Himalayan Journal of
Education and Literature
ISSN Print : 2709-3565 | ISSN Online : 2709-3573
Journals himalayan.
OPEN ACCESS

The Critical Imperative of Olympic Education and Research in India: Bridging the Gap from Participation to Excellence in the Quest for 2036

Utsav Chaware*[1]
[1]Director, Bharat Centre of Olympic Research and Education
Assistant Professor, School of Physical Education and Sports, Rashtriya Raksha University, India

Article History

Received:	2025-11-03
Revised:	2025-11-18
Accepted:	2025-12-19
Published:	2025-12-23

Corresponding Author*
Dr. Utsav Chaware

DOI: 10.47310/hjel.2025.v06.i02.007

How to Cite the Article:
Chaware, Utsav "The Critical Imperative of Olympic Education and Research in India: Bridging the Gap from Participation to Excellence in the Quest for 2036." *Himalayan Journal of Education and Literature*, vol. 06, no. 02, 2025, pp. 01-07.

Copyright @ 2025: This is an open-access article distributed under the terms of the Creative Commons Attribution license which permits unrestricted use, distribution, and reproduction in any medium for non commercial use (NonCommercial, or CC-BY-NC. ND) provided the original author and source are credited.

Abstract: India's Olympic journey, spanning over a century since its debut in 1900, has been marked by modest achievements despite consistent participation. With India's ambitious bid to host the 2036 Olympic Games for the first time, there is an unprecedented opportunity to transform the nation's sporting landscape. This can only be actualized with serious attention towards integrating sports and Olympic education and creating a human resource with global learnings. This paper examines the critical role of Olympic education and research in India's sporting development, particularly invigorating the active presence of National Olympic Academy (NOA) and its implications for long-term sporting excellence in India. Drawing from the foundational principles of Pierre de Coubertin and the International Olympic Academy (IOA), the current study underscores that establishing robust Olympic educational frameworks is essential not only for hosting mega-events but for creating a sustainable sporting culture that embodies Olympic values and observes sports as a vehicle for long term development. The paper analyses the current institutional framework, identifies critical gaps in Olympic education, and proposes a comprehensive roadmap for establishing Olympic educational excellence in India and the broader South Asian region.

Keywords: Olympic Education, National Olympic Academy, Olympic Management, Olympic Values, Sports Development, Pierre De Coubertin, International Olympic Academy

INTRODUCTION

The Olympic Movement, as envisioned by Pierre de Coubertin, transcends mere athletic competition to a philosophy of life that combines sport with culture and education and also unites the globe [1]. While India has been a consistent participant in the Olympic Games since the 1900 Paris Olympics, the nation's Olympic achievements have not gained much exponential momentum despite its demographic potential and emerging economic status. However, aspired to become a sporting nation, India's top political leaders and public representatives has shown strong representation in bidding and hosting the 2036 Olympic and Paralympic games.

The announcement of India's intention to host the 2036 Olympic Games has catalysed unprecedented governmental and institutional attention on sports development, including-the Khelo Bharat Niti, The New Sports Governance Act, and the amendments in the Anti-doping 2025 policy reforms. The immense capital investment to shape the desired sports infrastructure, urban regeneration, policy reforms and investment in sports is at the all-time high. However, this pursuit of sporting excellence cannot be achieved through infrastructure development and athlete preparation alone. The fundamental philosophy of Olympism, rooted in education and cultural exchange, requires dedicated institutional mechanisms that go beyond the traditional roles and responsibilities of National Olympic Committees (NOCs).

National Olympic Committee are the national actors of the Olympic movements governed by the IOCs, NOCs are the recognized bodies with an objective to promote, protect and develop the Olympic movement in respective countries, however it is well observed that the NOCs are so much occupied with their operation and management challenges related to athletes and governance, and therefore the conception of International Olympic association was envisioned by Sir Pierre de Coubertin.

This paper addresses a critical gap in India's Olympic preparation: the active presence of the National Olympic Academy (NOA) functioning independently of the Indian Olympic Association (IOA). Unlike many Olympic nations that have established distinct educational institutions to

promote Olympic values and research, India's current framework conflates administrative and educational functions within a single entity. This structural limitation potentially undermines the development of a comprehensive Olympic culture essential for both hosting the Games and achieving long-term sporting excellence.

