

Presenting the model of Olympic education in Iranian schools

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Abstract

Olympic education is the philosophical-educational theory of the Olympics that is used to learn the concepts of physical, social, moral and human values in sports activities (1,2). Olympic is a general concept that does not focus only on the development of physical strength, but seeks healthier people with a happier outlook and a more peaceful view of the world (3). The Olympics recognize and appreciate the efforts of individuals and do not accept any discrimination between nations, races, political systems, etc. (4). Olympic educational values are learned through practice, which ultimately changes the behavior of individuals and their perception of society (5).

Keywords: *Olympic education, human values, schools.*

I. Introduction

Olympic goal of combining sport, culture and education is to create a lifestyle based on respect for human values, basic moral principles, enjoyment of effort, and participation in sports activities (6,7). The basis of the understanding of the Olympic is its emphasis on educational commitment. The idea of the Olympic is incomprehensible without understanding its educational mission and this educational commitment is also considered in the basic principles of Olympic Charter (8,9). This educational commitment is based on education of values and some of the positive values mentioned in these principles are balance between the mental, physical and spiritual aspects of human personality, understanding the pleasure of activity, emphasizing peaceful behavior and respect for others (5,10). The principles of the Olympic Charter suggest possible strategies for teaching and learning. Strategies such as combining sport with culture and education that encourage people to participate in sports in educational situations (11,12,13). Since the 1970s, there have been various forms of Olympic education (14). Numerous definitions, programs, and concepts are also presented in the context of the Olympic Training Programs. There are four major approaches for Olympic education worldwide, the most popular and dominant approach for Olympic education is “Knowledge-based Approach”. The main focus of this approach is to provide information about the Olympics based on theoretical and historical approaches. The second approach of Olympic education is

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“Experience-centered Approach”. This approach promote Olympic values by active participation of children and young people in cultural, sporting and related occasions. The third approach can be known as the “Motor Skills-based Approach”. The idea emphasized in this approach is individual and social development through efforts to improve one's physical condition. The fourth approach is “Life-World-centered Approach” which relate Olympic principles to not only sport but also the experience of children in social life (13). Since the 1970s, efforts were made to train teachers about the Olympics in Greece (14). Seminars on the Olympics were held with teachers and trainers, and they published a book entitled "Keep the Olympic Spirit Alive". And was used as a textbook for the National Olympic Academy. The first attempts to start the Olympic education program in Athens included hiring new physical education teachers and providing workshops about Olympic education (12,13,15,16).

In China, Olympic knowledge and organizing symbolic Olympic Games became a part of the physical education curriculum. The first book, entitled “The Olympic Movement”, was published and taught to physical education students at universities. Also, two Olympic knowledge books were compiled per year for elementary and middle school students, and a physical education magazine for teachers was published (13,17). Canadian Olympic and Paralympic athletes, as community ambassadors, convey Olympic messages to students in schools. In Russia, Olympic education programs are taught by Olympic champions in various fields of art, literature, intellectual competition. Olympic education in schools spreads moral values and peace based on resolving moral conflicts (13).

Today, the importance and popularity of qualitative research methods in physical education research is increasing. Many scientists believe that qualitative research methods allow the researcher to examine more accurately the changing conditions. Most recent research in the field of Olympic education used qualitative methods. Olympic education research stated that qualitative research can provide more useful information to solve common problems in the implementation of Olympic education programs than a quantitative approach. The Olympic education program includes a physical education curriculum in primary and secondary schools and have the potential to create an atmosphere of friendship and solidarity among children (18). In recent years, education through sport has been promoted by various groups in the communities. This is due to its ability to have a profound effect on the attitudes and values of children and young people. The Olympic Movement has made a significant contribution to education through sport by supporting projects that promote the future life of every individual as a citizen (18,19). Because of the description of Olympic values and its ability to spread a positive attitude among the people, therefore the purpose of this study was presenting the model of Olympic education in Iranian schools.

