



**UNIVERSITY OF PELOPONNESE**

**FACULTY OF HUMAN MOVEMENT AND QUALITY OF LIFE**

**DEPARTMENT OF ORGANIZATION AND SPORTS MANAGEMENT**

**PHYSICAL EDUCATORS AND PROGRAMMES OF OLYMPIC  
EDUCATION IN SCHOOLS OF ILIA THE PREFECTURE**

By Athanasia L. Nikoletopoulou

MASTER Dissertation submitted to the professorial body for the partial fulfillment of obligations for the awarding of a post - graduate title in the Post - graduate Programme, “Organization and Management of Olympic Events” of the University of the Peloponnese. - in the branch “Olympic Education”

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## ΠΕΡΙΛΗΨΗ

Αθανασία Λ. Νικολετοπούλου: «Καθηγητές Φυσικής Αγωγής και προγράμματα Ολυμπιακής Παιδείας στα σχολεία του Νομού Ηλείας».

(Με την επίβλεψη του κ. Αθανάσιου Στρίγκα, Καθηγητή)

Το κυρίως θέμα της παρούσας εργασίας αναφέρεται στους Καθηγητές Φυσικής Αγωγής που διορίστηκαν στα σχολεία προ των πυλών των Ολυμπιακών Αγώνων για την εφαρμογή των προγραμμάτων της Ολυμπιακής Παιδείας στα σχολεία της πρωτοβάθμιας και δευτεροβάθμιας εκπαίδευσης του νομού Ηλείας. Παρουσιάζεται το ουσιαστικό πρόβλημα της απουσίας των προγραμμάτων Ολυμπιακής Παιδείας στα ελληνικά σχολεία, στην γενέτειρα χώρα των Ολυμπιακών Αγώνων και η απουσία της έννοιας του Ολυμπισμού από την ελληνική εκπαίδευση. Η σημαντικότητα αυτής της έρευνας έγκειται στη συνειδητοποίηση του προβλήματος και την εξεύρεση λύσεων σχετικά με την εκ νέου ένταξη των προγραμμάτων Ολυμπιακής Παιδείας στα σχολεία και την κατανόηση της υπέρμετρης αξίας τους στην εκπαιδευτική διαδρομή. Με τη χρήση δομημένης συνέντευξης, με τη χρήση ανοιχτού τύπου ερωτήσεων συλλέχθηκαν δεδομένα από Καθηγητές Φυσικής Αγωγής, οι οποίοι εργάστηκαν στο πρόγραμμα της Ολυμπιακής Παιδείας σε σχολεία του νομού Ηλείας. Για τα δεδομένα που συλλέχθηκαν χρησιμοποιήθηκε η θεματική ανάλυση και το λογισμικό SPSS. Στα αποτελέσματα της έρευνας παρατίθενται δεδομένα τα οποία αφορούν τους μαθητές, τους Καθηγητές φυσικής Αγωγής, τη στήριξη του προγράμματος από τους αρμόδιους φορείς καθώς επίσης παρουσιάζονται οι λόγοι που βάσει των συνεντεύξεων συνέβαλλαν στη διακοπή του Προγράμματος Ολυμπιακής Παιδείας.

Λέξεις κλειδιά: Ολυμπιακή Παιδεία, Καθηγητές Φυσικής Αγωγής, Ολυμπιακοί αγώνες, Πρωτοβάθμια Εκπαίδευση, Δευτεροβάθμια Εκπαίδευση, Ολυμπισμός.

## **ABSTRACT**

### **Athanasia L. Nikoletopoulou: Physical educators and programmes of Olympic education in schools of Ilia the prefecture.**

(Under the supervision of Athanasios Strigas, Professor)

The main purpose of this study is to concern the Physical Education Teachers appointed in the schools before the Olympic Games in Greece for the implementation of the Olympic Education programme in the primary and secondary schools of the prefecture of Ilia. The essential problem of the absence of Olympic Education programmes in Greek schools, in the country of birth of the Olympic Games and the absence of the concept of Olympism from Greek education is presented. The importance of this research lies in the awareness of the problem and the finding of solutions regarding the reintegration of Olympic Education programmes in schools and the understanding of their excessive value in the educational path. Using a structured interview, using open questions, data were collected from Physical Education Teachers, who worked on the Olympic Education programme in schools in the prefecture of Ilia. The collected data were subjected according to thematic analysis and SPSS software was used. The results of the research present data concerning the students, the Physical Education Teachers, the support of the programme by the competent bodies as well as the reasons that based on the interviews contributed to the termination of the Olympic Education programme.

***Keywords:*** *Olympic Education, Physical Education Teachers, Olympic Games, Primary Education, Secondary Education, Olympism.*

## **Prologue**

## **Dedication**

To my family and beloved ones

## **Acknowledgments**

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**CHAPTER I**  
**INTRODUCTION**



## INTRODUCTION

In an era, where everything is changing and evolving, the Olympic Games are the world's only truly global multi – sport, celebratory athletics competition. The Olympics are the link where the world comes to complete, feel inspired, and be together. However, the Olympic Games will not exist without the Olympic education.

More specifically, Olympic Education is a particular educational process that aims at educating people in young age according to the Olympic values, taking into account the elements of modern Culture. The Olympic Education programme includes a series of actions that highlight the educational value of the Olympic Games. These significant actions include knowledge, athletic and social skills, attitudes, values and behaviours.

They consist of a combination of the ancient and modern history of the Games with the learning of skills related to the development of students in the school and social environment. They refer to the athletic spirit that has been developed through the centuries in our country – but it's not only that. Olympic Education connects the past with modern educational and cultural values, combining the cultivation of the body with the spiritual dimension of an individual. The familiarization of students with timeless educational values is pursued through events, games , experiential teachings and sports activities, which are executed in an environment which cultivate the education. In the long term, what is required is how people socialized, communicate, coexist peacefully and create harmonious interpersonal relationships.

Olympic Education aims to inform and educate young people, so that they can participate in sports with real actions and honesty, get pleasure of them and be taught by them, as athletes, spectators, volunteers or employees, but also, in developing abilities that will be use in a creative way in their daily lives. The Olympic Games have the power to instil in students the values accepting diversity, recognising human rights, cooperation and unity.

The content of the Olympic Education programme aims at cultivating an effective attitude towards true spirit of Olympic Games, fair play, movement, effort and sports as a way of life. Olympic Education seeks to prepare residents of a country and provide them

with all necessary information about the Olympic Games, Olympism and sports; create citizens who have the intention to participate and not be only spectators.

The absence of Olympic Education programme in Greek schools is a significant problem as years go by. Childhood and adolescence are two age categories in which sports have a great impact. The European Council, recognizing that today's children will be the adult athletes of tomorrow, established the Code of Conduct that is its primary concern and focuses on Fair Play. The Code of Conduct includes the concepts of their right to participate in sport and really enjoy it. Their participation, with many opportunities for achievements, skills acquisition, demonstration of their abilities and social interaction, are cultivated by the environment of school. According to the European Council (1995), school's duty is to provide physical activity and sports in order to certify a healthy symmetry between physical and mental activities, while sport can generally contribute to the quality of school life. This is why the Council believes that schools could introduce students to sports ethics from a very young age and teachers, including physical educators, could be helped in preparing the suitable course materials (Council of Europe 1996).

This type of education, aimed at students, contain topics related to Fair Play in athletics and could be called Olympic education or Olympic culture. Fair Play is described as a way of how you think and not as a way of how you behave. It includes parameters relating to the elimination of fraud, gaming, doping, violence (both physical and verbal), equal opportunities, excessive commercialisation and deception (Council of Europe 1992).

Athletic ability, on the other side, is seen as a value that is gradually “destroyed” in sport for young people and that Coubertin called "the new code of chivalry". Devereux (1978) and Underwood (1978) have reported that professional sports models also dominate youth sports, reinforcing behaviours contrary to Fair Play. Global area of interest about Fair Play in sport has enlarged the trend for education programmes on the values of athletics.

There is the opinion that school could help to increase the athletic behaviour of students through an appropriate designed educational programme. According to Olander (1992), *Olympic Education must be developed and disseminated to young people in all the nations of the world*. He argues that the National Olympic Committees and the National Olympic Academies can develop an Olympic Education programme that can be spread to young people. According to Russian Foreign Minister Viktor Chotockin (Council of Europe 1998), *Olympic Education has*

*been developed "by leaps and bounds in Russia"*. It is believed that Olympic Education has as its major point to spread the goals of Olympism and the important principle of Fair Play to the young people. For this reason, the Russian Federation on ethical issues in sports, printed an Olympic book using it for educational purpose to schools.

The Physical Education programme was included in place about the history of the Olympic Games. Several National Olympic Committees have established educational programmes that spread Olympic Education. Shining examples are the USOC's education committees that created the "*Visions of Glory*" and the "*Olympic Day*" taking place in schools with the main sponsorship of McDonald's. One more good example is the German National Olympic Committee that created the "*Mach mitt: Schuler bei der Olympiade*" (Binder, 1992).

Most of the Olympic Education programmes are aimed at primary schools, from the fourth to the sixth grade. In this area teachers with enthusiasm engage students in Olympic subjects or cultivate and communicate Olympic activities (Binder, 1992). They are less limited than physical education teachers, who must strictly follow the curriculum of Physical Education in primary and secondary education. The intention of school to enhance students' healthy habits guide the teachers to introduce a new educational programme in Texas, known as the "*Go for Health Project*," which aimed to improve the eating and physical activity habits of third - and fourth grade children (Simons-Morton, Parcel and O'Hara, 1988).

Unfortunately, any attempt in Greece to introduce an Olympic Education programme to students had not been utilized systematically. However, when Greece won the bid for the organization of the 2004 Olympic Games, several politicians and people involved with education felt that the right time had come to take the advantage and make the first move to introduce an Olympic Education programme in schools, with the aim of educating children in Olympic issues, sports issues and Fair Play. That is why the Ministry of Education in Greece has take the decision to perform a short pilot study to introduce the Olympic Education programme in Greek schools. In the event that this pilot programme for the execution of Olympic Education would bring positive effects to students, the pilot programme of Olympic Education could be implemented the next year in primary schools throughout Greece.

By 1999 to 2004 Olympism had a great educational value. As stated in the 2nd principle of the Olympic Charter, "*Olympism is philosophy of life that excludes and combines, in total balance, the virtues of the body, the will and the spirit*". In addition, as noted in the Olympic

map, "*Olympism promotes a way of life based on the joy of effort, the educational value of setting a good example and the respect for universal fundamental moral principles*".

Olympic Education has its base on the primary principles of the Olympic Charter and is directly linked to the idea of Olympism. It is common knowledge that Olympism is the kind of philosophy of life that has clear educational values, the modern Olympic Movement, cultivates and promotes a set of universal values, thus creating an international language that is the basis for the dissemination and teaching of Olympic Education internationally, through the implementation of Olympic Education programmes. Olympic Education programmes are being developed all over the world and not only in the countries which host the Olympic Games. Olympic Education, in general, is indifferent to athletic performance, and promotes the teaching of social and moral values instead. It is based on the moral and pedagogical dimension of Olympism through the exploitation of the spiritual heritage of Pierre de Coubertin, founder and founder of modern Olympism.

Based on modern bibliographic references, studies on Olympic Education include three main publications. The first book and most representative is the IOC's Olympic Education Handbook "*Teaching Values - An Olympic Education Toolkit*", which is written by Canadian Deanna Binder and published in 2007. This book can be read by young people between 8-18 years old. It refers to the symbolic dimension of Olympism, the cultural and educational value as well as the Olympic values. According to the content, educational teaching methods based on a multicultural and intercultural teaching approach are provided. The book has also become an international textbook.

Olympic Education programmes in Greece can be categorized within three phases. These three phases function as communicating vessels between them and are characterized by the common ideological background, the common value system of Olympism and an effort to create a positive attitude in Greek society for the organization of the 2004 Olympic Games.

Olympic Education aims to oppose the problems of athletic and social reality, which include high professionalism, doping, competitiveness, social inequalities, racism and xenophobia. Initially, the pilot implementation and then the institutionalized implementation of the programme throughout Greece, makes it clear that the programme of Olympic Education in Greece is transformed from an ideological cam of the Olympic Games into a central one. The main catalyst of this transmutation was the assumption of Olympic Games taking place in 2004

in Athens and their organization.

The two initial phases of the programme are related to the years 1998-2000 and the third phase the years 2000-2005. There are significant differences between these two periods in the organisation, management and involvement of actors in the implementation of the programmes.

More specifically, during the first phase (the years 1998-1999) the programme of Olympic Education is organized and implemented in the Schools of Application of Experimental programmes. This programme of Olympic Education is characterized by a pilot character and is connected with the Department of Physical Education of the Pedagogical Institute and the Foundation of Olympic and Sports Education (IOAP).

During the second phase (during the years 1999-2000), the Olympic Education programme is expanded, in terms of its implementation, surpassing its pilot form. In this phase, the programme is implemented by the Ministry of Education and Religious Affairs in collaboration with the IAP and the Pedagogical Institute.

In the third phase (the years between 2000-2005) the programme is designed and implemented by the Ministry of Education and Religious Affairs with the support of the Organizing Committee of the Olympic Games "Athens. 2004". During the first phase, the implementation of the programme is limited to primary education in a limited number of schools in relation to the Olympic Education programme "Athens 2004" which now has a universal character and it is applied in all schools of the country and at all levels of education. The educational manual of Olympic Education for the execution of the programme in the period 1998-2000 is an exclusive publication of the IOP and has been approved by the Pedagogical Institute. Teachers and educational in Physical Education participated in the implementation of the pilot programme during the first phase, while later and during the continuation of the programme, its implementation was being done exclusively by physical education teachers.

Until the years 1998-1999, when the programme of Olympic Education is introduced into education, the term "Olympic Education" remains unknown to the Greek educational system and the school community widely. The only time it refers to the Olympic Education is the International Olympic Academy through the International Sessions, which were addressed to the international community and less to Greece.

Until then, no official proposal had been made by the State or other national body for the introduction of Olympic Education in education<sup>14</sup>. The undertaking of the organization of the

"Athens 2004" Olympic Games, which was announced in September 1997, in collaboration with the educational sections that were taking place in the educational system at that time, constituted a favourable hour for the introduction of Olympic Education in the Greek system of education<sup>115</sup>.

Unfortunately, Olympic Education programmes interrupted unexpectedly. After the Olympic Games, there was the promise of the Minister of Education that if the programme was successful, it would be continued in the post-Olympic era. Although shortly before the Olympic Games the government in Greece changed, the promise was kept by the new government, but with some revisions.

The main problem faced by the Ministry of Education in the post-Olympic era was to find financial resources to support the programme. The contracts of the approximately 2,000 graduate physical education teachers employed for the implementation of the programmes expired after the Olympic Games. The financial resources were eventually found by a European-funded project called 'Training and Initial Vocational Rehabilitation for Women'. However, there were many limitations to this programme as well. Initially, the programme in its title, included only women physical education teachers. Moreover, the content of the programme included specific areas only.

In order for the first problem to be solved, the programme was renamed "*Kallipateira*". In ancient times, Kallipateira was the only woman who set foot in the stadium of Olympia disguised as a man to see the games her son was competing. When her son won finally, she ran to the Olympic stadium to hug him. However, her clothes fell off and it was found by the public that she was a woman. As women were forbidden to attend the Olympic Games, Kallipateira was arrested and sentenced to death. But when she explained to the judges that her son, three of her siblings, one of her nephews and her father were Olympic champions, the judges acquitted her. The name of the programme was therefore the most appropriate and could be a link between Olympic Education and the new programme.

As for the second problem, the programme had to include issues relating to human rights, gender, equality multiculturalism, racism, etc. All the above, however, were included in the original content of the Olympic Education. Therefore, apart from the abolition of the name of the Olympic Education, there was no substantial change to its content. The content of the Olympic Education already required restructuring as one of the greatest initial goals of the Olympic

Education was to prepare students for the Olympic Games of the Athens in 2004. After the successful event, the content of the Olympic Education had to be modified and include equally the experience of a victorious and fortunate organization of the Olympic Games and other thematic units.

The next three years (2005–2008), the "Office of the Olympic Education", in order to support the programme, continued to implement the programme in all elementary schools for one hour a week in the four largest classes. In gymnasium (Ages 13-15) the programme was offered as an elective course for students, provided that there were physical education teachers specially trained to teach it. In the autumn of the 2006-2007 school year, 1,600 physical education teachers, mainly those who had worked in Olympic Education, attended a five-day seminar of eight sessions a day in order to become more familiar with the new requirements of the programme. Moreover, in the school year 2007–2008, 1,500 actions were carried out in schools, which were funded with 4,000 Euros each. In addition, one Physical Education teacher, responsible for the coordination of the programme, was established in each prefecture, namely 64 Physical Education teachers throughout the country. Finally, four new books were written under the programme, one for teachers and three for students.

Although there was cautious optimism that the programme would remain as part of the school teaching programme, probably in the primary school, in the three largest classes for one hour a week, suddenly at the beginning of the 2008–2009 school year the Ministry of Education removed it from the school curriculum and all the Physical Education teachers who had worked in the Olympic Education programme had now been appointed to permanent positions. Although there was no official explanation for the interruption of the programme, it can be attributed to the fact that at that time, the system in Greece was very centralized and all schools had to follow the same directive.

