

# The Role of International Organizations in Shaping the Educational Policy for Higher Education and the First Historically Identified Evaluation Efforts of the Greek Academy of Somatic Education, in the 20th Century

Chris Lamprou<sup>1</sup>, Dimitrios Foteinos<sup>2</sup>, Nikitas Nomikos<sup>3</sup> & Kondylo Terzi<sup>4</sup>

<sup>1</sup> School of Philosophy & School of Physical Education and Sports Sciences, National and Kapodistrian University of Athens, Greece

<sup>2</sup> School of Philosophy, National and Kapodistrian University of Athens, Greece

<sup>3</sup> School of Health Sciences & School of Physical Education and Sports Sciences, National and Kapodistrian University of Athens, Greece

<sup>4</sup> School of Economics and Political Sciences, National and Kapodistrian University of Athens, Greece

Correspondence: Chris P. Lamprou, School of Philosophy & School of Physical Education and Sports Sciences, National and Kapodistrian University of Athens, Greece. E-mail: [chrislamprou@gmail.com](mailto:chrislamprou@gmail.com)

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## Abstract

This paper focuses on the presentation of data which are related on the one hand to the role of International Organizations in shaping the educational policy for Higher Education (with an emphasis on Physical Education and Sports Sciences) and on the other hand to the first historically identified efforts to evaluate a higher education institution of Physical Education and Sports Sciences in Greece. Official texts and reports of International Organizations such as International Council on Health, Physical Education and Recreation, United Nations Educational, Scientific and Cultural Organization, and Council of Europe were studied for the period 1950-1970, according to which their important role and influence in the shaping of educational policy both in Greece and in many other countries was revealed. Regarding the formulation of the educational policy for Higher Education in Greece, the results of the research demonstrate the role that International Organizations played in the initial evaluation efforts concerning the National Academy of Somatic Education which was the only public tertiary education institution for Physical Education and Sports Sciences in Greece at the time and which subsequently was upgraded into the School of Physical Education and Sports Sciences in the National and Kapodistrian University of Athens.

**Keywords:** educational policy, evaluation, international organizations, history of education

## 1. Introduction

The aim of the paper is to present important findings that derive mainly from primary sources and highlight the influence that specific International Organizations (IOs) had in the formulation of the educational policy of Greece and especially in terms of Higher Education. The influence exerted by the IOs led to the first (historically identified) evaluation efforts of a Physical Education and Sports Sciences (PESS) Tertiary Education institution in Athens in the 20th century.

The article is organized as follows. The section following the Introduction presents the research questions and the research methodology. The third section discusses the role played by important IOs that tried over time to influence the field of educational policy in Higher Education. The fourth section presents the Physical Education (PE) Greek experts who represented Greece in important IOs' activities. The fifth section focuses on the presentation and analysis of the findings concerning the educational policy of the IOs mainly in terms of Higher Education of PESS. In the last section, the conclusions are recorded which result from the overall presentation/analysis that preceded, as well as from the critical and comparative consideration of the relevant data.

## 2. Research Questions—Methodology

The research presented here focuses on gathering and processing data, which are related to the following two research questions: 1) “what was the role of IOs (with a starting point in the decades of their establishment) in the formulation of policy for Higher Education (with an emphasis on PESS) in Greece?” and 2) “what are the first historically identified efforts to evaluate a Tertiary Education institution of PESS in Greece?”. The period under study concerns the decades 1940-49, 1950-59, 1960-69. The main sources of information for the research material were a) important official texts by IOs in English which concern specific activities and collaborations at the international level (with the main theme regarding professional training of PE teachers) and b) relevant Greek bibliography. The work was mainly based on primary sources and data. Specifically, research focused on reports of IOs that reveal the participation of Greek senior executives of the PESS sector in procedures and conferences organized by Educational, Scientific and Cultural Organization of the United of Nations (UNESCO), Council of Europe (COE), and International Council on Health, Physical Education and Recreation (ICHPER). The relevant processes and conferences that we have studied concern the post war period 1950-69. Additionally, the role of the personal archives of the first Physical Education Counselor of the Pedagogical Institute in Greece in 1964, Ionas Ioannidis was decisive in the research (Lamprou, 2016; Lamprou, Bournelli, Nomikos & Melistas, 2021). The research methods which were used are: a) the study of sources, data and records and b) content analysis. The analysis and processing of archival material was chosen as the main technique for the study of archives. Data entry tables and coding tables were used for the implementation of file analysis (Dimitropoulos, 2004).

## 3. Important International Organizations and Their Role in Educational Policy for Higher Education

The IOs which were established in the decade 1940-1949 tried to intervene in the educational policy of many countries through their respective operating frameworks and to influence educational policy at a global level diachronically (Vergidis, 1982; Kogan & Healy, 2003; Pantidis & Pasiias, 2003; Pasiias, 2006; Pasiias, 2016).

The IOs which participated and/or influenced the educational policy (and especially in Tertiary/Higher Education) of many countries, at a global level, are in order of establishment: the World Bank which was founded in 1944 (World Bank, n.d.), the Educational, Scientific and United Nations Educational, Scientific and Cultural Organization (UNESCO) which was founded in 1945 (UNESCO, n.d.), the Organization for Economic Co-operation and Development (OECD) which was founded (as OEEC) in 1948 (OECD, n.d.), and the Council of Europe (COE) which was founded in 1949 (COE, n.d.).

