe in the 3Ds – Determination, Drive and Dedication". Our federations are run by passionate volunteers but in many cases, they are amateurs in their decisions, "and not because they do not love the sports, but because they do not know better". The topic of sports tourism and educating the coaches and administrators emerged more than once during the interviews.

4.2.4. The use of sport as a tool to promote Olympic Values

All interviewees believe that athletes, especially popular ones, can send a message to the world. The tennis player referred to *"Medvedev (who) said, "I want peace", and I felt he was saying it in a neutral way, without saying anything against Russia. I don't know if (it's) because he is Russian".* However, they are aware that their rate of success varies according to the message which is being delivered: *"I think the responsibility depends on the message they are sending primarily in their field."*

The message's success depends on who is saying it, *"there were a few Ukrainian athletes speaking about the war. But I believe that there needs to be the worldwide role models, athletes at a higher level, like Usain Bolt...if he said something, then it would have reached much more than a national role model".* Athletes however, *"cannot overstep because they are focused on their sport as well".* Another athlete felt that the success of the message depends on the seriousness of the subject. *"I don't think the messages are successful in stopping the war, but these athletes use their voice to give courage and strength, raise money and give hope. I think when an athlete uses her voice, it helps."* Another interviewee mentioned a message which was more successful; the incident of Ronaldo and Coca-Cola; when during a press conference he removed Coca-Cola bottles which were in front of him and said *"drink water, not coke".* While another one mentioned Djokovic and his resistance to the Covid-19 vaccine during the Australian Open.

The use of technology, mainly via social media in today's world, gives power to the athletes to promote their public image (Smith and Sanderson, 2015: 345) *"and together with their sponsors I am sure they can".* Athletes have followers and the most famous athletes who may be role models have millions. *"Top athletes give out their opinion and create awareness".*

Rule 50.2 of the Olympic Charter states that "No kind of demonstration or political, religious or racial propaganda is permitted on any Olympic sites, venues or other areas". None of the interviewees knew about it, except the two Olympians who were not aware that it is called Rule 50.2. After it was explained to them, the sample was divided in their answers. The Olympian said that *"you can post and express without the rings, plus there are so many other competitions where you can show peace or send messages through them."*, whilst another athlete interpreted it as *"the Olympic Games [the athletes] are representing Olympism so they are not 100% free, but under this umbrella. The best thing at the Olympics is to avoid conflict."* Others sustained that it depends on the topic in question, like for example, the transgender community and their right to compete in certain events. The period of the Olympics Games has a limelight to pass the message through which no other games or championships have. Three of the athletes had no opinion. This could be because the researcher explained it there and then.

IOC and MOC are seen as powerful entities to send messages to the world. The IOC has *"a big platform"*. The refugee programme transmits a message of *"solidarity, hope and also bringing awareness of this problem"*. However, IOC can only reach a certain number of athletes. *"It is only realistic that they delegate the work to their NOCs"*.

The way forward in promoting the Olympic values in Malta divided the athletes into two main opinions. Three of them believe that the MOC needs to implement an educational system to reach out to the children *"if you want to reach everyone you need to go to schools"* by making use of *"the national athletes of the country to promote [the values]....kids need national heroes"* while another three said that MOC needs to reach out to the federations and athletes, *"It is very rare that our athletes meet outside the sport, and this can be a great idea"*. One thing that five athletes mentioned is that *"you need professionals to do it"*, *"educate the athletes to go in schools"* and *"educate the teachers to disseminate the values to students"*.

One athlete showed her worry that *"non-top athletes feel disengaged from the Olympic spirit, [MOC] needs to create something which goes straight to them"*. While two of them think that MOC should make use of ready-made resources and promote to the nation *"I am sure that MOC and even MFA, in my case, can look at what other countries are doing"*.

and implement the same ideas” and being a small island “we have a very warm, friendly culture” and “everyone knows everyone here, it makes it easier to reach out”.

