Olympic VALUES Education Programme
FOREWORD

The last couple of years have tested our collective resolve in ways it had never been tested before. To say that the pandemic has had a brutal impact on all of humanity will be a huge understatement. What made these severe times even harder to bear was the fact that we were forced to face them alone. However, it was also amidst this phase of isolation and tragedies, that the Olympics and Paralympics in Tokyo and Beijing were successfully held. Athletes from all around the globe, having sacrificed so much and having worked intensely hard for years to get their shot at glory, dazzled us with their skills and unflinching spirits, serving us as a timely reminder of the joy that hope and perseverance can bring to all of us. The Olympic and Paralympics games brought a sense of solidarity to people all over the world.

The Olympic movement and Olympism, I believe, have a huge role to play in nation-building and in shaping young societies, especially in the post-covid era. Sporting activities, formal or informal, have been restricted in the past couple of years, which means billions of young people have missed out on the most effective way of imbibing values that play a very important role in defining their core character while growing up. Incorporating lessons based on sporting values experienced through games and other subjects in schools and institutes is the most effective way to instill in the youth the core values of fairness, team building, equality, discipline, inclusion, perseverance, and respect. Inculcating these qualities at a young age is crucial for them to be able to gain understanding and sensitivity, which will lead to a natural respect for all individuals as well as the environment.

India has emerged as one of the youngest countries with 58.7% population below the age of 29. Interest in sports has increased rapidly over the past few years among the younger population in terms of participation and viewership in various sport. A small percentage of these young people will participate in and showcase their unique talent. For a larger percentage, they need something they can connect with and apply to their daily lives. In this regard, youth experiencing sport to develop values, stay active, and follow their role models in sports can be a lifelong journey. To build a stronger, inclusive, and peaceful society, it is imperative to continue building the interest and keeping them engaged by leveraging the power of sport. The Olympic Values Education Programme in India has the potential to further grow the Olympic movement in the country by connecting with young minds. While Olympic sports disciplines are pre-determined, Olympism offers options for the youth to engage via local sports, art, culture, story-telling, and other subjects.

A lot of significant developments are taking shape for the future by leveraging the power of sport. In my tryst to drive the International Olympic Committee’s mission and values forward to the country with the world’s second-largest population.

Abhinav Bindra

Olympic Champion & Founder - Abhinav Bindra Foundation Trust
INTRODUCTION

History & Demography
Indian culture is among the world's oldest as the people of India can track their civilization back as far as 4,500 years ago. India is the second most populous country in the world, and it is also one of the youngest countries globally with 29 being the average age of its 1.3 billion citizens. India consists of 28 states and seven union territories. The Constitution of India officially recognizes 23 official languages.

Education
The Indian Education System is one of the largest in the world with more than 1.5 million schools, 8.5 million teachers, and 250 million children. The school system in India has four levels: lower primary (ages 6 to 10), upper primary (11 and 12), high (13 to 15), and higher secondary (17 and 18). The lower primary school is divided into five “standards”, upper primary school into two, high school into three, and higher secondary into two. There are 52 different boards the schools are affiliated with.

National Education Policy 2020
NEP 2020 Structure emphasizes conceptual understanding and experiential learning. It also envisages sports as a part of the curriculum and lays emphasis on sports-integrated learning as well as adopting fitness as a lifelong attitude toward learning. OVEP fittingly meets both the key goals of experiential and sports-integrated learning.