Literature Review and Framework

The Philosophical Foundations of Olympic Education: Pierre de Coubertin's vision of the modern Olympic Movement was fundamentally educational, emphasizing the development of character through sport rather than merely pursuing athletic achievement [2]. The concept of Olympic education encompasses three primary dimensions: physical education through sport, moral education through fair play and respect, and intellectual education through cultural exchange and international understanding [3].

The International Olympic Academy, established in 1961 in Olympia, Greece, serves as the institutional embodiment of these educational principles. The IOA's mission extends beyond athlete development to include the preparation of sports administrators, coaches, educators, and researchers who can propagate Olympic values within their respective nations [4]. This educational approach recognizes that sustainable sporting excellence requires a comprehensive ecosystem of knowledgeable stakeholders rather than isolated athletic talent.

The Role of National Olympic Academies

National Olympic Academies serve as crucial intermediaries between the IOA's global educational mission and local sporting contexts. Unlike NOCs, which primarily focus on athlete selection, team management, and competition logistics, NOAs are specifically designed to address the educational and cultural dimensions of Olympism [5]. Research indicates that countries with active NOAs demonstrate superior long-term sporting development compared to those relying solely on NOC structures [6].

The functional differentiation between NOCs and NOAs reflects a fundamental understanding that Olympic excellence requires both administrative efficiency and educational depth. While NOCs necessarily focus on immediate competitive needs, NOAs can address long-term cultural transformation, research initiatives, and educational program development that create sustainable sporting environments [7].

Examining successful Olympic nations reveals consistent patterns of educational investment alongside infrastructure development. Australia's establishment of the Australian Olympic Foundation Academy in 1986 preceded the country's sustained Olympic success from the 1990s onwards [8]. Similarly, South Korea's Olympic education initiatives, implemented before hosting the 1988 Seoul Olympics, contributed significantly to the nation's sporting transformation and cultural impact [9].
The Chinese model presents particularly relevant insights for India's 2036 preparations. China's establishment of comprehensive Olympic education programs through multiple institutions, including the Beijing Sport University's Olympic education center, created a systematic approach to developing Olympic knowledge and culture [10]. This educational foundation proved crucial not only for hosting the 2008 Beijing Olympics but for China's continued Olympic success.

Historical Context and Current Status

Historical Participation and Performance: India's Olympic participation began in 1900 with Norman Pritchard's individual participation, followed by official team participation from 1920 onwards. The Indian Olympic Association was established in the year 1927, creating the institutional framework for India's Olympic participation. However, despite over a century of participation, India's Olympic medal tally remains modest, with only 35 medals across all Olympic Games as of 2024.

This performance gap becomes particularly stark when compared to countries with similar developmental trajectories. South Korea, which achieved economic development contemporaneously with India, has won over 140 Olympic medals since 1976. Australia, with a significantly smaller population, has consistently ranked among the top 10 Olympic nations. These comparisons suggest that India's Olympic challenges extend beyond resource limitations to encompass systemic and cultural factors.

Current Institutional Framework

The Indian Olympic Association currently serves dual functions as both the NOC and the de facto Olympic educational authority. The Indian Olympic Association (IOA) or Indian Olympic Committee (IOC) is responsible for selecting athletes to represent India at the Olympic Games, Asian Games and other international sports competitions, and managing Indian teams at these events. While the IOA has expanded its activities to include some educational initiatives, these remain secondary to its primary administrative and competitive functions.

The Sports Authority of India (SAI), established as a governmental body, focuses primarily on athlete development and training infrastructure rather than Olympic education and research. This institutional arrangement creates a gap between operational sports development and the broader educational mission essential for Olympic culture development.

Minister of State for Sports Raksha Khadse said that India's bid to host the 2036 Olympics is not merely an attempt to make a statement internationally but also a well thought out plan to create world-class infrastructure. The Indian government's commitment to hosting the 2036 Olympics represents an unprecedented opportunity to address systemic gaps in the country's sporting ecosystem.

However, infrastructure development alone cannot guarantee successful hosting or long-term sporting excellence. The Olympic Games' complexity requires comprehensive cultural preparation, volunteer training,

educational program development, and international relationship building that extend far beyond venue construction and athlete preparation [11].

The Critical Need for Olympic Education in India

Educational Gaps in Current Framework: India's current approach to Olympic preparation reveals several critical educational gaps that potentially undermine both the 2036 hosting ambitions and long-term sporting development. First, the absence of systematic Olympic education programs in schools and universities means that the broader population lacks understanding of Olympic values and principles. This cultural gap affects volunteer recruitment, spectator engagement, and long-term sporting participation.