All athletes interviewed had the opportunity to represent Malta in various games and championships. The beauty of this is that there is a mix of cultures and ethnicities. Different athletes lived different attitudes. On a personal level, the shooter explained that *“in the beginning, no one knew me, so many accepted me and asked me to join them, but once I showed that I can shoot quite good, their attitude towards me changed a bit...their perception towards a shooter from a small country changed.”* On a general note, the badminton player remembers vividly how politics affect the behaviour of athletes *“Irani and Israeli athletes refused to shake hands”* and the tennis player mentioned how Ramadan affected the times of the games in Muslim countries. On a positive note, in Paralympics, the triathlon athlete recalls vividly, the Palestinian and the Israeli athletes eating together. Half of the athletes voiced their opinion that sport is paving the way to accept the different social groups including LGBTQ+ and the disabled. The squash player stated that he never experienced any hostile attitude towards him and his fellow Maltese players. In fact, squash is currently promoting their game within Special Olympics and with the gay community. Sports like netball, are trying to promote the game with males, whilst shooting is seen as a male sport. LGBTQ+ is perceived to be more accepted amongst females than males, according to the tennis and football players.

4.3 A Logic model for an Olympic Education Programme

As stated in the methodology, the logic model will identify the connections between the situation analysis, target groups, resources, activities, the inputs and outputs and the intended outcomes (McCawley, 2002: 1), as “developing a logic model is fundamental to programme evaluation” (Renger & Titcomb, 2002, p. 494). W.K. Kellogg Foundation (2004: 3) describes logic modelling as: a picture of how your organization does its work—the theory and assumptions underlying the programme. A programme logic model links outcomes (both short- and long-terms) with programme activities/processes and the theoretical assumptions/principles of the programme.

In the MEMOS project by Balsyte (2017), the IOC representative admitted to not having a structured approach towards Olympic Education. The IOC (2015) emphasises that Olympism and Olympic Education should be developed by the NOC. This means that each country has its own needs and demands. In 2022, the MOC Executive Committee voted in favour to support the dissemination of Olympic Education in schools through our elite athletes. In the process, the query concerning how our elite athletes will support us in doing this was discussed. The researcher, who is a member of the executive committee and part of the MOA, proposed that first the elite athletes need to be trained to be able to reach out to schools but also to feel part of the MOC.

The MOC has two important objectives in mind for the coming years with regards to the Olympic Education. First, is to promote the Games of the Small States of Europe 2023 which will be happening in Malta, and secondly, to promote the Olympic Values in schools through our elite athletes. As stated by Lord Coe and the London 2012 Bid Team in 2004, the vision of the games was “to build relationships with millions of young people and connect them to the meaning of sport and the Games like never before” (LOCOG, 2009: 27). In return, MOC is going to organise the Games of the Small States of Europe in 2023. These are ‘mini-Olympics’ between the nine European states, with a population of less than a million. In these games, the media coverage is at its maximum, and it is an opportunity to promote our athletes as heroes and for them to promote the Olympic values.

Situation Analysis

A detailed situation analysis is crucial for the success of the programme. The themes discussed above give a good idea of the current situation amongst the Maltese athletes. This is the first step in developing the logic model as discussed in the methodology section. Together with the information gained, the MOC needs to look at the assets it has and the aims of this programme, in order to make it sustainable. It is very important to keep in mind that the success of such a programme depends greatly on the decisions taken by the MOC and the involvement of the stakeholders, mainly the athletes.

Setting the priorities of events is part of the analysis. MOC has limited resources; both human and financial; therefore, it imperative to identify the problems and set priorities accordingly. It is important to identify resources and expertise during the first stages.

These will help reach the goals. The objectives need to be S.M.A.R.T. - specific, measurable, action oriented, realistic and timed (Kellogg Foundation, 2004)

At this stage, certain assumptions need to be made. An assumption is “a belief or feeling that something is true or that something will happen, although there is no proof” (Oxford dictionary). In this project, the feedback received by our interviewees is that they all want to learn and be role models. An example of an assumption made by the researcher, is that all other elite athletes want to be role models and learn about the Olympic Values. Another assumption is that support from the Olympic Solidarity will be granted.

An external factor is the environment in which the programme exists, which may influence the outcome of the project (Mohy-Ud-Din, 2022). For this project, there are various external factors, namely the availability of athletes to be part of this project, financial and human support from OS, SportMalta and Ministry of Education.