II. Methodology

In this research, theoretical and snowball sampling were used. In the theoretical sampling method, a specific number of samples is not determined in advance and sampling continues until the model has reached the stage of fabrication and saturation. In this type of method people has been selected because of the first-hand information they have about a phenomenon or because they have experience or specific point of view about the phenomenon. Snowball sampling was such that participants introduced other people who have experiences and

views in the field, to participate in the study. Sampling continued until the research team concluded that the new information was a duplication of the previous information. One of the most important parts of the qualitative research process is making decisions about identifying the people or situations being studied. In order to conduct research interviews, initially all the elites who somehow had a clear role and background in education and research in the field of the Olympic movement consider as the research population. The sample population at this stage will continue until the researcher is convinced and believes in the adequacy of the data, due to the need to use multiple sources in grounded theory to increase the validity of the results, the interviewees were selected from three groups of university professors, directors of education and physical education teachers (Table 1).

Table 1: Number of interviewees	
Persons	Number
University professors	9
Education directors	3
Teachers	3
Total	15

Grounded theory research methods is a theory derived from data and a qualitative research method by which theories are developed using a data set (20). Grounded theory steps include selection of participants, data collection, data organization, analyzing data and creating a theory (model). This study was conducted using a systematic approach attributed to Strauss and Corbin (21). Semi-structured interviews were conducted individually in a formal session or in an online session in three stages: open, axial and selective coding which will be described below. Open coding is the part of data analysis that focuses on the conceptualization and categorization of phenomena through an intensive analysis of the data. In open coding, the data are broken up into smaller parts that are deeply analyzed. In a second step then, these smaller analytical parts are compared with respect to similarities and differences. Similar parts can be labelled with the same code (as concepts and categories). Axial coding is needed to investigate the relationships between concepts and categories that have been developed in the open coding process. At this stage, the researcher selected the main category of open coding (Olympic education in Iran) and put it in the center of model and then related other categories to it. These categories are: Causal conditions, Strategies, Context conditions, Intervening conditions and Consequences. Causal conditions in this study included concepts

derived from coded cues about the need for Olympic education in Iran. Strategies are specific actions or interactions that establish the central phenomenon. In this research, the items were coded as strategies that can be used to implement the Olympic education in schools. Context conditions are specific conditions that affect strategies. In this study, cases were considered as context conditions that could specifically affect the Olympic education strategies. Intervening conditions are general conditions that affect strategies. In this study, cases were considered as intervening conditions that could generally affect the Olympic education strategies. Consequences are outputs and results of implementing strategies. In this study, cases were considered as consequences that result from the implementation of the Olympic education strategies. All these categories are mentioned in Figure 1.

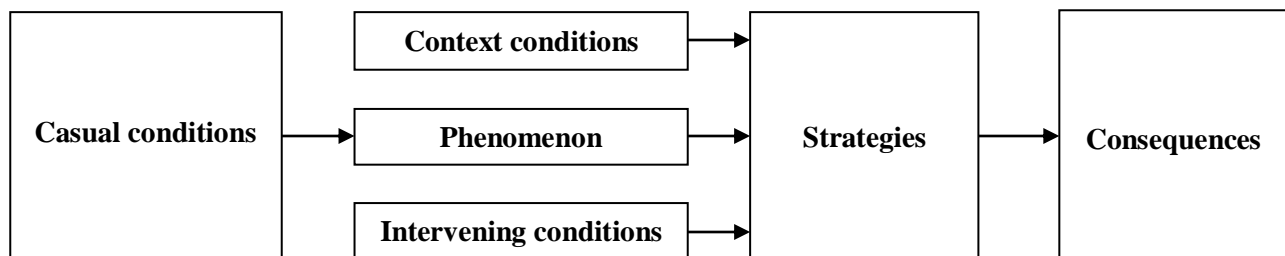


Fig 1: Model suggested by Strauss and Corbin

The third stage of coding involves selective coding. The goal of selective coding is to integrate the different categories that have been developed, elaborated, and mutually related during axial coding into one cohesive theory. In fact, this stage is the process of integrating and improving the theory. Finally, the coding results were presented in the form of a data-driven theory model called the Olympic education model in Iranian schools.