Second, the limited research infrastructure for Olympic studies constrains evidence-based policy development and strategic planning. Unlike established Olympic nations that maintain dedicated research centres studying sports performance, policy effectiveness, and cultural impact, India's research efforts remain fragmented across various institutions without systematic coordination.

Third, the lack of specialized educational programs for sports administrators, coaches, and officials creates capacity constraints that affect all levels of sporting development. International research consistently demonstrates that coaching quality and administrative competence significantly influence athlete development and sporting system effectiveness [12].

The Human Resource Development

Olympic success requires extensive human resource development across multiple domains. Hosting the Olympic Games involves approximately 100,000 volunteers, thousands of technical officials, and hundreds of specialized administrators [13]. These human resources cannot be developed through short-term training programs but require systematic educational initiatives spanning several years.

India's demographic dividend presents both an opportunity and a challenge in this context. The country's large youth population provides an extensive talent pool for Olympic-related human resource development. However, converting this demographic potential into Olympic competency requires structured educational pathways that currently do not exist within India's institutional framework.

Cultural Transformation and Value Integration

The Olympic Movement's emphasis on values-based education aligns with India's traditional philosophical emphasis on holistic development. Concepts such as respect, friendship, and excellence resonate with Indian cultural values, yet the absence of systematic Olympic education prevents effective integration of these principles into the national sporting culture.

Research indicates that successful Olympic nations develop distinctive sporting cultures that emphasize both competitive excellence and ethical behaviour [14]. These cultures emerge through systematic educational initiatives rather than spontaneous development, highlighting the importance of dedicated Olympic educational institutions.

International Models and Best Practices

The Australian Model: Australia's Olympic education framework demonstrates effective integration between competitive success and educational mission. The Australian Olympic Foundation Academy provides comprehensive educational programs for athletes, coaches, and administrators while maintaining strong research capabilities [15]. This integration has contributed to Australia's consistent Olympic performance and successful hosting of major sporting events.

The Australian model emphasizes several key principles relevant to India's situation. First, educational programs are designed to address both immediate competitive needs and long-term cultural development. Second, research activities are closely linked to practical sporting challenges, ensuring relevance and application. Third, international partnerships with the IOA and other Olympic educational institutions provide global perspectives and best practice sharing.

The German System

Germany's Olympic education system, centred around the German Olympic Sports Confederation's educational initiatives, demonstrates systematic approach to Olympic culture development [16]. The German model emphasizes scientific research, coach education, and youth development programs that create comprehensive sporting ecosystems.

Key features of the German system include standardized educational curricula for Olympic sports, extensive research partnerships between universities and sporting organizations, and systematic international exchange programs that expose German sporting professionals to global best practices. These elements combine to create sustained competitive excellence and effective Olympic hosting capabilities.

The South Korea

South Korea's Olympic education development, particularly in preparation for the 1988 Seoul Olympics, provides valuable insights for India's 2036 preparations. The Korean Olympic Committee established comprehensive educational programs that addressed not only athletic development but also cultural preparation and international engagement [17].

The Korean experience demonstrates that Olympic education can serve as a catalyst for broader social transformation. Educational programs developed for Olympic preparation continued to influence Korean sporting culture long after the Games, contributing to the country's sustained Olympic success and emergence as a major sporting nation.

Proposed Framework for Olympic Education in India

India requires a dedicated National Olympic Academy that operates independently from the Indian Olympic

Association while maintaining collaborative relationships with all relevant sporting organizations. This NOA should be established as an autonomous institution with clear educational and research mandates, adequate funding mechanisms, and professional governance structures.

The proposed NOA structure should include several specialized divisions: educational program development, research and development, international relations, and community outreach. Each division should maintain specific competencies while contributing to overall Olympic educational objectives. This functional differentiation would ensure comprehensive coverage of Olympic educational needs while maintaining institutional efficiency.

The NOA should establish formal partnerships with leading Indian educational institutions, including Indian Institutes of Technology, Indian Institutes of Management, and major universities with established sports programs. These partnerships would provide academic credibility, research capabilities, and access to broader educational resources essential for comprehensive Olympic education development.

Educational Program Development

The NOA's educational programs should address multiple target populations with specialized curricula designed for each group's specific needs and contexts. For school students, programs should integrate Olympic values with existing physical education curricula while providing opportunities for deeper engagement through specialized Olympic education courses.