The main reasons that may have led to the interruption of the programme include: a) the lack of funding, b) the lack of political tendency, c) the lack of pressure from the teachers who had worked for the implementation of the programme as they became permanent, d) the low pressure by the general public, as in the period after the Olympic Games, the view was that Greece had spent large amounts of money on the organisation of the Olympic Games and no more money should be spent on this purpose.

### **Purpose of the study**

The primary purposes of this study were: (1) to provide the necessary scientific data to lead to the realization of the problem of the lack of Olympic Education programmes in Greek schools, (2) found solutions being regarding the re-integration of Olympic Education programmes in schools, (3) to contribute to the appreciation of the excessive value of their Olympic Education programmes in the educational path.

### **Research questions**

The research questions to be examined for the descriptive part of the particular study were the following: (1) Have the programmes of Olympic education received the necessary and substantial interest from the wider educational community?, (2) Was the funding and support from the state and the ministry sufficient?, (3) Were the P.E.T.. appropriately trained to teach the Olympic Education programmes?, (4) How difficult was it to transfer programmes from theory to practice?, (5) Were the children ready to accept this pedagogical innovation in enthusiasm and interest?, (6) Did the Olympic Education programmes fulfill their purpose?, and were the children prepared for the Olympic Games and were the values of Olympism understood? (7)What were the positive and negative elements of the past for better planning of the future? (8) Why did the Olympic education programmes not continue after 2004?, (9) What has happened to the trainers appointed solely with this subject?, (10) How are things now in schools regarding Olympic education?, (11) Do the P.E.T. possess the necessary educational competence to teach Olympic Education now? (12) Could the P.E.T. be ‘tools’ for the spread of Olympism?

### **Delimitations**

The study was delimited to the teachers of Physical Education, from schools of the prefecture of Ilia, of primary and secondary education who get involved with the programmes of Olympic Education. Initially, the Office of Physical Education of secondary education of the prefecture of Ilia was asked for a list of the physical educators who were employed in the programmes of Olympic Education. This list includes the night teen (19) names of physical educators who worked on Olympic Education programmes in secondary and primary education.

### **Demarcations – Limitations**

This research, is governed by certain demarcations and limitations. Regarding the demarcations, only physical education teachers who worked in the Olympic Education programmes were included in the sample of the survey. The application of the questionnaire used in this survey to teachers of Physical Education who simply attended the implementation of Olympic Education programmes or teachers of other specialties, may have been of interest. Moreover, the physical education teachers who participated in the research worked in primary and secondary schools only in the prefecture of Ilia, a prefecture that includes the birthplace of the Olympic Games and during the conduct of the Olympic Games Athens 2004, played an important role in its conduct. The application of the questionnaire used for Physical Education teachers who worked on Olympic Education programmes in other prefectures of Greece (prefectures that include large urban centers or border prefectures of Greece) would be of particular interest as well. Finally, the questionnaire used to carry out this research project contained only twelve questions. It may be that, the design of a more extensive questionnaire containing several evaluated variables will provide a more complete picture of the design and implementation of Olympic Education programmes.

Regarding the restrictions, the fact that out of the nineteen physical education teachers who worked in the Olympic Education programmes in primary and secondary education of the prefecture of Ilia, received data from only ten of them. Nevertheless, designed the implementation of Olympic Education programmes. However, drawing further conclusions may not be safe.

### **Definition of terms**

Olympic Education: is the educational process that aims at educating young people according to the Olympic values, taking into account the elements of modern Culture. The Olympic Education programme includes a series of actions that highlight the educational and educational value of the Olympic Games. These actions include knowledge, athletic and social skills, values, attitudes and behaviors. More specifically they combine the ancient and modern history of the Games with the learning of skills related to the development of students in the school and social environment.

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. The goal of Olympism is to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity.

Physical Education Teachers: educate children and adolescents on the many aspects of leading healthy lifestyles, from physical activity to nutrition. A physical education teacher should enjoy an active lifestyle and be able to communicate health concepts to students in various age groups. This guide provides further information on what physical education teachers do, how to become one, and the career's salary and job outlook.

A physical education (PE) teacher instructs students about sports, physical development, health, and proper nutrition. A PE teacher has knowledge of sports and the health sciences. Physical education teachers show students not only how to play various sports, but also how physical activity benefits the muscles and overall health. PE teachers also plan activities that help make exercise-based learning more engaging for students.

Olympic Games: are leading international sporting events featuring summer and winter sports competitions in which thousands of athletes from around the world participate in a variety of competitions. The Olympic Games are considered the world's foremost sports competition with more than 200 nations participating. The Olympic Games are normally held every four years, alternating between the Summer and Winter Olympics every two years in the four-year period. Olympics are an ancient Pan-Hellenic festival that made up of contests of sports, music, and literature with the victor's prize a crown of wild olive.

### **Significance of the study**

Nowadays Greek education face several difficulties and Greek curriculum have many deficiencies. The most significant is the shortage of Olympic Education and Olympic Philosophy in Greek schools programme in the country which is the birthplace of Olympic Games.

When Olympic Games finished and years passed through the echo removed and the impact of them faded in all domains. One of them was in the field of education. Physical education and physical educators will always be the representatives and the most appropriate

continutors of the Olympic education in schools. It is an urgency the essential and important function of Olympic programmes in Greek schools but more significant is to understand the important meaning of Olympic programme in the Greek reality.

**CHAPTER II**  
**LITERATURE REVIEW**



## LITERATURE REVIEW

Since the beginning of the 21st century (2002), eight published studies on the programmes of Olympic Education in Greece have been found in the English-speaking international scientific literature. In these studies included in the present paper are developed the basic concepts of Olympism, the ideals and values, the educational value of Olympism, the conceptualization and definition of Olympic Education, the importance of Olympic programmes in schools, the application of Olympic programmes from theory to practice, Olympic Education in the country which is the birth place of the Olympic Games, the historical retrospection of Olympic Education between the years 1999-2004 and 2004-2020 in Greece.

More particularly, in 2002, Mr. Kabitsis, Mrs Harahousou, Mrs Arvaniti and Mr. Mountakis, in order to explore the impact of a four-month intervention programme on Olympic Culture on students of grade F, conducted a survey of 785 school students (392 boys and 393 girls). With the use of a questionnaire, they evaluated the students' knowledge, before and after the implementation of the programme, about certain basic ideas of the Olympic Games, the advantages of their exercise, athletic ability and attitude towards Fair Play. The main findings on the impact of the programme that their knowledge about the Olympic Games was significantly enhanced, showed positive attitudes towards the benefits of exercise, observed an increase in the level of athletic ability and showed a positive influence on attitudes about Fair Play. Based on their findings, the authors argued that although the intervention programme had a short duration – the application of Olympic Culture to the curriculum in Greek school had a valuable results (Kabitsis, Harahousou, Arvaniti and Mountakis, 2002).

In 2004, Mr. Grammatikopoulos and Mr. Papacharisis, in their study, used the Professional Development Assessment Form, which was expand to evaluate the actions of preparing Physical Educators for the Olympic education programme in Greece, 438 physical education teachers (205 men and 233 women). The results of his study demonstrated that a confirmatory analysis off actors showed an adequate adaptation of the proposed model (Grammatikopoulos and Papacharisis, 2004).

In the same year (2004), Mr. Grammatikopoulos, Mr. Papacharisis, Mr. Koustelios, Mr. Tsigilis and Mr. Theodorakis conducted a survey with the aim of developing a means to evaluate the training of Olympic Education in 2000. The three factors examined were "education", "study groups" and "overall impression". The outcome of their research provided them with sufficient psychometric support for the tool. The questionnaire seems to be a promising tool for evaluating professional development processes. The authors pointed out that although there were encouraging results, an extra research would be more useful for improving the tool (Grammatikopoulos, Papacharisis, Koustelios, Tsigilis and Theodorakis, 2004).

In 2005, Grammatikopoulos, Tsigilis, Koustelios and Theodorakis carried out a study in order to develop a tool for evaluating how the Olympic Education programme is implemented, aiming to form an insight into the effectiveness of the programme. They evaluated the 2000 Olympic Education programme in which students were taught the history of the Olympic Games, the importance of exercise for health as well as the principles and values of sport and volunteerism (Grammatikopoulos, Tsigilis, Koustelios and Theodorakis, 2005). Also in 2005, Grammatikopoulos, Hassandra, Koustelios and Theodorakis, conducted a study in order to collect information on factors related to educational evaluation, using an approach of qualitative method. To fulfill the purpose of their study they conducted five interviews with school head teachers. The results of this study supported the view that qualitative approach could provide information that quantitative processes could not. In addition, the results also provided many information very useful to solve the problems encountered in the implementation of ECA and to strengthen decision-making, indicating points of the programme that need to be raised (Grammatikopoulos, Hassandra, Koustelios and Theodorakis, 2005).

In 2011, Judge, Kantzidou, Bellar, Petersen, Gilreath and Surber, argued that one of the goals of the International Olympic Committee (IOC) is to revive the interest in Olympic sports in a generation of teenagers who have increase dangerously their weight and instigating. They collected and analyzed data on the awareness and opinion of the sports community in Greece regarding the upcoming Youth Olympic Games. These findings are described and evaluated compared to previous research data in order to provide information

on the launch of this new international sports festival. The researchers concluded that the variables assessed are crucial for the future success of the Youth Olympic Games as public awareness and effective messages are key components for obtaining sponsorships and the necessary revenues needed to fund an event of this level (Judge, Kantzidou, Bellar, Petersen, Gilreath and Surber, 2011).

In 2016, Mr. Mountakis, in a published study, presented the way in which the Olympic Education programme was introduced in Greek schools, so that the information provided could be used as a guide for other countries that organizes the Olympic Games. In addition, he makes an extensive reference to both how the Olympic Education programme was introduced to education and the procedures that led to the discontinuation of the Olympic Education programmes (Mountakis, 2011).

In 2019, Kouril in his study presented the key points that include Olympic Education and sports education in Greek antiquity. The findings of his study showed that the influence of the winners on the youth was enormous and this impact was the most significant part of education in the ancient Greek civilization. The winners of the great Panhellenic Games, mostly people who win the Olympic Games or periodontalists, were the best examples and real role models, with significant cultural power for the young people. When the athletes of ancient years succeed gave their support to the athletic education of the young Greek boys, and therefore the military training. This perception created better warriors and defenders of city-states (Kouril, 2019).

### **The Concept of Olympism, ideals, values, educational value**

According to the second fundamental principle of the Olympic Charter, Olympism is a philosophy of life that promotes and combines in harmony the virtues of body, spirit and soul. Olympism is the sporting idea as it was formed in ancient Greece according to the spirit of the Olympic Games. The idea of Olympism starts with in the ancient times and the Olympic Games and includes the religious, the fighting element, moral values and spiritual mores. Olympism was revived in 1908 by Pierre de Coubertin, who found the modern Olympic movement. The modern Olympic Games have reshaped the concept of Olympism which evolved and were adapted to today's circumstances by replacing the intense religious spirit with rituals that referred to the past and incorporate the concept of equality in

participation and respect, as well as globalization and professionalism.

The values of Olympism are based on "Fair Play" and "Good Sportsmanship". Regarding "Good Sportsmanship" it teaches values such as honesty, respect for the rules of conduct and teammates, equality and justice. "Fair Play" teaches the noble competition between athletes of different peoples, religions of social classes and the competition for distinction, supremacy and excellence away from hostilities and extreme rivalries.

Pierre de Coubertin went after the educational renaissance and the dissemination and reformation of sport through the educational process. The values of Olympism and their perspective in education from the 19th to the 21st century (Makris, Georgiadis and Mountakis, 2017).

Olympism is the philosophy, which through education aims at the cultivation of healthy moral values, contributing to the process of moral education of modern human. The principles of Olympism are a valuable source of values and ideals which, through education, highlight the humanistic and cultural value of sport (Makris, Georgiadis and Mountakis, 2017).

The educational value of Olympism concerns the promotion of modern society. Parry in 2004 argues that the principles of Olympism are based on the ideas of Coubertin and the fundamental principles of the Olympic Charter. Contributing with his own perspective on the principles of the Olympic Charter, he stresses that, based on the pedagogical principles of Olympism, the ideals of the integrated and harmonious development of the individual, the recognition of excellence and achievement, the competitive athletic activity through effort, mutual respect, justice, equality and fairness, the creation of stable personal human relations of

Friendship and the creation of international relations of peace, tolerance and understanding are promoted (Parry, 2004). The cultivation of multicultural consciousness in combination with the truce as a source of inspiration with moral and spiritual meaning and not only a san action of political meaning, is the educational path of Olympism that leads to universality and the universal family (Georgiadis, 2006). The aim of Olympism is to place globally Athletics at the service of the harmonious development of human, the prevalence of peace in society and the preservation of human dignity.

### **Definition of Olympic Education**

Olympic Education includes the athletic, moral and social education of youths. It is the educational programme and the educational process that aims to shape behavioral patterns in the modern world. The extraction of knowledge from Olympic education and sports is the link of the past with the new educational and cultural values and the one that connects the cultivation of spirit, body and soul.

### **The importance of Olympic Education programmes in schools**

The Olympic education programme aims at reaching out and involving all those involved in Physical Education and Training. Its purpose is to become the “means” of inspiration and awareness of students to motivate and shape behaviors that will favor friendship, cooperation, respect, understanding, peace, autonomy, critical thinking and responsibility (Katsikas and Therianos, 2004).

The development of the personality of the young person, the improvement of interpersonal relationships, his socialization, teamwork and coexistence, entertainment, compliance with athletic and moral rules (Katsikas and Therianos, 2004).

### **Olympic Education programmes from theory to Practice**

Concerning to be an educational proposal for Olympic pedagogy, these ideas must be organized and condensed within the framework of an educational ideology in order to fit into the curriculum, to enrich the curriculum with new ideas, and to be understood in the children's ideas (Georgiadis, 2006).

The main ideas of Olympic pedagogy that lead the programme of Olympic Education in Greece are sum up as:

a) the harmonious and balanced edification of the spiritual and psychosomatic values of human for the integrated education of the human being,

b) the main idea of the transition from struggle to feat and

c) the stifling of the irrational and antisocial tendencies of people:

- The ideology of truce as a basis of life
- The important idea of multiculturalism

- The idea of volunteering
- The behold of the celebration of the youth of humanity
- The behold of the formation of consciousness of democracy

It is an Olympic Education project that incorporates:

- i. the Olympic values and principles of the Olympic map
- ii. the historical and pedagogical bases of the Olympic Ideal and
- iii. lifestyles and modern social environment (Naul, 2004)

### **Objectives of the programme in Greece**

With the most important objective of the open school in society, the Olympic Education programme executed in Greece aimed to reach out and incorporate those who get involved with education, the student and educational community, the Parents' and Guardians' Associations.

Using as basic the motto: "I become aware, I participate, I learn, I create", the programme aimed at:

- Informing students and youths about the Olympic and Paralympic Games in Athens in 2004.
- The comprehension of the ideals of Olympism and its pedagogical goals.
- The upgrading of the quality and effectiveness of physical education.
- The formation and development among young people of a unique philosophy of life and positive thinking that combines education with sports and culture.

### **Educational material**

The Directorate of Olympic Education of the OCOG "Athens2004" and the Ministry of Education have already (since1999) created a team with experts on Olympic Educations subjects from bodies such as the IOA, the Pedagogical Institute, the Foundation of Olympic and Sports Education and the Ministry of Education to prepare the educational textbook. In addition, they collaborated with various non-governmental and private bodies for the elaboration of new programmes of Olympic education.

On the official site of Athens 2004 "The Olympic Games were born in Greece 2500

years ago...these ideals were born in Greece and are kept alive through Greek and global customs, ancient Olympia, the Olympic flame and the marathon that bridges the games of antiquity with modern times"(Tsachrista, 2013).

### **Olympic Education in the country of the Olympic Games**

Olympic Education was executed in Greece in the period 2000-2004 due to the organization of the Olympic and Paralympic Games in Athens in 2004. The programming and execution of the Olympic education programme was the result of the collaboration of the Organizing Committee "Athens 2004" and the Ministry of Education of Greece. The pedagogical Institute of Greece, which has the responsibility for Greek school educational publications, the Foundation of Olympic and Sports Education operating in Greece as a private body in matters of Olympic Education and the Physical Education Of the University of Thessaly. The high supervision of the Olympic Education programme was held by the National Council of Olympic Education under the chairmanship of the Minister of Education.

In Greece, the opening weak efforts to train professors and teachers about Olympic education and Olympism began in the 70's by the IOA. In 14 seminars, a few hundreds of teachers from all over the country were trained on issues related to Olympism.

### **Historical retrospection of Olympic Education 1990-2004 and 2004 -2020 in Greece**

In 1989, the IOA, in collaboration with the Directorate of Secondary Education of the District of Ilia and the Prefecture of Ilia, began with selected students at the IOA premises, an Olympic education programme. Every year 100 students aged 14 to 16 participate even today in the seminars lasting 7-10 days. This particular programme of Olympic Education was combined many times with the environmental education programme (Albanidis, 2004).

Athens' candidacy for the organization of the Centennial Olympic Games initially in 1996 and later in 2004 reignited interest in the application of Olympic education in schools in Greece. In 1995, the manual of Olympic education "keep the spirit alive" was edited in English in order to provide support as an educational handbook for the national Olympic academies.