It should be noted that the aim of the present study is neither the historical consideration of each IO separately, nor the investigation of the ideological, political and philosophical aspects of the establishment and long-term operation of the IOs and their legitimizing “discourse” (Pasiias, 2016) in national educational matters. This research discusses the different degrees of “power” with which they exercise some “functions”, in terms of shaping Higher Education policy. These “functions” are described, according to the researchers, as “legal”, “financial”, “regulatory influence”, “research promotion”, “dissemination-publication” (Kogan & Healy, 2003).

According to the specific research common characteristics are found between the IOs, in terms of the exercise/use of these “functions/powers”. That is, after all, IOs efforts to influence policy and practice through various forms of “normative influence” (such as conferences, publications, and the identification of good practice) and these processes are always supported, to varying degrees, by research, as well as by disseminating the results and consulting others. However, there are also differences between IOs, in terms of the power they have to exercise/use these “powers”, through funding or legal capabilities (Kogan & Healy, 2003).

The COE and the European Commission appear to have an enhanced degree of authority to exercise the legal «function» over time. For example, the COE expects compliance once a country has voluntarily signed one of its conventions. That is, its members are not obliged to accept the provisions of its various assemblies, but once they do, they are bound to implement them (Kogan & Healy, 2003). On the contrary, UNESCO expects of all the countries participating in its actions to respond, mainly through the other «functions», that is, through “regulatory influence”, “research promotion”, “dissemination-publication” (Kogan & Healy, 2003).

In many cases, IOs cooperate with each other, however the way in which the COE operates is characteristic, including working groups that work together with the European Commission on specific problems. The close cooperation of the COE with UNESCO is typical (Kogan & Healy, 2003). Furthermore, these IOs have tried throughout time to influence the policies and practices of countries in several “activity areas” of Higher Education, such as evaluation and quality, certification and quality assurance, administration, study program, teaching and learning methods, research policy, internationalization (Kogan & Healy, 2003). The cooperation between IOs, especially in matters of higher education, is also identified in actions related to the long-term operation of the institution of Higher Education of PESS in Athens, during the period when it was still operating as the National

Academy of Somatic Education (NASE) (1939-1983) (Government Gazette 469, 1939).

ICHPER was officially founded in Rome, Italy in 1958. The theme of the 1<sup>st</sup> world congress (1958) was “*Child Health and the School*”. The fundamental principles of the Organization were approved at the 2<sup>nd</sup> congress, at Washington DC (USA) in 1959. Since then, there have been several world congresses, regional congresses and numerous forums, conferences and symposia. From the beginning, ICHPER was a member of the World Confederation of Organizations of the Teaching Profession (WCOTP) which assisted with organizing conferences. Since 1958, ICHPER has been closely affiliated with the UNESCO as a Non-Governmental Organization (NGO) (Hircock, 1988; Yang, 2004).

The ICHPER name was extended to include “Sport” and “Dance” (ICHPER-SD) in Yokohama, Japan in 1993. ICHPER-SD is registered in the USA as a non-profit charitable and educational organization (Lynch, 2015). ICHPER-SD shares a vision and common purposes with organizations such as Society of Health and Physical Educators (SHAPE America) and Australian Council for Health, Physical Education and Recreation (ACHPER) but specifically has an international focus (Lynch, 2015). The ultimate purpose of ICHPER is to pursue and exchange scholarly knowledge amongst individuals and appropriate groups in the fields of health, physical education and recreation, focusing primarily on the process of teaching and learning, curriculum and program development, the administration and organization of programs and the effects of physical activities on the holistic well-being of children, young people and adults and on their emotional, social and spiritual development (Kane, 1989).

ICHPER SD is a membership-based international, umbrella organization with a membership that includes professors, teachers, researchers, coaches, educators and administrators from the fields of Health, Physical Education, Recreation, Sport and Dance (HPERSD) and other related areas, as well as educational or research institutions and departments, colleges and universities, governmental and non-governmental national and international organizations (ICHPERSD, n.d.). ICHPER SD has been working in a partnership with many organizations with similar aims, such as International Olympic Committee (IOC), World Health Organization (WHO) (WREA, n.d.).

#### **4. Greek Representatives in Educational Policy Activities of International Organizations**

During the period under investigation, there were governmental institutionalized bodies in Greece which were responsible for the formulation of educational policy at the three educational levels (Primary, Secondary and Tertiary Education). Specifically, these bodies were the Directorate of PE, the Supreme Council of Education (1937-1964) and the Pedagogical Institute, at the Ministry of Education (1964-1967) (Lamprou, 2016; Lamprou et al., 2021).

Members and senior executives of these governmental institutionalized bodies were also the personalities identified to represent the country in specific activities and collaborations of ICHPER, UNESCO and COE. In particular, the following executives played an important role in shaping the educational policy for PESS in Greece: a) Evangelos Kalfarentzos, Director of PE at the Ministry of Education, b) Basil Orfanidis, Inspector of PE in the Prefecture of Thessaloniki, c) Ionas Ioannidis, PE Counselor of the Pedagogical Institute at the Ministry of Education.