University-level programs should include degree and certificate courses in Olympic studies, sports management, and Olympic research methodologies. These programs should combine theoretical foundations with practical applications, preparing graduates for careers in sports administration, coaching, research, and education.

Professional development programs should address the needs of current sporting professionals, including coaches, administrators, officials, and volunteers. These programs should provide both foundational Olympic education and specialized technical training relevant to specific roles within the Olympic ecosystem.

Research and Development Initiatives

The NOA should establish comprehensive research capabilities addressing both theoretical and applied aspects of Olympic studies. Research priorities should include sports performance analysis, Olympic policy effectiveness, cultural impact assessment, and international comparative studies of Olympic development.

Collaborative research partnerships with international Olympic educational institutions would provide access to global expertise and best practices while contributing to the international Olympic knowledge base. These partnerships should include regular researcher exchanges, joint research projects, and participation in international Olympic research conferences.

Applied research should directly support India's 2036 Olympic preparations through studies of infrastructure requirements, volunteer training needs, spectator management strategies, and cultural program development. This research should inform policy decisions and strategic planning while building India's capacity for evidence-based Olympic development.

Community Engagement and Outreach

Olympic education must extend beyond formal educational institutions to engage broader community participation and support. The NOA should develop comprehensive outreach programs that bring Olympic education to diverse communities across India's geographic and cultural diversity.

Community programs should be adapted to local contexts while maintaining consistency with core Olympic values and principles. These programs should utilize multiple delivery mechanisms, including community centers, sports clubs, cultural organizations, and digital platforms, to ensure broad accessibility and engagement.

Special attention should be given to engaging traditionally underrepresented communities, including rural populations, minority groups, and economically disadvantaged communities. Olympic education should serve as a tool for social inclusion and development rather than reinforcing existing inequities.

Implementation Strategy and Timeline

Phase 1: Foundation Building (2024-2026): The initial phase should focus on establishing institutional foundations and developing core capabilities. Key activities should include NOA establishment, initial staff recruitment, facility development, and partnership formation with key educational institutions.

Curriculum development should begin during this phase, with initial programs targeting immediate needs such as volunteer training for existing sporting events and basic Olympic education for school students. Research capabilities should be established through partnerships with existing institutions while planning for eventual independent research facilities.

International partnerships should be prioritized during this phase to provide access to established expertise and best practices. Formal relationships should be established with the IOA, leading NOAs from other countries, and relevant international sporting organizations.

Phase 2: Program Development and Expansion (2026-2030)

The second phase should focus on comprehensive program development and systematic expansion of educational offerings. University-level programs should be launched, professional development initiatives should be scaled up, and community outreach programs should be implemented across multiple states.

Research activities should expand during this phase to include independent research projects addressing India-specific Olympic development challenges.

International research collaborations should be established, and India should begin contributing to the international Olympic knowledge base.

The NOA should establish regional centers during this phase to ensure geographic coverage and cultural relevance across India's diverse regions. These regional centers should adapt national programs to local contexts while maintaining consistency with overall Olympic educational objectives.

Phase 3: Excellence and Leadership (2030-2036)

The final phase should focus on achieving educational excellence and establishing India as a regional leader in Olympic education. Advanced degree programs should be launched, India should host international Olympic education conferences, and the NOA should provide educational services to other South Asian countries.

Research activities should achieve international recognition during this phase, with Indian Olympic researchers contributing significantly to global Olympic knowledge development. The NOA should establish itself as a regional hub for Olympic education, serving the broader South Asian sporting community.

By 2036, India's Olympic education system should be fully operational and capable of supporting the hosting requirements while providing sustainable educational services for long-term sporting development.

Expected Outcomes and Impact Assessment

Immediate Benefits for 2036 Olympics: The establishment of comprehensive Olympic education would directly support India's 2036 Olympic hosting through several mechanisms. First, systematic volunteer training programs would ensure adequate human resources for Olympic operations. Second, community education initiatives would create supportive environments for Olympic events and international visitors.

Cultural program development, a crucial component of Olympic hosting, would benefit from research and educational initiatives that explore the intersection between Olympic values and Indian cultural traditions. This integration would create distinctive Olympic experiences that showcase India's cultural richness while maintaining Olympic standards.

Administrative capacity development through NOA programs would ensure professional management of Olympic operations across all functional areas. This capacity would extend beyond the Games themselves to support India's long-term engagement with the international Olympic community.

