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FACULTY OF HUMAN MOVEMENT AND
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DEPARTMENT OF SPORTS ORGANIZATION
AND MANAGEMENT**

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**“OLYMPIC STUDIES, OLYMPIC EDUCATION, ORGANIZATION
AND MANAGEMENT OF OLYMPIC EVENTS”**

**Olympic Education – Perspectives, Challenges &
Opportunities**

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Supervisor: Konstantinos Georgiadis
Professor

Sparta, January, 2013



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Abstract

The present thesis analyzes Olympic Education both in theory and by studying its implementation in countries such as Greece and Cyprus.

Olympic education is the educational process aiming at educating young people to Olympic values, taking into account elements of modern civilization. The Olympic Education Programme includes a set of actions that highlight the cultural and educational value of Olympic Games.

These actions relate to knowledge, sport and social skills, values, attitudes and behaviours. They combine the ancient and modern history of the Games with learning skills related to the development of students' in the school and social environment. They refer to the sports spirit developed through the centuries – but they evolve further. Olympic Education connects the past with contemporary educational and cultural values, combining the development of the body with the spiritual dimension of man.

The familiarization of students with the timeless educational values is achieved through games, events, experiential teaching and sporting activities, implemented in a creative educational environment.

In the long run, the aim is socialization, communication and the peaceful coexistence of people and harmonious interpersonal relationships. Olympic Education aims to inform and educate young people to participate actively and honorably in sports, to enjoy and learn from them as athletes, spectators, volunteers or employees; even to develop skills that will be used creatively to their daily lives.

The Olympic Games have the power to inculcate in the students the principles of accepting the different, the recognition of human rights, solidarity and cooperation. The content of the Olympic education program aims at fostering a positive attitude towards exercise and sport as a lifestyle, fair play and the true spirit of the Olympic Games. Olympic Education seeks to prepare informed citizens on Olympic Games, Olympism and sports, citizens willing to participate, not passive spectators.

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Introduction

The present thesis studies Olympic Education in Europe, its perspectives challenges and opportunities. Olympic education is the educational process aiming at treating young people in accordance with the new Olympic values, taking into account the elements of modern civilization. It first appeared, as a term, in the 1970s (Mueller & Schantz, 1991)

The founder of the Olympic Movement, Pierre de Coubertin considered himself as a teacher/educator and his goal was to reform education (Mueller, 1994). De Coubertin's goal was to include sports in the school program, this way education would include body and mind according to the principles of Ancient Greeks. Based on his experience of public school education at rugby, he realized that young people can develop moral power through sports and extend this ability to their life. Although, he did not use the term "Olympic Education" but "sporting education" which was also the title of his book. He also supported the expansion of practicing sports to adults and older people (Coubertin, 1918a)

The Olympic Education Program includes a set of actions that highlight the cultural and educational value of Olympic Games. These actions relate to knowledge, sport and social skills, values, attitudes and behaviours (Emrich, 2009). They combine the ancient and modern history of the Games with learning skills related to the development of students' in the school and social environment. They refer to the sports spirit developed through the centuries.

Olympic Education connects the past with contemporary educational and cultural values, combining the physical with the spiritual dimension of man. The familiarization of students with timeless educational values is sought through games, events experiential teaching and sporting activities, implemented in a creative educational environment. In the long run, the socialization, communication and the peaceful coexistence of people and harmonious interpersonal relationships are sought. Olympic Education aims to inform and educate young people to participate actively and honorably in sports and enjoy and learn from them as athletes, spectators, volunteers or employees; even to develop skills that will be used creatively to their daily lives (Hoevertsz, 2010). The Olympic Games have the power to inculcate in the students the principles of accepting the different, the recognition of human

rights; of solidarity and cooperation. The content of the pre-Olympic education program aims at fostering a positive attitude towards exercise and sport as a lifestyle, fair play and the true spirit of the Olympic Games (Hoevertsz, 2010). Olympic Education seeks to make citizens informed about the Olympics, Olympism and sport; citizens willing to participate and not be just passive spectators.

The researcher has chosen the specific topic because academic literature in Olympic Education is quite limited at the moment. The importance of Olympic Education for European countries lies to its equality among people aspect. European countries have become multicultural and Olympic Education will reinforce the harmonious relationship among people coming from different nations, culture and religion.

The first chapter analyzes the basic principles of education since they form the basis of Olympic education. Plato at his work "Politeia" (The Republic) attempts to analyze the meaning and essence of justice and defines education since the organization of human thoughts springs from education which then guides people's actions and helps them to be fair. The definition of education according to Plato is "the healing of soul," namely the treatment of thought "... and when the body is sick, it needs medicine, when the soul is sick, it needs education."

The second chapter studies Olympic Education and its historical background. This chapter analyzes Coubertin's philosophy on Olympic Education and Olympism. Coubertin is important since he was the first, as mentioned above, that introduced Olympic Education concept.

Olympic Education principles, teaching methods and organization of school environment are studied in chapter three. Olympic Education is pervaded by specific principles and methods to be successfully implemented in schools.

Finally, Education and its present condition are presented in the next chapter as well as the European Fair Play congresses whose aim is to integrate sport as part of culture and reinforce fair play as a part of sports culture.

Aim of the thesis

To expand further academic literature in Olympic education and show its importance for education. The methodology followed will be systematic research of literature review.

Chapter One: The basic principles of education

1.1 Thought and its three components

Plato in his work "Politeia" (the Republic) attempts to analyze the meaning and essence of justice and defines education (culture) because from education (culture) springs the organization of human thought which then guides his/her actions and helps them to be fair. The definition of education (culture) according to Plato "the healing of the soul," namely the treatment of thought "... and when the body is sick, it needs medicine, when the soul is sick needs education (culture)."

Plato defined the meaning of soul and stated that "... the soul consists of three parts: the logic, the spirit, and the appetite."

The healthy state of mind according to Plato exists when "... the logic controls and balances appetite and spirit " and to clarify the concepts of control and balance he gives the following example: He likens the soul with a cart that is pulled by two horses, one that is blind and represents appetite, the other one which is a crazy and represents spirit and the coachman who represents logic and who should keep the control and the balance between the two horses so they tread the right path which is the path of virtue. So far, three key concepts are defined such as culture, thought and healthy thought. These concepts are crucial for the conscious effort to maintain internal equilibrium by any man who wants to have enhanced quality of life and personality. It remains to be delineate the path of virtue to know the direction that healthy thought should follow.

Virtue is analyzed and defined in all its extent and depth by Aristotle in his Ethics Nikomachean Ethics. Virtue, according to Aristotle is in the "middle", between two extreme points and therefore, extreme acts or "badness." To clarify the way virtue is delimited, Aristotle gives the following example: bravery is a virtue and is in the middle between timidity and boldness, which are extreme acts or "badness". And when someone is brave, the coward will call him brazen because he is better than over him, and the brazen will call him a coward because he is beneath him" ... Respectively, one could characterize the economy as the virtue that lies in the middle between stinginess and extravagance, whereas the miser will call the thrifty waster, and the waster will call the thrifty miser.

The virtuous man according to Aristotle is the one who tries to walk the path of virtue. Therefore, everyone who wants it is able at any time to make the effort and be virtuous. The virtuous man is not infallible, but is the one who learns from his mistakes and tries to minimize them.

Aristotle believed that prudence is the leading virtue and includes all virtues. Virtue as defined by Aristotle as the middle and as an attempt for being virtuous is clearly demarcated and leaves no room for doubt. It should therefore, be noted that there is a whole process to track the middle or even the middle of a natural object. A surveyor, for example, to find the middle of a segment he uses a process that involves measuring angles and distances, mathematical and statistical analysis of the measurements to arrive at the following conclusion: "the middle of the straight segment here (pointing at a nail or peg) with 95% probability of error is less than one hundredth of a meter. " The process of identifying the midway of virtue due to the fact that everyone may subjectively perceive a different midpoint lies with the widest possible participation and consensus which democratic institutions ensure. This way, democratic institutions are founded philosophically and they consist a process of finding the midway of virtue.

1.2 Present situation

The question is how and why the current deterioration of education is reached and how the downward trend can be reversed. Let's start with the second question where the adoption of the principles referred above, as an initial step, they essentially put education (culture) in the right position which is the healthy organization and operation of thought based on logic that plays an important role in the internal balance of the individual by controlling desire and anger and by having virtue defining his route.

Virtue is therefore, directly related to the acts of man and is a prerequisite for the man to develop a qualitative personality. Virtue is an effective filter in the bombardment of information received by the modern man and guides him to unravel the healthy ideas and thoughts from the extremes and vices (Georgiadis, 2011). Unfortunately for the modern man and strange as it may seem few teachers at all levels globally know what virtue is. This becomes more important if one considers

that virtue is the dividing line between man and the savage perceives. Therefore, the size of the degradation that exists in the education is immense.

In order to be virtuous it is not necessary to know the definition given by Aristotle. It is just enough to obey the voice of one's conscience, or to have lived in an environment of education and culture where culture is cultivated. Such an environment, both in Europe and in the cradle of civilization Greece constantly shrinks and people who obey the voice of conscience constantly dwindle. It should be noted here that when the man reaches the point where s/he does not take into consideration his/her the voice of conscience, then it is possible that s/he may have suffered a spiritual rape.

Virtue along with balanced thinking can help the modern man ground on philosophical bases many of the current issues that concern him. Philosophy, on the other part, develops and promotes the right speech and it helps establish democratic institutions in a simple way.

The next step after adopting these basic principles is to restructure curricula at all levels of education and training of teachers which is a very important issue.

Much work in this direction has been made by the German philosopher Werner Jaeger and his three-volume work "Paideia" analyzes and presents the accumulated knowledge on education of older generations (Naul, 2011).

The first question requires much study and research by experts to be answered, and a rough explanation here can be attributed to two reasons (Erdener, 2010): (A) the information overload that exists today, which results in the interruption of the flow of accumulated knowledge in the field of education and culture from the older to the younger generations. This overload creates confusion so someone is cut off from his/her roots and tempts the person so his/her desires will become gigantic desires while the thought and desire obey to the logic. (B) Many of the dead ends the modern man has in front of him/her are due to the fact that s/he has stopped to deal with philosophy, or more properly, modern philosophy has been characterized by introspection thereby, harming itself and could make more use of the accumulated knowledge and advance to provide a resolution background in issues arising from challenges.

Chapter Two: Olympic Education – Historical

Background

2.1 Peace Education

The principles, values, ideals of Olympia, traveling to centuries, as another Ulysses, after several adventures, returned and formed the solid foundation on which it was relied and then became the ideological framework of the modern Olympic Games. The concept of Olympism was established by the leader of the revival of Olympic Games, Pierre de Coubertin who is also the founder of the modern Olympic Movement. He was influenced by ancient Greek tradition and by trying to combine the Greek civilization with Christian ethos, he gave another dimension in physical education and sport generally referred to a set of proposals-values or, alternatively, humanitarian ethics. Durantez (Larfaoui, 2010) noted, "in his opinion, sports are not only a more convenient, fast and efficient means of configuring the individual, but also the most immediate "vehicle" of communication, understanding and peace of the people. "However, Pierre de Coubertin, as well as subsequent scholars of the Olympic Movement, failed to give a clear and precise definition of Olympism. According to Pierre de Coubertin (1917), Olympism is defined as a state of mind that comes from worship of trying (understood as an attempt to overcome) and eurhythmia and is based on five points: Unity of mind and body, skills, impartiality, fair play, peace.