Odisha
Odisha is known for being a land of wise & enchanted souls throughout history with a population of around 47.6 million. The culture of the state is spiritually rich with a lot of focus on values. The state is famous for its rich art and cultural history, and in recent years for sports development initiatives. The school education system in Odisha caters to 7 million young people. There are 7,000 schools in the state currently, which are managed through the Odisha State Education Board. The state incorporates a formal education structure, running from schools and continuing with higher education in universities.
The International Olympic Committee’s Olympic Foundation for Culture & Heritage partnered with the State Government of Odisha & the Abhinav Bindra Foundation Trust to implement the Olympic Values Education Program in Odisha (an eastern state in India). ABFT is the knowledge partner for the project & is responsible for the contextualization, implementation support, training, delivery review, monitoring & evaluation.
LAUNCH OF THE PILOT

The programme was officially launched by the Chief Minister of Odisha, Mr. Naveen Patnaik; IOC Education Commission Chair Ms. Mikaela Cojuangco Jaworski; IOC Member Ms. Nita Ambani; Olympic Champion & member of the IOC Athletes’ Commission Abhinav Bindra; and former President of the Indian Olympic Association (JOA) Mr. Narinder Batra.

TRAIN THE TRainers

The training of the Headmasters and Physical Education Teachers selected from 90 schools in the Bhubaneswar and Rourkela districts included an orientation session and a series of interactive activities. The six-day intensive training was conducted by team members from the International Olympic Committee Ms. Frederique Jamoli (Head of International Cultural Affairs), Ms. Xenia Kourougouzova (Senior Education Manager - Olympic Foundation for Culture & Heritage) along with team members from Abhinav Bindra Foundation Trust.

The training session was held in Bhubaneswar, Odisha, and included a mix of intensive activities and theoretical & interactive sessions conducted by trainers. The training activities being conducted leveraged the rich cultural heritage and art history of Odisha in contextualizing the OVEP curriculum. The teachers and master trainers were encouraged to deliver the programme in their own unique ways to suit the respective needs of their prefectures and local environments. A total of 153 trainers were oriented including representatives from the Government of Odisha and the Abhinav Bindra Foundation Trust. The translated toolkits and resources were distributed to all participants.

IMPLEMENTATION IN SCHOOLS

The implementation of OVEP activities included a step-by-step approach by the trainers in their respective schools and districts. This included orienting school teachers, conducting baseline surveys, resource allocation, and introducing the programme to school children.

THEME-BASED ACTIVITIES

The activities were classified into various themes subject to various local and international events. These theme-based activities were implemented in the schools to generate more interest and ensure engagement as well as the relevance of the activities. These activities were calendared as per the academic calendar of schools.

EVENT-BASED ACTIVITIES

As part of the activation around the U-17 Women’s Football World Cup hosted in the state, the schools conducted activities to promote inclusivity as a value, promote gender equality and respect for the girl child with interactive reflection sessions, and leverage football-based activities. Around 15000 girls participated in these activities.
METHODOLOGY

To effectively deliver the OVEP in the government schools of Odisha, we have referred to the following toolkits and resources - The Fundamentals of Olympic Education Manual: A Sport-Based Programme, Delivering OVEP Playbook: A Practical Guide to Olympic Values Education, OVEP activity sheets: Exercises to Support Olympic Values Education, OVEP Workshop Plan: Learning through Physical Activity. These toolkits are translated into the local language and are currently being evolved and contextualized to suit the specific demography of schools.

GRADE-WISE CURRICULUM

The programme focuses on a mix of theoretical and practical sessions to ensure immersion of Olympic values among children. The curriculum is prepared and contextualised to suit various grades as per their learning ability.

LOCAL & INDIGENOUS GAMES

The programme is leveraging indigenous and local games in activities to ensure that trainers are able to implement activities that connect instantly with children.

STORIES/VIDEOS OF SELECT ATHLETES

The programme is leveraging the power and influence of local/national athletes who have championed Olympic values in their lives. These are incorporated in the examples during activities and videos. This includes analysis of various stories of Indian and International sportspersons overcoming discrimination and connecting them to the concepts of inclusivity as well as persistence.

INTEGRATING ART AND CULTURE

The trainers are leveraging art and culture to display Olympic values in classrooms. The children are engaged using various art and craft activities.