III. Result and Discussion

In codifying the model of Olympic education in Iranian schools, the main categories were expressed in the form of causal conditions, context conditions, intervening conditions, and strategies for implementing Olympic education. Causal conditions in this study included concepts derived from coded cues about the need for Olympic education in schools (Table 2).

Table 2: Result of coding on the causal conditions of Olympic education in Iranian schools
Considering aspects beyond the physical aspect of sport (moral, human, social, etc.)

More attention to sports ethics using a modern model

Considering the Olympics as an attractive and up-to-date topic for students

Familiarity with the biggest sporting event in the world

Helping to make physical education more enjoyable in schools

Familiarity with the Olympic spirit and the human principles that govern it

The use of Olympic champions as a model and guide for students

Covering the emotional, cognitive and psycho-motor domain of physical education

"Considering aspects beyond the physical aspect of sport (moral, human, social, etc.)" is one of the causal conditions and in fact expresses the principle that the Olympics is not just a sport but something beyond it and includes many other concepts. Kohe and Chatziefstathiou (2017) also consider the Olympics as not just a sport and physical philosophy, but as a tool for the advancement of people and communities in all respects (22). "More attention to sports ethics using a modern model" is another factor influencing the causal conditions of Olympic education, Olympic is an attractive phenomenon for young people and it is potentially a modern and up-to-date educational philosophy (23). In today's modern world, many countries accepted Olympic philosophy as an international concept. Its transnationality is one of the unique characteristics of the Olympics and the philosophy that governs it, which is very effective in today's contradictory world. "Considering the Olympics as an attractive and up-to-date topic for students" Due to the constant work of the International Olympic Committee in this field and also holding Olympic games every four years, which causes updates of examples and events, is an important factor in the attractiveness of the Olympics for Students. The world is constantly evolving, and Olympic philosophy and education must be constantly evolving to move forward with time. The popularity and spread of sport is due to globalization and the spread of modernity in the last fifty years, as well as the generality of the Olympic movement (24). Schantz (2016) stated that the Olympics are the interpretation of the idea of humanism in its purest form and most influential in the last century (25). The similarities between the Olympics and modernity show the dynamism of the Olympic movement, the Olympic movement must be ready, not for a revolution but for the process of evolution, a process that can ensure the constant attention of societies to the Olympic movement. "Familiarity with the biggest sporting event in the world" was one of the other important issues that was included in the causal conditions, which in fact illustrated that regardless of the moral, social and cultural aspects that govern the Olympics, learning about the largest sporting event of the world itself is considered a productive case. "Helping to make physical education more enjoyable in schools" is also a recurring theme in interviews. In this regard, Siljak and Djurovic (2017) stated that Olympic education is an important and fundamental part of the Olympic movement and theories of physical education (9). As we know, teaching physical education and the Olympics as a complement can be a factor in enriching both areas. Implementing Olympic education in the educational system can be very beneficial. Olympic education can include Olympic knowledge, discussing the Olympic spirit and promoting the

concept of the Olympics. In addition, it can increase the depth of knowledge related to the Olympic movement and also the need for Olympic education. Combining sport with culture and education increases participation in physical activity, as well as providing an ideal opportunity to promote values. "Familiarity with the Olympic spirit and the human principles that govern it" including peace, friendship, respect, cooperation, solidarity, etc. are other issues that were considered as causal conditions. In today's societies where priorities are economic values and consumerism, the Olympics can replace the spirit of discrimination and violence with peace and friendship. The next factor is "The use of Olympic champions as a model and guide for students", which due to the popularity and attractiveness of athletes for students can improve the quality of physical education in schools in all areas. The National Olympic Committee of Canada (2012) illustrated in a project entitled "Where Are They Now?" that past athletes are role models for students and shares their experiences, stories, and recommendations for students (13). Also, "Covering the emotional, cognitive and psycho-motor domain of physical education" is one of the unique features of the Olympics as a modern and contemporary event that makes the need for Olympic education in schools very important. The fact that the Olympics have educational aspects in all three domains of emotional, cognitive and psycho-motor shows the undeniable capability of this philosophy in the field of education.