By summarizing the various approaches of scholars, Olympism can be seen as an ideology (in the sense of a system of ideas) of a pedagogical, social and political aspect which is based on strong faith and devotion to a set of rules and practices. It can be seen as a moral, global system of conforming the man, an integrated system of education. At the Olympic Charter (2013), references are cited for the nature and purpose of Olympism, but not its definition. In the second fundamental principle it is stated: "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 ".

Mastora (2000) notes: "Olympism is a universal social philosophy, a set of principles that emphasize the role of sport in society. The main objective of this philosophy is to contribute to the harmonious development of individuals, particularly to young people, not only in physical improvement but also in mental and intellectual development. In this context, Olympism is an educational concept and has humanitarian and educational mission".

The international sports and educational community, from the beginning of the modern Olympic movement until today, has organized many conferences, symposia and books dealing with the subject of Olympism with special emphasis on education and the great educational value of sport (IOC, 2010). Olympic education is set up as an educational process in many countries and is a strong factor of social education. In Greece, just before the Olympic Games of 2004, the Greek Ministry of Education announced the program "Olympic education" for primary and secondary education. The Olympic Education is defined as an "educational process aiming at shaping behavior patterns of young people, according to the values of Olympism, taking into account the elements of modern culture and the demands of today's society. It connects the historic past with modern educational and cultural values and combines the cultivation of the body with the spiritual dimension of the man " (IOC, 2009).

2.2 Coubertin – Olympism and Olympic education

Coubertin suggests that «Athletics and the Olympic Games are the manifestation of the cult of the human being, mind and body, emotion and conscience. Will and conscience, because these are the two despots that fight for domination, the conflict between them often tearing us cruelly apart, because we must achieve equilibrium " (Müller, 1986b:418). Coubertin was reluctant to give a definition of Olympism but he wanted people to think of the value of the human body.

Olympism concerns the value which is much more than the physical strength required to take part in sport (Malter, 1996). This principle forms the basis of athletic / sport education which is anthropologically based (Grupe, 1968, 1984, 1985; Meinberg, 1987, 1991). Deriving from Coubertin, the paraphrase of the concept of

“Olympism” is the following: "Olympism combines, as in a halo, all those principles which contribute to the improvement of mankind" (Coubertin, 1917:20).

Coubertin with its concept Olympism aims at addressing to all people regardless of profession, age, sex, nationality and race. Its main focus is to bring good will to all people under the condition that they are committed seriously to the human race. Olympism according to Lenk (1972) is “multi-tolerant” and is not subject and does not allow ideological conflicts.

“Olympic education” works the opposite way from other disciplines, namely it wants to develop the whole individual, therefore, it is based on the basic values that consist human personality. According to Coubertin, Olympic Games are a celebration of the universal human spring” that takes place every four years and everybody either a participant or a spectator have to be ready for it (Müller, 1986b:288).

His understanding on how to train an athlete that participates in the Olympic Games is based on the following: "In order for 100 people to develop their bodies it is necessary for 50 to practice a sport, and in order for 50 to practice a sport it is necessary for 20 to specialize; but in order for 20 to specialize it is necessary for 5 to be capable of outstanding achievement” (Müller, 1986a:436).

Therefore, sports education included everyone as soon as they wanted to have a personal experience. There was no contradiction between Coubertin’s education model and Olympic games since from the beginning he had already combined them. In 1897, when the second Olympic Congress took place in Le Havre, the attendants found out that they did not deal that much with the organization of the next games but with the promotion of sport education in schools. Although, the Olympic Games in 1900 and 1904 were very unsuccessful, Coubertin insisted and used the 3rd Olympic Congress that took place in 1905 in Brussels to propose models of sport education in schools and in everyday life.

In 1912 at the Stockholm Olympic Games a breakthrough was achieved and Coubertin talked to the Universities by participating on “Psychology and physiology in sport” Congress that took place in Lausanne in 1913.

His colleagues were dealing with the Olympic Games and the international sporting relations however, his participation showed how ambitious his educational mission was (Müller, 1994). His motto was that "We must reach the masses" (Müller, 1986b)

In 1918, Coubertin said : "It cannot be enough that this *Pédagogie Olympique* – of which I recently said that it is based simultaneously on the cult of physical effort and the cult of harmony – in other words, on the taste for excess combined with moderation - should have the opportunity to be celebrated in the eyes of the whole world every four years. It also needs its “permanent factories“(Coubertin, 1918a).

The above sentence is the first one where Coubertin refers to “Olympic education” because he was sure of the need of it as well as of the strength of his ideal.

Olympic Movement was his tool for promoting Olympic Education. In November of the same year he wrote "Olympism is not a system but an attitude of mind" (Coubertin 1918b). He was suggesting that “Olympic education” despite the traditional one where sports were not included in the school curriculum, included everything.

However, in 1921, Coubertin did not gain the support of the majority of the IOC when he tried to include sports education in the workforce. Before the First World War, Coubertin created the Olympic Institute in Lausanne, which was providing sport education and other subjects to prisoners of war of Belgian and French origin. He was always calling for the building of city sport centres based on the model of Ancient Greek “gymnasia” and he was pointing out that sports are democratic since there is no inequality among people (Müller, 1986b:592-593).

Coubertin want sports to be part of people’s daily life, he wanted people to have the opportunity "to adapt the good and bad aspects of his own nature to exercise" (Coubertin, 1920:223) and to lead his/her life based on this experience. As he said in his speech in 1925, people should not expect to just watch sporting idols but to be part of sports (Coubertin, 1925).

Coubertin never stopped exploring new educational schemes and this is something he did up to the rest of his life. In 1925, he set up in Lausanne the Union Pédagogique Universelle that was organizing events related to the educational goals of the modern cities. In 1930, he made the draft of a Charter of Educational Reform which was transferred to all Ministries of Education but he did not get any response (Müller, 1975b:75).

In 1926, he launched the *Bureau International de Pédagogie sportive* (Müller, 1975b:80). The Bureau published various books and an annual bulletin. Coubertin wrote a lot of articles and books (1100 articles and 30 books) (Müller and Schantz, 1991).

Only a few people followed him from the IOC and his main criticism was that sport leaders did not follow the Olympic spirit but were interested only in new records. The educational point of Olympic ideal became known when sports amateurism was discussed for quite a long time.

Coubertin was interested in the moral part of the athlete, a part that Olympic Education would construct. Coubertin always wanted to have a *Centre d'études olympiques*. This came true in Berlin in 1938-1944 under the direction of Carl Diem and the financial support of the Reich (Müller, 1975b:108-111).

In 1961, the International Olympic Academy (IOA), declared ancient Olympia in Greece as the centre of Olympic education and is committed to Coubertin's ideals (Müller, 1998).

It is astonishing to notice that Coubertin's program has survived all these years and nowadays, it exists in many countries all around the world and is well harmonized with the Olympic tradition. In 1968 National Olympic Academies appeared, 70 in number and their presence gave more emphasis on the Olympic ideals in schools and in public (Müller, 1994, 1997). In 2000, IOC Charter (IOC, 2000) refers in many occasions to Olympic education. More specifically:

§ In Charter (Article 2) it refers in the combination of sport with education as the base of Olympism.

§ In Article 6, it is stated that the goal of Olympic Movement is the creation of a better and more peaceful world through sport education

§ In Rules 2,6 and 7 is stated that the IOC is dedicated in sport ethics and fair play and in Rules 2, 14 and 15 it states that the IOC supports IOA and all institutions that are committed to "Olympic education".

§ In Rules 31, 2.1 is stated that the IOC Charter obliges the promotion of Olympism in all educational levels by the National Olympic Committees and through National Olympic Academies the adoption of initiatives such as "Olympic education" is obligatory.

The First and Second World War as well as the Cold War impeded the ideal of peace which is a basic ingredient of Olympism. Events such as the boycotts at Montreal 1976, Moscow 1980 and Los Angeles 1984 blurred the Olympic ideal but at the same idea, they showed the need of Olympic education (Georgiadis, 2011).

The National Olympic Committees recognized the need for “Olympic Education” and a basic reason was that they wanted to increase the credibility of the Olympic Movement which was endangered to the increasing commercialization (IOC, 2007).

Between 1961 – 1998 various seminars were organized by the IOA on Olympism and these seminars acted as stimuli for many countries to introduce Olympic education (Hardman & Marshall, 2005).

In 1986, fair play was recognized as an important part of Olympic education and its target groups apart from schools were sport clubs, sport association and the general public (Whitehead, 2010).

The Academy also offered seminars for teachers which were supported by education ministers. These seminars aimed at training teachers to transfer the idea of Olympic Education. Teachers have been particularly interested in the Olympic Movement which is a topic that is covered frequently by media. Despite the fact that Olympic ideas may not be easily attained, the ideas are not obsolete (IOC, 2010).

2.3 Olympism and Olympic education in modern schools

Coubertin in his essay "L'Olympisme à l'école. Il faut l'encourager!" (1934) writes his thoughts that were dominant at the end of his life. Teaching the concept of Olympism without giving concrete practical examples is needless. His retrospective (1935) "The philosophical Principles of modern Olympism" can be understood only when the value of Olympic education and its results as a product that lasted for years is shown. If it is needed to define “Olympic education” then Coubertin is the starting point since nothing before Coubertin was existing. Therefore, the IOC Charter (IOC, 2000) embraced Coubertin’s principles. In the case of Olympic Movement, there was the danger that external influences will supervene issues of content. Implementing the Olympic ideal in schools was not difficult since students are aware of Olympic Games. Coubertin’s vision on Olympic ideals should be retained, however, it should follow modern era and be reviewed accordingly.

The features of Olympic Education can be summarized as follows (Siedentop et al., 2004):

1. The concept of developing people harmoniously;
2. The concept for reaching human perfection through a combination of artistic, scientific and sports achievement;
3. Sport activities should be related to the principles of equality of opportunity and fair play. People should be determined to fulfill the above. Amateurism, an idea that was ignored, is also part of it.
4. The ideals of goodwill and peace among nations together with the ideas of respect and tolerance among individuals.
5. Promoting emancipation in sports.

The above educational features stem from Coubertin's thoughts and writings, however, at first glance they seem to be too theoretical for implementing them in schools. How can these be implemented will be discussed below.

Regarding the first concept of harmonious development, it should be noticed that education of the young people should combine mind and intellect i.e. Olympic education is mental and physical education. Its aim is to convince young people that sport is an integral part of life and by exercising physically enriches life and the balance between body and spirit helps people acquire a sense of identity.

However, according to UNESCO, Coubertin's vision of making physical education a mandatory part of school curricula has not been applied in 50 countries (IOC, 2010). It is also important to see how school sport education is compared to other disciplines and the ways that exist to improve the hours attributed to it and improve its quality. For example, school sport days are important for pupils regarding the promotion of the sense of community.

School sports days are as important as Olympic Games since Olympic games act as a model on a global scale whereas school sports days, if they are organized properly, can become important areas in school life. The idea of harmony can be enhanced if sport activities are combined with music and art in general so as to give an aesthetic sense in sporting competition.

Regarding the second concept of human perfection it should be mentioned that all people want to do their best. Olympic Games are actually a proof of this superior human achievement. However, arts, for example, are not suitable for this type of competition. People want to do their best and compete other people whereas people emulate each other.

Olympic records encourage young people to become better, to exceed their personal boundaries, not to be satisfied with mediocrity and to set a role model (DOSB, 2009). This strive for human perfection is credible only if perfection is achieved by independent means. Technological advancement such as genetic engineering etc. that is responsible for artificial self-perfection is an exploitation of the young. This is in accordance with Coubertin's sayings (1934) who saw the specialization and regarded it as a danger to the proper development of children according to their age.