With the analysis of the Olympic Games of 2004 in September 1997, the first connection between IOA with the Ministry of Education and Religious Affairs for the presentation of Olympic Education in Greek schools began. Afterwards, the organizing committee "Athens 2004" with the creation of the Directorate of Olympic Education undertook the coordination between the various bodies for the execution of the programme in Greece (Albanidis, 2004).

Pilot application 1998-1999 institution pedagogical institute implementation in 30 schools participating 30 lower secondary schools Material: Guide to Olympic Education (for students and teachers) Worksheets, evaluation sheets Purposes:

- To make schools hives of sports and cultural education
- To spread the values of sport
- To strengthen voluntary work
- To promote equality of gender and opportunities in the school environment
- To sensitize children on issues of diversity and multiculturalism In 1998-1999 training of 25 teachers by the pedagogical Institute Training 134 KFA, pilot implementation of a programme in the last grades of primary school application in 400 schools
- Recruitment of LFAs - three seminars
- Recruitment , distribution of relevant books implementation programme to students in schools

In 2002-2003 the application was extended to private, special schools and the Diaspora. Implementation of a programme in grades E and F of the timetable one hour per week where it is possible to extend it to smaller classes.

In the Gymnasium with in the timetable one hour per week every fortnight. In

Lyceums and Tee the programme is applied only in the first class of Lyceum per week Olympic education was not a lesson but experiential activity. It relied on the interdisciplinary approach ,provoked discussions to raise students' awareness, and used assessment.

## **Implementation of the programme**

### **Organization**

The programme was implemented on a pilot basis in 30 schools in the country in the sixth grade of primary school during the school years 1998-1999 and 1999-2000. Also the school year 1999- 2000, the first 134 teachers of Physical Education were prepared and the Olympic Education programme was expanded to the last three grades of primary schools .It was the beginning and the educational material was distributed to teachers by the Pedagogical Institute in collaboration with the Foundation for Olympic and Sports Education. In the school year 2000- 2001, 1000 teachers of Physical Education were recruited by the Ministry of Education and the programme was executed in 3000 schools of secondary and primary education with the participation of 450,000 students. Since 2001, the Olympic education programme has been ~~executed~~ executed in 7500 schools throughout Greece in primary and secondary education with the participation of 1,000,000 students (Georgiadis, 2006).

The employment of physical educators in schools as teachers of Olympic education in 2000 is a global pioneer in public education for the monitoring and coordination of the programme, 64 prefectural officers were appointed in all prefectural districts of Greece.

Training seminars were held for all 2000 physical educators and for 60 special education teachers during the period 2001-2004. The aim of the seminars was to present physical educators to the Olympic philosophy and the way of how to teach the Olympic education.

When the 2002-2003 school year begin , the programme was expanded to the education of private school and 150,000 students participated. The teachers of the private schools who participated in the programme were prepared in two seminars in November and December 2002.

Since April 2002, the Directorate of Education "Athens 2004" has started a

"travelogue" to the communities of Greece and the 2000 schools of the Diaspora , with the aim of informing about the Olympic and Paralympic Games and presenting the main material of education. For this purpose, the Ministry of Education trained education coordinators and teachers of schools abroad who implemented the programme.

The experiential approach in which all physical educators were trained was the Project method. The design and completion of the work was done by the students. A workable process of learning, student-centric that based on the method in which students and teachers participate and interact (Georgiadis, 2006).

### **Events – Actions**

The Ministry of Education and the OCOG (Athens 2004) planned and started implementing them since 2001 an operational action plan with main thematic axes:

- Sports
- Culture
- Multiculturalism – lifting social exclusion
- Olympic truce
- Volunteering

### **Support for initiatives under the Olympic education programme**

In the year 2002, the Ministry of Education sent four different notices to schools for each of the axes of the programme. The schools individually or in partnership , selected an axis and presented their proposal to the Ministry of Education. The Ministry of Education undertook the funding of the best initiatives – actions at country level with an entire amount of €4.140.000.

One thousand three hundred eight - one (1381) proposals were submitted from all prefectures of Greece. Three thousand two hundred fifty – eight (3258) schools of public and private education participated in them, i.e. they represented forty percent (40%) of the schools in the country where the programme was executed. These recommendations were promoted by contributions from local community bodies.

Two hundred seventy eight (278) proposals – actions were selected in which nine hundred thirty nine (939) schools took part. The way of taking part of in the programme assisted to familiarize the educational community with modern ways of education and time

and financial planning techniques.

### **Implementation of actions in the framework of the Olympic Education programme (2003)**

The programme emphasized on the creation of dance and theatrical work in the encouragement of ancient routes connected with ancient sports sites and interventions in areas or populations that have characteristics of social colonization.

Six hundred thirty two (632) suggestions were presented individually or in partnership by one thousand one hundred and fifty - three (1153) schools from many prefectures of the country and from all degrees of public and private schools. Five hundred and thirteen (513) activities (968 schools) were seted for funding with a total amount of funding of €3,438,000.

#### **Evaluation**

The programme of Olympic education was evaluated when the school year finished by the teachers who executed it and by the students who attended it. The systematic and methodical processing of the calculation data was carried out by the Department of Physical Education and Sports Science of the University of Thessaly. The conclusions from this elaboration were taken into account for the redesign of elements of the project.

The internal evaluation was carried out with questionnaires fulfilled by physical educators and students when each school year come to the end. The external evaluation was carried out by the prefectural officers of the programme with questionnaires and other reports which were completed by people who were the the experts of the Physical Education Department of the University of Thessaly after visiting schools.

#### **Financial data**

For the implementation of the programme, about €22.500.000 per year were consumed from the budget of the state for the payroll of Olympic education teachers. Also, €23.477.000 were given by the public investment programme of the Ministry of Culture to the Ministry of Education for the Olympic education programme.

### **Critical analysis and previous efforts**

The Olympic Education programme in Greece primarily highlighted the thread of Physical Education at school. It opened the boundaries of education within the school. Educational innovations (interdisciplinary experiential approach) contributed to the collaboration between teachers at school.

Educational innovations (interdisciplinary experiential approach) contributed to the collaboration between teachers at school. It gave the chance to all youths of Greece to get to know and discuss the values of the education of sports and Olympism and make them real experiences through particular processes. The scientific project prepare local people inform them and make them to wait the Olympic Games. It presented teacher training and promoted new horizons in schools with issues of interest to teachers and students. It contributed to the enrichment of education through the combination of education with sports and culture. It offered and motivated the preparation of educational and pedagogical textbooks with innovative educational ideologies for educators and students. It encouraged collaborations with people with disabilities and the organisation of participating in various events with their stakeholders as well as the use of new practices and technologies in education.

### **The sustainability of the Olympic education programme**

The results of the study by Kelli, Goudas, Vernadakis, Digelidis and Kioumourtzoglou in 2007 certified that the programme of Olympic education in the way carried out was a very serious educational investment and is the most innovative programme of our educational system and a substantial in all nation contribution of our country to the Olympic movement and the international educational community. The long lasting integration of the programme into the educational system completed pedagogical, historical, social, employment and innovation reasons and the strengthening of the Olympic education programme is considered not only required but also practical and achievable.

At the end of the Olympic Games, which was the reason for the design and realization of the Olympic Education programme in Greece, the necessity and how useful it was to continue in the educational environment became apparent. Reflections on the need for strengthening, the form of its structure, the way of integration into the curriculum, the

introduction of new thematic units and its final institutionalization as a permanent educational programme. The Olympic Games have the force to instill in young people the principles of acceptance of diversity, recognition of the human rights of solidarity, friendship, cooperation, voluntary work and through them to contribute to the educational process (Kellis, Goudas, Vernadakis, Digelidis & Kioumourtzoglou, 2007).

The presidents of the country's Physical Education Department stress in a letter to the competent Deputy Minister of Education in 2003 that: "*the Olympic education programme is not an opportunistic educational effort to impress ahead of the 2004 Games. It is basically a philosophy that does not have the ability to teach the related subject of physical education nor to offer our educational system in general on its own. The transmission of the philosophy of Olympic and athletic values, the historical and sociological issues of sport, the cultivation of honest play and respect for the rules or opponents, the initiation into new sports, the great idea of volunteering, as well as their transmission through innovative methods, projects, events, group initiatives and main motor activities, were absent from the course of Physical Education or the course of Physical Education does not have the available time to cover them*". (Theodorakis, 2003).

By the collection, study and analysis of the data we conclude that:

- The programme of Olympic Education with the introduction of innovative methods and teaching techniques and especially the use of new technologies, the use of multiple teaching resources and the continuous evaluation was the most modern programme of Greek education.
- The programme has been established in the consciousness of the educational community can function complementary / additive to Physical Education and cover the transmission of the philosophy of Olympic and sports values, the historical and sociological issues of sport, the cultivation of honest play and respect for rules or opponents, the initiation into new sports, the great idea of volunteerism, elements that are "absent" from the physical education course or the physical education course do not have the available time to cover them.

- The financial data of the programme and all the basic and supportive actions certified the huge state investment which must be safeguarded, while it seems that every additional financial expenditure required can, through a combination of correct choices and planning, be in reasonable terms.
- The functional structure of the Greek school with the large number of subjects offers, for the time being, a fertile ground for the permanent integration of Olympic education only at primary and all-day level, since at this level no effort is required to find time to conduct it.
- The modern educational trends for the development of life skills can be realized through the combination of physical education and Olympic education.
- There are ways to maintain and utilize Olympic Education teachers and at the same time to transmit their experiences to permanent physical education teachers.
- The commitment of the political leadership of the Ministry of Education and Religious Affairs to continue the programme over the next two school years allows for the smooth absorption of Olympic education teachers in permanent positions and provides the necessary preparation time for the training of the remaining permanent physical education teachers.

The first European symposium on Olympic Education, held in Athens in October 2003 with the assistance of the Olympic Committee, states: *"We stress the importance of introducing into the programme of official education systems the teaching of Olympic values as an effective way of building the peace in the world and in the education of young people based on the ideals of democracy, tolerance and active citizenship"*.

*"The state has invested a lot in training, publication of textbooks, organization and staffing, it has introduced an innovative institution in the educational system and its interruption would cause upheaval and unreliability in the educational community"* (Placement of physical education presidents).

Kostas Maniatis from the pedagogical institute, positions himself respectively and focuses on Olympic Education as a post-Olympic heritage and value with proposals he

submitted in 2003 and 2004. "Beyond the pedagogical arguments for maintaining the programme after the end of the Olympic Games. Perhaps one of the most significant is the one that has to do with the question of what will be left for our country after the end of the games. There will be sports facilities, roads, ports, airports. Modernization of means of transport, promotion of better organization and administration, greater responsibility and much more. The question is what will left for education. What long-term effect will the games have on education through what mechanism; the answer to this question is that the long-term effects will take place through the maintenance of the Olympic Education programme all the educational elements of the games that have emerged through the programme to date will be degraded and in a few years will disappear if the programme stops.

On the part of the teachers, the continuation of the programme is supported as a carrier and core of life in the school environment "*the benefits of sports, social and cultural culture and education cannot have an expiration date*".

This research was carried out in order to investigate the views of physical education teachers who worked on the execution of Olympic Education programmes in the schools of the prefecture of Ilia.

In particular, it was investigated whether the funding from the state was sufficient for the implementation of the Olympic Education programmes and also whether the support from the Ministry of Education was satisfactory.

In addition, it is examined whether physical education teachers were adequately trained for this educational process before teaching the Olympic Education programmes and also whether the gallery supported the practice. In addition, it was investigated whether the children were ready for this innovation and whether they accepted the project with due enthusiasm and interest.

Also, the positive and negative elements of the past on the Olympic Education programmes were examined for the better planning of the future. It was also investigated whether these programmes fulfilled their purpose, i.e. whether they prepared the children for the Olympic Games and whether the values and ideals of Olympism were understood by the children of the country that gave birth to the Olympic Games.

Then, it was examined why after 2004, the programme did not succeed and what

happened to the trainers hired for this particular purpose and how today schools are trained regarding Olympic Education and whether Physical Education Teachers are able to teach Olympic Education in modern schools. Finally, it was examined whether the Physical Education Teachers themselves could be tools used for the spread of Olympism.

### **The importance of research**

The significance of this research is multidimensional. On the one hand, this research aims to provide the necessary scientific data to lead to the realization of the problem of the lack of Olympic Education programmes in Greek schools. On the other hand, based on the knowledge that will emerge from the findings of this study there will be the necessary data that may lead to solutions being found regarding the re-integration of Olympic Education programmes in schools. Finally, both the theoretical and the applied part of this work are expected to contribute to the comprehension of the excessive value of their Olympic Education programmes in the educational path.

**CHAPTER III**  
**METHODOLOGY**



## **METHODOLOGY**

This chapter presents the methodology that were used in the particular research. More specifically, this chapter describes the structured interviews with open-ended questions as a means of research that leave room for personal assessments of respondents. Selected physical education teachers from the schools of the prefecture of Ilia of primary and secondary education who worked on the Olympic Education programmes as a sample. At this point will be reported to the methods of production and analysis of research data and statistical analyses.

### **Participants, sample finding and selection process**

In the present survey participated teachers of Physical Education, from schools of the prefecture of Ilia, of primary and secondary education who worked in the programmes of Olympic Education. Initially, the Office of Physical Education of secondary education of the prefecture of Ilia was asked for a list of the physical educators who were employed in the programmes of Olympic Education. This list includes the night teen (19) names of physical educators who worked on Olympic Education programmes in secondary and primary education. The total of night teen (19) physical education teachers, the two professors had died, two professors had not had their contact details available; one professor was unable to participate in the research due to health problems. Finally, out of a total of night teen (19) Physical Education teachers, ten (10) of them were included in the survey as they had no argue to participate in the survey and completed the interview. Of the ten (10) participants, four (4) were women and six (6) were men.

### **Tools – Measuring instruments**

In order to conduct the research and to record the views - positions of the Physical Education teachers who worked in the Olympic Education programmes, structured interviews with twelve (12) open-ended questions were used (see Appendix). These twelve (12) questions left room for the placement of the personal views and assessments of the respondents.

### **Data processing and statistical analysis**

For the data Thematic analysis was used, as proposed and described by Braun, Clarke and Weate (2016). Thematic analysis is a kind of analysis to draw valid conclusions from interviews of Physical Education teachers based on their content. Thematic analysis include the systematic recognition, organization and comprehension repeated meaning patterns within a whole of data (Braun and Clarke, 2012). With this way researcher had the ability to obtain cognitive access to collective ways of meanings and experiences detecting various meaning patterns inside their data focus on them which are related to the theme of the research. Especially, to them which are most suitable and appropriate for the research questions which had raised (Braun and Clarke ,2012,57) as the research questions were the guiding figure of the procedure for the Thematic analysis. Consequently the five stages are set out in the order which followed during the procedure of the Thematic analysis for the data which were drawn upon the interviews. Initially, the 1st stage included the transcription of audio interviews to written speech. The interview constitute an organized conversation between an interviewer and an informer. During the effort of the interviewer the procedure is carried out to pump out data related to the questions of the research. Transcription is called the transformation of the acoustic recording of the interview to written text (Tsiolis 2014).

During the 2<sup>nd</sup> stage, a careful reading of the data was carried out. The extracts that corresponded to each research question were noticed and accumulated as well as to each subsequent question. The researcher read carefully all the material (the interview's texts), was accustomed to them and tracked down those which provide the necessary data related to each research question. By using the copy-paste procedure, all the interviewee's answers to each question were accumulated in a separate file which, formed as a board, included the accumulated answers.

*Table 1: Cumulative interviewee's answers to each question.*

**Question 1: Have the programmes of Olympic Education received the necessary and substantial interest from the wider educational community?**

The majority of respondents (70%) replied that Olympic Education programmes did not receive the necessary and substantial interest from the wider educational community whereas thirty percent (30%) of respondents replied that Olympic education programmes received the necessary and substantial interest from the wider educational community.

**Interviewee's 1 answer:** The Olympic education programmes were designed for the students to get accustomed to the Olympic sports and understand the Olympic spirit and the significance of the Olympic Games. To achieve this, more hours of the timetable were used by the P.E teachers to teach this specific course. Even though, as an idea, it was applauded by the majority of the educational community, there were occasions where teachers thought these hours should be given to more important and core subjects, so that the students could cover the material needed.

**Interviewee's Answer 2:** In my opinion, initially, I thought not. After that, there was interest from the teachers and the students. (No)

**Interviewee's answer 3:** Yes.

**Interviewee's answer 4:** No, they weren't met with the corresponding interest.

**Interviewee's answer 5:** Unfortunately no.

**Interviewee's answer 6:** The interest was met but they could address it better.

**Interviewee's answer 7:** Initially, they were met with disbelief but afterwards all the students and teachers from all fields were excited and wanted to take part in the actions.

**Interviewee’s answer 8:** No, unfortunately this was not the case.

**Interviewee’s answer 9:** I think no. Most colleagues regarded them as something trivial and less important compared to other subjects. It is worth noticing that P.E colleagues that were already in schools teaching P.E did not accept the Olympic programme wholeheartedly. In most cases, they felt that they were threatened by it and the colleagues hired to teach it. In the Primary Education, teachers regarded this programme as an opportunity for the final school performances through the presentation of theatrical and dancing actions.

**Interviewee’s answer 10:** The programme was met by the educational community as something temporary due to the way it was carried out.