Specifically, the first historically identified activities of IOs (see Table 1) was with the participation of the Director of PE Evangelos Kalfarentzos (Lamprou, 2016). The program he participated in was completed in 1963 and was a collaboration mainly by ICHPER and UNESCO (ICHPER & UNESCO Questionnaire Report Part II “Teacher Training for Physical Education”, 1963; ICHPER & UNESCO Questionnaire Report Part III “Status of Teachers of Physical Education”, 1963).

The second administrative officer was Inspector of PE Basil Orfanidis. The program in which he participated was completed in 1964 (COE “Training the trainer”, 1964) and was an initiative primarily of COE.

The third administrative officer was PE Counselor Ionas Ioannidis (Lamprou, 2016; Lamprou et al., 2021). The program in which he participated was completed in 1968 and was a collaboration mainly of ICHPER and UNESCO. The specific activities were a revision of the corresponding ones completed by the same bodies in 1963, with the then participation of Evangelos Kalfarentzos (ICHPER & UNESCO Questionnaire Report Part II “Teacher Training for Physical Education”, 1968; ICHPER & UNESCO Questionnaire Report Part III “Status of Teachers of Physical Education”, 1968).

Table 1. Greek Representatives in Activities of International Organizations

a/a	Initial Activities of International Organizations	IOs that participated in the surveys-reports	Years that "run" the surveys	Reports-Results of surveys	Participation of Greek Public Administration Officers
1	3 <sup>rd</sup> ICHPER Conference (1960), Amsterdam (Holland) Conference theme: «Physical Education's contribution to Education»	ICHPER UNESCO AAHPER	1960-1963	a) «Physical Education and Games in the Curriculum (Questionnaire Report Part I)»* b) «Teacher Training for PE (Questionnaire Report Part II)» c) «Status of Teachers of PE (Questionnaire Report Part III)»	<b>Evangelos Kalfarentzos,</b> Director of PE at the Ministry of Education
2	Meeting at Centre Regional d' Education Physique et Sportive of Strasbourg-Koenigshoffen in France (1964), organised by the Director of the Centre and the Secretariat of COE	COE	1964	«Training the trainer, a suggested program for general leaders of physical recreation and sport»	<b>Basil Orfanidis,</b> Inspector of PE in the Prefecture of Thessaloniki
3	3 <sup>rd</sup> ICHPER Conference (1960), Amsterdam (Holland) Conference theme: «Physical Education's contribution to Education»	ICHPER UNESCO AAHPER	1963-1968	a) «Physical Education and Games in the Curriculum (Questionnaire Report Part I)»* b) «Teacher Training for PE (Questionnaire Report Part II)» c) «Status of Teachers of Physical Education (Questionnaire Report Part III)»	<b>Ionas Ioannidis,</b> PE Counselor of the Pedagogical Institute at the Ministry of Education

Note. \* For the purposes of this study the Reports II and III were analysed.

## 5. Important Activities of International Organizations for Higher Education in PESS

### 5.1 International Council for Health, Physical Education, Recreation (ICHPER) & United Nations Educational, Scientific and Cultural Organization (UNESCO)

#### 5.1.1 Participation of Evangelos Kalfarentzos

The first and second congress of International Council for Health, Physical Education, Recreation (ICHPER) took place in Rome (Italy) and Washington (USA) in 1958 and 1959 respectively. Both congresses were entitled «Child Health and the School» (ICHPER & UNESCO-Part II, 1963; Hircoc, 1988; Kane, 1989). In 1960, the third congress of ICHPER took place in Amsterdam (Holland) and was entitled «Physical Education's contribution to Education». This congress was the starting point for an ambitious survey at a global level which had three parts entitled as «Physical Education and Games in the Curriculum-Questionnaire Report Part I», «Teacher Training for Physical Education-Questionnaire Report Part II», «Status of Teachers of Physical Education-Questionnaire Report Part III» respectively (ICHPER & UNESCO, 1963).

The program of the three parts of the aforementioned survey has also as a starting point the conference of the World Confederation of Organizations of the Teaching Profession (WCOTP) of which ICHPER was a member. This conference took place in 1960 and was entitled «Child Health and the School» (WCOTP, 1959; ICHPER & UNESCO, 1963). Resolutions adopted by the WCOTP Delegates' Assembly in 1960 argued that "every school should provide for an adequate program of PE for all its children designed to improve their physical and mental health and their social adjustment and that teachers should be given adequate training to discharge these responsibilities" (ICHPER & UNESCO, 1963, p. iii).

The executive committee of ICHPER believed that a report concerning the professional education of the PE teachers in different parts of the world was a necessary first step. Based on this knowledge, concerning the current

practices and conditions, would ICHPER be able to help their members in defining a better way for improving the professional standards in their countries (ICHPER & UNESCO, 1963).