Article 2 of the IOC (IOC, 2000) states that Olympic education is addressed to everyone, poor students and handicapped included. The purpose of Olympic education is to promote a lifestyle where physical achievements are an integral part of it. According to the Olympism principles, experiencing such an achievement from the individual, it helps the development of every athlete's personality and not just the development of top ones (Emrich, 2009).

Olympic values are better understood in the framework of sport. Olympism is based mainly on European culture i.e on the culture of Western societies, however, this kind of values exist in other cultures, religions and social systems and they form the foundation of people's life. Olympic education emphasizes the practice of sports based on fair competition.

Students when practicing sports but also in other disciplines and in their personal life must learn the following (Erdener, 2010):

- Rules in life and in sports should not be broken;
- They have to practice fair play in all aspects of life;
- They have to use fair play in sports and in their personal lives so that the pressure they have in school life and later in their work life will not influence them.

For implementing all these, there is no need to have a supervisor since people have to commit voluntarily and be personally endorsed to fair play. However, for many modern participants, the Olympic Games do not have these ideals and in addition the Olympic Charter does not make any provision for it (Georgiadis, 2011).

Olympic Education teaches people that sports have not lost their primary meaning which is striving for perfection, always in the sense of practicing sports at an amateur

level. Modern influence of business and the mass media has reached a point whereas athletes are no longer free and that they are considered as products.

From an educational point of view the idea of practicing sports at an amateur level remains relevant.

Olympic value includes the idea of peace apart from the idea of fair play. Actually, at the idea of peace most of attention is being paid. Olympic internationalism includes the following and can be taught in many different ways. The aspects are (Hardman & Marshall, 2005):

- Olympic internationalism promotes comprehending the various different cultures of nations;
- Efforts are made in familiarizing people with the types of sports played by others;
- It wants to make people familiar with the culture of the country organizing the Olympic Games;
- It aims at promoting and helping sporting contacts as well as contacts on a personal level among individuals.

In Germany almost all schools are multicultural. The school is a miniature of the world whereas all languages are spoken (Whitehead, 2010). Olympism is international, is part of the global culture and it is not affected by races, money or religion (Whitehead, 2010). The Olympic Games are the biggest global peaceful meeting which takes place every four years. Nowadays, Coubertin's belief and ideals on global peace and education based on peace is more important and real than ever.

In order to be credible the Olympic Movement needs to commit to an egalitarian and emancipator approach. Coubertin's basic principle (1934) of "all games, all nations" should be the starting point. This principle promotes equal rights among nations, among sports among races but also among sexes. The applicants for organizing and hosting the Olympic Games should show that they are committed to environmental protection, but also the issue of equality in sports is also called into question.

In the school environment, some important lesson should be taught and these are the following: acceptance and tolerance for the opposite sex, acceptance of the

various different types of physical education and students' and pupils' development of their responsibility during sport practicing.

The need to bring "Olympic education" in schools should take into consideration all different school disciplines. Sports education is part not only of club sport but also a part of the practical experience of young people and children. In Germany, for example, the main focus in elementary schools is on acquiring general knowledge, language, music, art and in some cases on religious education. The secondary schools have a broader aspect and in its curriculum includes social sciences, foreign languages and biology. The topics that concern the Olympic Movement can be part of the various school disciplines however, it is better to present them as part or as an educational project that has multiple disciplines.

Olympic exhibition is another way of attracting students' interest. Students' interest will increase prior to Summer and Winter Olympics and especially during the Olympic Games. Regarding children, particularly those that are six-to-twelve years old are very attracted to Olympic themes (Siedentop et al., 2004). Pupils should be involved in arguing in a reasonable way about the Olympic Movement and this is particularly desirable when students get older since when they grow older they tend to spend more hours on TV. Therefore, this can be a way to reach an agreement on Olympic values which students should approve.

Many scholars and Gessman (1992), in particular, stresses that Olympic education must be related positively with the Olympic Games. Someone would argue that this can be self-evident but this is not the case since, nowadays, the Olympic Games due to their commercialization and doping issues are not taken educationally seriously. However, although the above issues are negative examples, these cannot harm Olympic values as an educational idea.

As everyone knows, the ideals cannot be achieved what can be achieved is a compromise of them. Therefore, it should be noted that there should be a re-thinking of the fight for meaning.

The question that is posed has to do with what kind of educational models can be formed by the Olympic Games. People watch the Games, they are part of them as athletes but in either case they are together in a friendly way. The venue of Olympic Games is a symbol of universalism. Olympic records are a symbol of people's efforts towards physical perfection. This symbol when it is combined with respect among

people and fair play then in this case sports people are a role model and an example of people living together in serious and critical situations. (Georgiadis, 2011)

The venue and other ceremonies of Olympic Games give a specific meaning to Olympic Games i.e. Olympic records are particularly important and significant. According to Gessman (1992) and Schantz (1996) Olympic Games, based on the above, should be considered in a critical way. This way, the danger of underestimating “Olympic education” and degrade it to the level of improved sports education is avoided. Some of the values mentioned above, however, are part of teaching sports and can be effective in sports education even without referring to Olympic education.

A typical Olympic curriculum should show what Olympic is and in addition it should present Coubertin’s ideas in a modern way.

Chapter three: Olympic Education

3.1 Teaching Olympism and Olympic Values

It is not easy to teach moral values to children since this is a complicated process that involves every part of children's life. The key factors in educating children in traditional cultures are the family, the church (religion) and the community (Naul, 2011). Still, these factors play a key role. However, in most countries nowadays, schools are responsible for teaching these values. This is not an easy task i.e. teaching children positive values since they are under the influence of television, the world wide web, and population movements due to migration.

The school curricula in North America since the 1960s was influenced by the theory on moral development of Lawrence Kohlberg. This theory was further developed and became a manual for teachers that were focusing on teaching children aged 8/9 to 11/12 years old (Hersh et al., 1979). This manual included the information below (Hersh et al., 1979):

The focus for elementary school children should be on teaching cooperation and fair play. At this age, children develop their ability to comprehend other people's perception on the world.

Teachers by creating moral conflict they help children to develop their abilities on moral reasoning and reach higher levels of their own thinking. This can be done when children have to face and deal with real and complicated moral problems and conflicts.

According to Binder (1995) there are two learning processes that can help children 8-11 years old to develop their own thinking on moral issues and these are the following:

1. There is a section that involves talking since this is the most important factor in resolving moral conflicts.
2. The second process concerns the change of roles and be in "other people's shoes". It is true that children of this age are more selfish, they tend to look the world from their own point of view. By using role playing and games children can develop this ability. Actually, when it comes to games and teaching strategies for exploring fair play there are more than sixty activities. The

talking section of each of these activities, according to Romance et al. (1986) encourages pupils to discuss on moral conflicts.

Gibbons et al. (1995) mentioned in their research on the influences on the moral development of children that when a specific educational program is designed on moral development then there are changes on the moral behavior of children. The findings of this research coincide with the findings of other researches that show that the development of moral growth in children is not automatic but a result of continuous and planned school curricula that are focused on it.

Gibbons et. al's (1995:254) wrote: "Although the products of this study were highly visible, the processes by which these changes occurred were less discernible" (p. 254). The "less discernible" part is what it has become the subject for the school curricula theory that deals with moral development.

3.2 Teaching Methods

Olympic Education, as mentioned above, has been implemented in many countries of the world. In the specific section, the case of Greek educational system and how Olympic values are included in Greek school curricula is taken as a case study.

As described above, Olympic Education is the educational process that aims at teaching youth the Olympic values taking into consideration the values of modern civilization. The program of Olympic Education includes a set of actions that show the educational and cultural value of Olympic Games. These actions concern knowledge, athletic and social skills, attitude and behavior (Erdener, 2010). They combine the ancient and modern history of the Games together with the learning of skills required for pupils in the school and social environment. Olympic Education relates the past with modern educational and cultural values by combining physical fitness and the spiritual dimension of man.

The familiarization of pupils with temporal educational values is pursued through games, shows, experiential teaching and sport activities that are materialized in a creative educational environment. In the long term is pursued the socialization, communication, harmonious existence of people as well as harmonious interpersonal

relations (Emrich, 2009). Olympic education aims at informing and educating children and youngsters to participate actively and honestly in sports, enjoy taking part in them and be taught by sports as athletes, spectators or even working for them. Olympic education helps them to develop skills that will help them in their daily life. Olympic Games have the power to transfer to pupils the principles of accepting the different, of recognizing human rights, of solidarity and cooperation.

The content of an Olympic Education programme aims at developing a positive attitude towards exercise and sports as a way of life, learning fair play as well as the true spirit of Olympic Games. Olympic Education focuses on preparing citizens who are informed on Olympic Games, Olympism and sports, citizens willing to participate and not just passive spectators. The above summarize the philosophy of Olympic Education. The implementation of its activities is more multidimensional than just transferring information. In addition to teaching children on Olympic values, teaching should incorporate the following basic principles: offer experiences of success and at the same time be pleasant and suitable for everyone, each pupil should find activities that correspond to his/her preferences and abilities.

Children need to be entertained and gain personal satisfaction from their participation in the activities of Olympic Education. Hence the activities must be presented in such a way as to give them the opportunity to show their talent to progress and develop confidence in their abilities. The pupils should, in addition, know the beneficial effects of the Olympic Games. At the same time, they will also learn to control every activity by utilizing their critical thinking, knowledge and skills. It is necessary to be helped, so their choices and actions to reflect their preferences, and simultaneously to develop a sense of responsibility and team spirit (Georgiadis, 2011).

The pursuit of the Olympic education program is to develop the right policy in the school environment so the students will be initiated through the actions in the history and the values of Olympic tradition to understand issues related to ethics in sport to gain experience of non-widespread Olympic sports, to develop techniques and skills associated with controlling behaviour in sports and in everyday life, to understand the importance of volunteering for the success of the Games, to form a positive attitude to sport and Olympism through innovative activities that promote participation, initiative and creativity, to gain experience and knowledge about the beneficial effects of exercise on health.

In addition, the program of Olympic education promotes the attainment of specific objectives, such as encouraging schools to adopt a proactive policy for (IOC, 2010):

- a) promoting the Olympic ideals
- b) promoting knowledge on issues related to the Games, avoid violence in stadiums, honesty and the right of non-seclusion
- c) developing and promoting the concept of volunteerism, encouraging pupils, teachers and parents to recognize the Olympic Games (in case of Greece the Olympic Games in 2004) as a national issue of collective responsibility. In addition, the proactive activity concerns encouraging teachers of all disciplines to engage actively in the program, so as students understand the scope of the Olympic Games and the ideals associated with them through the prism of other subjects, the connection of schools with institutions of the wider social environment related to sport and health aiming at creating conditions for continued cooperation.

The following will contribute to the success of the program (Naul, 2011):

- Selection of original and enjoyable activities for children.
- Determination of specific short and medium term objectives.
- Permanent and versatile control for continuous improvement of the program and redefinition of teaching methods.
- The methodical collection of material related to contemporary Olympic Games and the Games of Antiquity (photo material, art, books, etc.)
- Organizing meetings among schools, teachers and relative bodies for exchanging opinions, consultation, problem solving and communication or enlargement of the program by taking advantage of school excursions and championships and by cooperating with teachers of other disciplines in the frame or outside the school program.
- Organizing activities related to the aims of the course
- Understanding the basic principles and values of Olympism (fair play, respect of rules etc.)

The pupil should develop critical ability regarding a number of issues relative to the ancient and modern Olympic Games such as the enlargement of the Games, the

cultural and political dimension etc. In the case of Greece, the pupil should have understood what was meant for Greece to take over the organization of the Olympic Games in 2004. It is also important the pupil understands that difference is part of nature and it is a human right. The Greek student should also understand that the success of the Olympic Games in Greece would be a result of collective effort.