During the 3<sup>rd</sup> stage, coding of the answers was carried out. The researcher interpreted the available data, understood its meaning and rendered it by using a semantic definition. This procedure is called coding and the semantic definitions, expressing the researcher’s meaning of this particular part of the data, are called codes.(Braun and Clarke,2012,Willig ,2015)

**Table 2.Coding procedure**

<b><u>Coding Procedure</u></b>	
<b>Question 3:</b> Have the P.E.T.. been adequately drafted to teach the Olympic Education programmes?)	
<b>Text</b>	<b>Codes</b>
Interviewee’s answer 7: I think yes. It was one of the most innovative programmes I have ever participated and I think it was a substantial education since it wasn’t just in theory but also in action.	<ul style="list-style-type: none"> <li>• Positive response</li> <li>• Additional data related to training</li> <li>• The significance of practical application</li> </ul>

During the 4<sup>th</sup> stage, the transition from the coding level to that of the subjects level was attempted. The subjects are semantic structures ,more abstract and general than the codes. The subjects derived from the process, contrast and the merging of codes and correspond to a specific and repeating meaning. These subjects are also autonomous semantic entities and can function as versions of answers to the research question that was addressed. The transition procedure from the code to the subjects began by collecting all the extracts that have been coded under each code.

*Table 3: The codes created and the corresponding extracts from the interviewees answers.*

<u>Coded and related extracts</u>			
Positive answers	Neutral answers	The significance of 2004 Olympic games	The significance of needing to further continue the Olympic Education programmes
<p><b>Interviewee 1:</b> In any case, this specific programme contributed in children forming a positive attitude towards sports in general.</p> <p><b>Interviewee 6:</b> Definitely yes, although it was rather short.</p>	<p><b>Interviewee 9:</b> I cannot possibly be aware of this.</p>	<p><b>Interviewee 2:</b> The children received satisfactory knowledge of Olympism and Olympic Games and awaited their prosecution with excitement.</p> <p><b>Interviewee 7:</b> The children were prepared for the 2004 Olympic games ..... and that was it!!!!!!!</p>	<p><b>Interviewee 4:</b> They were fulfilled but it didn't go any further.</p> <p><b>Interviewee 10:</b> Just this generation was initiated to the Olympic values</p>

Additionally, tables were created in which all the codes from the coding procedure were accumulated, as well as the extracts from each of the interviewees' answers. Consequently, the researcher could easily compare, during the procedure of the subjects, the extracts and the codes.

Finally, during the 5th stage, the findings of the research were presented. While, during the procedure of the analysis - encoding, the research course was made from the data towards the codes-subjects, during the procedure of the findings' presentation, the subjects were presented first that were arisen and answer the questions of this project. After that, the extracts from interviews' texts were presented in order to further justify the findings.

In order to present the findings more sufficiently, after quantifying the data collected, the quantitative data created were recorded in the statistical programme SPSS version 25.0. In the SPSS, descriptive statistical analysis was carried out using frequencies, relative frequencies (%) and cumulative relative frequencies (%).

**CHAPTER IV**  
**RESULTS**



## RESULTS

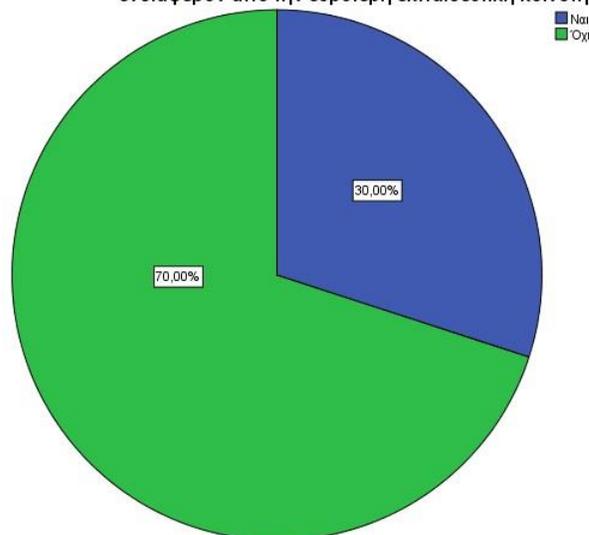
### Question1

To the first question (Question1: Have the programmes of Olympic Education received the necessary and substantial interest from the wider educational community?) the majority of respondents (70%) replied that Olympic Education programmes did not receive the necessary and substantial interest from the wider educational community whereas thirty percent (30%) of respondents replied that Olympic education programmes received the necessary and substantial interest from the wider educational community( see Table1,Figure1).

**Table 4. Have the programmes of Olympic education received the necessary and substantial interest from the wider educational community?**

	Frequency	Relative Frequency(%)	Cumulative Relative Frequency(%)
Yes	3	30	30
No	7	70	100
Total	10	100	

Έλαβαν τα προγράμματα της Ολυμπιακής παιδείας το απαραίτητο και ουσιαστικό ενδιαφέρον από την ευρύτερη εκπαιδευτική κοινότητα;



*Figure 1. The answers of the respondents to the 1st question.*

In particular, from those who replied that the Olympic Education programmes did not receive the necessary and substantial interest from the wider educational community it was reported that at first they did not receive any substantial interest but then there was interest from the teachers and students.

It was also mentioned that at first they were treated with a lot of mistrust, but then the Olympic Education programmes excited both students and teachers of all specialties who wanted to actively participate in the actions. Furthermore, it was mentioned that most colleagues saw them as something insistent and less weighty than the other subjects. The remarkable thing is that the colleagues of Physical Education who already worked in schools and taught the subject of physical education, did not particularly accept the programme of Olympic Education. In most cases they felt threatened by it and the colleagues who were hired to teach it. In primary schools, on the other hand, teachers saw this programme as an opportunity for the final school's events through the presentation of dance and theatrical show. Finally, it is worth mentioning that the programme was treated by the educational community as something transient because of the way in which it was done.

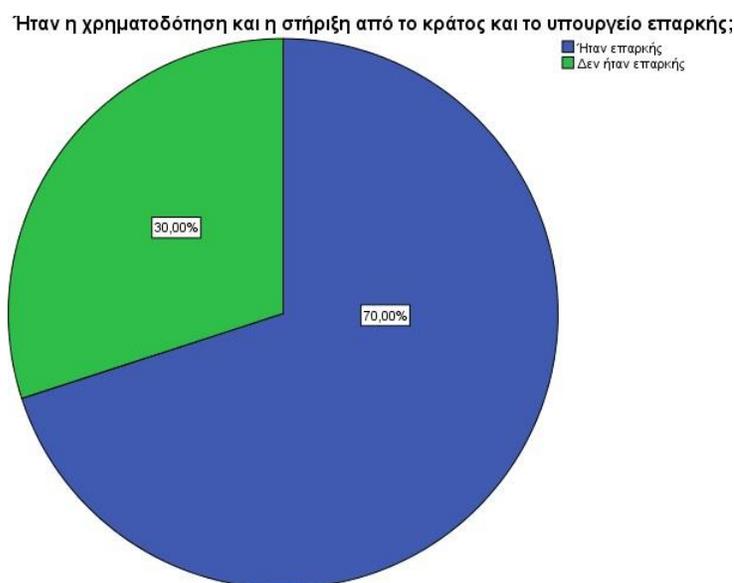
From the respondents who replied that the Olympic Education programmes received the necessary and substantial interest from the wider educational community it was mentioned that the programmes of Olympic Education were designed with the aim of getting students to know the Olympic sports and to understand the spirit and importance of the Olympic Games. In order to do this, hours of the timetable were given to teachers of Physical Education in order to teach this subject. Although as an idea it was applauded by the majority of the educational community, there were also cases of teachers who believed that these hours should be given to basic lessons in order for the students to better cover the prescribed material. It was also mentioned that although the Olympic education programmes received the necessary interest, they could be better treated without, however, mentioning specific examples. In addition, one of the respondents replied that at first the Olympic Education programmes were treated with a lot of distrust, but then they excited both students and teachers of all specialties who wanted to actively participate in the actions.

## **Question 2**

In the second question (Question 2: Was the funding and support from the state and the ministry sufficient?), seventy percent (70%) of the participants replied that the funding and support from the state and the ministry was sufficient while thirty percent (30%) of the respondents believed that there was insufficient funding and support from the state and the ministry (see Table 2, Figure 2).

***Table 5. Was the funding and support from the state and the ministry sufficient?***

	Frequency	Relative Frequency (%)	Cumulative Relative Frequency (%)
Sufficient	7	70	70
Insufficient	3	30	100
Total	10	100	



***Figure 2. The answers of the respondents to the 2nd question.***

The respondents who answered that there was adequate funding and support from the

state and the ministry said a serious effort was made by the state to teach the course in an effective way. Physical Education teachers were hired and trained, printed and digital material was created for the best way of teaching the programme. In addition, various actions were funded and organized, mainly at the end of the year, after the completion of the course' s teaching But one of the respondents said that although there was sufficient funding and support from the state and the ministry, it was not used properly.

On the contrary, in the interviews of the respondents who replied that there was not sufficient funding and support from the state and the ministry, many deficiencies are mentioned in general and in particular in material and technical infrastructure.

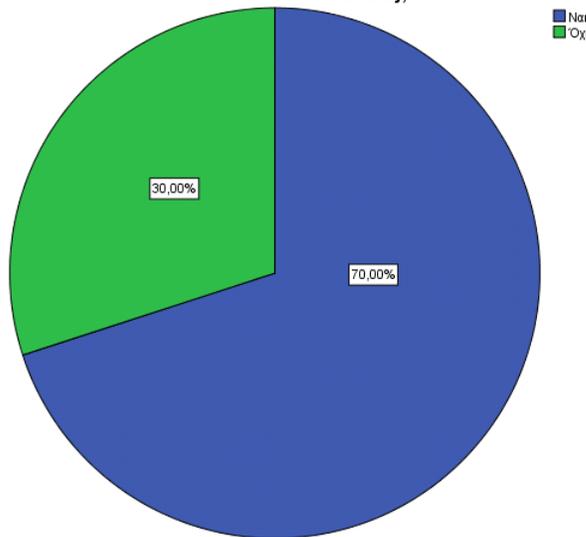
### **Question 3**

The third question (Question 3: Have the P.E.T.. been adequately drafted to teach the Olympic Education programmes?) 70% of the respondents replied that the P.E.T.. were adequately trained to teach the Olympic Education programmes, while thirty percent (30%) of the respondents replied that there was not sufficient training of the P.E.T.. to teach the Olympic Education programmes (see Table 3, Figure 3).

***Table 6. Were the P.E.T.. adequately trained to teach the Olympic Education programmes?***

	Frequency	Relative Frequency (%)	Cumulative Relative Frequency (%)
Yes	7	70	70
No	3	30	100
Total	10	100	

Καταρτίστηκαν επαρκώς οι Κ.Φ.Α για να διδάξουν τα προγράμματα Ολυμπιακής Παιδείας;



*Figure 3. The answers of the respondents to the 3rd Question.*

In the interviews of the participants who responded that the Physical Educators were adequately trained to teach the Olympic Education programmes, it is mentioned that the basic training included a five-day training for the selected physical education teachers, which was judged to be adequate, absolutely informative and with very good results. It was also mentioned that it was important to support the work of F.A. teachers with the printed and digital material of the programme, which included not only theory but also practice. On the other hand, in the interviews of the participants who replied that the P.E.T.. were not sufficiently trained to teach the Olympic Education programmes, it is reported that longer-term training was required, but some Physical Education teachers did not want more.

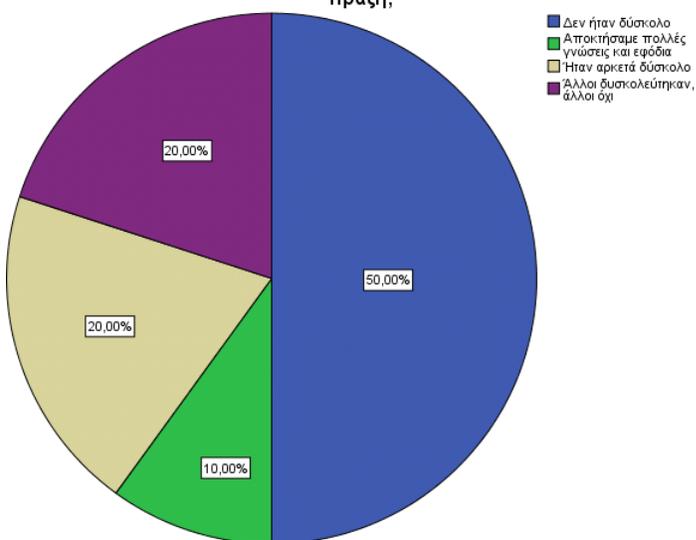
#### **Question 4**

For the fourth question (Question 4: How difficult was it to transfer programmes from theory to practice?) Sixty percent (60%) of respondents replied that it was not difficult to transfer programmes from theory to practice. Twenty percent (20%) of respondents said it was quite difficult while twenty percent (20%) said that some had difficulty and others did not (see Table 4, Figure 4).

**Table 7. Were the P.E.T. adequately trained to teach the Olympic Education programmes?**

	Frequency	Relative Frequency (%)	Cumulative Relative Frequency (%)
It was not difficult	6	60	50
Quite difficult	2	20	80
	2	20	100
Total	10	100	

Πόσο δύσκολο ήταν να μεταφερθούν τα προγράμματα από την θεωρία στην πράξη;



**Figure 4. The answers of the respondents to the 4th question.**

Sixty percent (60%) of respondents who replied that it was not difficult to transfer programmes from theory to practice said that physical education teachers had been trained with the appropriate teaching methods and could easily pass from theory to practice. They had acquired many knowledge and skills for the performance of teaching. Teaching was easy and fun most of the time and the effort was embraced by the entire educational community. It was also mentioned that all the P.E.T. had a great appetite to work as it was something new and there was a will on their part so that the programmes of Olympic Education would be established. However, they also mentioned some difficulties they faced. In particular, it was mentioned that in several actions the consumable materials had to be secured for the students first and many times

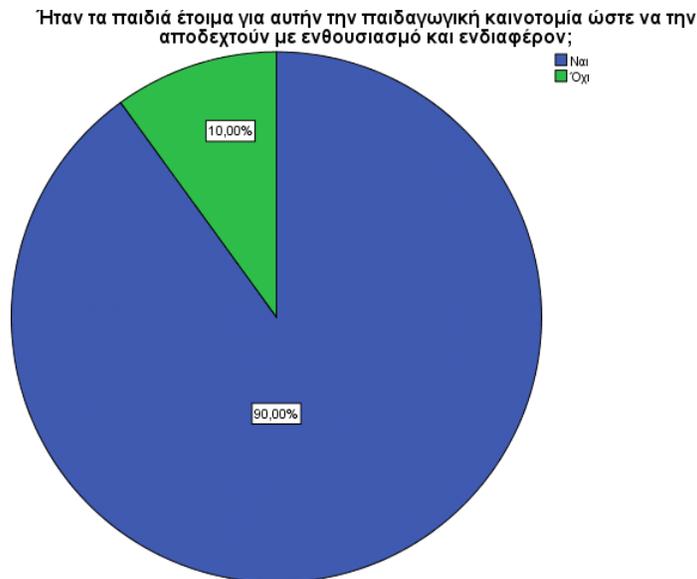
there was inadequacy due to lack of money in the school's treasury. In addition, there was difficulty for Olympic education programmes to be accepted by older students as there was no grade for this subject. So they did not pay enough attention. The primary school students, on the other hand, accepted it and loved it. Twenty percent (20%) of respondents who replied that it was difficult to transfer the programmes from theory to practice cited as main difficulties the lack of infrastructure in schools to support the logistics of the programmes. Finally, a percentage of twenty percent (20%) replied that for some teachers it was difficult to transfer the programmes from theory to practice while for others it was not and this may have been depended on the perception of each P.E.T..

**Question 5**

For the fifth question (Question 5: Were the children ready to accept this pedagogical innovation in enthusiasm and interest?), 90% of the respondents replied that the children were ready for this pedagogical innovation in order to accept it with enthusiasm and interest, while 10% of the respondents replied that the children were not ready for this pedagogical innovation (see Table 5, Figure 5).

***Table 8. Were the children ready to accept this pedagogical innovation in enthusiasm and interest?***

	Frequency	Relative Frequency (%)	Cumulative Relative Frequency (%)
No	1	10	100
Total	10	100	



*Figure 5. The answers of the respondents to the 5th question.*

In particular, ninety percent (90%) of the respondents who stated that the children were ready for it, reported that the children accepted the programme with joy and enthusiasm. It was a lesson about sports that they didn't have to show their athletic skills. This in itself contributed to the children with the least good athletic performances to participate with interest and without feeling uncomfortable. Some kind of interest was also found in both sides (teachers and children), however, due to the lack of the necessary material for the lesson to be conducted, it was made difficult to do so. In addition, it was mentioned that children seem to always willing to get to know new things, especially primary school children. Moreover, the role of the F.A. teacher was highlighted in the answers, both in encouraging and discouraging the participation of students in Olympic Education programmes. Of the 10% of the participants who replied that the children were not ready for, it was reported that, although they accepted this pedagogical innovation, it came out of a sudden to them since the way the lesson was added to the timetable played a key role, especially in high schools.