The survey of the “Status of Teachers of Physical Education” “grew out of the interest expressed by ICHPER delegates at the 1960 Amsterdam meeting in the status of physical educators within the education profession. It was also made clear at the Amsterdam meeting that ICHPER member organizations believed that the findings of this study should be circulated widely in order to give educators everywhere a basis for examining and comparing conditions existing in other parts of the world” (ICHPER & UNESCO, 1963, p. v). “The Assembly of Delegates of the Teaching Profession reflected the same concern and officially expressed a desire to determine the relationship of PE to other disciplines within the teaching profession” (ICHPER & UNESCO, 1963, p. v).

The design of the questionnaires of these surveys/reports continued in the following years and they were redefined with the cooperation of ICHPER delegates to both the New Delhi Congress in 1961 and the Stockholm Congress in 1962 (ICHPER & UNESCO, 1963).

It should be noted at this point that the American Association for Health, Physical Education, and Recreation (AAHPER) was also involved in the above-mentioned activities whilst the UNESCO seems to have had a leading role (ICHPER & UNESCO, 1963).

UNESCO developed since then a long lasting productive and dynamic cooperation with the same or other IOs and organizations and produced a variety of activities with a specialization in the field of PESS (Yang, 2004; Lynch, 2015) both on financial level as well as on consultation level (ICHPER & UNESCO, 1963; ICHPER & UNESCO, 1968).

At the same time, IOs set as a goal the implementation of similar surveys concerning the same areas of interest within the following three to five years (ICHPER & UNESCO, 1963). A goal which was finally achieved (ICHPER & UNESCO, 1968).

The three aforementioned reports were completed in 1963 with the decisive participation of the respective senior administration officers of each participant country as was Evangelos Kalfarentzos, the Director of PE at the Ministry of Education in Greece (ICHPER & UNESCO, 1963).

#### «Teacher Training for PE–Questionnaire Report Part II»

The report entitled «Teacher Training for Physical Education» records data from fifty-one (51) countries (see Table 2), regarding three main points, namely: a) the organization of educational institutions of PE teachers of each country, b) the PE activities and courses that are included in the educational institution, c) the graduation requirements and years of study needed.

It is expressed the view that as the most questionnaire studies, the data reported give a better insight into quantity than quality. However, it is also argued by the people in charge of the study that the responses give a world-wide overview of key aspects of teacher training for PE and can serve as a basis for further study (ICHPER & UNESCO, 1963; Questionnaire Report Part II, p. 1).

The above-mentioned study records information concerning (among others) the following:

- 1) The institutional body that is responsible for the design of the PE training program (e.g. the Ministry of Education or other statutory body or a collaboration of institutional bodies).
- 2) Whether there are institutes or training institutions exclusively for PE teachers and/or for teachers of other disciplines.
- 3) The respective number of the specific institutes or training institutions in each country.
- 4) The academic years of study/training that are required.
- 5) The usual (acceptable) entry age for study at the PE training institutions.
- 6) The education provided (or not) for each educational level (e.g., Primary, Secondary, Middle, High School).
- 7) The number and identity of the physical activities offered and/or required (compulsory courses) for the preparation of PE teachers who will be teaching at every level of education.
- 8) The number and the identity of general/theoretical courses which are offered and/or are required by the PE training program.
- 9) The specialization in specific physical activities.
- 10) The possible differentiations in the training of the different sexes (male and female university students).

- 11) Any special characteristic or/and good practices of a PE training program.
- 12) The examination and grading method of the physical activities and the general/theoretical courses.
- 13) The identity concerning the formulation or not of the curriculum of the institutionalized interorganizational training/retraining.
- 14) The implementation or not of training program during the summer period.
- 15) The awarding or not of awards/degrees (etc.) to specific graduates.
- 16) The provision of library services.
- 17) The infrastructure and facilities related to research.
- 18) The additional facilities and logistical infrastructure that are available for the training of PE teachers.
- 19) The details of the participant countries that participated in the survey and the respective officials who represented them (ICHPER & UNESCO, 1963).

#### «Status of Teachers of PE–Questionnaire Report Part III»:

The Questionnaire Report Part III synthesizes information received from forty-eight (48) countries (see Table 2), in response to questionnaires sent to key individuals in each country. The authors of the report claimed that the information they presented in the study, although there may be some omissions, aims to stimulate a continuing effort to improve the status of PE teachers around the world. The information should also help the profession progress by encouraging better working relations among individuals and organizations both within and outside of the scientific field of PE (ICHPER & UNESCO, 1963).

Among other things the specific study records information regarding:

- 1) Whether PE teachers are considered as full faculty members at all educational levels.
- 2) Whether PE teachers participate in formulation of general education policy and the program.
- 3) Whether PE teachers participate in local and central groups to advise on or regulate education policy.
- 4) Participation of PE teachers in international bodies (while it is also recorded the general realization that the greatest interest is observed regarding the organizations related to the various sports).
- 5) Economic status of PE teachers (e.g., average annual salary for PE teachers, differences in salary in terms of rural-urban, men-women, married-unmarried).
- 6) Differentials in salaries and allowances other than salary.
- 7) Salaries of PE teachers compared with other groups or/and other professionals and/or compared with per capita income.
- 8) Data regarding the related professional/union organizations (such as names/titles, aims/objectives, cooperation with other involved bodies such as the respective Ministry)
- 9) Participation of professional/union organizations in development and establishment of educational standards.
- 10) Participation of professional/union organizations in development and establishment of in-service training and short-term training program.
- 11) Participation of professional/union organizations in the development and establishment of merit awards for service excellence.
- 12) Participation of professional/union organizations in the examinations of pupils/students of all educational levels in their country.
- 13) Participation of professional/union organizations in the undergraduate program and the teaching packages.
- 14) Complementary information about the activities of the educational organizations and the central offices of education beyond the professional/union organizations, such as: a) their participation in the development and the establishment of educational standards, b) their participation in in-service training for teachers and short-term training programs.
- 15) Data of the countries that participated in the survey and the respective executives from each country (ICHPER & UNESCO, 1963; Questionnaire Report Part III, pp. 3-94).