Once the assumptions and external factors are identified, the inputs, outputs and outcomes need to be listed.

Inputs

Inputs are human, financial, and other resources needed to create the programme (Kellogg, 2004: 2). The netball player mentioned that *“schools need to be onboard in accepting the athletes to enter schools”*. Another athlete mentioned that *“some resources are ready we just need to make use of them”*.

For this project, the inputs needed are funding, which can be received from OS or SportMalta. Opportunities for continuous development of the programmes are important to be defined. Expert knowledge by qualified educators and available resources such as Voices of the athletes (2007); a programme using athletes for advocacy in the Oceania, is important to probe, before finalising the curriculum. Appropriate time should be selected for certain activities targeting specific athletes. Ensuring adequate facilities and programme support while collaborations with local partners and sponsors in supporting our projects will help in the success.

Activities

Activities refer to the events created by the different inputs one must use to reach the outputs (Kellogg, 2004: 2). The first thing is to create a curriculum and a calendar of events. Conducting workshops to gain feedback from athletes, creating educational resources, and maintaining communication with athletes, are three main activities which need to be developed. The activities should be locally empowered, involving cultural elements. It is ideal for activities to use a combination of formal, informal and non-formal methods.

Outputs

"Outputs are the direct products of programme activities and may include types, levels and targets of services to be delivered by the programme" (Kellogg, 2004, 2). An example of outputs can be the number of events or workshops organized, the number of athletes attending, number of hours for training or number of organized visits with Olympians. "*School visits*", "*forum*", "*meetings outside sports*" are all outputs which the athletes mentioned as tools to reach the young athletes and the public.

The approval of the curriculum and structured lectures, the creation of digital resources and the delivery of high-quality lessons to athletes, are the outputs which need to be ready in order to initiate this project.

Outcomes

"Outcomes are the specific changes in programme participants' behaviour, knowledge, skills, status and level of functioning. Short-term outcomes should be attainable within 1 to 3 years, while longer-term outcomes should be achievable within a 4-to-6-year timeframe. The logical progression from short-term to long-term outcomes should be reflected in impact occurring within about 7 to 10 years" (Kellogg, 2004, 2). This project aims to reach the short-term outcomes, after which an evaluation is performed to identify the changes needed to continue to be successful in the long term. Each outcome has its own timeframe, which the team needs to respect for a successful project. The envisaged outcome is that our elite athletes will start to feel part of the Olympic family. As one interviewee said "*MOC is seen as the place to go for funds and nothing more*". Such

comments need to be eradicated to help give the proper image of the MOC to the community.

The main short-term outcome is educating the athletes. As a result of this, another outcome is to create an Olympic family environment amongst the athletes and MOC. In the longer term, the inclusion of school visits by our athletes to promote the Olympic Values are in the pipeline. Once there is promotion in schools, the objective is to increase the number of children practising sport. This shows that some outcomes can be reached in a parallel timeframe, while others depend on previous outcomes. For a successful project to be possible, it is very important to allow the timeframe of each outcome to take its time without taking any shortcuts.