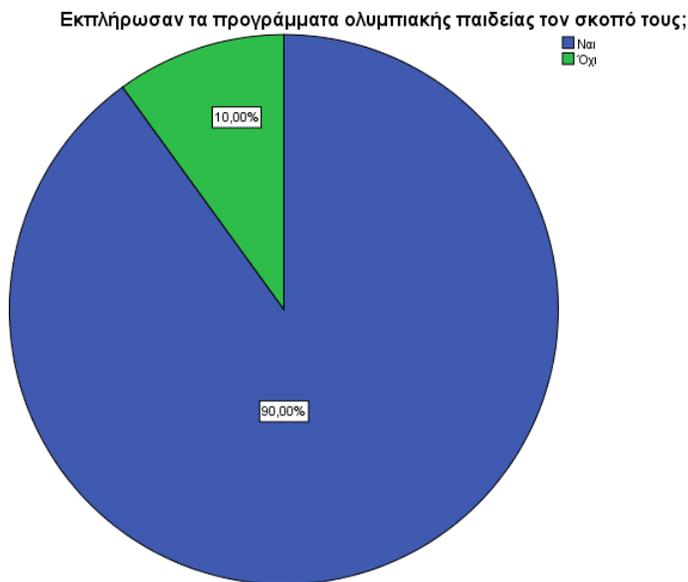
### **Question6**

In the first part of question 6 (Question 6: Did Olympic education programmes fulfill their purpose?) Ninety percent (90%) of the participants replied that the Olympic Education

programmes did fulfill their purpose, while only 10% replied that the Olympic Education programmes did not (see Table6, Figure 6).

**Table 9. Did the Olympic Education programmes fulfill their purpose?**

	Frequency	Relative Frequency (%)	Cumulative Relative Frequency(%)
Yes	9	90	90
No	1	10	100
Total	10	100	



**Figure 6. The answers of the respondents to the first part of the 6th question.**

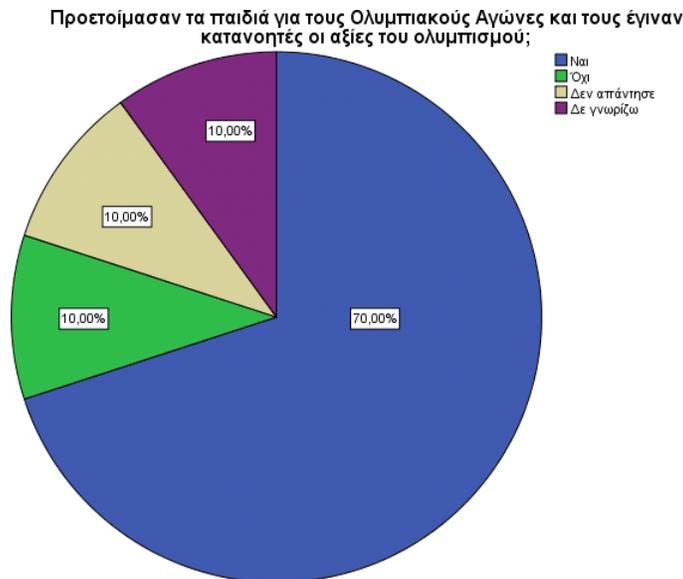
Ninety percent (90%) of the respondents who replied that the Olympic Education programmes fulfilled their purpose, reported that the children, even those that were not familiar with them, got to know better the Olympic sports through the Olympic Education programmes in very short time. Through the Olympic Education programmes, the values of Olympism became better known and the students became more aware of issues related to fair play and sportsmanship. In addition, it was mentioned that before the introduction of Olympic education in schools, no other subject had dealt with the values of Olympism and Olympic sports even if it

existed in the curriculum. Not even Physical Education. Therefore, the children who were taught the lesson, learned things about the Olympic Games that till then they hadn't been introduced to. Although, based on the answers, the Olympic Education programmes fulfilled their purpose, it is worth mentioning that within the answers it was pointed out that only this generation of children was initiated into the values of Olympism. Ten percent (10%) of respondents who replied that the Olympic Education programmes did not fulfill their purpose only reported that the Olympic Education programmes only prepared the children for the 2004 Games.

In the second part of question 6 (Question 6: Were the children prepared for the Olympic Games and did they understand the value of Olympism?) Seventy percent (70%) of the respondents replied that the Olympic Education programmes prepared the children for the Olympic Games and they were able to understand the values of Olympism, the rest of them, thirty percent (30%), answered either negatively (10%), or they did not know (10%) while ten percent (10%) did not answer this question (see Table 7, Figure 7).

***Table 10. Were the children prepared for the Olympic Games and did they understand the value of Olympism?***

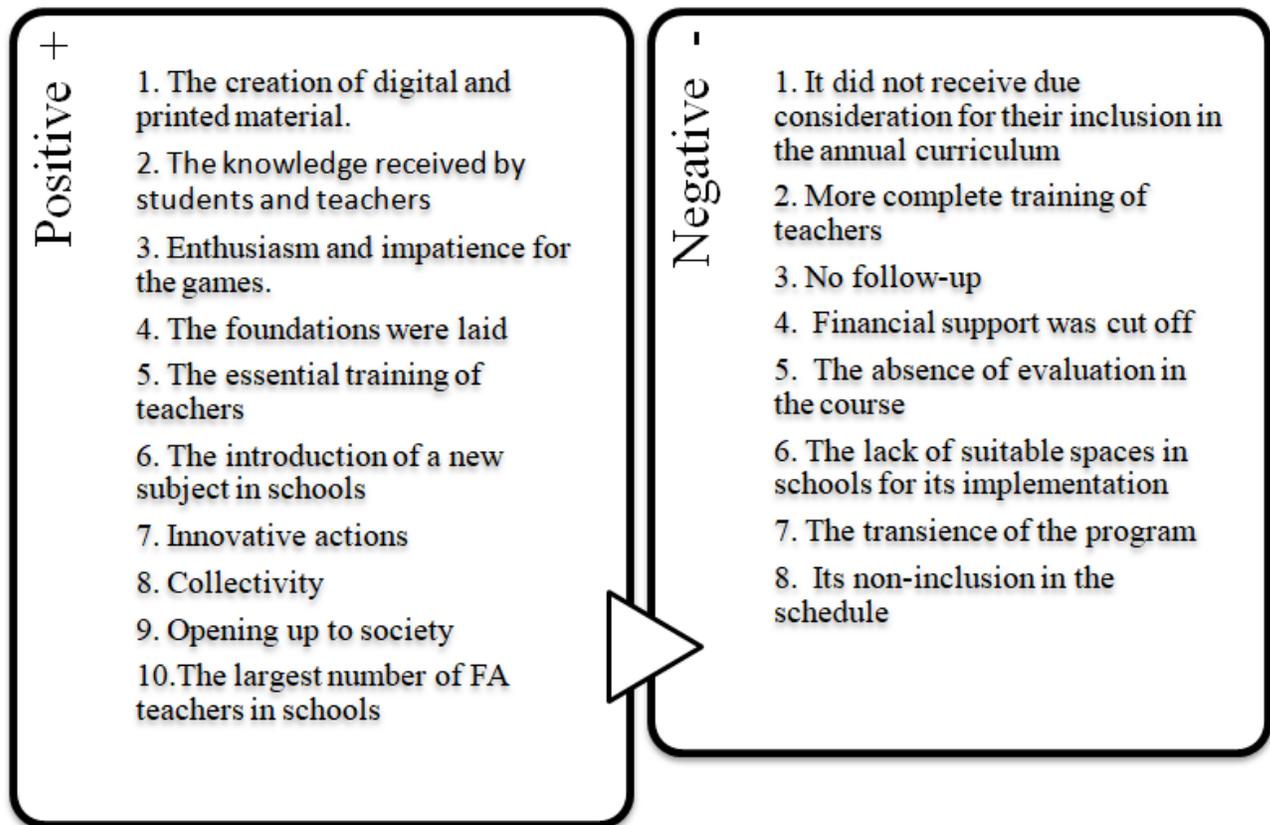
	Frequency	Relative Frequency (%)	Cumulative Relative Frequency (%)
Yes	7	70	70
No	1	10	80
Didn't answer	1	10	90
Didn't know	1	10	100
Total	10	100	



*Figure 7. The answers of the respondents to the second part of the 6th question.*

### **Question 7**

In the seventh question, related to the positive and negative aspects of the past in order to create better future conditions, there was a variety of responses. Both positive and negative elements included logistical infrastructure, knowledge, as well as observations on the design, implementation and discontinuation – continuation of the programmes. In particular, as positive elements of the Olympic Education programmes, they mentioned the creation of digital and printed material, the knowledge received by both students and teachers, the creation of enthusiasm and impatience for the Olympic Games, the laying of the foundations for the further dissemination of Olympism, the introduction of a new subject in schools. On the contrary, as the negative elements of the Olympic Education programmes, they mentioned the interruption of continuity, the interruption of financial support, the impertinence of the programme and its non-inclusion in the timetable, the need for better training for the teachers, the lack of suitable spaces in schools for its implementation and the absence of evaluation in the subject (see Figure8).



*Figure 8. The positive and negative elements of the past for better planning of the future.*

### **Question 8**

Within the eighth question (Question 8: Why did the Olympic education programmes not continue after 2004?) the respondents presented the reasons why the Olympic Education programmes were not continued. More specifically, in the main reasons, they mentioned the cost of the implementation of the programme which was large, the policy of the Ministry of Education, as the Olympic Education programmes were not designed for becoming permanently included in the education programme but only to serve the needs and the provisions required for the conduct of the Athens 2004 Olympic Games, the lack of resources and the interruption of funding after two years when the "Kallipateira" programme ended.

### **Question 9**

In the question 9: What has happened to the trainers appointed solely with this subject? the participants reported that most, if not all, were appointed as Physical Educators and teach the subject of Physical Education in Primary and Secondary Education. Most of the respondents also reported that in 2004, after many "teachers' struggles", favorable provisions that recognized the experience of the participants in the Olympic Education programmes (30 months) were passed and helped the teachers to be appointed as permanent.

### **Question 10**

In the tenth question (Question 10: How are things now in schools regarding Olympic education?) the respondents replied that in recent years, schools have been dedicating a day, usually in October, to sports when children have the opportunity to get to know better various aspects of sport in general and come into contact with the ideas of Olympism. Moreover, some hours are offered to this unit especially when it rains something that is not enough since a theoretical lesson is held in a room and during which the material and training that the trainers have are used. In addition, it was mentioned that efforts are being made by the most active Physical Education colleagues both in yard and in classroom. It is emphasized that there are some elements of Olympic Education in physical education courses both in theory and practice. What turns up from the answers of the respondents is that essentially nothing is done in an organized way as a separate subject. However, it is part of the curriculum of Physical Education and it is at

the discretion of the colleague who teaches the course to deal with this unit. Most of the P.E.T.. devote some hours to refer to the subject but these hours are not enough which is logical since the teaching units are too many and the hours of Physical Education in the timetable are limited.

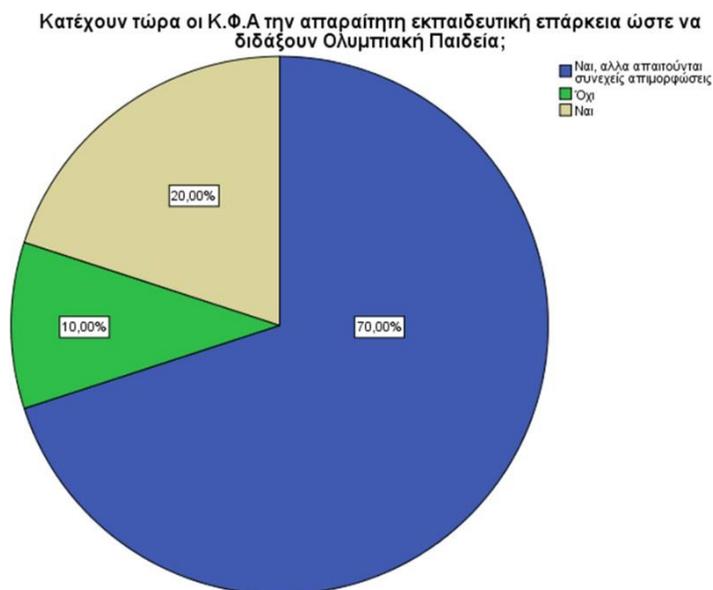
Finally, one of the respondents stated that there were references to the Olympic Games in the books of physical education that several gymnasts used especially during the winter months when gymnastics in the courtyard was difficult to be done, but these were abolished by a minister of education too.

### **Question 11**

In the eleventh question (Question 11: Are the P.E.T.. qualified enough to teach Olympic Education now?) the majority of respondents (90%) replied that Physical Education Teachers possess the necessary educational competence to teach Olympic Education. It is worth noting that seventy percent (70%) of the respondents added that continuous trainings are required, while only ten percent (10%) reported that the P.E.T.. do not possess the necessary educational competence to teach Olympic Education (see Table 8, Figure 9).

***Table 11. Are the P.E.T. qualified enough to teach Olympic Education now?***

	Frequency	Relevant Frequency (%)	Cumulative Relative Frequency (%)
Yes, but constant training is required	7	70	70
Yes	2	20	90
No	1	10	100
Total	10	100	



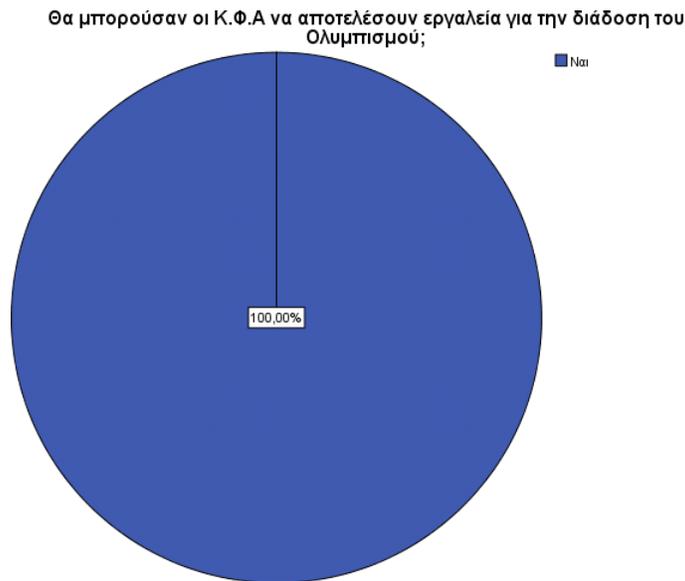
*Figure 9. The answers of the respondents to the 11th question.*

### **Question 12**

In the twelfth question on whether the P.E.T. could be helpful on spreading the Olympism, all the respondents (100%) replied that Physical Education Teachers are the most suitable people to do it. More specifically, as they mentioned, the P.E.T. could evolve into one of the most important “tools” for the spread of Olympism and as the most important ones they could participate in the design and implementation of programmes related to Olympism issues. P.E.T. Possess both the knowledge and experience which are required for the spread of Olympism; a process that is applied daily in the subject of Physical Education, both at the courtyard and in the classroom. In conclusion, the Olympic Education programmes themselves demonstrate the P.E.T. as the most appropriate “tool” for the spread of Olympism (see Table 9, Figure 10).

*Table 12. Could the P.E.T. help with the spread of Olympism?*

	Frequency	Relevant Frequency (%)	Cumulative Relative Frequency (%)
Yes	10	100	100
Total	10	100	



*Figure 10. The answers of the respondents to the 12th question.*

### **Demarcations – limitations**

This research, like any research effort, is governed by certain demarcations and limitations. Regarding the demarcations, only physical education teachers who worked in the Olympic Education programmes were included in the sample of the survey. The application of the questionnaire used in this survey to Physical Education Teachers who simply attended the implementation of Olympic Education programmes or teachers of other specialties, may have been of interest. Moreover, the physical education teachers who participated in the research worked in primary and secondary schools only in the prefecture of Ilia, a prefecture that includes the birthplace of the Olympic Games and during the conduct of the Olympic Games Athens 2004, played a significant role in its conduct. The application of the questionnaire used for Physical Educators who worked on Olympic Education programmes in other prefectures of Greece (prefectures that include large urban centers or border prefectures of Greece) would be of particular interest as well. Finally, the questionnaire used to carry out this research project contained only twelve questions. It may be that, the design of a more extensive questionnaire containing several evaluated variables will provide a more complete picture of the design and implementation of Olympic Education programmes.

Regarding the restrictions, the fact that out of the nineteen physical educators who worked in the Olympic Education programmes in primary and secondary education of the prefecture of Iliia, received data from only ten of them, provides us with an insight into the design and implementation of Olympic Education programmes. However, drawing further conclusions may not be safe.

### **Proposals**

Based on the results that extracted from the present research, various solutions can be proposed for the integration of Olympic Education in schools.

Firstly, it is proposed to integrate Olympic education in the subject of Physical Education in both primary and secondary education. It is also important to integrate the Olympic Ideal into the school curriculum through physical education.

Furthermore, it is considered required to increase the teaching hours of Physical Education at all grades of education, because the benefits are varied and their importance multifaceted and constructive in shaping children's personality. In addition, it is proposed to include Olympic Education in all-day school. Also, various seminars could be provided to already hired P.E teachers regarding the Olympic spirit and the Olympic education. Finally, the participants specialised in Olympic Education should be placed in the school environment, due to their specialty in this particular field of studies.