Long-term Sporting Development

Olympic education would contribute to sustainable improvements in India's sporting performance through multiple pathways. Enhanced coaching education would improve athlete development across all sports, while research initiatives would identify and address systemic barriers to sporting excellence.

Cultural transformation through Olympic education would create more supportive environments for athletic achievement and sporting participation. This cultural change would particularly benefit women's sports participation and support for Paralympic athletics, areas where India currently lags behind international standards.

The development of sports management expertise through Olympic education would improve the efficiency and effectiveness of sporting organizations at all levels. This improved governance would create better conditions for athlete development and sporting system performance.

Regional Leadership and South Asian Development

India's Olympic education development would position the country as a regional leader in sporting development and Olympic knowledge. This leadership role would create opportunities for regional cooperation and knowledge sharing that benefit the entire South Asian sporting community.

The NOA could serve as a regional center for Olympic education, providing services to neighboring countries and facilitating regional sporting development initiatives. This regional engagement would enhance India's international sporting relationships and contribute to broader diplomatic objectives.

Educational partnerships with other South Asian countries would create collaborative networks that leverage collective resources and expertise for mutual benefit. These partnerships could address shared challenges in sporting development while respecting national priorities and contexts.

Challenges and Mitigation Strategies

Institutional Resistance and Change Management: The establishment of a dedicated NOA may encounter resistance from existing sporting organizations concerned about overlapping jurisdictions or resource competition. This challenge requires careful change management that emphasizes complementary rather than competitive relationships between institutions.

Clear delineation of roles and responsibilities between the NOA and existing organizations such as the IOA and SAI would prevent institutional conflicts while ensuring comprehensive coverage of Olympic development needs. Formal cooperation agreements should establish collaborative frameworks that leverage each organization's strengths.

Stakeholder engagement should begin early in the NOA development process, involving key sporting leaders in planning and implementation activities. This participatory approach would build support for Olympic education initiatives while incorporating valuable expertise and perspectives.

Funding and Resource Allocation

Olympic education requires sustained financial investment that may compete with immediate athlete development and infrastructure needs. This challenge requires strategic funding approaches that demonstrate the long-term value of educational investment while addressing immediate sporting priorities.

Public-private partnerships could provide sustainable funding mechanisms that combine governmental support with private sector investment. Corporate sponsorship of Olympic education programs could create mutually beneficial relationships that support business development while advancing Olympic objectives.

International funding opportunities, including IOC development programs and bilateral sporting cooperation agreements, could supplement domestic resources while building international relationships. These funding sources should be systematically pursued as part of overall NOA development strategy.

Quality Assurance and International Standards

Olympic education must meet international standards to achieve credibility and effectiveness. This requirement creates quality assurance challenges that require systematic approaches to curriculum development, staff qualification, and program evaluation.

International partnerships with established Olympic educational institutions would provide access to proven educational models and quality assurance mechanisms. These partnerships should include formal evaluation and accreditation processes that ensure Indian Olympic education meets global standards.

Regular assessment and improvement processes should be built into all NOA programs, with systematic feedback mechanisms that enable continuous quality enhancement. International peer review of Indian Olympic education programs would provide external validation and improvement recommendations.

Recommendations and Conclusion

Immediate Action Items: The Government of India and the Indian Olympic Association should immediately initiate consultations regarding NOA establishment, including stakeholder engagement, institutional design, and funding mechanism development. These consultations should involve international experts, domestic sporting leaders, and educational institutions to ensure comprehensive planning.

A feasibility study should be commissioned to detail the specific requirements for NOA establishment, including infrastructure needs, staffing requirements, and operational costs. This study should include international benchmarking to ensure that Indian Olympic education development aligns with global best practices.

Preliminary partnerships should be established with key educational institutions and international organizations to begin building the collaborative networks essential for effective Olympic education. These partnerships should focus on immediate capacity building while planning for long-term institutional development.

Strategic Imperatives

India's Olympic education development must be recognized as a strategic imperative rather than an optional enhancement to existing sporting programs. The complexity and scale of hosting the 2036 Olympics require comprehensive educational preparation that cannot be achieved through traditional sporting development approaches alone.

The integration of Olympic education with broader educational reform initiatives would maximize impact while ensuring sustainable development. Olympic values and principles should be incorporated into national educational policies and programs, creating systematic cultural change that extends far beyond sporting contexts. Regional leadership in Olympic education should be pursued as both an opportunity and a responsibility. India's development of Olympic educational excellence could serve as a model for other developing nations while contributing to global Olympic knowledge and cultural development.