In the data analysis, items were considered as context conditions that can specifically affect the Olympic teaching strategies in schools. The results of coding on the Olympic education contextual conditions are shown in table 3.

Table 2- results of coding on the Olympic education contextual conditions	
1- Ministry of education	Providing a codified and systematic program of Olympic education Holding educational courses for teachers Providing the necessary facilities and equipment Matching the educational methods with the Iranian culture Holding Olympic days or weeks and sports-artistic competitions related to the Olympics Providing a structured Olympic education program
2- Schools	Proper implementation of educational programs Attention to Olympic education as part of the physical education course Cooperation for the implementation of operational parts of Olympic education
3- Teachers	Updating information about Olympics Understanding the emotional and cognitive aspects of the Olympics Perform as a role model in the field of Olympic ideals

Collaborating with other teachers to develop Olympic integration
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The items that were considered as context conditions included three groups: the Ministry of Education, schools and teachers. In the present study, "Providing a codified and systematic program of Olympic education" was recognized as one of the effective factors in the Ministry of Education. No institution in Iran has a long-term program for Olympic education, and if there were any, the programs were short-term and cross-sectional (18). "Holding educational courses for teachers" is another issue under the control of the Ministry of Education. One of the most important factors in Olympic education is considered by teachers as valuable human resources. Chelladurai and Kerwin (2018) illustrated that one of the most important resources to promote the educational strategies is human resources and in educational system of each country, teachers play this important and undeniable role in Olympic education (26). Based on previous findings in the field of knowledge about Olympics, the level of knowledge among Iranian teachers was examined and the need to hold educational courses for them was clearly demonstrated (18). Also in the Chinese curriculum, one of the main sections was teacher's education included activities such as publishing books and publications for teachers, as well as holding courses for them (27). "Providing the necessary facilities and equipment" is one of the main tasks of the Ministry of Education. Of course, one of the advantages of Olympic education is that it does not need expensive equipment and tools, and all the required facilities are the basic items of any educational organization. "Matching the educational methods with the Iranian culture" was also recognized as a part of the duties of the Ministry of Education of Iran. In the Olympic movement, special attention should be paid to the ancient traditions, cultures and sports of each country. At first, according to the Islamic culture of Iran, it seems that there are interactions with the Olympics, but with further study in the field of the Olympics and the principles and values that govern it, it is seen that there are overlaps between many Islamic and the Olympics principles. These are not in conflict with each other, but they can lead to great synergy in the cultural, moral and social fields. "Holding Olympic days or weeks and sports-artistic competitions related to the Olympics" should be another concern of the Ministry of Education. Olympic day and week ceremonies are held in most countries as one of the methods of teaching Olympics and also in Iranian schools, but the quality of these ceremonies varies between different countries. In Canada, due to the importance of holding this event, a coherent content and program is presented. These programs implemented in the form of sports events during the Olympic day and week at the community, school and university levels. In Australia, by inviting the champions of each city, they prepare the context for the enthusiastic presence of students in the ceremony (18). In Iran, this ceremony is held in some schools, which should be more principled and expanding this protocol in all schools and using of sports professionals and champions in each city, made the program more productive. Finally, "providing a structured Olympic education program" in the Ministry of Education should be considered in principle. Olympic education centers exist in most countries. According to a list published in 2020 on the official website of the International Olympic Committee, Iran was one of the few countries that has no Olympic Studies Center in any of the relevant institutions. While these study and education centers are the core of the activities of countries in the development of Olympic education, which shows its importance for promoting of Olympic education. The existence

of a structured program in the country's educational system that is responsible for promoting and updating knowledge in the field of Olympic education, can help to advance the Olympics faster and with better quality in schools and among students.