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## **APPENDDICES**

**APPENDIX I**  
**QUESTIONNAIRE OLYMPIC EDUCATION**

## ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΟΛΥΜΠΙΑΚΗΣ ΠΑΙΔΕΙΑΣ

Ερώτηση 1<sup>η</sup>: Έλαβαν τα προγράμματα της Ολυμπιακής παιδείας το απαραίτητο και ουσιαστικό ενδιαφέρον από την ευρύτερη εκπαιδευτική κοινότητα;

Ερώτηση 2<sup>η</sup>: Ήταν η χρηματοδότηση και η στήριξη από το κράτος και το υπουργείο επαρκής;

Ερώτηση 3<sup>η</sup>: Καταρτίστηκαν επαρκώς οι Κ.Φ.Α για να διδάξουν τα προγράμματα Ολυμπιακής Παιδείας;

Ερώτηση 4<sup>η</sup>: Πόσο δύσκολο ήταν να μεταφερθούν τα προγράμματα από την θεωρία στην πράξη;

Ερώτηση 5<sup>η</sup>: Ήταν τα παιδιά έτοιμα για αυτήν την παιδαγωγική καινοτομία ώστε να την αποδεχτούν με ενθουσιασμό και ενδιαφέρον;

Ερώτηση 6<sup>η</sup>: Εκπλήρωσαν τα προγράμματα ολυμπιακής παιδείας τον σκοπό τους; Προετοίμασαν τα παιδιά για τους Ολυμπιακούς Αγώνες και τους έγιναν κατανοητές οι αξίες του ολυμπισμού;

Ερώτηση 7<sup>η</sup>: Θετικά και αρνητικά στοιχεία του παρελθόντος για καλύτερο σχεδιασμό του μέλλοντος.

Ερώτηση 8<sup>η</sup>: Γιατί μετά το 2004 δεν συνεχίστηκαν τα Προγράμματα Ολυμπιακής παιδείας;

Ερώτηση 9<sup>η</sup>: Τι απέγιναν οι γυμναστές που διορίστηκαν αποκλειστικά και μόνο με αυτό το αντικείμενο;

Ερώτηση 10<sup>η</sup>: Τι γίνεται τώρα στα σχολεία όσον αφορά την Ολυμπιακή παιδεία;

Ερώτηση 11<sup>η</sup>: Κατέχουν τώρα οι Κ.Φ.Α την απαραίτητη εκπαιδευτική επάρκεια ώστε να διδάξουν Ολυμπιακή Παιδεία;

Ερώτηση 12<sup>η</sup>: Θα μπορούσαν οι Κ.Φ.Α να αποτελέσουν εργαλεία για την διάδοση του Ολυμπισμού;

## **ΑΠΑΝΤΗΣΕΙΣ ΕΡΩΤΗΜΑΤΟΛΟΓΙΟΥ (ΕΝΔΕΙΚΤΙΚΑ)**

Ερώτηση 1. Έλαβαν τα προγράμματα της Ολυμπιακής παιδείας το απαραίτητο και ουσιαστικό ενδιαφέρον από την ευρύτερη εκπαιδευτική κοινότητα;

Απάντηση συμμετέχοντος 1: Τα προγράμματα της Ολυμπιακής Παιδείας σχεδιάστηκαν με στόχο να γνωρίσουν οι μαθητές τα ολυμπιακά αθλήματα και να κατανοήσουν το πνεύμα και τη σημασία των ολυμπιακών αγώνων. Για να γίνει αυτό δόθηκαν ώρες από το ωρολόγιο πρόγραμμα σε εκπαιδευτικούς ΦΑ ώστε να διδάξουν το συγκεκριμένο μάθημα. Αν και σαν ιδέα χειροκροτήθηκε από την πλειοψηφία της εκπαιδευτικής κοινότητας ωστόσο υπήρξαν και περιπτώσεις εκπαιδευτικών που θεωρούσαν πως οι ώρες αυτές θα έπρεπε να δοθούν σε βασικά μαθήματα ώστε οι μαθητές να καλύψουν καλύτερα την προβλεπόμενη ύλη.

Απάντηση συμμετέχοντος 2: Νομίζω πως όχι. Οι περισσότεροι συνάδελφοι τα έβλεπαν ως κάτι ανούσιο και λιγότερης βαρύτητας από τα άλλα μαθήματα. Το αξιοσημείωτο είναι ότι και οι συνάδελφοι της φυσικής αγωγής που ήδη υπήρχαν στα σχολεία και δίδασκαν το μάθημα της φυσικής αγωγής, δεν αποδέχτηκαν ιδιαίτερα το πρόγραμμα της ολυμπιακής παιδείας. Στις περισσότερες περιπτώσεις ένιωσαν ότι απειλούνται από αυτό και τους συναδέλφους που προσλήφθηκαν για να το διδάξουν. Στην πρωτοβάθμια, από την άλλη, οι δάσκαλοι είδαν το συγκεκριμένο πρόγραμμα ως μια ευκαιρία για τις τελικές εκδηλώσεις του σχολείου μέσα από την παρουσίαση χορευτικών και θεατρικών δρώμενων.

Απάντηση συμμετέχοντος 3: Το πρόγραμμα αντιμετωπίστηκε από την εκπαιδευτική κοινότητα σαν κάτι το παροδικό εξαιτίας του τρόπου με τον οποίο αυτό γινόταν

Ερώτηση 2. Ήταν η χρηματοδότηση και η στήριξη από το κράτος και το υπουργείο επαρκής ;

Απάντηση συμμετέχοντος 1: Θεωρώ πως έγινε μια σοβαρή προσπάθεια από την πολιτεία ώστε το μάθημα να διδαχθεί με αποτελεσματικό τρόπο. Επιμορφώθηκαν οι εκπαιδευτικοί ΦΑ, τυπώθηκαν βιβλία και δημιουργήθηκε ψηφιακό υλικό για την καλύτερη διδασκαλία του

προγράμματος. Επιπλέον διοργανώθηκαν και διάφορες δράσεις κυρίως στο τέλος της χρονιάς με την ολοκλήρωση της διδασκαλίας του μαθήματος.

Απάντηση συμμετέχοντος 2:.. Θεωρώ πως όχι. Για παράδειγμα θα μπορούσε να έχουν τυπωθεί τα «Βιβλία για τον μαθητή» και να έχουν διανεμηθεί σε όλους τους μαθητές και όχι να υπάρχει ένα αντίτυπο σε κάθε σχολείο, όπου έπρεπε να βγάζεις φωτοτυπίες ασπρόμαυρες οι οποίες δεν ήταν ελκυστικές.

Απάντηση συμμετέχοντος 3:.. Η χρηματοδότηση θεωρώ ότι ήταν επαρκής γιατί και αρκετό υλικό για την πραγματοποίηση του προγράμματος δόθηκε αλλά και μεγάλος αριθμός εκπαιδευτικών προσελήφθησαν για να το πραγματοποιήσουν

Ερώτηση 3. Καταρτίστηκαν επαρκώς οι Κ.Φ.Α για να διδάξουν τα προγράμματα Ολυμπιακής παιδείας;

Απάντηση συμμετέχοντος 1:.. Η βασική επιμόρφωση περιελάμβανε μια πενθήμερη επιμόρφωση στους επιλεγμένους εκπαιδευτικούς ΦΑ , θεωρώ με πολύ καλά αποτελέσματα. Σημαντική ήταν επίσης η υποστήριξη του έργου των εκπαιδευτικών ΦΑ με το έντυπο και ψηφιακό υλικό του προγράμματος.

Απάντηση συμμετέχοντος 2:.. Θεωρώ πως ναι. Ήταν από τα πιο πρωτοπόρα προγράμματα και νομίζω ότι η επιμόρφωση ήταν ουσιαστική, αφού δεν ήταν μόνο θεωρητική, αλλά είχε και πράξη!!!

Απάντηση συμμετέχοντος 3:.. Ναι. Έγινε επιμόρφωση διάρκειας μίας εβδομάδας στην Αθήνα, τουλάχιστον σε εμάς που αποτελέσαμε τους πρώτους που διορίστηκαν. Για τους υπόλοιπους δεν ξέρω. Ήταν αρκετές ώρες την ημέρα σε μεγάλο ξενοδοχείο όπου μέναμε όλοι μαζί και παρακολουθούσαμε τα διάφορα μαθήματα αρκετές ώρες και καθ όλη τη διάρκεια της ημέρας. Ήταν η μεγαλύτερη επιμόρφωση που έχω παρακολουθήσει ποτέ. Θεωρώ ότι μάθαμε αρκετά για τη διδασκαλία του μαθήματος.

Ερώτηση 4. Πόσο δύσκολο ήταν να μεταφερθούν τα προγράμματα από την θεωρεία στην πράξη

Απάντηση συμμετέχοντος 1:.. Θεωρώ πως δεν υπήρξε ιδιαίτερη δυσκολία και από τη στιγμή που οι εκπαιδευτικοί ΦΑΑ είχαν επιμορφωθεί αλλά και η προσπάθεια αγκαλιάστηκε από το σύνολο της εκπαιδευτικής κοινότητας.

Απάντηση συμμετέχοντος 2:.. Δεν ήταν ιδιαίτερα δύσκολο. Απλά σε αρκετές δράσεις έπρεπε πρώτα να εξασφαλίζεις τα αναλώσιμα υλικά για τους μαθητές και πολλές φορές δεν

<p>μπορούσες λόγω έλλειψης χρημάτων στο ταμείο του σχολείου.</p> <p>Απάντηση συμμετέχοντος 3: Δεν νομίζω ότι ήταν δύσκολο. Όλοι είχαμε πολύ όρεξη να δουλέψουμε και καθώς ήταν κάτι καινούριο θέλαμε να καθιερωθεί. Οπότε δώσαμε τον καλύτερό μας εαυτό. Το πιο δύσκολο ήταν να γίνει αποδεκτό από τους μεγαλύτερους μαθητές καθώς δεν υπήρχε βαθμολογία για το συγκεκριμένο μάθημα. Έτσι δεν έδιναν τη δέουσα σημασία. Οι μαθητές της πρωτοβάθμιας, από την άλλη, το αποδέχτηκαν και το αγάπησαν.</p>
<p>Ερώτηση 5. Ήταν τα παιδιά έτοιμα για αυτήν την παιδαγωγική καινοτομία ώστε να την αποδεχτούν με ενθουσιασμό και ενδιαφέρον ;</p>
<p>Απάντηση συμμετέχοντος 1: Θεωρώ πως τα παιδιά αντιμετώπισαν με χαρά και ενθουσιασμό το πρόγραμμα. Ήταν ένα μάθημα γύρω από τον αθλητισμό που δε χρειαζόταν να δείξεις τις αθλητικές σου ικανότητες. Αυτό νομίζω συνέβαλλε ώστε και τα παιδιά με τις λιγότερο καλές αθλητικές επιδόσεις να συμμετάσχουν με ενδιαφέρον χωρίς να νιώθουν άβολα.</p> <p>Απάντηση συμμετέχοντος 2: Υπήρχε πολύ μεγάλο ενδιαφέρον και από τις δύο πλευρές, αλλά η έλλειψη των υλικών για την διεξαγωγή του μαθήματος δυσκόλεψε την πράξη. Οι μικρότεροι μαθητές έδειξαν μεγαλύτερο ενδιαφέρον</p> <p>Απάντηση συμμετέχοντος 3: Τα παιδιά είναι πάντα έτοιμα για όλα!!! Ειδικά για αντικείμενα που έχουν αθλητικό περιεχόμενο!!! Τουλάχιστον στην Πρωτοβάθμια Εκπαίδευση.</p> <p>Απάντηση συμμετέχοντος 4: Όπως ανέφερα και προηγουμένως τα μεγαλύτερα σε ηλικία παιδιά όχι. Τα μικρότερα είναι γενικά πιο δεκτικά σε κάθε τι καινούριο.</p> <p>Απάντηση συμμετέχοντος 5: Τα παιδιά δεν ήταν έτοιμα. Τους ήρθε ξαφνικά. Ωστόσο το αποδέχτηκαν γρήγορα. Βασικό ρόλο σε αυτό έπαιξε και ο τρόπος που ``μπήκε`` το μάθημα μέσα στο ωρολόγιο πρόγραμμα ειδικά στα γυμνάσια λύκεια</p>
<p>Ερώτηση 6. Εκπλήρωσαν τα προγράμματα ολυμπιακής παιδείας τον σκοπό τους; Προετοίμασαν τα παιδιά για τους Ολυμπιακούς αγώνες κ τους έγιναν κατανοητές οι αξίες του ολυμπισμού;</p>
<p>Απάντηση συμμετέχοντος 1: Σίγουρα τα παιδιά γνώρισαν καλύτερα τα ολυμπιακά αθλήματα ακόμα και αυτά που τους ήταν άγνωστα. Και οι αξίες του ολυμπισμού έγιναν περισσότερο γνωστές και τα παιδιά ευαισθητοποιήθηκαν περισσότερο σε θέματα που αφορούν το fairplay και το ευ αγωνίζεσθε. Σε κάθε περίπτωση το συγκεκριμένο πρόγραμμα συνέβαλλε ώστε τα παιδιά να διαμορφώσουν πιο θετική στάση για τον αθλητισμό γενικά.</p>

<p>Απάντηση συμμετέχοντος 2: Τα παιδιά έλαβαν ικανοποιητική γνώση γύρω από τον Ολυμπισμό και τους Ολυμπιακούς αγώνες και περίμεναν με ενθουσιασμό την διεξαγωγή τους.</p> <p>Απάντηση συμμετέχοντος 3: Αυτό δεν μπορώ να το ξέρω. Νομίζω όμως σε γενικές γραμμές ότι τα παιδιά που διδάχθηκαν το μάθημα γνώρισαν πράγματα για τους Ο.Α που μέχρι τότε δεν ήξεραν. Από την προσωπική μου εμπειρία πριν την εισαγωγή της Ολυμπιακής παιδείας στο σχολείο κανένα άλλο μάθημα δεν είχε ασχοληθεί με τις αξίες του Ολυμπισμού και τα ολυμπιακά αθλήματα ακόμα και αν υπήρχε στο αναλυτικό πρόγραμμα. Ούτε καν η Φυσική Αγωγή.</p>
<p>Ερώτηση 7. Θετικά κ αρνητικά στοιχεία του παρελθόντος για καλύτερο σχεδιασμό του μέλλοντος.</p>
<p>Απάντηση συμμετέχοντος 1: Το πρόγραμμα στην πραγματικότητα εγκαταλείφθηκε με το πέρας των ολυμπιακών αγώνων της Αθήνας το 2004. Υπάρχει ψηφιακό και έντυπο υλικό το οποίο χρειάζεται επικαιροποίηση και ανανέωση και φυσικά είναι σημαντική η κατά διαστήματα επιμόρφωση γύρω από ολυμπιακά θέματα.</p> <p>Απάντηση συμμετέχοντος 2: Θετικό ήταν οι γνώσεις που έλαβαν μαθητές και εκπαιδευτικοί και αρνητικό ότι δεν έλαβε τη δέουσα σημασία για την ενσωμάτωση τους στο ετήσιο πρόγραμμα διδασκαλίας.</p> <p>Απάντηση συμμετέχοντος 3: Στα θετικά στοιχεία θα κρατήσω την ουσιαστική επιμόρφωση που έγινε στους εκπαιδευτικούς που θα δίδασκαν το μάθημα και το γεγονός ότι προστέθηκε ως ξεχωριστή διδακτική ώρα στο ωρολόγιο πρόγραμμα. Στα αρνητικά θα αναφερθώ στην απουσία αξιολόγησης στο μάθημα καθώς θεωρήθηκε υποδεέστερο από τα υπόλοιπα και την έλλειψη κατάλληλων χώρων στα σχολεία για την υλοποίησή του.</p> <p>Απάντηση συμμετέχοντος 4: Θετικά: καινοτόμες δράσεις , συλλογικότητα, άνοιγμα στην κοινωνία, μεγαλύτερος αριθμός εκπαιδευτικών Φ.Α στα σχολεία .Αρνητικά :παροδικότητα του προγράμματος, με ένταξη του στο ωρολόγιο πρόγραμμα</p>
<p>Ερώτηση 8. Γιατί μετά το 2004 δεν συνεχίστηκαν τα προγράμματα Ολυμπιακής παιδείας;</p>
<p>Απάντηση συμμετέχοντος 1: Πιθανόν το κόστος υλοποίησης του προγράμματος ήταν μεγάλο οπότε δε συνέφερε η συνέχισή του αλλά το πιο βασικό είναι πως δε σχεδιάστηκε με σκοπό να ενταχθεί μόνιμα στο πρόγραμμα της εκπαίδευσης αλλά για να εξυπηρετήσει τις ανάγκες και τα προβλεπόμενα που απαιτούνταν για την υλοποίηση των ολυμπιακών αγώνων στην Αθήνα.</p>