EVENT-BASED ACTIVATION

There are various festivals and key events that are celebrated locally and nationally. On many such occasions, the trainers are involved in special activities and events focused on ensuring maximum activation in schools. Instead of constructing parallel activities, it is imperative to integrate an element of OVEP activity in these events whenever possible. This ensures that we respect the local traditions and culture as well as maintain rigor.
PROGRAMME DESIGN AND DEVELOPMENT

PROJECT MANAGEMENT UNIT
A dedicated set of human resources appointed by the ABFT are working with the government and the team members from the OFCH to ensure rigor and effective programme delivery. The resources ensure quality delivery of sessions in schools, meticulous documentation of our activities and project plan, as well as timely coordination with all relevant stakeholders on the ground.

ORIENTATION AND FEEDBACK SESSIONS
The programme involves various theme-based activities which evolve each passing week. The PMU conducts a weekly orientation session to ensure the dissemination of information to all trainers. These sessions include various activities, a set of values immersion, and theory based on the Olympic Movement. This session is followed by a feedback session at the end of each week to document our collective learnings, challenges, best practices, feedback, and testimonials.

MONITORING
The programme allows the trainers to monitor the progress of the children using a values matrix and a grade-wise plan. The trainers collect and share this data on a weekly basis in their respective schools. This allows the PMU to tailor the activities basis engagement, deep dive into challenges faced on the ground, and seek solutions to resolve them. The data is utilised to monitor the impact of the programme focused on the immersion of values in schoolchildren and gear the trainers for impact assessment.

OLYMPISM THROUGH VARIOUS SUBJECTS
The trainers are going beyond the physical education class to deliver the programme. In various schools, the programme is integrated with various subjects such as In Mathematics - a question on the division between the privileged and the poor is practiced and explained in a way that also instills a sense of equality and friendship. Geography studies can be used to build bridges with nature and respect for the proper utilization of sustainable natural resources. In History, Instances of deep friendship even in the midst of huge conflicts and wars. Many scientific inventions and the number of failed experiments that were conducted before eventual success forms a good narrative to instill an attitude of positivity and self-belief.
STORIES OF HOPE, CHANGE AND POSSIBILITIES

Delivering OVEP to 700 Schoolchildren - OVEP Master Trainer in Focus

ASHISH KUMAR PRADHAN

Ashish currently works as a physical education teacher at a High School in Odisha. He has been an athlete and a coach prior to joining the school and has a strong belief in Olympism and its values. Currently, he is implementing OVEP in a school with over 700 students across various grades. He ensures that each child gets to play and experience values during the week.

“The Olympic value education program will be a life learning value that will help every child during every part of his life. Learning through experiencing value is the beauty of the program. It will help in building the world a better place to be in.”

KEY TAKEAWAYS FROM ASHISH

- OVEP has allowed Ashish to introduce various new teaching techniques which help him connect with students in an effective manner
- OVEP has also implored Ashish to reflect, evolve, and understand the values on a personal level.
- OVEP has allowed Ashish to increase gender-based inclusivity in the school by allowing the participation of girl children as a mandate in all activities.
- Ashish is able to monitor the growth in students’ participation in activities and improvement in their values and behavior.
CHANCHLA KUMARI BARIK - EMPOWERING

Chanchla Kumari Barik, a 50-year-old teacher at Vidyanagari Government Primary school hails from a remote village in Rourkela, Odisha, and has always shown a keen interest in sports. Chanchla believes strongly in the values that sport can teach children - teamwork, perseverance, and joy of effort. Sport also allows female children in her school to pursue activities.

Chanchla could not contain her excitement on 24th May 2022, the day the Olympic Values Education Programme was launched in Odisha, India. Chanchla also enthusiastically participated in the Train the Trainers Workshop held in Bhubaneswar, Odisha in June 2022.

Chanchala re-emphasized the importance of adding values-based education and experiential learning activities in the classrooms. She has been pivotal in implementing OVEP in her school Vidyanagari Govt Primary School which has 212 students across different grades in Rourkela, Odisha.

“The revised teaching methodology incorporating the Olympic Values Education Programme has been a game changer for my school. The program has resulted in an increase in school attendance. The Olympic value education program has provided her with a special tool that helps her in engaging students more to value-based education.”