In the field of schools, "proper implementation of educational programs", "attention to Olympic education as part of the physical education course" and "cooperation for the implementation of operational parts of Olympic education" were identified. First of all, the views of principals and people that works in schools are important. As the principal's attitudes toward the Olympics and its educational philosophy change, their motivation to participate is increased and they become more involved with Olympic education programs. This programs persuade school principals to pay more attention to sports and thus gain a positive view of physical education through Olympic education. In general, primary and secondary schools are the first helpers in understanding the ideals of the Olympic movement (28). The ultimate goal is to provide a program for each country that promotes values through education (29). Olympic education is not just about explaining, it is about trying to promote real life values. There should be an emphasis on staying in schools, staying away from drugs and avoiding violence. School's physical education classes are the best opportunity to advance the principles and values of the Olympics. Teaching the values of the Olympic movement is very deep and the learning process must be practical and conceptual, students must understand the values of the Olympics in a theoretical and practical ways. The most important part of teaching Olympics is in physical education, but the scope of this education is not limited to physical education. Olympic education can be implemented in courses such as art, painting and music in elementary school and in social science courses in high school. Students will understand the importance of Olympic ideas if they educate in different subjects about the evolution of the Olympic movement, the history of the Olympics, and the important concepts of the Olympic spirit.

In the field of teachers, "Updating information about Olympics" was highly regarded in interviews with experts. Olympics is a knowledge base that is constantly being updated by the International Olympic Committee and related institutions such as the International Olympic Academy and the Coubertin's International Committee. So it is essential for teachers to improve their knowledge and increase knowledge of the Olympics. "Understanding the emotional and cognitive aspects of the Olympics" is another important issue for teachers. Most of people consider Olympics to be a symbol of physical characteristics, while there are many cognitive and emotional aspects within it that need to be learned. Naul et al. (2017) stated that the Olympics in addition to focusing on physical progress, also pays special attention to students' social and moral behaviors, thereby increasing children's enthusiasm and acceptance of sport and activity (13). Olympic education will affect self-esteem, stress, and depression, as well as improving their academic achievement (30). "Perform as a role model in the field of Olympic ideals" is the next item extracted from the interviews. Most of the experts interviewed agreed that the teachers can teach the Olympics who believes in the principles and values of the Olympics themselves. Binder (2020) stated that teachers are one of the most important parts of the Olympic education process and their adherence to the principles of the Olympics can increase the effectiveness of education (5). "Collaborating with other teachers to develop Olympic integration" was also recognized as an important factor for teachers. Sukys et al. (2017) stated that Olympic education is not only used in physical education classes but can also be used in art, language, math and many other science classes, and

can even be the subject of many extracurricular activities (28). Kohe (2015) also stated that the most important part of Olympic education is formed in the physical education course, but the scope of these educational process is not limited to the physical education course (31). Meghdadi et al. (2018) illustrated that there is no textbooks about Olympics and also no attention has been paid to integrating the concept of the Olympics with other subjects in Iranian schools, and a systematic plan in this regard should be submitted to the Ministry of sports and Youth and Ministry of Education to make the necessary studies and decisions (18). Cases were considered as intervening conditions that could generally affect Olympic education strategies. Table 3 is shown the results of coding about the intervening conditions of Olympic education in Iranian schools.

Table 3: Results of coding about the intervening conditions of Olympic education in Iranian schools
Financial resources
Hardware facilities
Human resources
Professional skills
Integrated approach to education
Effectiveness
Knowledge resources
Attraction for students
Cultural factors

These conditions are not limited to Olympic education and can be effective in any field and content of educational system. "Financial resources" is one of the important interfering factors in all educational content. Budget is one of the most important resources needed in any educational project, and certainly Olympic education in any organization needs financial support. Girginov (2018) considered that public sector investment is the main source of funding for Olympic education in countries (32). Dubinsky (2019) stated that regarding the lack of governmental resources, the role of private sponsors in Olympic education is so important. "Hardware facilities" are much needed in some Olympic education approaches, especially in those that deal with the physical and motor aspects. Some methods of Olympic education are applicable in the normal environment of any school, but some other methods require standards in sports facilities and spaces. In Iran no study has examined the facilities and hardware provided in schools to implement Olympic education programs (18). "Human resources" were identified as other interfering factors in Olympic education. Most of the experts in their interviews emphasized on the