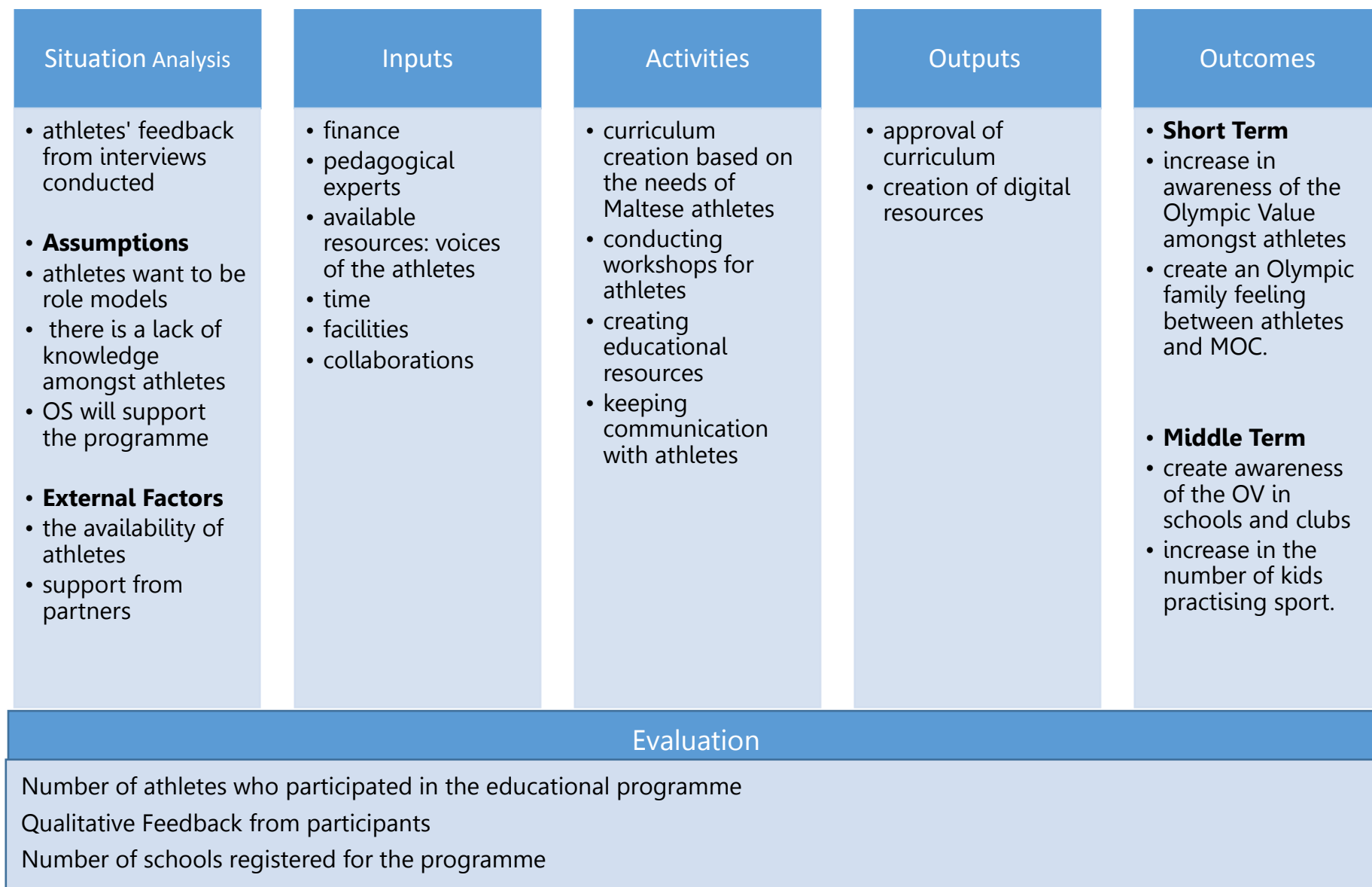
Evaluation

An evaluation of the programme is important. Evaluation is defined by C.E. Beeby (1977, cited in Disha) as “The systematic collection and interpretation of evidence leading as a part of process to a judgement of value with a view to action.” The purpose of an evaluation is to describe “the worth, value, and/or effectiveness of some activity directed to serving a human need or solving a human problem” (Odell Butler, 2015).

After the first year of the project, an evaluation on its development is needed. Data on the number of athletes reached and feedback from them on the concept and set-up of this education experience is the fulcrum for future improvement. Once the Olympic education is introduced in schools, feedback from children and teachers will help to improve learning outcomes too.

The figure 3 below gives a visual overview of the logic model from the data collected during the interviews and its analysis.

Figure 3: The Olympic Education Logic Model for Maltese athletes



Chapter 5: Conclusions and Recommendations

5.1 Conclusion

Olympic Education is the main tool proposed by IOC to promote Olympism and the Olympic philosophy around the globe. It is the mandate of the IOC and the NOCs. In the Olympic Charter, the promotion of Olympism is the role of the NOCs (IOC, 2015). The MOC seeks to identify the current level of knowledge and awareness amongst the national athletes. The structuring of Olympic Education, developing appropriate strategies, and putting a framework in place for planning, implementation and evaluation of the programmes would provide tools for the Maltese Olympic Committee and Academy to reach the intended outcomes and to create value.