Final Observations

The establishment of comprehensive Olympic education in India represents far more than preparation for hosting a major sporting event. It constitutes an opportunity to transform India's sporting culture, develop significant human resource capabilities, and position the country as a leader in international sporting development.

The Olympic Movement's emphasis on education and values-based development aligns closely with India's traditional educational and philosophical foundations. This alignment creates opportunities for distinctive Indian contributions to global Olympic culture while advancing domestic sporting objectives.

The window of opportunity created by India's 2036 Olympic ambitions should be seized to address long-standing gaps in sporting education and culture development. The benefits of this educational investment would extend far beyond 2036 to create lasting improvements in India's sporting capabilities and international engagement.

Success in establishing Olympic education excellence would demonstrate India's capacity for comprehensive institutional development and international leadership. This demonstration would have implications extending far beyond sport to encompass broader development objectives and international relationships.

The time for action is immediate. India's Olympic education development cannot await the resolution of other sporting challenges or the completion of infrastructure projects. Educational transformation requires extended time periods and cannot be achieved through accelerated programs alone.

The vision of India as an Olympic educational leader is both achievable and essential. With appropriate commitment, strategic planning, and sustained investment, India can establish Olympic education systems that serve as models for the international community while advancing domestic sporting excellence.

India's Olympic journey of over a century has laid the foundation for this transformational opportunity. The establishment of comprehensive Olympic education

would honor this historical participation while creating the conditions for future excellence that matches India's aspirations and potential.

REFERENCE

[1] International Olympic Committee. *Olympic charter*. IOC, 2021, Lausanne.

[2] Müller, N. *Pierre de Coubertin 1863–1937: Olympism—selected writings*. International Olympic Committee, 2000, Lausanne.

[3] Binder, D.L. "Olympic values education: Evolution of a pedagogy." *Educational Review*, vol. 64, no. 3, 2012, pp. 275–302.

[4] International Olympic Academy. *Educational programs and global impact: Annual report 2022*. IOA Publications, 2023, Ancient Olympia.

[5] Georgiadis, K. and A. Syrigos. "Olympic education: international experiences". *International Olympic Academy Press*, 2009, Athens.

[6] Chatziefstathiou, D. "Olympic education and beyond: Social responsibility and the legacy of the Olympic Games." *Educational Review*, vol. 64, no. 3, 2012, pp. 385–400.

[7] Parry, J. "Sport and Olympism: Universals and multiculturalism." *Journal of the Philosophy of Sport*, vol. 33, no. 2, 2006, pp. 188–204.

[8] Australian Olympic Foundation. *Olympic education and cultural development: The Australian experience*. AOF Publications, 2021, Melbourne.

[9] Lee, J. and J. Maguire. "Global festivals through a national prism: the global–national nexus in South Korean media coverage of the 2004 Athens Olympic Games." *International Review for the Sociology of Sport*, vol. 44, no. 1, 2009, pp. 5–24.

[10] Xu, G. and L. Zhang. "Olympic education in China: developments and challenges." *International Journal of Olympic Studies*, vol. 17, no. 2, 2008, pp. 45–62.

[11] Chappelet, J.L. "Olympic environmental concerns as a legacy of the Winter Games." *The International Journal of the History of Sport*, vol. 25, no. 14, 2008, pp. 1884–1902.

[12] Côté, J. and W. Gilbert. "An integrative definition of coaching effectiveness and expertise." *International Journal of Sports Science & Coaching*, vol. 4, no. 3, 2009, pp. 307–323.

[13] International Olympic Committee. *Olympic Games operational requirements: Human resources and volunteer management*. IOC Press, 2019, Lausanne.

[14] Chatziefstathiou, D. and I. Henry. *Discourses of Olympism: from the Sorbonne 1894 to London 2012*. Palgrave Macmillan, 2012, Basingstoke.

[15] Australian Olympic Committee. *Australian Olympic Foundation Academy: Educational programs and impact assessment*. Australian Olympic Committee Press, 2020.

[16] Deutscher Olympischer Sportbund. *Olympic education in Germany: structure, programs, and outcomes*. DOSB Publications, 2021, Frankfurt.

[17] Korean Olympic Committee. *Seoul 1988: Educational legacy and continuing impact*. KOC Publications, 2018, Seoul.