importance of human resources in the quality of Olympic education programs and stated that committed human resources, even in the absence of other resources, can have a positive effect on Olympic education quality. But even in the situations where there is no adequate human resources, Olympic education is disrupted. Galan et al. (2020) and Sarkauskiene (2020) also noted the important role of manpower in Olympic education and stated that one of the most important resources of any organization to promote the educational strategy is manpower. "Professional skills" is another factor in choosing a training method, which means job-related skills that are part of an educational strategy. In the field of Olympic education, professional abilities can be taught to athletes by considering sport as a job. The "Integrated approach to education" was identified as another general factor influencing Olympic education. The existence of this approach in the education system can be a great help to the Olympics (as an interdisciplinary subject) to be integrated with other subjects such as art, community-related subjects, mathematics and physics, etc.). Naul et al. (2017) stated that the integrated approach in France schools was done using books provided by the French National Olympic Committee (13). The research of Meghdadi et al. (2018) stated that in Iran the educational system pays insufficient attention to integrated approaches in this field and the use of the Olympics and related concepts in other textbooks is very limited (18). "Effectiveness" indicates the importance of an effective teaching method or approach to students. Sukys et al. (2017), Sakiz (2017) and Winnick and Porretta (2016) showed the significant effect of Olympic education courses on students in various fields of cognitive, emotional and psychomotor skills (28, 34,35). These courses should implement continuously in Iran as well, so more students are influenced by the Olympics and its perspectives. "Knowledge resources" was not mentioned as a limitation in the interviews, but due to the fact that these resources are constantly being up-to-date, its proper updating was considered. There is no specific source and textbook in the field of Olympic education in Iranian schools, and this highlights the need to pay attention to knowledge resources in the Iranian educational system. "Attraction for students" is a factor that regarding the inherent attraction of sports, seems unlikely to be a problem. Of course, this factor indicates the need to identify and pay more attention to these attractions in Olympic education planning. "Cultural factors" are considered as one of the most important and influential factors in the Olympic target population, which includes young people, and Iran, with over 15 million students (36), is one of the youngest populations in the world. The intertwining of Olympic education and culture is also evident in the structure of the International Olympic Committee, where the Education and Culture Commissions are considered side by side and interrelated.

Strategies in this study included approaches and methods that can be implemented to establish Olympic education in schools, which includes four approaches, which are shown in Table 5.

Table 5: Results of coding about the strategies of Olympic education in Iranian schools
Knowledge-based approach:
Textbooks for schools
Holding courses and workshops for students

Publication of journal in the field of Olympic Olympic software packages Computer games with the theme of Olympic training
Experience-centered approach: Holding one-day tours with an Olympic theme Holding celebration for champions by students Olympic-themed art competition Olympic-related theater and anthem Holding an Olympic day and week by students
Motor skills-based approach: Holding the annual Olympic festivals Holding competitions with an Olympic pattern
Life-world centered approach: Combining Olympic values with social challenges of students Teaching social issues using the experiences of champions Talking to champions in the field of Olympic values and its relationship with modern life Online communication with the athlete

"Textbooks for schools" is one of the sub-methods of the knowledge-based approach, which is considered one of the most common methods in the field of Olympic education. Canada, Greece, China and Australia had good activities in this field with different titles of textbooks for students. Stolyarov and Rodichenkoy (2017) stated that two books on Olympic education have been published in Russia for schools and universities. "Your Olympic booklet" is used for primary and secondary school students (37). Cahill and Baka (2017) also referred to the publication of educational books in the study of Olympic education in Australia (38). Iran has not published any textbooks on Olympic education in schools or universities, but many general books have been published by the National Olympic Committee and other publishers. Most of them were related to the different part of physical education major and the only book of Olympic education that was published in 2012 by the Iranian Physical Education Research Institute can be considered as a specialized source for Olympic education (18). "Holding courses and workshops for students" is another educational method of knowledge-based approach. Danilova et al.