<p>Απάντηση συμμετέχοντος 2:.. Γιατί προφανώς φτιάχτηκαν για να εξυπηρετήσουν μόνο την διεξαγωγή των Ολυμπιακών αγώνων 2004. Η χρηματοδότηση σταμάτησε μετά από δύο χρόνια.</p> <p>Απάντηση συμμετέχοντος 3:.. Γιατί ο σκοπός ήταν (όπως φάνηκε) μόνο οι αγώνες του 2004!!! Μέχρι εκεί και τίποτα άλλο!!! Αν και συνεχίστηκε για άλλα δύο χρόνια ως πρόγραμμα «Καλλιπάτειρα» με το ίδιο ή παρόμοιο περιεχόμενο.</p> <p>Απάντηση συμμετέχοντος 4:.. Μετά το 2004 συνεχίστηκε για 2 ακόμη χρόνια το πρόγραμμα με άλλη ονομασία. «Καλλιπάτειρα» . Μετά φαντάζομαι σταμάτησε η χρηματοδότηση από την Ευρωπαϊκή Ένωση και όπως γίνεται συνήθως στην Ελλάδα σταμάτησε και το πρόγραμμα.</p>
<p>Ερώτηση 9.Τι απέγιναν οι γυμναστές που διορίστηκαν αποκλειστικά και μόνο με αυτό το αντικείμενο;</p>
<p>Απάντηση συμμετέχοντος 1:.. Πολλοί,όχι όμως όλοι,απορροφήθηκαν μέσα από ευνοϊκές διατάξεις στη δημόσια εκπαίδευση ως εκπαιδευτικοί ΦΑ.</p> <p>Απάντηση συμμετέχοντος 2:.. Διορίστηκαν στα σχολεία της πρωτοβάθμιας και δευτεροβάθμιας.</p> <p>Απάντηση συμμετέχοντος 3:.. Διορίστηκαν ως Καθηγητές Φυσικής Αγωγής και διδάσκουν το μάθημα της Γυμναστικής στην Πρωτοβάθμια και την Δευτεροβάθμια Εκπαίδευση.</p> <p>Απάντηση συμμετέχοντος 4:.. Πιστεύω ότι η πλειοψηφία αν όχι όλοι διορίστηκαν σε σχολεία καθώς είχαν πια συγκεντρώσει αρκετούς μήνες προϋπηρεσία. Με το νόμο της Κουτσούκου - Γιαννάκου διορίζονταν όσοι είχαν προϋπηρεσία από 30 μήνες και πάνω. Οι γυμναστές που δίδαξαν το μάθημα επαναπροσλαμβάνονταν στα ίδια σχολεία για τα χρόνια που διήρκεσε το μάθημα οπότε κατάφεραν και συγκέντρωσαν αρκετή προϋπηρεσία. Βέβαια για να γίνει αυτό χρειάστηκε να το διεκδικήσουν με αρκετούς αγώνες.</p> <p>Απάντηση συμμετέχοντος 5:.. Οι γυμναστές δεν διορίστηκαν´´με αυτό το αντικείμενο. Απλά εξαιτίας του ότι δούλεψαν αναπληρωτές κάποια χρόνια στην ολυμπιακή παιδεία συγκέντρωσαν μόρια και με βάση το νόμο η πλειοψηφία αυτών αργότερα έγινανμόνιμοι.</p>
<p>Ερώτηση 10. Τι γίνεται τώρα στα σχολεία όσον αφορά την Ολυμπιακή παιδεία ;</p>
<p>Απάντηση συμμετέχοντος 1:.. Τα τελευταία χρόνια τα σχολεία αφιερώνουν μια ημέρα, συνήθως του Οκτωβρίου, στον αθλητισμό όπου τα παιδιά έχουν την ευκαιρία να γνωρίσουν καλύτερα διάφορες πτυχές του αθλητισμού γενικά. Κατά μία έννοια έρχονται σε επαφή</p>

και με τις ιδέες του ολυμπισμού.

Απάντηση συμμετέχοντος 2:..Μπορεί να μην γίνεται τόσο οργανωμένα, ως χωριστό διδακτικό αντικείμενο, αλλά διατρέχει τα μαθήματα της Φυσικής Αγωγής στην αυλή και την τάξη.

Απάντηση συμμετέχοντος 3:..Οτιδήποτε αφορά τους ολυμπιακούς αγώνες έχει ενταχθεί στο αναλυτικό πρόγραμμα της φυσικής αγωγής και είναι στη διακριτική ευχέρεια του συναδέλφου που διδάσκει το μάθημα να ασχοληθεί με αυτή την ενότητα. Οι περισσότεροι νομίζω ότι διαθέτουν κάποιες ώρες για να αναφερθούν στο θέμα αλλά δεν είναι αρκετές. Και είναι φυσικό αφού οι διδακτικές ενότητες είναι πολλές και οι ώρες της φυσικής αγωγής στο ωρολόγιο πρόγραμμα περιορισμένες. Μάλιστα, υπήρχαν και αναφορές στους ολυμπιακούς αγώνες στα βιβλία της φυσικής αγωγής που αρκετοί γυμναστές χρησιμοποιούσαν ιδιαίτερα κατά τους χειμερινούς μήνες όπου η γυμναστική στο προαύλιο ήταν δύσκολη, αλλά και αυτά καταργήθηκαν από κάποιον υπουργό παιδείας.

Ερώτηση 11.Κατέχουν τώρα οι Κ.Φ.Α την απαραίτητη εκπαιδευτική επάρκεια ώστε να διδάξουν Ολυμπιακή παιδεία;

Απάντηση συμμετέχοντος 1:..Οι ΚΦΑ έχουν λάβει την απαραίτητη εκπαίδευση κατά τη διάρκεια των βασικών τους σπουδών στο πανεπιστήμιο. Ωστόσο μια επιμόρφωση που θα εστιάζει σε θέματα ολυμπισμού θα αποτελέσει ένα επιπλέον εφόδιο στην καλύτερη διδασκαλία της ολυμπιακής παιδείας.

Απάντηση συμμετέχοντος 2:..Πιστεύω πως όχι γιατί τα τμήματα επιστήμης φυσικής αγωγής στην Ελλάδα δεν παρέχουν ολοκληρωμένες γνώσεις του αντικειμένου.

Απάντηση συμμετέχοντος 3:..Δεν μπορώ να το πω αυτό με σιγουριά. Καθώς και εγώ αποτελώ μία από τους εκπαιδευτικούς που επιμορφώθηκαν για την Ολυμπιακή Παιδεία, νομίζω ότι έμαθα αρκετά από αυτή την επιμόρφωση και απέκτησα γνώσεις που αν δεν είχα δουλέψει στο συγκεκριμένο πρόγραμμα δεν θα είχα την ευκαιρία να αποκτήσω. Το κομμάτι των Ολυμπιακών Αγώνων είναι πολύ μεγάλο και δεν καλύπτεται εύκολα χωρίς την ανάλογη επιμόρφωση. Τα βασικά τα γνωρίζουν οι Κ.Φ.Α μέσα από την εκπαίδευση που έχουν λάβει στα Τ.Ε.Φ.Α.Α και έχουν τη βάση που χρειάζεται για να κατανοήσουν τις πολλές διαφορετικές ενότητες που περιέχει το μάθημα αλλά για να διδάξουν Ολυμπιακή Παιδεία χρειάζεται κάτι παραπάνω. Χρειάζονται περισσότερες λεπτομέρειες.

Ερώτηση 12.Θα μπορούσαν οι Κ.Φ.Α να αποτελέσουν εργαλεία για την διάδοση του Ολυμπισμού

Απάντηση συμμετέχοντος 1: Θεωρώ πως οι ΚΦΑ θα μπορούσαν να εξελιχθούν σε ένα από τα πιο σημαντικά εργαλεία για τη διάδοση του ολυμπισμού και είναι ως κλάδος ένας από τους πιο σημαντικούς πυλώνες όπου θα μπορούσε να σχεδιαστεί οποιοδήποτε πρόγραμμα που θα αφορά θέματα ολυμπισμού.

Απάντηση συμμετέχοντος 2: Ναι, φυσικά και θα μπορούσαν. Και όπως ήδη ανέφερα είναι και οι πιο κατάλληλοι γιατί διαθέτουν τη «βάση» που χρειάζεται.

Απάντηση συμμετέχοντος 3: Σαφώς και θα μπορούσαν. Και μόνο το ίδιο το πρόγραμμα της ολυμπιακής παιδείας το αποδεικνύει αυτό.

## QUESTIONNAIRE OF OLYMPIC EDUCATION

**Question1:** Did the programmes of Olympic education receive the necessary and substantial interest from the wider educational community?

**Question 2:** Was the funding and support from the state and the ministry sufficient?

**Question3:** Were the P.E.T. adequately trained to teach the Olympic Education programmes?

**Question4:** How difficult was it to transfer programmes from theory to practice?

**Question 5:** Were the children ready for this pedagogical innovation to accept it with enthusiasm and interest?

**Question6:** Did the Olympic education programmes fulfill their purpose? Were the children prepared for the Olympic Games and were the values of Olympism understood?

**Question7:** What were the positive and negative elements of the past for better planning of the future?

**Question8:** Why were the Olympic education programmes not continued after 2004?

**Question9:** What happened to the trainers appointed solely with this subject?

**Question 10:** What is there about the terms of Olympic education in schools nowadays?

**Question11:** Do the P.E.T. possess the necessary educational competence to teach Olympic Education?

**Question12:** Could the P.E.T. be “tools” for the spread of Olympism?

**APPENDIX II**  
**COVER LETTER TO THE RESPONDENTS**

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ



ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΛΛΟΠΟΝΗΣΟΥ  
ΣΧΟΛΗ ΕΠΙΣΤΗΜΩΝ ΑΝΘΡΩΠΙΝΗΣ ΚΙΝΗΣΗΣ  
& ΠΟΙΟΤΗΤΑΣ ΖΩΗΣ ΤΜΗΜΑ ΟΡΓΑΝΩΣΗΣ  
ΚΑΙ ΔΙΑΧΕΙΡΙΣΗΣ ΑΘΛΗΤΙΣΜΟΥ

Λυσσάνδρου 3-5, 231 00 Σπάρτη  
Τηλ. 27310 -89658 Fax. 27310-89657

### **Επιστολή προς τους καθηγητές Φυσικής Αγωγής του Νομού Ηλείας**

Αξιότιμε κύριε.....

Σε συνέχεια της τηλεφωνικής μας επικοινωνίας σας αποστέλλω το ερωτηματολόγιο της έρευνας που πραγματοποιώ με θέμα «Καθηγητές Φυσικής Αγωγής και Προγράμματα Ολυμπιακής Παιδείας στα σχολεία του Νομού Ηλείας», στο Μεταπτυχιακό πρόγραμμα σπουδών «Ολυμπιακές Σπουδές, Ολυμπιακή παιδεία, Οργάνωση και Διαχείριση Ολυμπιακών Εκδηλώσεων» του Πανεπιστημίου Πελοποννήσου σε συνεργασία με τη Διεθνή Ολυμπιακή Ακαδημία.

Σκοπός της έρευνας είναι να διερευνήσει τις απόψεις των καθηγητών Φυσικής Αγωγής που εργάστηκαν στην εφαρμογή των Προγραμμάτων Ολυμπιακής Παιδείας στα σχολεία του νομού Ηλείας. Το όνομα σας και τα στοιχεία σας αντλήθηκαν από το γραφείο Φυσικής Αγωγής του Νομού Ηλείας.

Αφενός το πρόβλημα της έλλειψης προγραμμάτων Ολυμπιακής Παιδείας στα Ελληνικά σχολεία και αφετέρου έλλειψη γνώσεων πάνω στο πρόβλημα αυτό, θα διεξαχθούν τα

απαραίτητα δεδομένα που ενδεχομένως να οδηγήσουν στην εξεύρεση λύσεων σχετικά με την εκ νέου ένταξη των προγραμμάτων Ολυμπιακής Παιδείας στα σχολεία και την κατανόηση της υπέρμετρης αξίας των Προγραμμάτων Ολυμπιακής Παιδείας στην εκπαιδευτική διαδρομή.

Παρακάτω θα βρείτε συνημμένο το ερωτηματολόγιο από το οποίο θα διεξαχθούν οι απαραίτητες πληροφορίες για την παρούσα έρευνα. Η συμμετοχή σας στην έρευνα που διεξάγω είναι πολύ σημαντική, καθώς οι γνώσεις σας είναι απαραίτητες για την εγκυρότητα του περιεχομένου του ερωτηματολογίου. Οι απαντήσεις σας θα αναλυθούν ανώνυμα και δεν θα υπάρξει καμία ονομαστική αναφορά στο περιεχόμενο της διπλωματικής εργασίας. Όλα τα ερωτηματολόγια θα καταστραφούν μετά την ολοκλήρωση της έρευνας. Θα εκτιμούσα ιδιαίτερα εάν αφιερώνατε λίγο από τον πολύτιμο χρόνο σας για τον σκοπό αυτό.

Εάν έχετε οποιαδήποτε ερώτηση σχετικά με το ερωτηματολόγιο ή την έρευνα, παρακαλώ μην διστάσετε να επικοινωνήσετε:

Νικολετοπούλου Αθανασία,  
Καθηγήτρια Φυσικής Αγωγής  
6976403842

Επιβλέπων καθηγητής: Dr Αθανάσιος Στρίγκας

**ΕΥΧΑΡΙΣΤΩ ΕΚ ΤΩΝ ΠΡΟΤΕΡΩΝ ΓΙΑ ΤΗΝ ΒΟΗΘΕΙΑ ΚΑΙ ΤΗΝ ΣΥΝΕΡΓΑΣΙΑ ΣΑΣ**

Με εκτίμηση,  
Νικολετοπούλου Αθανασία  
Καθηγήτρια Φυσικής Αγωγής

**APPENDIX III**  
**PRESENTATION OF THE OLYMPIC EDUCATION PROGRAMME**

# **PRESENTATION OF THE OLYMPIC EDUCATION PROGRAMME**

## **OLYMPIC EDUCATION**

### **1. The purpose of the programme, the principles and main axes**

Olympic Education is a pedagogical programme in which values and knowledge are promoted, experiences and skills that stem from the Olympic Games and the Athletic Tradition are acquired. Also it aims at the physical, mental and spiritual cultivation of students and the creation of attitudes and behaviors that are socially acceptable.

#### **1.1 The principles of the programme**

- The educational power of the Olympic Tradition.
- The "benevolence", i.e. the harmonious physical and spiritual development of human and their coexistence with other people.
- The spontaneity, immediacy, strategy, coexistence and team work associated with the game. The gathering - assembly related to the games.
- The entertainment.
- The acceptance of Sports and Ethical Rules.
- The "measure" that manifests itself in the games, their related works and their technology. The publicity, which brings to get her the demonstration, the image and the communication, the theorized and the viewer.
- The above principles become clear with in the horizon of democracy, the peaceful coexistence of people and peoples and balanced and smooth interpersonal relations.

## 1.2 Main axes

- The free development of human personality.
- The interpersonal relationships, sociability, communication, dialogue, expression and learning. Playing in all its forms, as children's entertainment, fun and joy.
- The movement and its contact with nature, technique, design and planning.
- The game throughout the modern Olympic programme and in all its phases as preparation, exercising, training, participation, infrastructure, regulations and social understanding.
- The dialectic of the theatre view in stadium, television, press, fashion, advertising, technology, victory, defeat, recognition and utopia.
- The power of economy, technology, politics, science and the Olympic Games.
- The Olympic Games and the cultures, religions, dialogue, meetings, friendship, hospitality, cooperation, solidarity and understanding of peoples.
- The positive and negative phenomena, such as commercialization, sponsorship, professionalization, industrialization, gigantism, politicization, totalitarianism, criticism, the contradictions in international relations, organization and administration, muscle religion, automatic human machine.
- The polarities: place-world, ancient-modern, body-spirit, freedom-commitments, as bases of education and humanism.