The use of the logic model tool can be used to create an efficient and effective programme. It is a graphical description of the programme, which shows the relationships between the situation analysis, inputs, activities, outputs and outcomes.

It is very important for MOC to observe the behaviour and feedback of athletes for the required updates. If possible, even include an athlete or two in the updates. Once the Logic model starts leaving the desired outcomes, it is vital to have a business model fit to make the project self-sufficient.

Table 4: Timeline of project

Timeline	Action	Current
June 2022 - September	Finalising the curriculum	Data collected from interviews is analysed. Probing available resources.
September - December 2022	Working on the knowledge and resources MOC would want all their elite athletes to hold	We are currently collecting information from all our federations and the names of their elite and youth development.

December 2022	The start of the education experience for our athletes...in parallel with...	
January 2023- May 2023	<p>...School Visits by our elite athletes promoting the Games of the Small States of Europe.</p> <p>The aims of these visits are to promote Olympic Values, the GSSE games and the athletes.</p>	<p>It is envisaged that by May 2023, 20 school visits will have been held.</p> <p>Each athlete will visit their secondary school to give the sense of belonging to each athlete.</p>

5.2 Recommendations

Based on this project, several recommendations have been formulated. The literature and the documents on Olympic Education, the interviews with the athletes on their current knowledge and their interest to learn on the topic, together with the programme development and evaluation, resulted in the development of a logic model for OE programmes for elite athletes. For the progress of OE in Malta, the researcher developed a set of recommendations for the Maltese Olympic Committee who is responsible for disseminating Olympic values and ideals locally. The long-term vision of this project is that during every scholastic year, there will be school visits by our athletes. New updates of the syllabus will take place every 2 years; after every Olympic Games; or according to changes in rules and regulations, for example changes to anti-doping regulations.

These recommendations are in line with Coubertin's definition of Olympism:

Olympism seeks to create a way of life based on the joy found in effort, educational value of a good example and respect for universal fundamental ethical principles.

Pierre De Coubertin

Table 5: Recommendations to implementing an Olympic Education strategy

Priority	Recommendation	Actions	Lead	Resources	Timescales	Critical Success Factors
1	Creating the learning outcomes and objectives to finalize the syllabus	<p>Identify examples of good practice</p> <p>Consult with all key stakeholders.</p> <p>Present to the Board and get endorsement</p> <p>Present to GA and receive agreement to implement</p> <p>Use available resources and data collected from interviews</p>	Maltese Olympic Academy Commission	IOA Ready-made resources e.g., voice of the athletes	September -December 2022	<p>List of topics and methods to reach out</p> <p>Creation of Resources</p>
2	Education opportunities given to athletes - All youth and elite athletes	<p>Up to date information</p> <p>Promotion of the courses and events.</p>	<p>Maltese Olympic Academy Commission</p> <p>Technical board</p>	MOC Online system Available 24/7.	January 2022-ongoing	Number of athletes completing the training
Note	Find a way how to motivate the athletes to attend...include the IOC Athlete 365 pin quest?					

3	School Roadshow	<p>Calendar of events for schools</p> <p>List of athletes available for visits</p> <p>Creation of competition</p>	Maltese Olympic Academy Commission	Elite and retired athletes	January 2023 - ongoing	<p>Number of school visits and number of children met</p> <p>Feedback from teachers</p> <p>Use of our resources.</p> <p>Number of competitors</p>
4	Engagement of athletes	<p>Use GSSE to create a teammate concept</p> <p>Constant communication with NT athletes</p> <p>Meeting before the games – Athletes wait for the day for kitting and selection of flag bearer</p> <p>Make use of the 10k budget by IOC for the well-being of the athletes</p>	National team athletes	Work with Athletes' Commission	September 2022 - ongoing	Check that the budget is used wisely and for the good of the athlete