(2020) stated that holding workshops and educational courses is one of the common methods in teaching Olympics to the students (39). "Publication of journal in the field of Olympic" is the next item in the knowledge-based approach. Hong et al. (2008) declared that before the Beijing Olympic, the publication of journals was one of the ways of teaching Olympic and they also considered the publication of educational journals for students and teachers as one of the Olympic education policies in China (40). "Olympic software packages" and "Computer games with the theme of Olympic training" are considered up-to-date methods for Olympic education. Safari et al. (2012) stated that with the exception of Iran and Greece, most of the countries have Olympic education websites that included online textbooks, computer games, introducing Olympics and Olympians, sports stories, sports and educational software (41).

In the field of experience-centered approach, "Holding one-day tours with an Olympic theme" was considered an appropriate educational method. Holding tours for students can be very effective. These tours can be held in the Olympic Camp, Olympic Academy, Olympic Museum, Olympic-related competitions, etc. Binder (2020) also noted that "Holding celebration for champions by students" draws students' attention to the culture of volunteerism and also strengthens their responsibility (5). "Olympic-themed art competition" and "Olympic-related theater and anthem" are among the methods that combine art and sports. Varfolomeeva and Surinov (2016) considered the relation between Olympic and art as one of the most important aspects of the Olympics (42). This relationship between art and sports in the Olympics is not considered in the Iranian education system. There are no trace of this combination in textbooks or in physical education, although every year the International Olympic Committee holds artistic competitions about Olympics for students around the world. "Holding an Olympic day and week by students" is also used as an Olympic teaching method in most countries. Canada and Australia are very cautious in this regard. Binder (2020) considered the holding of these festivals to make students more and more familiar with the Olympics, but stated that temporary programs have little effect and if it is possible these programs should be done continuously (5). Holding these events by students make them more familiar with the philosophy of volunteering, which is one of the goals of the Olympics.

"Holding the annual Olympic festivals" and "Holding competitions with an Olympic pattern" were among the teaching methods of the motor skills-based approach. Naul et al. (2017) stated that a close acquaintance and touch of a small Olympic-like sporting event can be very enjoyable for students and increase their interest in the Olympics and the values that govern it (13). Familiarity with the various components of a sporting event such as the opening and closing ceremonies, Awarding medals, torch, etc. can be done in the form of these methods and also introduce the philosophy of sports volunteering to students. In Iranian schools it seems that due to the limitations of the schools, this plan has not been fully implemented.

Also in the present study in the field of life-world centered approach, "Combining Olympic values with social challenges of students", "Teaching social issues using the experiences of champions", "Talking to champions in the field of Olympic values and its relationship with modern life" and "Online communication with the athletes" became the most effective methods. All methods pay special attention to the social role of sports and due to the many problems that today's societies have in the social field, the function of these methods is very important.

Generally, in the education system of Iran, not only the subject of Olympic education is not yet in its proper place, but also the method and process of education is facing many problems, because of various reasons, all efforts are merely on memorization (not learning) and the efforts of many instructors are also focused on completing the task of teaching. In fact, the situation of students in the past years shows that despite the actions taken to improve the educational system, but still the training of moral and spiritual and skills is insignificant. Olympic education improves social responsibility which is based on the social concern of Olympic. Communication between students and athletes is so effective on children's mind and behavior. Schools are the most important place for children to learn social responsibility through Olympic and by implementing Olympic education in schools, social and moral behaviors of students will be improved. Nowadays, developed countries (like Canada, New Zealand, Australia and United States) pay more attention to new approaches and methods of Olympic education. Regardless to the strategic and fundamental actions that should be done to optimize Olympic content in education system, different and also effective executive actions exists that can impress student so much. Implementation of the Olympic education model that present in this study is one of the ways to upgrade the quality of physical education classes, train students and also improve the social and cultural situation of society. According to this plan, modern educational systems need to review all aspect of education and specially physical education lessons, Olympic education is one of the most attractive and updated educational approach in the world.

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