38 - THE 2004 OLYMPIC EDUCATION PROGRAMME IN GREECE AT PRIMARY AND SECONDARY SCHOOLS

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INTRODUCTION

It is clear that the Olympic Games can produce many benefits for the community for the government and business, and the tourism industry (Cashman, 2002). According to Matthewman, Kamel & Beane (2009), and Hamphreys & Plummer (1998), the Games, regarding the economic impacts on the Olympic host city, can produce a) short-term economic impacts (direct, indirect and lauded economic impacts), and b) long-term economic impacts (national and international recognition, community benefits, infrastructure, housing impacts, increased trades). Clark (2008) provides a similar breakdown of generic benefits as follows:

- Alignment of the event with sector and business growth strategies in the city or nation
- Private – public investment partnerships
- Structural expansion of visitor economy and supply chain development and expansion
- Environmental impacts, both in built and natural environments
- Image and identity impacts attracting increased population, investment or trade
- Labour market impacts and social/economic inclusion.

Preparations to stage the Athens Olympic Games were estimated in 2004 to be $ 11.2 billion and led to a number of positive developments for the city's infrastructure (airport, metro system, the metropolitan train - light rail – system, a new roll motor way encircling the city and the conversion of streets into pedestrian walkways in the historic center of Athens). (Kasimati & Dawson, 2004).

In addition to all the above benefits, the Olympic Games promote scientifically the Olympic education. The Olympic Education programme links past and present educational and cultural values, combining physical education with man's intellectual dimension. Since the 1970s, Olympic scholars have continued to rework the pedagogical ideas of Olypism. For Gessman (1992) the core of the Olympic value system is the steady development of the potential of every human being. His emphasis is on school sport, and he outlines suggested learning areas that would be connected to school sport (practice, training, competitions) carried out in correspondence with the Olympic idea. These learning areas include: fair play, health, risk-taking and adventure, artistic and creative development and sociability. Kidd (1985) articulated the following points of correspondence between Olympism and general of education: mass participation, sport and education, sportsmanship, cultural exchange, international understanding, excellence.

The Olympic Education Programme (OEP) OF Athens – 2004 seeks to inform and educate young people so that they participate actively and honestly in sporting activities, enjoy them and learn from them either as athletes, spectators, volunteers or employees. Pupil familiarisation with educational values is sought via games, events, experiential teaching and sporting activities. (Kioumourtzoglou, Laios 2005). The OEP seeks to prepare pupils and young people by informing them about the Olympic Games, Olympism and sport, transforming them from passive spectators into young people with a wiliness to participate. The OEP has been implemented in all Greek schools since 2000. (Grammatikopoulos, Papavharisis, Koustelios, Tsiglis, Theodorakis, 2004). About 2.000 physical education teachers work on this project.

The OEP characterized by modern educational approaches. Integrated curriculum (motor, theoretical and cultural activities) and learning through projects are integral components of the educational procedure, where students are the center of the educational process. (Kioumourtzoglou 2001).

OBJECTIVES AND TARGETS

The objective of the OEP in Greece is to develop suitable policy in the schools environment so that the pupils:

- Are initiated in practice into the history and values of Olympic tradition
- Understand issues related to morality in sport
- Acquired experience of Olympic sports which are not widespread
- Develop techniques and skills related to controlling their behaviour in sporting activities and day-to-day life
- Understand the importance of volunteering for the success of the Games
- Develop a positive stance towards sport and Olympism through activities which promote participation, initiative and creativity.

At the same time, the OEP promotes the achievements of specific goals such as:

- Encouraging schools to adopt a policy to promote Olympic ideals, to promote knowledge about issues relating to the Games, violence and fair play in sport and to develop and promote the idea of volunteering.
- Encouraging pupils, teachers and parents to acknowledge the 2004 Olympic Games as an issue of national importance, and one requiring collective responsibility.
- Encouraging physical education teachers to become actively involved in the programme's activities so that pupils understand the importance of the Olympic Games.
- Linking schools with agencies in the wider social sector related to sport and health, in order establish the conditions for ongoing cooperation.

In order to implement these objectives, the following activities will be carried out:

1. Selection of innovative, pleasant activities for pupils
2. Determination of specific short-term and long-term targets

3. Ongoing controls to constantly improve the programme and to re-define teaching methods
4. Methodical collection of materials related to the modern Olympic Games (photographs, artwork, books, etc)
5. Organisation of interschool meeting, inter-teacher meetings and meetings with relevant agencies to exchange views, resolve problems and provide updates
6. Extending the programme by organising educational trips and collaboration with teachers in other subject areas.

TEACHING UNITS

The Greek OEP aspires to establish congruence between the goals of the Olympic "philosophy" and current international educational priorities while at the same time providing physical education teachers with useful teaching suggestions and aids. To be prepared properly for this new project, physical education teachers participated in a five – day training program. All teaching units include a theoretical, visual and moment – related approach and pupils are the central focus of Olympic education. The teaching units are as follows:

- The ancient Olympic Games
- The modern Olympic Games
- Athens 2004, Greece 2004
- Moral issues
- Social issues
- The paralympic Games
- Non-widespread sports
- Benefits from hosting the Olympic Games.