Volunteerism and its comprehension is a dimension of human activity and more specifically (Whitehead, 2010):

- a) The pupil should be in a position to understand the benefits, the costs and the obligations related to volunteerism.
- b) The pupil should understand the conditions, the factors and the dimensions of volunteerism
- c) S/he should comprehend the factors that hinder its development
- d) S/he comprehends that dealing with modern social problems is part of collective responsibility and presupposes the existence of a spirit of cooperation and willingness to offer.
- e) In case of Greek pupils, they should understand that helping in preparing the Olympic Games 2004 is a personal issue.

Regarding physical activity the pupil should also be familiarized in a practical and theoretical way with sports that are not that popular in his/her country. S/he should also appreciate physical activity and its contribution to leading a healthy way of living by (Siedentop et al., 2004):

- a) Adopting an active way of life that allows him/her to attribute the maximum of his/her activities
- b) Appreciating interpersonal relations that may derive from his/her participation in the physical activity and the feelings s/he gets from it
- c) Understanding the importance of regular physical exercising for leading a healthy life
- d) Realizing his/her skills in the various types of physical activity.
- e) Learning to develop new skills.

The Olympic Education can be easily integrated in the educational process because (Hardman & Marshall, 2005):

- It is perfectly in line with the general and specific objectives of education. It promotes values that contribute to the strengthening of relations among people and world peace.
- It is based on the country's national heritage and history but the modern principles of pedagogy and philosophy expand and upgrade the role of the school as a factor of training and culture that involves social actors in the educational process. It encourages parents and citizens to engage actively with school issues.
- The Olympic Education contributes significantly to physical education and general culture of the student, because it focuses on student behavior and activities that promote knowledge in an experiential way, while helping to develop important skills. Moreover, it contributes to the promotion of active lifestyles and values related to health.

The Olympic Education Program promotes knowledge (IOC, 2009):

- 1 On History and Folklore
- 2 On social and moral issues of the modern Olympic Games (gigantism, doping, politics, etc.)
- 3 On the benefits of exercise and a healthy lifestyle.

In the Olympic Education program, the student is the central figure. Olympic Education is the means through which experiences, practices and knowledge from all academic disciplines are coordinated. The Olympic Education program is expected to play an important role in promoting the Olympic ideals, and help young people to develop important personal and social skills (teamwork, confidence, solidarity, respect and acceptance of the rules of fair competition). It is however, only one of the tools that can be used to promote these values. Many other opportunities offered by the school may, with equal effectiveness, be exploited in promoting behaviors related to these values and ultimately support the program.

Such targeting requires the endorsement of Olympic Education as an organic part of the official school curriculum, which interacts with the overall goals of the school.

Olympic education at school is not limited to the teaching hours or the official program. The messages received by students in their daily contact with the wider school environment are equally important with those they accept during the course. It is therefore, suggested a holistic approach to the activities of Olympic education within the school to ensure consistency and duration of their impact on students (Georgiadis, 2011). This involves the exploration of possibilities in all aspects of school life, always with a view to promoting the Olympic ideals of knowledge in Olympic Games issues and the regular participation of students in physical activities and sports.

Aiming at promoting the values of Olympism and the creation of a positive image for the Olympic Games, the schools should (Erdener, 2010):

- Promote activities related to the Olympic Games throughout the year (e.g. exhibitions, lectures, festivals, promotion of an Olympic record man etc.).
- Create within and out the school such an environment that I will encourage the active participation of pupils (e.g. volunteerism, creation of school team works, production of brochures etc.).
- Create a framework which will encourage the participation of teachers, pupils and parents in physical activity and sports helping at the same time the students to develop knowledge, skills and attitude that will incorporate the values of Olympism.
- Implement during school hours but also out of school, activities (athletic, artistic, cultural) that will correspond to the needs and interests of all children including the less capable ones in sports as well as the children with special educational needs as well as immigrants' children.
- Provide moral and material support by increasing the opportunities for acquiring knowledge and practical experiences through pleasant activities
- Cooperate with the pupils' families and social institutions for the development, implementation and assessment of programs, exhibitions and action for the pupils and their parents.

In the teaching methods and ways, first, there will be discussed the basic directions and teaching principles.

In the Olympic Education Program, the following guideline can be seen: Based on the creation of a strong theoretical background for students on issues related to the Olympic ideals and the Olympic Games. This will be achieved with the approach of original issues that are harmonized with the cognitive development of students and pre-existing knowledge (from elementary or high school). It uses teaching methods focusing on the students, while the teacher plays the role of a coordinator. The organization of working groups and lectures, the distribution of responsibilities in organizing events, exhibitions, theatrical performances etc. ensure the active participation of all students through dialogue, initiative and argument (Hoevertsz, 2010).

It approaches in an experiential way the teaching content (e.g moving and visual activities, organizing events and seminars, etc.) to ensure worthwhile experience, development of creativity and knowledge. In addition, the proposed program is organized in such a way so as to enhance the teaching and role of the school as a cultural institution, and to support the implementation of the general aims of education.

It gives emphasis to the training of teachers of physical education from specialists for implementing specific actions to ensure the program's effectiveness.

It proposes the organization of school and extracurricular events in cooperation with parents and the local social factors. It expands the role of the school by bringing together the organizations that will play a key role in the success both of the program and the Olympic Games (in case pupils' country organizes them). The school becomes the link among parents, students and society by proving its role as a "cultural institution".

It ensures the continuous updating and improvement, as well as the broader implementation and sustainability of the evaluation of the proposed program by teachers, students and scientific support team. These basic guidelines are supported by the teaching principles governing the program which are summarized below (Larfaoui, 2010):

- Non exclusion. All pupils should participate, belong in working group and be activated.

- Personalization – Each pupil should be treated as a unique personality, be involved in activities that interest him and feel that s/he can perform successfully.
- Egalitarianism – Provide equal opportunities to all children irrelevant of nationality or physical skills.
- Team work/ fair play – Promote team spirit and fair play through individual and collective action.
- Improvement – Develop the goal for improvement in all areas of life through the participation in sports activities.

Teachers should not expect that all students in a class will perform in activities equally or that they will respond with the same interest, given the differences among children of the same class. The "diversity" is the key concept for effective teaching and requires pre-planned intervention actions on behalf of the teacher intervention to maximize the performance of all children. The pre-planned interventions may differ in the following aspects (Whithead, 2010):

Execution e.g. by allowing different kinetic performances by presenting exercises with different degree of difficulty.

Means e.g. by using instruments/tools that facilitate weak students or by making execution more challenging for the talented one with the adaptation of activities based on different interests.

Acceptance e.g. by allowing pupils to move or respond to the exercise with different performance levels, by encouraging more weaker pupils.

Support e.g. by providing further information or by using more helping means.

Organization of teams e.g. by providing customized instructions, by encouraging work in smaller team, by selecting children of different skill level whereas this is necessary.

Personal commitment and effort for improvement should be encouraged and rewarded in an atmosphere of praise. In order to effectively promote participation,

teachers should appreciate the effort and personal progress, and not focus solely on the outcome!

In order to teach Olympic Education the teacher must use a combination of strategies and teaching methods. Children are pleasantly surprised when asked to do something new and they enthusiastically participate. By doing so, the possibility of undesired behaviour is eliminated and students are more focused on the activity. A lot of studies have shown that the response of the students who are subject to different ways of teaching is positive. However, the physical education teachers who participated in programs where new ways of teaching were implemented reported that their interest for their work was enhanced.

The selection criteria for choosing a teaching method depend on the goals of the course (e.g. strengthening cooperation among students) the subject of teaching (e.g. kinetic activity, visual, theoretical) and the initiatives that the student will take during the course.

The modes of teaching that a teacher of physical education can use depend on his/her relevant experience. The teacher of physical education through his/her experience, the detailed planning of each action and the existing literature, may over time form a large archive with new teaching projects by using progressively different ways (Emrich, 2009). It should be noted that in an action more ways of teaching can be implemented. Their number depends on the duration of the activity, the degree of students' familiarity with independent work and the teacher's experience in each way.

The themes and the individual actions proposed for each school level may prove far more effective, if the appropriate methods that cause the interests of both students and teachers are used. Mutual teaching, non-exclusion, and the guided and converged ingenuity and deviant productivity are great teaching tools to achieve the objectives of Olympic Education.

In mutual teaching students are exercised with a student-assistant in pairs or small groups. The assistant provides feedback in accordance with the criteria that the teacher has prepared. The role of the teacher is to guide behaviour, give feedback to those who observe and answer questions. This method is used when (Hoevertsz, 2010):

the purpose of the course is to develop cooperation among students.

the objective is to teach the proper feedback of one student to another and

the teacher seeks to harness some students who are able to provide a plurality of information on a subject due to their systematic involvement with it.

This method could be applied, for example, in teaching sports.

Non exclusion is used in order that all students participate regardless of skill level, they learn to choose a difficulty level in which they can respond and learn to assess their performance. The role of the teacher is to prepare the exercise and define the criteria that determine the level of difficulty, as well as answering questions submitted by students. This way could be implemented, for example, for teaching all kinetic and visual activities.

In leading ingenuity, the student is introduced in a process of discovery and learning, where the teacher does not give ready-made solutions, but defines the problems and guides the student in finding the solution (Naul, 2011). The teacher by designing a series of questions leads the student systematically to a predefined result, in a specific response. This method could be applied, for example, in activities related to the ethical issues in sport or social issues of Olympism.

In converged ingenuity the student must discover the solution to a problem and arrive at a conclusion by using logic and his critical ability (Whitehead, 2010). The teacher asks the question and the student is asked to find the only correct answer without any help from the teacher.

This method could be applied, for example, in junior high and high school, in activities related to the ethical issues in sports, the problems of the modern Olympic Games and Paralympic Games.

In deviant productivity, the one who produces knowledge the student. The purpose of this particular method is to prompt the student to create multiple answers for one question. The role of the teacher is to decide the type of the question to be presented, to assess the proposed solutions and serve as a source of confirmation. This method could be applied, for example, in teaching art, in actions for creating new playgrounds or modifying regulations etc.

Some practical advices / instructions for the teachers are the following (Georgiadis, 2011).

To fully realize the goals of the program, the teacher should be familiar with (Georgiadis, 2011):

The history of sports and Games

Regulatory topics and developments in sports

Experiences related to the use of modern teaching strategies
(Different ways of teaching, supervision of group work etc.)

Organizing events, performances, sports, etc.

The use of new technologies to facilitate the access to a number of assessed information.

The ability to create useful forms for different actions, the facility of communication with other schools etc.

Designing and implementing effective "courses" and activities.

Communication skills facilitate effective teaching

The communication skills that facilitate effective training according to Naul (2011) are the following:

1. Developing a dialogue

To encourage discussion about a topic: use open-ended questions (those that are receiving many and different answers, start with words like "how", "what" "Why" so that children cannot answer in one word yes-no) e.g. "Why do some athletes take anabolic?", " According to what you have said, some athletes take anabolic because a) ... b) ... c) ... "; repeat with your own words was heard from the children, to summarize and highlight the main points; and finally, use personal examples, erg "When I was 16 years old, I was preparing to participate for the first time in official sports games. Someone approached me and told me that he knows certain substances that would help me to improve my performance. I felt that this is ... "

2. Maintaining the interest of students

Teachers should strive to earn the respect of children and not their friendship. They should try not to be either strict teachers or friends, but something in between. The key for a perfect relationship is mutual respect. Some of the individual characteristics that support this relationship is: to be a role model of everything teachers teach, to be predictable and consistent, fair and trustworthy, give real feedback, and show that

they care. In the beginning, teachers should adopt a more rigorous and inflexible attitude, and when roles and the way the lesson is taught, then the teachers should try to create a more positive and creative atmosphere for everyone. Rules that will help to create an environment where children will learn by having fun is: involve everyone, ask to speak, each time speaks one person, respect and help each other, when the lesson starts everybody is ready to begin in order not to waste valuable time. Specify a "signal" (e.g, clapping, whistling, raising the hand) which will mean "break-silence"

3. Nonverbal communication

Teaching includes, apart from verbal communication, and the nonverbal one. These are the messages people send with their bodies body when they talk. Thus, posture, facial expressions, the tone and volume of people's voice can convey other messages-automatically from those stated.