The Olympic Values Education Program has changed the rules of the game by creating and introducing fun ways of learning with lots of activity that teaches the three core values of Olympism (Friendship, Respect, and Excellence). It has changed the method of learning by breaking the barrier of the book & notebook and creating experiential learning through activities.

KEY FACTORS

The ABFT team has ensured regular on-ground visits were conducted in the schools. Three main factors regarding the growth of attendance were observed to be as follows:

The happiness of being able to play (Joy of effort)

Classroom-based activity

The effort of a teacher to involve the students in the process

The graph given shows the increase in student attendance since OVEP has been implemented in the school. Student attendance is growing at an average of 12% in just the last 13 weeks and is set to double in the next few weeks. The attention span of children in classrooms has also increased since the introduction of OVEP-based activities.
STORY OF “SOMICK JOHN XALXO”
Championing Inclusivity in School

John is a 16-year-old boy born in a remote village in Odisha. He is specially abled by birth and hails from a humble family. Despite various financial and medical challenges, John kept his love for sports alive. John, due to a limb reduction defect struggled with making friends in his school. He also faced challenges participating in school activities due to the empathetic nature of his classmates.

However, the introduction of OVEP in the school allowed him and his classmates to see things from a different perspective.

After engaging in the activities focused on the values of inclusivity in classrooms, the trainer created a safe space for all children. The trainer modified the rules of the games played to make it more friendly for John to participate in. The activities focused on the joy of effort, and participation of all school children in games.

John noticed several positive behavioral changes in the classroom and decided to champion inclusivity for the specially-abled children in his school. Today, he leads OVEP activities along with the trainers and overcame various challenges. Dedicated to the value of excellence, John continued to pursue football and has recently been selected for the state team. The involvement in co-curricular activities and OVEP also allowed John to flourish in academics. He has displayed an improvement in his attendance (14%) since the beginning of the Olympic Values Education Programme in the school.

"I really enjoy the OVEP sessions, and it motivates me to attend school regularly and participate.”
FRIENDSHIP WALL

The trainers have identified a space in classrooms and created a ‘Friendship Wall’ in their respective schools. The wall allows children to share their friendship stories as well as patch up with their classmates. This safe space has allowed children to revive friendships and enabled a friendly environment in schools.

ENCOURAGING GIRLS TO PLAY

Story of Government High School Laxmisagar

The school located in a remote village in Bhubaneswar has a total of 1120 school children across various grades. There are about 575 girls and 545 boys in the school. Despite the larger number of girls, the school struggled to invite participation in sport from them.

It was a common practice in the school, while boys used to play during PE classes, the girls used to stay in classrooms. However, since the introduction of OVEP by the trainers, changing the rules of the game has encouraged girls to participate. The trainer encourages the class to play in mixed-gender activities/games allowing girls to be selected in teams and play along with boys.

Leveraging the Olympic Values Education Programme, the school has enabled girl to play sports and participate in co-curricular activities. The teachers have not just observed behavioral changes in girl children feeling comfortable playing sport during PE classes but also in boys encouraging girls to participate.

The headmaster of the school has also observed significant behavioral changes in the boys of the school who have started paying respect to girls. Most of the boys who for the first time experienced playing with girls during the session reflected on how surprised they were with the girls excelling in a particular activity. The girls have also displayed leadership in various co-curricular activities in schools, including becoming captain of a team and taking more initiative in classroom activities.

“Before OVEP was introduced to our school, there were a lot of differences noticed between boys and girls in the participation of co-curricular activities. There was a common notion amongst all of us in schools that girls can’t play outdoor sports like boys. Even though I wanted to play football, I did not feel comfortable. Now, after the arrival of OVEP, our teacher explained to us the values and key learning points of inclusivity within the program. Now both boys and girls are equally participating in the same co-curricular activities and outdoor sports activities as well and for that, I would like to thank OVEP.”