### 5.1.2 Participation of Ionas Ioannidis

The three surveys mentioned above were repeated based on the completion of the same questionnaires (with some partial improvement) by the respective responsible executives of each participant country, but now including more countries. According to the instructions of those in charge of these revised surveys/studies, the respective questionnaires should have been returned/sent to them by February 1967 and refer to at least one or up to three academic years (1963-4, 1964-65, 1965-6).

In the "Questionnaire Report Part II, 1967-1968 Revision" a total of eighty (80) countries are included (see Table 2). In the "Questionnaire Report Part III, 1967-1968 Revision" a total of eighty-two (82) countries are included. The results of the surveys were published in separate volumes with the same initial titles and concluded in 1968. In these repeated reports Ionas Ioannidis is identified as responsible for Greece, representing the Ministry of Education (ICHPER & UNESCO, 1968).

In the personal archives of Ionas Ioannidis a relevant questionnaire has been found (Lamprou, 2016; Lamprou et al., 2021) which he sent as a PE Counselor of Pedagogical Institute a few months after his appointment (and during the presidency of the Ioannis Kakridis in the Pedagogical Institute) to the Director of the National Academy of Somatic Education (NASE), Achilleas Drivas (Ioannidis, 1965). The goal was "to inform the Pedagogical Institute on operational issues of the NASE with the perspective of the elaboration of a new organizational structure and operation" (Ioannidis, 1965, p. 1).

The reply document to this questionnaire arrived at the Pedagogical Institute a few months later (20-10-1965) signed by the Director of the NASE Achilleas Drivas and what is written provides a complete picture of the Academy's functioning problems (Drivas, 1965). The evidence of the procedure that has been followed reveals that it is no different to a form of internal evaluation (self-evaluation) of the Academy with the Director of the study program responsible for evaluation (Dimitropoulos 1981; Kassotakis, 1989; Dimitropoulos, 1998; Dimitropoulos, 1999) of the National Academy of Somatic Education (NASE) a Tertiary Education institution.

The questionnaire of Pedagogical Institute is identical to the corresponding questionnaire of the above-mentioned surveys («Teacher Training for Physical Education») but it is also considered as particularly targeted to the operation and administration of the then single PE teacher training institution in Greece, NASE in Athens. The relevance between, the questionnaire sent by the Pedagogical Institute to NASE, with the reports of the International Organizations are related to the following subjects and data:

- a) The students and more specifically number of students enrolled (during the years 1963-4, 1964-5), number of graduates, number of classrooms that functioned, co-teaching/co-education, general problems of studying, methods of conducting examinations and rejection of students (male or female), etc.
- b) The teachers/instructors and more specifically the number of permanent-contractual staff, criteria for recruitment/secondment to the NASE, courses that they were taught, how many hours per week, adequacy/inadequacy of the teaching staff, etc.
- c) The taught subjects of physical activities (Greek traditional dances, Gymnastics, Rhythmic Gymnastics, Basketball, Volleyball, Football, Swimming etc.).
- d) The compulsory taught subjects/courses and the optional taught subjects/courses.
- e) The summer related activities.
- f) The teaching and learning activities, sports facilities and infrastructure.
- g) The library and related services.
- h) The research.

According to Ionas Ioannidis, during his first term of service (1965-1967) as PE Counselor in Pedagogical Institute one of his main activities was the report concerning the upgrade and integration of NASE to a university department. During his official visits at American and European universities as an invited speaker he collected useful information to draft a law with the ultimate goal the establishment of a university department of PESS in Greece (Lamprou, 2016).

His personal archives contain documentation and reports from IOs (among them the ones that are studied in the present article) with recorded valuable related theory and research, a fact that reveals that the specific issue was of great concern to him and he participated in international conferences so that the proposals and the solutions he proposed for the NASE were in line with the international experience, research and practice. In fact, immediately after his appointment to Pedagogical Institute he formally informed the Minister of Education about the issue of

the upgrade and modernization of NASE. He also drafted a law about this issue and he informed the officials in Pedagogical Institute and the Ministry of Education. However, as he seems to reveal eventually, a malfunction and a lack of cooperation occurred as far as the specific planning is concerned (Lamprou, 2016).

At this point it is particularly important to present Ioannidis' proposals which he expressed at every opportunity during his first term of appointment as PE Counselor of Pedagogical Institute (1965-1967) (Lamprou, 2016). The aim of this presentation is to reveal on the one hand the relevance of his proposals to the topics that are researched in the recorded surveys/reports of IOs and on the other hand to become easily evident to the reader or future researcher the role that was ultimately played by all stakeholders involved (IOs, Ministry of Education, Pedagogical Institute, administration executives in PE) in the relevant procedures as well as the interactions between them.