		Election of athlete representative - Be the voice of the Maltese athletes within the MOC				
Note	Very few athletes are interested in being part of the active voice of the athletes. Many opportunities for Olympians and non-Olympians.					
5	Yearly forum	Knowledge transfer - promotion of Athlete 365 opportunities Concept of #TeamMalta is created	MOC organizing committee	Online availability Updated booklets	September 2022	Feedback at the end of the session During the year collect feedback for future events
Note	Athletes need to be motivated to attend – Be part of the international community. Connecting all athletes from different sports.					
Long Term- Outcome for the next 5 years						
6	Making the project sustainable	Offer courses to coaches and admin as well Find funds to support either through OS or Erasmus+	MOC EB Academy Company to help with Erasmus+	Updated resources volunteers	Today ongoing	Financial support availability

						Volunteers' engagement Number of schools involved
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Abstract

The International Olympic Committee has a mission to promote the Olympic Values to build a better world together with the National Olympic Committees. The Maltese Olympic Committee feels the need to make use of the tools available to it, to reach Maltese elite athletes. This study focuses on understanding the current level of knowledge and awareness of the Olympic values amongst a sample of athletes. Eight semi-structured interviews were conducted with elite Maltese athletes. The current knowledge level among interviewees concerning Olympism and Olympic values was very limited. On a positive note, there was interest on the part of interviewees in gaining knowledge about Olympic values and acting as role models to young Maltese athletes and to the wider community. A Logic Model is used to create a better understanding of the means to be employed and the outcomes to be sought in the creation of an Olympic Education Framework in the coming months.

Key words: Olympic Education, Olympic Values, Education Logic Model

Résumé

Le Comité International Olympique a pour mission de promouvoir les valeurs olympiques afin de construire un monde meilleur conjointement avec les Comités Nationaux Olympiques. Le Comité Olympique maltais ressent le besoin d'employer les outils à sa disposition pour atteindre l'élite des athlètes maltais. Cette étude cible la compréhension du niveau actuel des connaissances et de la sensibilisation aux valeurs olympiques auprès d'un échantillon d'athlètes. Huit entretiens semi-structurés ont été effectués auprès d'une élite d'athlètes maltais. Le niveau actuel des connaissances des personnes interrogées concernant l'Olympisme et les valeurs olympiques était très limité. Sur une note positive, les personnes interrogées souhaitent acquérir des connaissances sur les valeurs olympiques et servir de modèles référents aux jeunes athlètes maltais et à la communauté en général. Un Modèle Logique est employé pour développer une meilleure compréhension des moyens à utiliser pour atteindre les objectifs poursuivis dans la création d'un cadre d'éducation olympique dans les mois à venir.

Mots clés : éducation olympique, valeurs olympiques, Modèle Logique d'éducation

Appendix 1

In this literature review, the databases SPORTDiscus, SCOPUS, Web of Science and Olympic World Library were used. These databases were searched from its inception until 31st December 2021. Articles such as editorials, letters, commentaries, and abstracts from meetings and articles were included. The search terms comprised of a literature review done systematically. The reference list of all identified articles was also hand searched for additional studies. The literature search and search strategy are listed here. Articles were only selected for inclusion if they met the following selection criteria: published in English language and included the search terms.

Table 6: The number of articles found in the four databases used

Database	Keywords	Field	results
SPORTDiscus	Olympic Education	All text/ Keyword	386/26
	Athletes as role models		28/0
	OVEP		14/0
	Olympism		1430/62
	Athlete365 / "Athlete 365"		5/0
	Athletes' education.		103/4
SCOPUS	Olympic Education	Article title, abstract and Keyword	108
	Athletes as role models		16
	OVEP		9
	Olympism		229
	Athlete365 / "Athlete 365"		0
	Athletes' education.		58
Web of Science	Olympic Education	All fields	100
	Athletes as role models		12
	OVEP		4
	Olympism		264
	Athlete365 / "Athlete 365"		0
	Athletes' education.		16

Olympic World Library	Olympic Education	OSC catalogue	101
	Athletes as role models		3
	OVEP		36
	Olympism		1281
	Athlete365 / "Athlete 365"		15
	Athletes' education.		3

Appendix 2

From the 206 established NOCs, 149¹ have a registered academy with the IOA. There are 53² NOCs of Small States, of which 23 have an academy also³. When compared to the 67 countries who never won an Olympic Medal, 38 of these NOCs have an academy. (Appendix 2).