Some general guidelines: teachers can use some movements to emphasize something that students should pay particular attention to; teachers should not make excessive or nervous movements (playing with their hair or with the pen, shaking nervously the foot, etc.), even when talking or when hearing someone talking; when moving among children or their teams their attention is more attracted and their movements are better controlled; when talking to children when the volume of teacher's voice should be such that everyone can hear it, it should not be loud or low; the teachers should not talk too fast or too slowly, they should use simple words; when using new words that may not be known to the children an explanation is given to them. The teacher's tone of voice should not be monotonous, they have to colour their voice; they should choke or use phrases that make teacher's speech tedious (e.g. okay, say, etc.). The teacher should not sit away from children or behind the seat; s/he should participate in children's games whenever s/he can.

4. Feedback

Children want to know "how they are doing" when they learn new things. Information about their performance is called "feedback." The information we should give them should be constructive and positive so as to encourage their effort. To be

able to give proper feedback requires some practice. Some general guidelines are the following:

The feedback should be given quickly in simple language and in brief. It should emphasize one or two main points. It should be provided to the student privately and in a courteous manner. It should focus on performance, not the person, as well as in issues that the child can control.

The teacher should certify that the student understood the feedback and that it is clear and specific. Finally, for giving feedback the following technique can be used: start with a positive comment on the performance, then make a constructive comment about what might be improved and, after providing some suggestions on how this can be achieved, then the teacher should take care to encourage the student again.

It is obvious that Olympic Education, the way it is approached is particularly demanding. Therefore, it is a challenge for teachers, who should greet it with enthusiasm, curiosity and critical spirit.

The teachers should be encouraged to develop realistic and suitable for each school strategies (Larfaoui, 2010).

1. In relation to the school modules: The teacher suggests fun and interesting activities to respond to the philosophy of education, are compatible with the general operational mode of the school and meet the current needs of students and society.

This is sought through active student participation in kinetic, artistic and other activities along with the theoretical approach. These activities are carried out within and out the school program. The teacher offers a high quality program of Olympic Education, which should be adequately supported by the right educational content and qualified people. The teacher certifies that the teaching methods and the content provided shall have a positive impact on students.

This is achieved by the evaluation system which involves students and teachers. The teacher provides activities outside the program. A wide range of kinetic and visual activities is proposed (ego, physical activities, participation in lesser known sports, visits to museums and archaeological sites, etc.).

The teacher organizes events that promote specific behaviours within and outside-school program e.g. (Naul, 2011):

- a. workshops, seminars, lectures, exhibitions, visits, etc.
- b. educating spectators against violence, training on the importance of volunteering etc

2. In relation to teaching in the classroom (Hoevertsz, 2010):

In the presentation of each module and each activity the teacher should announce its target. The benefits that children will get from participating (Pleasure, fun, knowledge, etc.) are presented and teachers should try to connect them with benefits in other areas of their lives (for the school, family, sports, social life).

Teaching skills requires to call and describe the skill to the student, explain why s/he should learn this skill and what is the benefit of it, but also to show this skill to the student and help him/her to practice it.

The teacher should use attractive presentation means and give stimuli through stories, photos, newspapers, journals, articles, cartoons, comic books, audio cassettes and video etc.

Teaching methods that require interaction with students should be also used (Piaget, 1975). Discussions are preferred to monologues by using Frequently Asked Questions and encourage participation of all children. Working in small groups support the interaction among pupils. Opportunities for creating group activities through which students will cooperate and develop a sense of common purpose. Divide roles and responsibilities to children. Tell them short stories or show them pictures that show some relevant problem or dilemma, give some time for discussion. For example, moral role models are shown (such as real stories of athletes that have sacrificed a sure victory to help their fellow athlete). There is a chance that some children do not participate actively or not respond positively to the teaching methods mainly because they are not used to them. The teacher should not be discouraged, s/he should face in a flexible way children's reactions. The teachers ask the children to suggest other ways or rules that will govern governing the lesson of Physical Education. Thus, it helps the sense of "we" and teamwork. In addition, teachers make known to pupils, especially younger ones, what the right behavior is and what not. Thus, children can set their priorities and make their choices. Teachers try to equate the "power" among students by alleviating cases of racism, discrimination, social classes etc. "Mutual learning" is used, wherever possible, by instructing older children to teach younger ones. Children are encouraged to set personal goals, to re-take responsibility and act independently, so that autonomy is developed.

3. In relation to other school activities (Whitehead, 2010):

The teacher responsible involves teachers of other disciplines into actions that are related to the goals of Olympic Education e.g. the IT teacher can develop the conditions for on-line contract with other schools or sport clubs for editing material. The art course can be related to the production of material on Olympic Games etc. The teacher who is responsible cooperates with the teacher of Physical Education by creating opportunities that will correspond to the philosophy of education as well as to the current needs of the students by respecting, at the same time, individual needs. For example, they can create conditions of “fair play” and commitment to specific behavior rules. They can organize internal championships of less popular sports. They can introduce sports for pupils that are less active (overweight pupils, girls) as an alternative solution to increase their physical activity.

4. In relation to school environment (Whitehead, 2010):

The program of Olympic Education should create the adequate environment for learning which will be characterized by good relations and respect among pupils and offer an adequate number of activities and choices that will correspond to the interests of all students.

5. In relation to the environment out of school (Erdener, 2010):

The program of Olympic Education should inform stakeholders and ensure the support of teachers, administrative personnel and parents in relation to the messages that the school should promote regarding health and exercise. It should create and form bonds of cooperation with relevant institutions that could contribute to the goals of the program.

Assessment of Olympic Education programs

The process of assessing educational programs include the following steps (Georgiadis, 2011):

- Define the areas of the program that will be assessed
- Define the indexes that show the efficiency of each area
- Define measurements for each index
- Define acceptable performance levels for each index so as to enable the assessment of the program.

The total assessment of the program is done at the end of each school year. The areas assessed are the following (Georgiadis, 2011):

- Implementation of the program at schools
- Selection of intervention themes
- The methods of organizing activities, shows, courses etc.
- Difficulties in implementation
- The participation of students and the degree of program acceptance
- The organization at the level of periphery

Assessment is done by the teachers of physical education and the pupils. At an experimental level, other types of assessment can be organized. The assessment is done with specifically formed questionnaires where the teachers of physical education assess their program and the participation of students, they record the activities done and the problems they have faced and suggest solutions and ideas. The pupils assess the attractiveness of the program.

3.3 Organization of School Environment

The implementation of the program will be successful only when it is done collectively. It would be better, before the beginning of Olympic Education program, the teacher responsible for it to do the following actions (Hoevertsz, 2010):

Control of school structure

Examine the existing school structure (e.g. room of multiple uses, theatre, TV-Video, PCs, libraries, projectors, sport material etc.) At the same time , areas that need

improvement should be organized and examine possible ways of improving them. Therefore, by the time, structure and the available material will be enriched and the program will be become more attractive for children.

Involve teaching personnel of other disciplines

Ensure the cooperation of teachers of other disciplines in order to take initiatives, within the framework of common action, that will serve the goals of the Olympic Education program (e.g. in literature classes pupils will be encouraged to write an essay on the values of Olympism, in art classes there may be a painting or theatrical performance, in history classes there may be a critical examination of the evolution of fair play throughout time, in physical education there may be a race with specific rules regarding the behavior of athletes and spectators etc.). In addition, there may be a discussion on volunteerism, culture, the role of women, environment etc.

Increase participation

Organize specific strategies aiming at increasing pupils participation in and out school. It is important to have parents involved.

Involve external consultants

Identify external consultants that are capable to contribute to the aims of the Olympic Education program. These consultants may be archaeologists, artists, doctors, popular athletes etc.

3.4 Volunteerism

One of the individual axes of the Olympic education program is to strengthen volunteering offer and action by students. Learning experiences that are associated with volunteering and fostering of the role of "active" citizen are a priority of the

program, since the voluntary offer develops the social, professional and communication skills of the volunteer as the latter is not only a transmitter but also a receiver of the benefits resulting from voluntary action. The program of Olympic Education, in case of Greece, was applied to Greek students for four years, and a key question deserves to be associated with the impact of the Olympic education program. Although the program has been evaluated extensively regarding its implementation (Grammatikopoulos, Koustelios, Tsigilis & Theodorakis, 2004), the results of this innovative educational process are still unclear.

In particular, regarding the objective of volunteering, one might expect that students who participate in the programs have developed more positive attitudes than those who were not under the influence of the program. But what are the attitudes? By attitudes is meant the positive or negative reaction of one person to another person, object or behavior (Ajzen, 1988). Attitudes influence human behavior and can help in the study and explanation of human actions (Ajzen & Fishbein, 1980). Among the theoretical models developed by social psychology for the study of attitudes and behavior, the theory of planned behavior (Planned Behavior Theory) seems to attract the interest of several researchers (Ajzen, 2001).

According to this theory, the main prior factor of behavior is the intention of the person to realize it. If the 'intent' behavior, as it is called the chance to perform a particular act, is formed then it is very likely to transform it into action (Papaioannou & Theodorakis, 1996). In turn, the "intention of behavior" is influenced and shaped by three other important factors: (a) individual attitudes towards the specific behavior, (b) the social model, i.e. the pressure the individual receives by "significant" for this person people such as friends, relatives, etc. on the implementation of the specific behavior and (c) the perceived control of the behavior, i.e. the estimation of the individual on the degree of ease or difficulty that his/her potential action is going to have. The more positive is the "attitude", the "social model" and "perceived control" of behavior in relation to the behavior, the higher the intention of the individual to perform the behavior in question is going to be.

Planned behavior theory was applied with great success in education and specifically in researches studying the participation of students in physical activities (Biddle, 2002; Theodorakis, 1994; Smith & Biddle, 1999) in teaching people with special needs (Conatser, 2002; Rizzo & Vispoel, 1992) and in the habits of students in studying (Sideridis, & Rodafinos, 2001).

In the area of volunteering, research activity to implement the model of planned behavior is relatively small. The few studies that exist have examined voluntary blood donation (Giles & Cairns, 1995), the volunteer work at a homeless shelter for men (Harrison, 1995) and the prediction of student enrollment at a volunteer program at their university (Okun & Sloane, 2002).

However, there are limited researches on the application of the Theory of Planned Behavior in voluntary work in major sports events such as the Olympic Games. The model of planned behavior explains to a large extent the intention of students for volunteerism. There was a research done on the subject (Harrison, 1995; Okun & Sloane, 2002; Warbunkton & Terry, 2000) who have applied the model of planned behaviour to identify the intention for volunteerism by providing more information for the application of the particular theory in the study of the intention for volunteering work in big sports events such as the Olympic Games.

The perceived control of behaviour was the most important factor. Previous studies that examined the implementation of the planned behavior model in the field of volunteering seem to agree on the important role of this variable in identifying intention. In researches on the implementation of the planned behavior model in predicting offer for volunteer work in students at major sports events suggest that the more highly developed the perceived behavioral control for volunteering in a person is, the more likely it is to grow positive intentions for the participation of the individual at the Athens Olympics 2004. In a similar survey for the prediction of intention for voluntary work in a homeless shelter, the perceived behavioral control exerted the greatest influence on the intention among the predisposing factors (Harrison, 1995).