At the same time, the possibility of direct comparisons with later developments is also provided. These developments concern (indicatively) the increase in the duration of the study program of NASE from three to four years, the introduction of specialization in the fourth year of study programs, the establishment of a new branch of the NASE at North Greece in Thessaloniki (Government Gazette 14A, 1970; Government Gazette 65A, 1975) and many organizational and administration changes of the NASE which were introduced by a multitude of laws and presidential decrees (Lamprou, 2016). Finally, the major development was the upgrade of the NASE and its branch into two university departments (Government Gazette 87, 1982; Government Gazette 49, 1983) in the National and Kapodistrian University of Athens and the Aristotle University of Thessaloniki respectively.

As far as the proposals of Ioannidis is concerned, his main position was, even during his first term (1965-1967) as PE Counselor of Pedagogical Institute, the change of the legal status of the NASE to a university department which was finally achieved due to the political instability that took place in Greece (dictatorship 1967-1974) a few years later (in 1982). The president of Pedagogical Institute I. Kakridis as well as executive officials of the Ministry of Education agreed with this specific proposal by Ioannidis (Ioannidou, 1994). The concerns and intentions of Ioannidis were not limited only to this since the change in the status of NASE (and upgrade into university) inevitably meant a series of changes regarding the operation and administration of the institution.

The proposals of Ioannidis during his first term of appointment (1965-1967) as a PE Counselor of the Pedagogical Institute (Lamprou, 2016) were the following:

- 1) The increase in the duration of the study programs from three to four years. The fourth year would be the year of specialization for the students in one of the sports areas of their choice. The measure had already been applied on a large scale in most European countries as a result of the progress in PESS and should be applied in Greece as well.
- 2) The educational activities of the NASE should cover the education of its students as well as all aspects of PESS in Greece. Initially, therefore, it should become the main institutional body for the education and retraining of elementary school teachers in teaching PE either through special training seminars that would take place during summer vacations in the context of the operation of the NASE, or through the creation of a permanent specialized retraining department for teachers in order to obtain a specialization diploma in PE.
- 3) The responsibilities of NASE should include (among others) the retraining of teachers and PE inspectors.
- 4) The NASE should become the main institution for the training of coaches of various sports. All the productive coaching schools of the country had to operate under the guidance of NASE.
- 5) The teaching staff who would undertake the teaching of PE in the NASE as well as in the Pedagogical Academies should be trained immediately. The training should include the primary school teachers as well as the PE teachers.
- 6) The NASE should also become the true beacon of the country, illuminating all aspects of both school and extracurricular PE and Sports. With its research programs it had to find solutions to every relevant scientific problem, while with the completeness of the content of its study programs it had to cover all the theoretical and practical weaknesses of the professional branch of PE teachers (Lamprou, 2016).

As it can be easily understood based on the previous paragraph, the proposals and the work by Ioannidis included not only the PE training in Higher Education, but he was also concerned with Primary and Secondary Education (Lamprou, 2016; Lamprou et al., 2021). The reform efforts of the Pedagogical Institute had as its starting point the proposals that were elaborated during the first term of appointment of Ioannidis (1965-1967) which nevertheless continued in the following years by other senior officials of the Pedagogical Institute. Additionally, we should also emphasize and not overlook the role and the participation of other statutory bodies, such as the institution of Inspectors of PE (an institution which was established earlier to the Pedagogical Institute) as well as the role of the Directorate of PE at the Ministry of Education (Lamprou, 2016; Lamprou et al., 2021). As the research data of the



present study reveal E. Kalfarentzos, who was the Director of PE at the Ministry of Education, had participated and responded to the aforementioned program of the IOs which was completed in 1963. Respectively, B. Orfanidis who was Inspector of PE also participated and responded to the program of the IOs which was completed in 1964 as we discuss in the next section.

## 5.2 The Council of Europe

### 5.2.1 Participation of Basil Orfanidis

At a meeting of the Council of Europe's Cultural Cooperation Council (a working group) at Hennef near Bonn in November 1962, government officials recommended that special attention should be placed on the design of a short-term training program for executives in PE and Sports. It should be pointed out that in many other countries, apart from Greece, we are referring to educational systems that have a different, more decentralized structure.

One of the permanent committees of the COE, the "Out of the school education" Committee, accepted the suggestion of the French representative to organize a meeting about this important subject at the Centre Regional d' Education Physique et Sportive at Strasbourg-Koenigshoffen in France. The meeting took place on 23<sup>rd</sup> January 1964 and was organized with the cooperation of the Director of the Center and the Secretariat of the Council of Europe. In seven days, experts from sixteen (16) countries agreed on an educational program (see Table 2), The expert who participated as a representative from Greece was Basil Orfanidis, Inspector of PE of the Prefecture of Thessaloniki. At the end of the meeting a report was drafted with the title «Training the trainer, a suggested programme for general leaders of physical recreation and sport» (COE, 1964). The report had guidelines concerning the basic training as well as any possible short-term training (and non-formal training) of university students or graduates who were to become teachers of PE, sports coaches, or professionals in the field of PESS. The study concerned both formal and non-formal education. Additionally, it was claimed that the program could be particularly useful for those countries which had not yet established a specific basic training program for the PESS professionals (COE, 1964).