A small state is defined as a nation with a population of less than a million and a half (<https://thecommonwealth.org/our-work/small-states>).

As at 2021, there were 83 small states in the whole world, of which 53 have an Olympic Committee. (<https://www.worldometers.info/world-population/population-by-country/>) Only 23 from these Olympic Committees also have an Academy.

From the 23 Small States that have an academy, only 8 of them have won an Olympic Medal.

<https://ioa.org.gr/noa-2/> Accessed: 5th September 2021

<https://thecommonwealth.org/our-work/small-states>

<https://www.worldometers.info/world-population/population-by-country/> Accessed: 5th September 2021

<https://olympics.com/ioc/national-olympic-committees?q=AlphabeticalOrderFilter>
Accessed: 5th September 2021

Table 7 Small countries in the world who have an academy and whether they won an Olympic medal

Country	Olympic Medal
Cape Verde	No
Comoros	No
Sao Tome and Principe	No
Seychelles	No
Mauritius	Yes

¹ 42 african + 32 american + 30 asia + 42 european + 3 oceania

² <https://olympics.com/ioc/national-olympic-committees?q=AlphabeticalOrderFilter>

³ <https://ioa.org.gr/noa-2/>

Eswatini	No
Aruba	No
Barbados	Yes
Belize	No
Trinidad and Tobago	Yes
US Virgin Islands	Yes
Dominica	No
Grenada	Yes
Saint Kitts and Nevis	No
St Lucia	No
St Vincent and the Grenadines	No
Guam	No
Maldives	No
Andorra	No
Cyprus	Yes
Malta	No
Iceland	Yes
Estonia	Yes

From all the 67 states that never won an Olympic Medal, 38 have an academy, 33 are small states. Only 16 NOCs are small states, never won an Olympic Medal and have an academy.

Table 8: All the countries in the world who have not won an Olympic medal

Country	Size	Have an Academy
Albania	Big	Yes
Andorra	Small	Yes
Antigua and Barbuda	Small	No
American Samoa	Small	No
Bosnia and Herzegovina	Big	No
British Virgin Islands	Small	No
Brunei	Small	No
Cambodia	Big	Yes
Cape Verde	Small	Yes

Cayman Islands	Small	No
Central African Republic	Big	Yes
Chad	Big	Yes
Comoros	Small	Yes
Aruba	Small	Yes
Benin	Big	Yes
Belize	Small	Yes
Bolivia	Big	Yes
Bhutan	Small	No
Bangladesh	Big	Yes
Democratic Republic of the Congo	Big	Yes
Republic of the Congo	Big	No
Cook Islands	Small	No
Dominica	Small	Yes
El Salvador	Big	Yes
Eswatini	Small	Yes
Equatorial Guinea	Small	No
The Gambia	Big	No
Guam	Small	Yes
Guinea	Big	Yes
Guinea-Bissau	Big	Yes
Honduras	Big	Yes
Kiribati	Small	No
Laos	Big	No
Lesotho	Big	Yes
Liberia	Big	No
Libya	Big	Yes
Madagascar	Big	Yes
Malawi	Big	Yes
Maldives	Small	Yes
Mali	Big	Yes
Malta	Small	Yes
Marshall Islands	Small	No

Mauritania	Big	No
Federated States of Micronesia	Small	No
Monaco	Small	Yes
Myanmar	Big	No
Nauru	Small	No
Nepal	Big	Yes
Nicaragua	Big	No
Oman	Big	Yes
Palau	Small	No
Palestine	Big	No
Papua New Guinea	Big	No
Rwanda	Big	Yes
Saint Kitts and Nevis	Small	Yes
Saint Lucia	Small	Yes
Saint Vincent and the Grenadines	Small	Yes
São Tomé and Príncipe	Small	Yes
Sierra Leone	Big	Yes
Seychelles	Small	Yes
Solomon Islands	Small	No
Somalia	Big	Yes
South Sudan	Big	No
East Timor	Small	No
Tuvalu	Small	No
Vanuatu	Small	No
Yemen	big	No