There may be several factors that led to this result. The Olympic Education program has five pillars, one of which is volunteering. In the research, the researchers did not know how in schools where the collection of data was, the teachers of Olympic Education dealt with the axis of volunteering. Even if teachers of physical education, dealt with this part of the program, it is not known the amount of time spent in teaching it. Certainly, studies have shown that intentions change over time and the measurement of the intention prior to performing a particular behavior may be different from the intention in the time period when the specific behavior is applied.

Therefore, the long distance between the collection of data and the dates of the Games might have affected the results and therefore, a future study of the theory of

planned behavior in different periods before the start of the Olympic Games would be advised. Finally, future research that will address the objectives set by the program of Olympic Education should take into account the time teachers devote to the development of them. Additionally, the introduction of additional variables in the model of planned behavior, such as knowledge and information about the behavior, it may help increase the prediction of intention to volunteering since they are variables that can show the information of students about volunteering and contribute positively to the change of attitudes (Rizzo & Vispoerl, 1992).

3.5 Physical Education and Olympism

The researches of the last decades that were done in physical education encourage researchers and educators to think about the necessary changes needed to be made in the teaching of physical education at school. Modern research data showed that physical education and the way it is taught does not develop the kinetic skills of all children nor their positive attitude to physical exercise and sport (Kirk, 2005; Rink 2006; Siedentop, 2002).

Researchers argue that school physical education should be seen as a multifaceted subject, very important for the school life of children, but also for their subsequent integration into social structures and conditions beyond the school environment (Silverman, & Ennis, 2003). Modern research data showed that the key to improving quality of school physical education is to focus on the development and implementation of quality programs (Kirk, 2005; Siedentop & Tannehill, 2000). It has also been shown that the quality of school learning experiences is crucial for the continued involvement of children in physical and sports activities (Rink, 2003). Finally, under the educational reform every child has the right to quality education and teachers have an obligation to offer it. So it is clear that school physical education in the 21st century should be changed in order to contribute to contemporary educational purposes.

In recent years several models of Physical Education have been developed and can help in the way it is taught. The concept of the physical education is defined as a general model for the creation and configuration of a program that has clear objectives for it (Metzler, 2005). Examples of such models are: Model of Social and

Personal Responsibility (Hellison, 1991); Model of Sport Education (Siedentop, 1994) and the Model for Understanding the Game (Oslin & Mitchel, 2006).

By doing a literature review, it is found that a modern program of physical education should be targeted not only to the development of kinetic skills but also to the development of attitudes, values, and ethics. It has been proven that an effective physical education program can help children develop self-discipline, responsibility and emotional stability. In addition, quality programs emphasize the development of socialization of children. Such programs give children the opportunity to learn to work together, help each other, and to respect themselves and others. Research findings emphasize that school Physical Education is an ideal discipline that contributes to the development of various values and life skills (Ennis, 2003; Hellison & Martinek, 2006).

According to several teachers Olympic education can contribute to the quality of school physical education and educational reform in general (Binder, 2001; Girginov & Parry, 2005; Muller, 2004). The concept of Olympism can help teachers to design and implement physical education programs aiming at an all-round education of children. The framework defined by Olympism can promote children's participation in physical activity and the development of attitudes, values, and ethical behavior

Olympic ideals such as fair play, harmonious development of the individual, respect, friendship, mutual understanding, equality, good competition, better and peaceful world are concepts that can be cultivated through the organized teaching of physical education so as children to apply these values now and in the future (Binder, 2001; Muller, 2004; 2006; Siedentop, 1994).

Many people have the perception that participation in physical education and sport develops positively develop their kinetic, cognitive, social, emotional and ethical skills of the individual. Participation alone does not develop all of the above. Sometimes involvement may result in negative outcomes. One of the main factors that determine whether children's participation in physical education and sport will have positive or negative results is the quality of teaching and the quality of school curricula. For this reason, researchers argue that the application of alternative and modern teaching models and programs help in the best way children to understand and experience all that adults want to teach them (Kirk, 2005).

A contemporary model developed by Daryl Siedentop (1994) specifically for school Physical Education and incorporates many of the Olympic ideals is the Model

of Sport Education. According to Siedentop (1994) the Model of Sport Education has been developed to improve the quality of school physical education by offering authentic and rich educational athletic experience for all children. More specifically, the model has been developed to offer experiences that are more complete and authentic so as to develop the philosophy of participation in sports and physical activities. In this model, children not only learn to play sports more fully but also to coordinate and manage their sports experiences. They also learn personal accountability and effective group participation skills (Siedentop, Hastie, & van der Mars, 2004; Wallhead, & O'Sullivan, 2005).

This model seeks to develop competent and enthusiastic people that practice sports. When it is said people who practice sports, it is meant those individuals who have developed skills and can successfully participate in various sporting activities. At the same time these people know and understand the traditions of some sports and activities and distinguish the correct and incorrect ways of handling them. Hence people are excited about what they do and their purpose is to transmit to subsequent generations their experiences and the joy they experienced from participating in specific activities, games and sports (Penney, Clarke, Quill, & Kinchin, 2005). The main purpose of the Model of Physical Education is to train children to feel fulfilled and help them to grow into capable, educated and enthusiastic participants.

A person who exercises has the necessary skills to take part in games, understand and be able to execute strategies that are appropriate to the complexity of the game.

An educated athlete understands and evaluates the rules, rituals and traditions of sports games and is a more capable participant in the game and a more selective consumer, either being a fan or a casual observer.

An enthusiastic person who exercises participates and behaves in ways that preserve, protect and promote the sports culture.

There are six primary elements that characterize the model of Physical Education. These elements are often neglected or miss from traditional Physical Education. The implementation of the model is based on the following principles(Siedentop, 1994):

1. *Seasons*. The various sports or physical activities are done in big organized sessions to allow people to acquire enriched experiences. A sports season include the combination of practice and competition.

2. *Affiliation*. The model predicts that as children are divided in groups in the beginning of the season and stay in the same groups until the end of season.
3. *Formal Competition*. The seasons are determined by sport meetings related to the exercise sessions and take place in different forms either two against two, or three against three, one group against another, etc. The program is often determined before the start of the season so that teams and individuals are prepared properly. Official competitions are rare in Physical Education. The lack of formal competitions tends to make games less important for the participants.
4. *Culminating Event*. The model of Physical Education does not neglect that it is normal for every sport to have competition. The sports event shows goals to the children and offers them the opportunity to celebrate their successes and be praised for them. Therefore, it is imperative to organize an intradepartmental sports event where all children with no exceptions take part.
5. *Keeping Records*. The data in each sport are available in various forms: foul, successful goals, averages, sportsmanship, etc. These data are a very good way for individual and group feedback. Keeping records also helps to create files, both for the individual child, but also for the whole class.
5. *Festivity*. Where sporting events take place, whatever they are (Olympic games, school events, etc.), it is observed that a festive atmosphere is dominant. The festive atmosphere of the sports encourages participants and adds an important social element to the experience. The festive atmosphere was achieved by various means, including: chromatic separation of groups, awards ceremony, publicizing results, etc. In the model of Physical Education, teachers and children work together to create from the beginning and maintain throughout the season the festive atmosphere.

Siedentop (1994) points out that the concept of Olympism provides a context in which the curriculum of physical education can be configured in such a way as to help the all-round development of children. He provides some suggestions on how to extend the model of the Physical Education to incorporate the goals of Olympism in school physical education. It proposes an Olympic program that seeks to promote four dimensions in education: peace, internationalization, multiculturalism, and aesthetics.

Peace: It emphasizes the ethical conduct of sport and focuses on friendship and peace among individuals, groups, and nations. The person learns to cooperate with other team members and to behave with respect to himself and others. The goal is for the individual to learn to apply these behaviors when they socialize with people from other countries, different culture and different religion, etc.

Internationalization: It aims to develop cultural, political, and educational knowledge and improved relations among countries. Sport and the Olympics offer opportunities to discuss critical issues such as cultural identity, political power, social equity, economic inequality, etc. It also creates conditions for the development of values such as respect, mutual trust, cooperation, and promotion of human rights.

Multiculturalism: It focuses on multicultural education by trying to help people to accept and respect religious, ethnic, and racial differences. It teaches recognition and respect for the diversity of people.

Aesthetics: It emphasizes the beauty and aesthetics of sport and aims at fostering the cultural dimension of education through the interweaving objectives with other subjects such as music, art, etc.

Chapter four: Olympic Education in Action

4.1 Olympic Education in the World

The most appropriate means to achieve the goals of Olympism was considered the development of special education programs and their application to children and young people. It is obvious that the Olympic ideals of "fair play", international understanding, effort and excellence for the balanced and harmonious development of humans are the motive to design educational tools aiming at the overall development of individuals, as the values of life are pervasive in activities which have as main idea "fair play» (Binder, 2006). The reason for the design and implementation of many educational programs aimed at disseminating the Olympic ideals were the Olympic Games, especially in countries where they were organized.

The literature reports and describes various educational programs, developed in various countries which were part of Olympic Education, for example programs in Canada, the USA, Australia and Greece. The Winter Olympics in Calgary in 1988 and Salt Lake in 2002 were the motive for the design and implementation of Olympic education programs, respectively, for Canada and the United States. Corresponding programs were developed in Australia on the occasion of the Winter Games in Nagano which were organized in 1998 and the Olympics in 2000. The actions of these programs include, among others, the development of manuals for Olympic Education and their piloting implementation in various countries.

More specifically, in the Olympic Education Programme of Canada is stated the design of textbooks for primary and secondary education (Mastora, 2000), as well as of a manual with specialized content for 'fair play', developed by the Association of "fair play" in Canada (Fair Play Canada Association). Corresponding manuals were prepared and issued by the Commission of the International Olympic Committee for the International Olympic Academy and Olympic Education, the British Olympic Committee and other bodies. In addition, in 2000 there was a test application of an International training manual for the Olympic and Sport Education entitled "Be a Champion in Life" in Australia, Brazil, China, Africa and England (Binder, 2000: Binder, 2006). The manual was developed at the initiative of the Foundation of Olympic and Sport Education.

The results of the implementation of Olympic education programs are encouraging and show that Olympism can provide a framework within which teachers can stimulate the imagination of students, promote their participation in sports activities and promote the development of positive personal behaviours and attitudes (Binder, 2006). The awarding of the Olympic Games in Athens, the country of their birth, was a milestone for the development of Olympic education programs in the wider Greek space. Since the school year 1998-1999 the course "Olympic sport and education" was included as a new subject in the curriculum of Primary Education in Greece.

The teaching of this course was piloted in the sixth grade of primary school, while in the next school year the program was applied to the last three classes of primary education across Greece. For the effective implementation of the program of Olympic Education training seminars for teachers of Physical Education were developed and in addition, all levels of education have been provided with specialized educational material which aimed at achieving the goals of Olympic Education. By the end of the school year 2001-2002 the program was implemented in a total of 950,000 pupils in 7,400 schools of Primary and Secondary Education. In the framework of this program, approximately 1000 schools across Greece were funded for the implementation of initiatives related to the axes of the program (Greek Ministry of Education, 2006)

It is worth mentioning that the Olympic Education Program still continues to be implemented in Greece and after the Olympic Games, highlighting the importance of contributing to the development of the Olympic ethos and spirit. Cyprus, as an integral part of Hellenism could not remain uninvolved in this innovative program, especially after all the educational material "ATHENS 2004" which was issued by the Organising Committee for the Olympic Games Athens 2004 (OCOG ATHENS 2004) to support and strengthen the program. Given the significance of Olympic Education in developing skills required for life, it was paramount that the expansion of the program in Cyprus, especially during the Olympic year which is a benchmark for the success the Olympic Games had across all fields.