The suggested training program which is presented in the study was a complete proposal, it was compiled according to specific subjects and its individual components were a) the generic/theoretical courses (Management and Leadership methods, Physical Education, Sports, Recreation in modern era, Teaching-Pedagogy, Anatomy-Physiology, Hygiene, First Aid etc), b) the taught subjects of physical activities (Basic Gymnastics, Classical Athletics, Swimming, Team Sports, Games etc.), c) outdoor and summer related activities (Hiking, outdoor living, etc.). The individual components of the program were proposed as percentages and a standard program would have at least five hundred (500) hours of teaching which could be configured according to the special needs and the training facilities/infrastructure/equipment that each country had at each disposal.

In the case of Greece, and despite the national legislation that had been processed since the above-mentioned scientific meeting took place in 1964 and up until the year 1982 when the NASE was upgraded to become a university department, no evidence has been found from primary sources to prove that the suggestions of this scientific meeting influenced the post 1964 operation of the Greek training institutions for PE teachers (Lamprou, 2012).

Table 2. Participant Countries in the IOs' Educational Policy Activities

Years that "run" the surveys	Reports-Results of surveys	Participant countries
1960-1963	1b) «Teacher Training for Physical Education» (ICHPER & UNESCO, Questionnaire Report Part II	Afghanistan, Argentine Republic, Austria, Belgium, Bolivia, Bolivia (Cont.), Brazil, Burma, Cambodia, Chile, China (Republic of), Colombia, Congo-Leopoldville, Cyprus (Gr. C.), Cyprus (T. C.), Czechoslovakia, Denmark, Dominican Republic, Ecuador, England, Finland, France, Germany, <b>Greece</b> , Haiti, Iceland, India, Israel, Japan, Liberia, Luxembourg, Malaya, Mauritania, Mexico, Morocco, New Zealand, Nigeria, Norway, Paraguay, Peru, Philippines, South Africa, Spain, Sweden, Switzerland, Thailand, Turkey, United Arab Republic, United States of America, Vietnam, Yugoslavia.
1960-1963	1c) «Status of Teachers of Physical Education»	Afghanistan, Argentine Republic, Austria, Belgium, Bolivia, Brazil, Burma, Cambodia, China (Republic of), Colombia (Cont.),

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	(ICHPER & UNESCO, Questionnaire Report Part III)	Congo-Leopoldville, Cyprus (Gr. C.), Cyprus (T. C.), Denmark, Dominican Republic/Dominican Republic (Cont.), Ecuador, England, Finland, France, Germany/Germany (Cont.), <b>Greece</b> , Haiti, Iceland, India, Japan, Liberia, Luxembourg, Malaya, Mauritania, Mexico/Mexico (Cont.), Morocco, New Zealand, Nigeria, Norway, Panama/Panama (Cont.), Paraguay, Peru, Philippines, South Africa, Spain/Spain (Cont.), Sweden, Switzerland, Thailand, Turkey, United Arab Republic, United States of America, Vietnam, Yugoslavia.
1964	2) «Training the trainer, a suggested program for general leaders of physical recreation and sport»(COE)	Austria, Belgium, Cyprus, Denmark, France, Federal Republic of Germany, <b>Greece</b> , Italy, Iceland, Luxembourg, Netherlands, Spain, Sweden, Switzerland, Turkey, United Kingdom.
1963-1968	3b) «Teacher Training for Physical Education» (ICHPER & UNESCO, Questionnaire Report Part II)	Afghanistan, Argentina, Australia, Austria, Belgium, Bolivia, Brazil, Burma, Cambodia, Canada, Chile, China, Colombia, Congo-Brazzaville, Congo-Leopoldville, Cyprus (Gr. C.), Cyprus (T. C.), Czechoslovakia, Denmark, Dominican Republic, Ecuador, El Salvador, England, Finland, France, Gambia, Germany, Ghana, <b>Greece</b> , Guatemala, Guyana, Haiti, Hungary, Iceland, India, Iraq, Ireland, Israel, Italy, Japan, Jordan, Kenya, Korea, Liberia, Libya, Luxembourg, Malagasy Republic, Malaysia, Mauritania, Mexico, Morocco, Netherlands, New Zealand, Nigeria, Norway, Pakistan, Paraguay, Peru, Philippines, Poland, Romania, Senegal, South Africa, Spain, Sudan, Sweden, Switzerland, Syria, Thailand, Trinidad and Tobago, Turkey, Uganda, United Arab Republic, United States of America, Upper Volta, Uruguay, Venezuela, Vietnam, Yugoslavia, Zambia.
1963-1968	3c) «Status of Teachers of Physical Education» (ICHPER & UNESCO, Questionnaire Report Part III)	Afghanistan, Argentina, Australia, Austria, Belgium, Bolivia, Brazil, Burma, Cambodia, Canada, Chile, China, Colombia, Congo-Brazzaville, Congo-Kinshasha, Costa Rica, Cyprus (Gr. C.), Cyprus (T. C.), Czechoslovakia, Dahomey, Denmark, Dominican Republic, Ecuador, El Salvador, England, Finland, France, Gambia, Germany, Ghana, <b>Greece</b> , Guatemala, Guyana, Haiti, Hungary, Iceland, India, Iraq, Ireland, Israel, Italy, Japan, Jordan, Kenya, Korea, Liberia, Libya, Luxembourg, Malagasy Republic, Malaysia, Mexico, Morocco, Netherlands, New Zealand, Nigeria-Eastern, Norway, Pakistan-Eastern, Pakistan-Western, Panama, Paraguay, Peru, Philippines, Poland, Romania, Senegal, South Africa, Spain, Sudan, Sweden, Switzerland, Syria, Thailand, Trinidad and Tobago, Turkey, United Arab Republic, United States of America, Upper Volta, Uruguay, Venezuela, Vietnam, Yugoslavia, Zambia.