CONCLUSIONS

Nevertheless, Olympic education is not a novel idea. Several approach to Olympic education in school curricula evolved through the efforts of cities or nations that hosted the Olympic Games (Binder, 2001). Although these efforts lacked theoretical unity and subsequent evaluation (Naul, 1998), they seemed to resonate with teachers as a source for integrated and imaginative pedagogical ideas and activities (Binder, 1994). Olympic education contributes significantly to physical education and the general cultivation of pupils, because it focuses on conduct and on activities, which promote knowledge while at the same time assisting in the development of important skills. The OEP promotes:

- Knowledge (about historical, folklore, doping and health issues)
- Experiences from a wide range of physical, visual and cultural activities
- Skills to specific forms of conduct (respect for the rival player, acceptance of a fair game, etc.)
- Improved attitudes towards exercise, self-esteem and belief in personal abilities
- Critical thinking about problems and the future of the Olympic Games
- Teamwork, since the majority of activities require collective involvement
- Creative imagination with pupils participating in visual art activities (representations of the Games, construction of mock ups, drawing activities, etc.).

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THE 2004 OLYMPIC EDUCATION PROGRAMME IN GREECE AT PRIMARY AND SECONDARY SCHOOLS

ABSTRACT

Greece hosting of the 2004 Olympic Games has brought about significant changes in the country in relation the construction of new sport facilities, major infrastructure projects, short-term and long-term economic development and the introduction of remarkable security measures. Among the most important changes is the establishment of a special Olympic Education Programme (OEP) aimed at pupils in primary, lower and higher secondary school. The Olympic Education Programme is an educational process, which seeks to educate young pupils about Olympic values, taking into account aspects of modern culture. It includes series measures, which promote and highlight the educational and instructive value of the Olympic Games. The whole programme is implemented by physical education teachers in collaboration with the Ministry of Education and Religious Affairs and the Organizing Committee for the Olympic Games – Athens 2004.

KEYWORDS: Olympic Games. Education programme. Greece.

RÉSUMÉ

La Grèce accueille les Jeux olympiques de 2004 a apporté des modifications significatives dans le pays en relation avec la construction de nouvelles installations sportives, grands projets d'infrastructure, à court terme et à long terme du développement économique et l'introduction de mesures de sécurité remarquables.Parmi les changements les plus importants est la création d'un programme del'éducation olympique spéciale (OEP) destinés aux élèves dans l'enseignement primaire, secondaire inférieur et supérieur. Le Programme d'éducation olympique est un processus éducatif, qui vise à sensibiliser les jeunes élèves sur les valeursolympiques, en tenant compte des aspects de la culture moderne. Elle comprend des mesures séries, qui font la promotion et de souligner la valeur éducative et instructive des Jeux Olympiques. L'ensemble du programme est mis en œuvre par les enseignants d'éducation physique en collaboration avec le ministère de l'Education et des Affaires religieuses et le Comité d'organisation des Jeux Olympiques - Athènes 2004.

MOTS-CLÉS: Jeux olympiques. Programme d'éducation. Grèce.

RESUMEN

Grecia celebración de los Juegos Olímpicos de 2004 ha traído consigo cambios significativos en el país en relación con la construcción de instalaciones deportivasnuevas, grandes proyectos de infraestructura, a corto y largo plazo el desarrollo económico y la introducción de medidas de seguridad extraordinario. Entre los cambios más importantes es el establecimiento de un programa de educaciónespecial Olímpicos (OEP), destinado a los alumnos en la escuela primaria,secundaria inferior y superior. El Programa de Educación Olímpica es un proceso educativo, que busca educar a los jóvenes alumnos sobre los valores olímpicos, teniendo en cuenta los aspectos de la cultura moderna. Incluye medidas de serie, que promover y destacar el valor educativo e instructivo de los Juegos Olímpicos.Todo el programa es ejecutado por profesores de educación física en colaboración con el Ministerio de Educación y Asuntos Religiosos y del Comité Organizador de los Juegos Olímpicos - Atenas 2004.

PALABRAS CLAVE: Juegos Olímpicos. Programa de educación. Grecia.

O PROGRAMA DE EDUCAÇÃO OLÍMPICA DE 2004 NA GRÉCIA PARA O ENSINO BÁSICO E SECUNDÁRIO

RESUMO

Grécia hospedagem de Jogos Olímpicos de 2004 trouxe mudanças significativas no país em relação a construção de instalações esportivas novas, grandes projetos de infraestrutura, a curto prazo e longo prazo o desenvolvimento econômico ea introdução de medidas de segurança notável. Entre as mudanças mais importantesé o estabelecimento de um programa especial de Educação Olímpica (OEP), destinado a alunos no ensino primário, ensino secundário inferior e superior. O Programa de Educação Olímpica é um processo educativo, que visa educar os alunos jovens sobre os valores olímpicos, tendo em conta aspectos da cultura moderna. Ele inclui medidas de série, que promover e destacar o valor educativo e instrutivo dos Jogos Olímpicos. Todo o programa é implementado por professores de educação física em colaboração com o Ministério da Educação e Assuntos Religiosos e do Comitê Organizador para os Jogos Olímpicos - Atenas 2004.

PALAVRAS-CHAVE: Jogos Olímpicos. Programa de educação. Grécia.