4.2 OVEP Initiatives

The OVEP initiatives around the world are the following (Olympic, 2013):

- Australia / a.s.p.i.r.e. School Network
- Burundi / 2005 Olympic and Sports Education Project
- Canada / Canadian Olympic School Program
- Cyprus / Olympic House Guided Tour
- Dominique / Olympic values and culture: summer camp
- Estonia / School Olympic Games
- France / Olympic Youth Camp
- Guatemala / Cine Forum
- New Zealand / Olympism Resources
- Poland / Contest of the Olympic Stories by the Name of Jan Parandowski
- Seychelles / Olympic clubs
- Singapore / Conferences in the framework of the Young Team Singapore Ambassador Programme
- Slovenia / Promoting the values of sport and Olympism – Fair Play School
- Tadjikistan / Introduction of a Programme on Olympism into Tadjikistan's Educational System
- Turkey / Sports, culture and Olympic Education programme
- Ukraine / "Olympic Sport' Connoisseurs" Quiz
- WADA / Teacher's Tool Kit

Australia / a.s.p.i.r.e. School Network

Summary

Since 1995, the Australian Olympic Committee has developed for primary schools a national programme to develop the values. This places emphasis on the values summarised in the name a.s.p.i.r.e. (Attitude, Sportsmanship, Pride, Individual responsibility, Respect, Express yourself).

The aim of the initiative is to educate young Australians on the values, spirit and philosophy of the Olympic Movement. The teacher members of the a.s.p.i.r.e. schools have access to educational resources on the Australian Olympic Committee site. Over 200 themed educational resources have been created for this.

Objectives

To educate young Australians on the values, spirit and philosophy of the Olympic Movement

Approach

The name a.s.p.i.r.e. (Attitude, Sportsmanship, Pride, Individual responsibility, Respect, Express yourself) represents all the official values of the Australian Olympic team, developed for the Sydney 2000 Games.

a.s.p.i.r.e. is a large network of schools across the country. The teachers who join this network have access to much information and many useful resources on the web site of the Australian Olympic Committee. They can view and download free of charge lesson plans, worksheets, templates, information sheets, pictograms, the official certificate of the a.s.p.i.r.e. schools network, etc.

These educational tools highlight the values that form the basis of the a.s.p.i.r.e. programme: Attitude, Sportsmanship, Pride, Individual responsibility, Respect, Express yourself. It develops in particular competences in the fields of language, mathematics, information and communication. It encourages an active lifestyle, developing links and integrating into the community.

The teaching of the programme is based on the theory of the many dealings of Howard Gardner and on the taxonomy of Bloom. The a.s.p.i.r.e. educational resources are designed to be able to be integrated easily into teachers' working programmes, to allow them to complete existing lesson plans or create new ones specifically centred on Olympic themes.

The programme's symbol is a boxing kangaroo, a strong symbol in Australian culture, which embodies the positive aspects and virtues of sport.

To raise awareness of the a.s.p.i.r.e. programme to a large public, information is published in the press, on the internet and directly in the schools concerned. A monthly information bulletin is also published.

Results

Over 200 theme-based educational files have been created in the framework of this initiative.

6,500 schools and 14,300 teachers have registered with the program.

Burundi / 2005 Olympic and Sports Education Project

Summary

The project was launched in the framework of the International Year of Sport and Physical Education, 2005.

Each sports activity organised in the framework of this year was preceded by a training session on Olympic education for athletes, coaches, leaders, organisers of sporting and cultural events, students and teachers.

Conferences and debates were organised within the country's university institutions. Special programmes were broadcast by national radio and TV, and by a dozen or so private radio stations.

Objectives

- To use sport as a means of education, mobilisation and communication in order to disseminate the ideals of peace and the integrated development of the populations throughout the country.
- To promote the spirit of peace, tolerance, solidarity and mutual assistance within populations, particularly in the regions where peace is still fragile.

Approach

Organised in the framework of the International Year of Sport, Culture and Physical Education, the main theme of the 2005 Olympic Education Project was "Sport and Physical Education for Peace".

Several sub-themes were addressed: • myths

- the values and symbols of the Olympic Games from Antiquity to the present day
- sport and peace
- sport and education
- sport and health
- sport and development
- women and sport
- sport and the environment.

From these themes, the National Olympic Committee developed objectives which referred to the following observations :

- war crimes, with their consequences on people's lives and more particularly on Burundi's young people
- violence, fear and hate, which are gaining more ground, more particularly in the regions in crisis or those severely affected by war
- the socialising strength of sport as a factor for communication, awareness-raising, mobilisation and social integration.

The "2005 Olympic Education Project" highlighted the role of sport in society and its contribution to the quest for and promotion and consolidation of peace in Burundi.

Conferences and debates were organised in 11 university establishments across the country. Sports and cultural activities and training sessions on Olympic education were also organised for a wider public. Group workshops completed the theory session, allowing for discussions and exchanges between the participants.

Competences and values were worked on, particularly based on the document entitled "Sport for Development and Peace", which analyses the potential contribution of sport to achieving the United Nations Millennium Development Goals.

There were many communications tools used for the programme: banners, signs, videos, posters, radio, television, written press, photos and sports competitions themselves.

Results

In the short-, mid- and long-term, the following results are expected :

- The creation of "Olympic Clubs" within schools and youth associations
- The integration of Olympic education lessons into the national education system
- Broad dissemination of the Olympic values throughout the country, in particular fair play, solidarity and tolerance
- Training and social integration of young people from underprivileged backgrounds
- Bringing together more young people around the ideals of peace, mutual aid and forgiveness
- Re-found mutual confidence, instead of the spirit of revenge and hatred from which the country has suffered.

Canada / Canadian Olympic School Program

Summary

Since 1988, the Canadian Olympic Committee has provided Olympic-themed resources for Canadian schools. Over the last few years, these have been available on our web site and span grades 2 to 12 (age 8-18).

Objectives

- To promote sporting activity and connect youth to the Olympians on the Canadian Olympic Team
- To encourage young people to adopt a healthy lifestyle
- To teach young people the values of the Canadian Olympic Committee: excellence, fair play, human development, leadership, peace and respect
- To develop appreciation of the Olympic Games

Approach

The Canadian Olympic School Program consists of an ensemble of resources provided free-of-charge online to Canada's primary and secondary school teachers. This educational material is provided in French and English.

Throughout the year, a special web site is a rich source of inspiration for teachers. It offers abundant material to be downloaded or consulted: project ideas, lesson plans, stories of Olympians, competitions, videos, podcasts, case studies, photos, interviews, a library, information on the Olympic Movement, etc.

The programme is open to all teachers, students and other interested parties, who must fill in a registration form to have access to all the resources.

The programme is sponsored by a Canadian financial institution which has been helping Olympic athletes for many years. Thanks to this support, the Canadian Olympic Committee can implement various measures to stimulate participation, for example:

- the schools can take part in competitions and challenges resulting in visits from

Olympians and uniquely in 2010, Torch Relay spots.

- posters of athletes have been distributed in schools
- requesting schools have had the opportunity to receive visits by Olympic and Paralympic athletes. On this occasion, the athletes place emphasis on the dissemination of values such as teamwork, excellence, leadership, perseverance and innovation

Results

Since 1988, thousands of schools and teachers have benefited from this programme. As an example, after the Vancouver 2010 Olympic Winter Games just over 56,000 educators participated in the program.

Cyprus / Olympic House Guided Tour

Summary

The activity consists of a guided tour through the different educational sections that aim to introduce the Olympic Movement and the concept of Olympism. The visitor can fully take part through interactive activities.

Objectives

To give an overall view of the different aspects of Olympism, its ideals and its principles.

Approach

The exhibition is subdivided into 12 sections, which address successively, all the aspects of Olympism:

- The visit to five gardens - representing the five continents - is an introduction to the symbols of Olympism
- Twelve works of art each represent an aspect of sport, making the visitors aware of the Olympic values through art
- The detailed presentation of the sports federations and the different sports found in Cyprus aiming to encourage young people to practise a sporting activity
- The discovery of ancient Olympia - the birthplace of Olympism - allows the visitor to understand the rituals respected during the Ancient Games
- The presentation of the revival of the Olympic Games and the circumstances that led

to the creation of the modern Olympic Games enables the visitor to understand the historical evolution of the Movement

- Through photo and memorabilia exhibitions and presentations, the visitors become familiar with the functioning of the modern Games and their philosophy
- Activities adapted to the age of the different groups of visitors are proposed to facilitate memorisation and assimilation of the notions learnt during the visit.

Results

The Olympic House Guided Tour regularly welcomes groups of 20-60 people. More than 10.000 visitors have taken part in the tour since September 2006.

Estonia / School Olympic Games

Summary

This programme has set up since 1996 by the Estonian Olympic Academy. All schools in Estonia can send in their candidature to hold School Games, which must include an educational week and a sports festival. Specific training is organised to encourage teachers to participate and set up projects.

Objectives

- Disseminate the Olympic ideals among Estonian pupils of all ages
- Increase their knowledge of Olympism
- Make school sporting life more dynamic
- Accentuate diversity in sport through the Olympic traditions
- Train teachers in Olympism
- Give pupils the opportunity to experience the Olympic spirit

Approach

The programme starts in autumn by an awareness phase aiming to motivate physical education teachers, school directors and sports administrators to set up School Olympic Games with their schools.

An Olympic education course is offered in Estonia's main cities to inform teachers and present to them the various aspects of the organisation of School Games. Basic training on the history of the Olympic Movement and on the concept of school games is given. Some organisers of previous editions of School Games come to share their experience and give practical advice.

Between September and December, the Estonian Olympic Academy organises a competition aimed at selecting the best School Games projects. The schools interested hand in a file which must comprise two parts: an Olympic Education Week and a School Festival. A committee of six experts selects the best projects and gives them financial support.

The Olympic Education Week can comprise activities such as:

- An introduction to Olympic themes in school subjects (history, geography, languages, maths, etc.)
- The implementation of a fair play competition
- The creation of an Olympic mascot
- The organisation of tests and games on Olympic knowledge.

The sports festival must include:

- An opening ceremony, with a cultural programme and elements such as a participants' parade, the Olympic flame, flag and anthem, and the judges' and athletes' oath
- Competitions in various sports; the Estonian Olympic Academy ensures the diversity of the sports proposed, so as to allow all the pupils to participate according to their capacities
- A closing ceremony, based on the Olympic Games one

The organisers of the School Games can also propose various activities such as literary or artistic competitions, meetings with prestigious Estonian athletes, or a visit to the Estonian Sports Museum.

Finally, the Estonian Olympic Academy presents a certificate to the best School Olympic Games. The criteria for recognition are:

- Setting up an Educational Olympic Week
- Organising opening, closing and medal ceremonies
- The quality of the artistic and cultural programmes
- Taking into consideration the principles of fair play in the activities proposed

A manual (for pupils and teachers) has been produced in the framework of the programme. It can be useful for teachers of various subjects (history, languages, maths, etc.). A web site and audio-visual material have also been created.

Results

The preparatory courses for teachers in organising the School Olympic Games bring together 20-125 participants every year.

In 2008, 44 projects of School Olympic Games was sent to the competition of the Estonian Olympic Academy, involving 113 different schools and kindergartens, including 4 schools from Finland, Latvia and Russia.

In 2008, altogether 12974 pupils took part in the School Olympic Games in Estonia (the total a population of Estonia is 1.345 million people).

In 2008, according to the decision of the commission of the experts, the Estonian Olympic Academy supported financially the organising of the School Olympic Games by 177500 EEK.