**1. Axes, general objectives, fundamental concepts of interdisciplinary approach Pre-primary education – Municipal school**

<b>Class</b>	<b>Axes of cognitive content</b>	<b>General objectives (knowledge, skills, attitudes and values)</b>	<b>Fundamental concepts/Interdisciplinary approach</b>
<b>Preschool Education</b>	<p>Sports in the past and nowadays. Travelling to the Olympiads. Fair play.</p> <p>Me - you - all together Athens2004– The Olympiad of Joy</p>	<p align="center"><u>Stops</u></p> <p>The Participation of young people in the ancient Greek and modern Olympic Tradition. The participation of young people in the Olympic Culture as it appears: a) in the place, in the infrastructure, in the nature, b) in the participation, c) in the body, d) in the movement e) in playing, f) in the game, g) in the beginning, h) in the spectacle, i) in the meaning, i) in the dialogue</p>	<p align="center">Equality</p> <p align="center">Dependency</p> <p align="center">Alteration Time</p> <p align="center">Space</p>
<b>Cycle A´ Classes A´ &amp; B´ of Primary School</b>	<p>Sports in the past and nowadays. Travelling to the Olympiads Fair play</p> <p>I do sports – I play – I am happy – I dream.</p> <p>Athens 2004 – The Great celebration of the whole world.</p>	<p align="center"><u>Social Benefits</u></p> <p>The development of communication with teammates, coaches, referees, opponents, journalists, spectators and with people of other nationality and culture. The cultivation of the skills and special talents of young people. The formation of young people as persons, according to the categories of the beautiful, the</p>	<p align="center">Sound</p> <p align="center">Color- Light</p> <p align="center">Symmetry</p> <p align="center">Balance</p> <p align="center">Person</p> <p align="center">Communication</p> <p align="center">Cooperation</p> <p align="center">Interaction</p> <p align="center">Participation Freedom</p> <p align="center">Law System Symbolism</p>

<p><b>Cycle B' Classes C&amp;D of Elementary School</b></p>	<p>Sports–Education in ancient Greece.</p> <p>Olympics yesterday and today.</p> <p>I do sports–I play– I am happy– I dream through ancient and modern.</p> <p>The Athlete</p> <p>Olympic Games, Athens2004 - The great celebration of the whole world.</p>	<p>good, the just, the true and the free.</p> <p><i>Physical – Movement Skills</i></p> <p>The cultivation of movement-athletic skills and special sports talents of young people.</p> <p>The initiation into non-widespread in our country Olympic Sports and Events.</p>	<p>Participation</p> <p>Freedom</p> <p>Law System</p> <p>Symbolism</p> <p>Classification</p> <p>Structure</p>
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<p><b>Cycle C'</b> <b>Classes E &amp; F' of Elementary School</b></p>	<p>The history of sports. Modern Olympic history. Athens2004 -The new challenge. Paralympic Games. The benefit of exercise. Fair Play (Moral and social messages).</p>	<p style="text-align: center;"><u><i>Knowledge</i></u></p> <p>Knowledge of ancient Greek and modern Olympic Tradition and Olympic Culture. The understanding of the aesthetic value of art that has inspired the Olympic Games and sports in general. The development of critical thinking towards negative social phenomena, such as violence, vulgarity, the encroachment of human rights, etc.</p>	
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## 2. Axes, general objectives, fundamental concepts of interdisciplinary approach Gymnasium

Class	Axes of cognitive content	General objectives (knowledge, skills, attitudes and values)	Fundamental Concepts/ Interdisciplinary approach
Class A' of Gymnasium	<p>Sports in the past and nowadays.</p> <p>Modern Olympic Games– facilities, infrastructure, Paralympic Games.</p> <p>Fair Play (Ethical and social messages).</p> <p>Olympic Sports</p> <p>Olympic truce</p>	<p style="text-align: center;"><u>Stops</u></p> <p>The participation of young people in the ancient Greek and modern Olympic Tradition.</p> <p>The participation of young people in the Olympic Culture as it appears: a) in the place, the infrastructure, nature, b) in the participation, c) on the body, d) the movement, e) in the game, g) in the principles, h) the spectacle, i) the meaning, i)the dialogue.</p>	<p>Equality</p> <p>Dependency</p> <p>Alteration</p> <p>Time</p> <p>Space</p> <p>Sound</p> <p>Color– Light</p> <p>Symmetry</p> <p>Balance</p>
Class B' of Gymnasium	<p>Ancient and modern Olympic Games Victory – defeat.</p> <p>The benefit of exercise.</p> <p>Fair Play (Ethical and social messages).</p> <p>Olympic Games – positive effects and problems.</p> <p>Athens 2004 - Volunteerism –</p>	<p style="text-align: center;"><u>Social Benefits</u></p> <p>The development of communication with fellow referees coaches teammates, coaches, referees, opponents, journalists, spectators and with people of other nationalities and culture in general. The cultivation of the skills and special talents of young people.</p> <p>The evolution of young people as persons, according to the categories of the beautiful, the good, the just, the true and the free.</p>	<p>Contact</p> <p>Person</p> <p>Cooperation</p> <p>Interaction</p> <p>Participation</p> <p>Freedom</p>

	Communication.	<p><u>Physical – Movement Skills</u></p> <p>The cultivation of motor - athletic skills and special sports talents of young people.</p> <p>The initiation in non- widespread in our country Olympic sports and events.</p>	
<b>C' Class of Gymnasium</b>	<p>Olympics – the present and the past.</p> <p>Sports- body, mind, spirit.</p> <p>The race Principles and Institutions of Olympic movement.</p> <p>Olympic Gamesand Cultures.</p> <p>Olympic Games- Environment, quality of life.</p>	<p><u>Knowledge</u></p> <p>Knowledge of ancient Greek and modern Olympic Tradition and Olympic culture.</p> <p>The understanding of the aesthetic value of art that has inspired the Olympic Games and sports in general.</p> <p>The development of critical thinking towards negative social phenomena, such as violence, vulgarity, the encroachment of human rights, etc.</p>	<p>Law System</p> <p>Symbolism</p> <p>Classification</p> <p>Structure</p>

# **INTERDISCIPLINARY SINGLE FRAMEWORK FOR OLYMPIC EDUCATION PROGRAMMES FOR SPECIAL**

## **EDUCATION**

### **The purpose of the programme**

Olympic Education in special education gives students with special educational needs the opportunity to actively participate in learning processes.

The program of Olympic Education aims to:

- Stimulate students' interest in Olympic Education issues.
- Capture the internal and external factors of school life that positively or negatively affect students' interests and to highlight the positive factors.
- Offer children the opportunity to develop new motor activities and games by helping them to get to know through movement, the environment, their objects, their body and their social environment.
- Give children the opportunity to develop their motor abilities, and to know their abilities.
- Cultivate the creative and critical thinking of students.
- Encourage hesitant or indifferent students to participate in the lesson, thus helping to improve the students themselves and the general climate in the classroom.
- Contribute to the integration of innovative actions within the existing curricula of the SESUs.
- Lay the foundations for the involvement of children with lifelong exercise.

- Facilitate in the long term the selection of athletic talents with the aim of recruiting the Olympic Team. (Athletes who will participate in the Paralympics).

The Olympic Education programme offers, among other things, kinetic experiences to students, the lack of which is evident today as never before, due to the modern way of living. For students with special educational needs, the lack of movement is even more essential due to the constraints they experience because to their special needs. Students will be helped to discover their potential, to believe in them, to actively participate in the process of learning, to cultivate and promote critical thinking, knowledge, the mood for life, thus experiencing the joy of creation. Children will learn to communicate and cooperate with each other to achieve the goals of the Teaching Hour of Olympic Education, to actively participate in the team, to shape the school environment to get her and to transfer the stimuli they get from school to home.

#### **Axes, general objectives of the programme, interdisciplinary approach**

The framework of the Olympic Education programme for Special Education is briefly described in the following general objectives:

- The offer of new, different, multifaceted and complex kinetic experiences. This means that the content of Olympic Education will serve not only the development of motor skills, but also of movement skills that are in direct relation to the children's body and the image they have of it. The view of Olympic Education for the body does not only refer to its organic functions, but also to the development of the overall personality of students through movement.
- The socialization of students both through the manifestation and in practice of their personal desires, as well as through the acceptance of their wishes by their classmates.
- The experience, recognition and understanding of new conditions and ways of behavior regarding movement and knowledge.

Olympic Education is related to students with special educational needs, who are either integrated into the common educational system or attend autonomous special schools. For the implementation of the programme, significant modifications are proposed both in the definition of objectives and in the methodology and activities. It is understandable that this programme should be adapted to the level of each student, taking into account his abilities and interests.

The teacher, who works in primary or secondary schools where there is an integration class, attended by students with special educational needs, or in Special Education School Units (SESU), is asked to adapt his / her schedule and the way of teaching accordingly. In particular, the programme should be adapted according to the category of students with special needs.

Examples on the adaptation of some activities to the needs of children of different categories are included. The concept of, for example, the Olympic Games in antiquity, can be given with the following adaptations:

- For children with mental retardation: Preparation for a visit to an archaeological museum. Collection of cards with sports performances of ancient athletes. Representation of sports and reward of athletes.
- For children with kinetic disabilities: Video projection depicting athletic competitions of antiquity. Video projection with the participation of athletes with physical disabilities. Highlighting the need for systematic preparation and the will to succeed. Exploitation of children's movements skills for representations of feasible sports activities. Evaluation of efforts and cultivation of fair play.
- For blind and visually impaired children: Description of sports of antiquity, listening to sports events, exercise with mobility and guidance activities. Encourage children to participate in sports activities by taking advantage of the sense of hearing and touch.
- For deaf and hard of hearing children: Visits to a museum. Collection of museum material, processing of the material with emphasis on the understanding of sports activities with the use of the Greek Sign Language, representation of sports in compliance

with the relevant rules, participation of children in sports activities with adjustments to the regulations, e.g. modification of the starting method with a visual indication.

For all the above categories of students, visits to Sports Federations and Associations of the disabled are also suggested, as well as visits of athletes with disabilities and non-disabled people to their school.

The expected results from the implementation of the Olympic Education program in Special Education are summarized as follows:

- Students will have the opportunity to develop multifaceted actions, to get to know new possibilities of movement and communication through the issues of Olympic Education. The final expected result for students are the acquisition of a different view and relationship towards themselves, their classmates, their teacher, the teaching and the subject of school Special Physical Education.
- Students will use the teaching time of all subjects by participating in activities that contribute to the development of their kinetic and overall personality, in activities that promote thinking, the learning process and knowledge, through their active participation in the lesson.
- Students will participate in the configuration of the courtyard of their school, the classroom, the gymnastics room. Through their work they will contribute to the improvement and expansion of the supervisory means and the material and technical infrastructure of the subject of Physical Education and other courses.

### 3. STUDY OF OLYMPIC EDUCATION IN SPECIAL EDUCATION PROGRAMME (INDICATEVELY)

#### I. SPECIAL KINDER GARTEN

GOALS	THEMATICUNITS	INDICATIVEACTIVITIES
<b>To be familiar with</b>	<b>Psychomotor and Music-</b>	<b>The students</b>
Elements of movement and rhythm	Kinetic Education Exercises	Learn – play traditional games of our country They play sports team games of  Imitation and cooperation
To develop their creativity and imagination.  To have fun, rejoice, dream and express themselves through play.	Music - Kinetic Education  Theatrical education exercises: I exercise - I play - I am happy – I dream.  Me - you - all together  (20hours)	

## II. SPECIAL ELEMENARY SCHOOL

GOALS	THEMATIC UNITS	INDICATIVE ACTIVITIES
<p>To be familiar with elements of movement, exercise and rhythm.</p> <p>To recognize historical phases of the evolution of the events</p> <p>To adapt their body to Rhythm and space.</p> <p>To develop their creativity and imagination.</p> <p>To strengthen bonds of friendship and cooperation.</p>	<p>Music and Movement and Theatre Education Exercises.</p> <p>Myth and Olympic Games Olympic Sports.</p> <p>I play sports - I play - I am happy– I dream.</p> <p>Me-you-all together</p> <p>Athens2004-TheOlympiadofJoy (everyone's responsibility)(25hours)</p>	<p>The12 labors of Hercules. After a brief presentation of each felon, the Students represent them by playing a theatrical play.</p> <p>A brief presentation of the history of sports from prehistoric times till today with photograph sand slides.</p> <p>Finalsportingevent.</p> <p>Triathlon for classes A and B, with elements of representation of lighting of the Olympic flame and the beginnings of the O.G.</p>

### III. SPECIAL GYMNASIUM AND EDUCATIONAL LABORATORIES AND TCG

GOALS	THEMATIC UNITS	INDICATIVE ACTIVITIES
<p>To get to know the Ancient Greek and Modern Olympic Tradition.</p> <p>To cultivate the special skills in Sports.</p> <p>To gain experience in the sports field.</p>	<p>Ancient Olympic Games.</p> <p>Modern Olympic Games.</p> <p>Paralympic Games.</p> <p>Olympic Sports.</p> <p>Athens 2004 - Everyone's responsibility. (25hours)</p>	<p>Review of printed and electronic bibliography, with topics for ancient and modern O.G.(Events – regulations - prizes - penalties).</p> <p>Collection of information material from Federations, G.S.S., sports bodies for Olympic sports.</p> <p>Screening of a sports video about O.G.</p>

3. Thematic work plans (Indicative)

<p><i>During the Language class</i></p>	<p>Discussion of current Olympic issues Presentation of a disabled athlete or not Creating an Olympic history</p>
<p><i>During Arts class /Occupational Therapy hour</i></p>	<p><u><i>The students paint:</i></u> The Olympic symbols, the symbols of sports</p> <p><u><i>The students create:</i></u> Handcrafts– sculptures– pottery – paintings– copper engravings – glass paintings – plasters – collages – comics – graffiti, with issues related to the Olympic Games.</p> <p>Mascot construction for 2004.</p> <p>The mark of the Olympic Games (construction of the rings – coloring).</p> <p>Paintings of events and symbols.</p> <p>Construction of an Olympic book.</p>
<p><i>During History class</i></p>	<p>The games in antiquity.</p> <p>The modern Olympic Games The Paralympics Athens 2004 Honors to Olympic champions from antiquity until today.</p>

<p><i>During Music class</i></p>	<p>The National Anthem</p> <p>The Olympic Anthem National Anthems of Other States</p> <p>Dances and songs of the country hosting the Olympic Games.</p>
<p><i>During Religious class / Ethics</i></p>	<p>Justice sports and in everyday life.</p> <p>Fair Play</p> <p>What counts is not the victory but the participation.</p> <p>The Olympiad unites the people.</p>
<p><i>During Maths class</i></p>	<p>The four acts in connection with the Olympics Exercises, e.g. Calculation of the perimeter /dimensions of stadiums Distances of Olympic Cities.</p> <p>Calculation of participating athletes, spectators, journalists, etc.</p>
<p><i>During Health Care class</i></p> <p><i>/ Health Attendant's class</i></p>	<p>Diatrophic habits of athletes Doping use in sports</p> <p>The making of athletes' breakfast by a cooking team and its offer to the students</p>

	<p>Addictive substances and athletic performance (smoking, drugs).</p>
<p><i>During physiotherapy / Physiotherapy class</i></p>	<p>Rehabilitation of athletes after injuries.</p> <p>Special programme for the improvement and participation in the Olympiad / Paralympics.</p> <p>Discussion of injuries incidents to Olympic champions / Recovery.</p>
<p><i>During PE/ Psychomotor Therapy class</i></p>	<p>Discussion on the Athens Olympics 2004 and the Paralympics Motivation for active participation (as athletes, volunteers and spectators).</p> <p>Integration of special exercises within the school's curriculum.</p> <p>Execution of exercises in a tailored environment (conditions and factors ) towards the Olympic Games.</p>

#### **4. Methodological approaches**

The teaching methods proposed for the implementation of the program must:

- Be easy to implement.
  
- Approach the objectives set.
  
- Address the cognitive, mental and emotional level of the students.
  
- Facilitate teacher – student cooperation.

For these reasons, apart from the traditional teaching methods (lectures, slideshow, video projection, CD projection, maps, models, images, diagrams), methods of working as a team class a real so suggested.

Teamwork methods give students the opportunity to function as a team, to undertake initiatives and responsibilities and to play an active role in the learning process, by developing ideas, role games, pedagogical games, artistic creation, sports activities, dealing with sports issues, free association exercises, visualization, visits to the environment (physical and social-field research).The methods used should enable students to reflect on developing their knowledge, to conclude, formulate and justify their views. Theory and practice go hand in hand. To create appropriate conditions for "investigation of issues and discovery".

These strategies include processes of measurement, classification, observation, investigation, prediction, finding temporal relationships, comparing events, solving problems, cognitive conflicts, observation, etc.

It is important for teachers and students to jointly shape the framework for action. The role of the teacher should be guiding - advisory, while the center of gravity is shifted to the students and in the collective form of work. It is considered important to cooperate with other teachers, with special scientists with extracurricular bodies and with the Association of Parents and Guardians.

### **1.1 Methodological approaches for the implementation of the programme (indicatively).**

The project method, the working method and the method of mutual learning. Selection and adaptation of the syllabus according to the grade and type of disability.

- Defining a frame work for a Curriculum with objectives, objectives and activities adapted to the degree and type of specific educational needs of each student.
  
- Diagnostic evaluation with investigation of strengths and weaknesses in the motorsector.
  
- Integration of the Olympic Education programme within the framework of the individualized educational programme of the student, with the cooperation of all specialties. Within the framework of the individualized curriculum, the long-term and short-term teaching objectives are set.
  
- Analysis is of teaching objectives in individual teaching stages by selecting the appropriate teaching material.
  
- Teaching with the use of appropriate psycho - pedagogical aids.
  
- Continuous feedback, control of results, systematic recordings of students' progress.
  
- Keeping a student's progress record by updating the individual file.
  
- Training of the student's motor and cognitive profile.

### **5. Evaluation**

At the beginning and during the work, diagnostic evaluation is used. The aim is to recognize the pre-existing knowledge and experience of students in the subject under negotiation

and to use them for the improvement and enrichment of teaching. During the programme, the Formative assessment is also used in order to continuously inform the teacher and the student about the progress of learning. During the process of formative evaluation, the teacher informs and discusses with his students on their learning achievements. Depending on the results, inappropriate interventions are designed in order to improve the learning process and achieve the learning objectives.

The final evaluation shall be carried out at the end of the programme. The evaluation is done orally with discussion and written with questionnaires. In this phase, a joint evaluation of the work is made on whether the goals were achieved, how the work was developed, errors are identified, the cognitive and experiential material acquired is recorded and the results are recorded.

Both hetero normative assessment (by classmates and the teacher) and self-assessment (by students) are done in a positive way and aim at progressing and improving the work. The final assessment focuses on whether the knowledge and experiences gained have shaped new behaviours and changed past negative attitudes of students and teachers.

## **6. Specifications of books and other teaching material**

For the implementation of the programme, apart from the educational material for Olympic Education in General Education (see previous chapter of the ECI), the development of a Special Curriculum and appropriate educational and supervisory materials (for the teacher and for the students) is foreseen, for each level of education as well as for each category of students with special needs.

## **7. Specifications on facilities, supervisory and sports equipment**

The excellent visual sports material and facilities contribute to the successful implementation of the programme, because they stimulate the interest of the students and the lesson becomes more efficient.

For the Olympic Education programme, it is necessary to have: Poster with the slogans of the games, sports facilities (open and closed), slides, videotapes, software, cassette recorder, CD Player, epidodyscope, a camera, journalistic tape recorder, video, a pc, a scanner, a printer, a photo copying machine, models, simulations, maps, posters, tables, sports material (concerns sports material for all Olympic sports).