- Priyadarshini Behera (played football for the first time in her school)
  Class 10th Student, Govt. High School Laxmisagar
DATA ANALYSIS - GROWTH & OUTREACH

No. of activities conducted:
- July 2022: 899
- August 2022: 1416
- September 2022: 2073
- October 2022: 1215

No. of students participated:
- July 2022: 26777
- August 2022: 28172
- September 2022: 30059
- October 2022: 32311
KEY LEARNINGS & REFLECTIONS

ADAPT
During the initial few weeks of implementation, the participation of schools in the programme was meager. After deep diving into the challenges faced on the ground, the PMU changed its communication strategy by disseminating parts of OVEP-translated toolkits over instant messaging applications used by all trainers. This was positively reflected in the number of participants during the month. Hence, adapting to newer techniques, using technology, and course correcting whenever required are crucial to delivering the programme effectively and efficiently on the ground.

INNOVATE
Innovation is key to ensuring the momentum of activities around the academic year. The trainers are encouraged to find new ways to deliver the programme in their respective schools. A lot of innovative activities and games were invented by teachers themselves once they fundamentally understood the implementation process. While the PMU is documenting the methods, it is imperative to share these amongst the teachers and allow seamless transfer of knowledge and best practices.

COLLECTIVE EFFORT
The state and local administration is taking a lead on various components of the program. This includes - following up on data from weekly activities, increasing the interaction between PE teachers and trainers during feedback sessions as well as improvement in photo documentation of the activities. We reflected upon how these small steps contribute to ensuring that the program is sustainable within the next few years of implementation.

MAPPING LOCAL GOALS
It is pivotal to understand and align the programme with the goals set by the local administration in each school. These goals vary for each school, including increasing attendance in classrooms, increasing engagement during classroom sessions, improving enrolment rates in schools, and physical activity. The programme has an indirect impact on various goals set by the administration. The PMU is mapping, monitoring, and documenting such goals to ensure an organic buy-in from the bottom of the administrative pyramid. This allows a sustainable way forward for the programme and allows a seamless way forward on scaling.

MAINTAINING RIGOR OF FIELD VISITS
The PMU ensures regular visits to schools in Odisha for quality implementation of the programme. A physical meeting ensures that feedback is not just well received but also catered to with an immediate solution. The teachers who are implementing OVEP in their respective schools are given guidance on conducting the activities and sessions smoothly.
“It was a proud moment for us to witness all the children from different religions and cultural backgrounds to work together and help each other to prepare for the celebration of Ganesh Puja. OVEP has really helped them to respect other cultural backgrounds.”

- **Debaprasad Sahoo**, Govt Maharatha High School
  *Naharkanta, Bhubaneswar*

“OVEP has empowered the girls in such a way that they are coming up for the participation in OVEP activity and the football base activity has been their personal favourite.”

- **Subrat Kumar Patel**, Govt UPS, Dumerta, Rourkela

“I was able to witness the value of friendship and respect in the girls as they were coming together in activity and they were also helping each other in daily life works like study, helping each other during game.”

- **Kunali Mohanty**, Govt UPS Bondamunda, Rourkela

“I like OVEP and we have started learning about Friendship, Respect and Excellence. I really love the Football based OVEP activities as I really enjoy them.”

- **Nikita Mohanta**, Student of Govt. Upper Primary School
  *Tulsikani, Rourkela*
WAY FORWARD

All stakeholders involved in the programme are driven by the mission to promote the cause of the Olympic Movement in India, and to cultivate a strong sense of morality, respect, equality, and inclusion as the core values.

The trainers will deep dive into the subset of core values and explore ways to imbibe the values in children. The trainers will also experience refresher training sessions conducted by PMU, engaging various athletes, educators, journalists, and allies of the Olympic movement. The programme will also integrate a major hockey event hosted by the state in the coming months.

The Olympic Values Education Programme in Odisha has completed 90 days since its implementation and is set to scale and evolve over the next years.