Since the start of the programme in 1996, 156 School Olympic Games have been recognised and awarded the certificate by the Estonian Olympic Academy.

France / Olympic Youth Camp

Summary

Each year since 2006, the CNOSF, helped by the French National Olympic Academy and national education authorities, have set up a special event, the "Olympic Youth Camp".

For six days, pupils aged from 10 to 12 live in a group, having a very rich communal experience. They benefit from an intense programme which enables them to discover the values of sport and their application in life. Numerous activities are available to them in the areas of physical education, science, arts and culture. The pupils thus have the opportunity to develop their social, scientific and linguistic competences, while absorbing the values that are the basis of the Olympic ideal.

This programme is developed on a national level and is organised each year in a different region. The pupils therefore also have the opportunity to discover the customs, history, fauna and natural resources of the host region.

Since 2008, the programme has been organised alternatively in summer and winter, just like the Olympic Games. Participation is free.

This residential camp is preceded by an important preparatory phase implemented by volunteer teachers: awareness actions are undertaken for six months in order to enable the pupils to make the most of their experience during the camp.

Educational objectives

- To promote Olympism as an educational tool
- To disseminate the Olympic values
- To increase young people's awareness of the benefits of practising sport

Approach

The programme is structured in two phases.

Firstly, awareness activities are undertaken in schools, enabling classes to discover the values of sport and Olympism during the school year. The teachers receive educational tools adapted to the age of their pupils, enabling them to prepare and organise their class's participation in the Olympic Youth Camp.

The pupils form teams and choose a name. They create their own symbol, representing it on a flag, and nominate a flag-bearer. They also prepare a presentation which will enable them to share their local or regional culture with the other participants during the camp.

Secondly, the pupils meet for five days in the framework of the camp; this is organised every year in a different region of France.

For a whole week, the pupils can participate in :

- Physical activities including both individual and group exercises
- Paralympic activities, enabling them to understand the difficulties faced by people with handicaps
- Activities aimed at developing specific social and personal competences: oral expression, body awareness, respect of rules and communal life, for example
- Scientific activities, during which the pupils can learn to observe, question, form a hypothesis, debate, etc.
- Cultural and artistic activities, with the emphasis on creating a group identity and expressing the Olympic values through art
- Workshops enabling the pupils to discover the fauna, nature and history of the host region.

The exercises proposed are developed jointly by the Olympic institutions and the educational authorities; as such, they have a close link with the school programmes and cover a whole series of different branches (mother tongue, foreign languages, maths, etc.)

Specific material has been created for the volunteer teachers: educational folders, themed files, audio-visual material, an exhibition and a cartoon strip.

Results

The programme was launched in 2006. the Olympic Youth Camp has been held alternatively in winter in 2008 and 2011.

Since its launch, the Olympic Youth Camp has been very successful. After hosting 32 participants for its first edition in 2006, this project has been welcoming an average of 100 participants since 2007.

Reports by the pupils and teachers show that this experience of communal life is an important moment for all the participants. Children return amazed about this week, especially about scientific activities and the little Olympics of the last day. Teachers support this Olympic week brings a team spirit in the class. It enables them to get to know better their pupils. It also gives schools, the opportunity to create links with local sport clubs, political institutions, and between the Olympic Movement and the Ministry of Education as well.

New Zealand / Olympism Resources

Summary

Since 2000, The Olympic Academy of New Zealand and The Olympic Museum develop educational resources intended for gymnastic teachers of primary and secondary schools. This material has been conceived together with Ministry for Education and the Christchurch College of Education.

Objectives

To help teachers integrate Olympic education into their programmes, notably physical education, by providing them with educational tools enabling pupils to increase their knowledge of the Olympic Movement and its philosophy.

Approach

Since 2000, educational resources have been regularly produced for primary and secondary school teachers.

This material, developed by teachers who are very active in Olympic education, gives ideas of educational activities, suggests learning objectives, and,

more generally, helps teachers to integrate Olympic education into their teaching programmes.

The Olympic Museum also regularly sets up themed exhibitions. These are accompanied by educational kits which can be used by teachers when they visit the Museum, or in the framework of their lessons.

The Olympic Values are taught through lectures, discussions, researching information, studies, etc. Basic information is also given on the Olympic Movement and its ideals and principles.

Practical advice

Both these Educational Resources are the result of two Olympic Museum / New Zealand Olympic Committee exhibitions that were converted into Olympism based school education kit sets which were distributed throughout New Zealand. The Olympic Museum has a policy of undertaking annual Oral / Video History interviews with selected Olympians and Olympic administrators. These interviews have provided valuable resource material from which the exhibitions derived from.

Singapore / Conferences in the framework of the Young Team

Singapore Ambassador Programme

Summary

Team Singapore organises a 3-day & 2 Night course entitled Young Team Singapore Ambassadors (YTSA). The Singapore Olympic Academy is given 4 hours to explain Olympism, The YTSA course is open to all secondary school students wishing to become a Sport Ambassador.

Objectives

To promote the Olympic Movement, its symbols and objectives, through the personal experience of the Olympians.

Approach

The Young Team Singapore Ambassador Programme is an initiative by Team Singapore in the Singapore School Sports Council. It aims to recruit young people who wish to become Sports Ambassadors to disseminate the key messages of Team Singapore - excellence, national pride and team spirit - throughout the school population in Singapore.

The role of the Young Ambassadors is to promote the practice of sport among secondary school students, so that sport becomes an integral part of the way of life in Singapore.

The lecture on Olympism is delivered by professors from the Institute of Education together with an Olympian. With the help of audio-visual material, photos and educational material, the students discover the Olympic experience, its symbols and its history. Exchange is encouraged through discussions and competitions allowing the pupils to test their knowledge.

Results

The course has taken place once a year since 2003. Each session brings together some 80 to 100 participants. Alumni are continuing to help Team Singapore conduct the Course. This is very successful because the secondary school students relate easily with the young Ambassadors.

The YTSA graduants realise that Olympism is not about taking part in the Olympics but that it is a philosophy of life that can be adopted regardless of race, language or religion. And that everything about the Olympics can be used in their daily life at home, in school and in the community. Ambassadors learn to use but not misuse the Olympic symbols.

Slovenia / Promoting the values of sport and Olympism – Fair Play School

Summary

Since 1995, the Slovenian Olympic Academy and the Institute for Fair Play and Tolerance in Sport, Sportikus, have set up workshops and seminars aimed at sports coaches and teachers. Tests, information stands, a fair play protocol and the implementation of an Olympic Day are part of this programme.

Objectives

- To promote the ideas of Olympism, fair play, tolerance and the social value of sport
- To train people to study sports ethics and to communicate efficiently with the Olympic Movement on an international level
- To teach through sport the social values that guarantee security, democracy and

peaceful cohabitation within society

- Informal education and youth empowerment for active participation in social dialogue
- Social animation and ethical sensibilization through moral dilemmas in sport.
- Education for tolerant and nonviolent communication
- Focusing on positive sports values
- Restoration of the value balance between the competitive outcome (result) and spirit of the sport
- Promotion of proper fan culture, sport without doping and other drugs
- Inclusion of PE teachers, coaches, and parents as multipliers of social values

Approach

The programme especially encourages:

- Active involvement of young people in social dialogue
- Making people aware of ethical issues
- Educating people to be tolerant and to communicate in a non-violent way
- Promoting an appropriate culture and attitude among sports fans
- Refusing doping in sport

To this end, a modular programme called Fair Play School has been developed since 2001. It provides sports coaches, teachers and youth with workshops and seminars based on the values of sport and on the Olympic ideals.

Multiculturalism, tolerance, social integration, conflict management, peaceful dialogue in situations where there are opposing interests, group dynamics and a balance between competitiveness and sporting spirit, are among the concepts which are particularly studied during these meetings.

The Fair Play School programme also comprises other activities implemented during the year for a broader audience. These include the Olympic Day, which helps to disseminate knowledge about the Olympic Movement, a fair play protocol aimed at stimulating the sporting spirit before competitions, and information stands.

A fair play kit has been published, aimed at young people, physical education teachers, coaches and parents, as have bilingual manuals entitled "The Right Word in the Right Place" and "Doping? No thanks!"

Results (Suggestions how to run a Fair play school workshop)

Checklist 1: "To bring along"

- expert team from the field of sport ethics

- experiences and examples from sport
- attractive powerpoint presentation (photos, clips – funny, horrible)
- interesting guest (famous athlete from the region or school if possible)

Checklist 2: "Keep in mind" do not moralize (children don't like it and it's not efficient)

- dialogue is the key issue
- let them come to the conclusions; direct them, don't push them

Checklist 3: "To Do"

- network with schools and people
- learn from the best (keep personal archive of best cases)
- trust is everything (do not sell the moral values)

Turkey / Sports, culture and Olympic Education programme

Summary

A 45-minute show is presented in schools or to groups visiting the Olympic House to teach the principles of Olympism and its values. A web site has been created to support this activity.

The National Olympic Committee of Turkey's Culture and Olympic Education Commission has prepared and initiated "Sport Culture and Olympic Education Project" for 4th and 5th grade students in Turkey.

This interactive educational program, prepared with the help of experts, includes the topics of Olympic sports and disciplines, Olympic values, our body and movements during sport, benefits of sport, importance of nutrition, Fair Play, environment and sport. Presentations are being carried out either at Olympic House or at the school halls in different cities of Turkey.

During interactive presentations and video shows, as part of the program, questions asked to the students and small presents were distributed for right answers to Olympic and sport related questions.

A mascot created and named OLI has taken active part at presentations. Participant students sing a song during and at the end of presentations with the mascot OLI.

Surveys were prepared and after each presentation, students were asked about what they learned and if the presentation was effective and made a difference.

Carrying out this project to as many children as possible is crucial for development and promotion of Sport Culture and Olympism in Turkey.

Objectives

Spread the Olympic values and sports culture among children, their teachers and their families.

Approach

Five times per week, a show is organised in a school in a region of the country. Pupils aged from nine to 11 attend a multimedia presentation, including a film and a photo and illustration show.

A mascot called Oli, created specifically for this activity, animates the presentation and interacts with the children throughout the presentation, thus contributing to the attractiveness of the programme and its dynamism.

The subjects presented illustrate various themes: the values and benefits of sport, the importance of nutrition, fair play, sports disciplines, the environment, the history of the IOC and the Olympic Games.

A special web site has been created to accompany the programme. It contains information on summer and winter sports, interactive games, useful links and a sports dictionary.

Communications measures have been implemented to make people aware of the programme: posters and brochures have been published, and information has been disseminated in the press and on television.

Results

Since 2006, when the programme was launched, 2.5 million children have taken part in presentations throughout the country.

Conclusions

What can the future of Olympic Education be? Television is a very important factor since it shows to people an Olympic event every two years. It is understood, that the media can exert a mass Olympic education on the public. However, it should be noted that mass media, especially nowadays that are under pressure to get money from more advertisements therefore, their aim is to bring more money and profits rather than educating the public.

This fact accentuates the importance of top-level athletes as role models and ambassadors of “Olympic Education”. Doctors, coaches, officials are also part of it, however, quality to the standards can be given only in the case where Olympic athletes are involved. Olympic athletes show their commitment to sport morals and values of Olympism in their sporting activities but also in their lives and public pronouncements. This fact generates the opening of new activities e.g. discussing on Olympism, having lectures during the period of training.

Some people supported that Olympism and Olympic Education will come to an end, however, there is no clue that this will happen soon. Instead, the future of “Olympic Education” has to be discussed more especially after Athens 2004 with the excellent example of the Greeks that showed how a small country can organize fabulous Olympic Games.

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