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## 6. Discussion and Conclusions

The research findings of the present study reveal that there is especially important evidence concerning the two research questions.

As far as the first research question is concerned a) there is evidence that specific IOs through “normative influence” (i.e., conferences, publications, good practices followed by research, dissemination of results and consultation) attempt to influence many different countries (Greece included) in the formulation of educational policy in a plethora of issues concerning all levels of typical as well as non typical education, b) there is evidence that reveal that specific IOs attempt to influence the formulation of the educational policy for Higher Education with an emphasis placed on PE and Sports Sciences, in Greece, c) there is evidence primarily from the personal archives of Ionas Ioannidis that indicate the real influence of IOs on the educational policy in Greece. Following his active participation in many actions of IOs, the PE Counselor of the Pedagogical Institute proposed reforms and solutions for the NASE in line with the international experience, research and practice. His proposals led to the institutionalization of significant changes for the NASE that were implemented gradually the coming years and

concerned the following: i) an increase in the duration of the study program from three to four years, ii) the introduction of a specialization year in the study program, iii) the establishment of a decentralized branch of the NASE in the North of Greece (Thessaloniki), iv) operational and organizational changes (Lamprou, Mountakis, Papazoglou & Nomikos, 2017) and v) the upgrade of the Academies into university departments in Athens and Thessaloniki.

As far as the second research question is concerned there is evidence that identify the first historically recorded efforts to evaluate an institution of Higher Education (in the field of PESS) in Greece. The first evaluation was implemented by Ionas Ioannidis, Counselor of Pedagogical Institute in Greece, with the cooperation of the Director of National Academy of Somatic Education, Achilleas Drivas, as a result of his participation in actions of IOs, in 1965. This is of particular interest because it suffices to think that a) evaluation was implemented as early as in the year 1965, b) it was a consequence of the official participation of specialized senior management officials (initially the Director of PE at the Ministry of Education E. Kalfarentzos and then the Counselor in PE of the Pedagogical Institute) in specific actions organized by IOs.

In order to further highlight the value of the recorded facts it must be pointed out that the official related procedures are established by the Greek state many years later. The procedures for the evaluation of Higher Education university departments were established by Law 3374/2005 and was essentially begun in 2006, forty years later. The Hellenic Quality Assurance Agency (HQA) was the responsible institutional body for the coordination and support of the evaluation procedures (Government Gazette 189, 2005) that implemented specific European criteria for the evaluation of Higher Education institutions (Terzi, Dionysopoulou & Mylonakis, 2018). At present, the work of HQA is carried out by the Hellenic Authority for Higher Education (HAHE) in accordance with the Law 4653/2020 (Government Gazette 12A, 2020). The Authority is an independent body with full administrative and operational autonomy and a legal supervision by the Minister of Education (HAHE, n.d.).

The participation of Greek representatives and Greek executives of PESS in actions of IOs has been undoubtedly a constructive practice because on the one hand it is associated with consequent positive changes in the field of Greek PESS (Lamprou, 2016; Lamprou et al., 2021) and on the other hand similar programs, activities, collaborations and conferences have been carried out throughout time and continue up to day focusing on PESS (Yang, 2004; Lynch, 2015; WREA., n.d.) and the Education in general (Kogan & Healy, 2003; Pasiadis, 2016; Foteinos, 2017) from the IOs.

Some limitations of the current study emerge which is necessary to mention at this point. It should be noted that: a) although a large number of important reports and files have been investigated, we need to be cautious that other relevant reports might have escaped our attention due to lack of full access to them or because related files have been lost or damaged over time and b) it is also possible, that other efforts of internal or external evaluation were implemented as a result of the influence of International Organisations in other academic departments of Greek universities during the period under investigation which are not recorded here. The limitations of our research open up avenues for further research/study on the topic area which are also noble future goals of our research group and include a) the study of other relevant documents of International Organizations dealing with PESS and b) the study/investigation of other archives related to the operation of similar public services that operated in Greece before as well as after the investigated period. Undoubtedly, the study of the specific issues deserves further research effort both from the point of view of Educational Policy and the History of Education as well as that of the Evaluation of the educational output with the aim of investigating issues that concern not only PESS but also all Scientific Fields in Greece and internationally.

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