

# The Relevance of the Olympic Values Education Program post COVID-19

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## Abstract

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In facing the current Covid-19 pandemic, social dynamics have been challenged by governmental restrictions around the world. The experience of being limited by sanitary containment complemented by the onslaught of the pandemic has been dramatic for, among others, individuals who are used to sporting activities. The pandemic forced individuals and whole societies into altered lifestyles and patterns. Social interaction became increasingly digitized and educational management models were equally affected. As such, this study looks at Israel and how social isolation restrictions have caused its education system to adopt distance learning and, as a result, the use of new learning technologies as compulsory tools in the classroom.

Prior to the Covid-19 pandemic, most physical education (PE) classes were held outdoors or in sports halls. The inherent nature of PE requires movement, close proximity, and activity in groups or teams. Thus, PE programs as they are currently constituted and delivered in schools do not allow for incorporating restrictive social distancing measures.

The Olympic Values Education Programme (OVEP) curriculum incorporates characteristics of current PE pedagogy and has potential for use in schools. However, the program needs to be responsive to events such as the Covid-19 pandemic and the new social reality that includes online learning. Therefore, it is beneficial to analyze how PE in general and Olympic Education in particular, can remain relevant in the post Covid-19.

## Keywords

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Olympic education, Olympism, Olympic values, OVEP, Covid-19, Distance learning

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## Introduction

In facing the current Covid-19 pandemic, social dynamics have been challenged by governmental restrictions around the world. The experience of being limited by sanitary containment complemented by the onslaught of the pandemic has been dramatic for, among others, individuals who are used to sporting activities. The pandemic forced individuals and whole societies into altered lifestyles and patterns. Social interaction became increasingly digitized and educational management models were equally affected. As such, this study looks at Israel and how social isolation restrictions have caused its education system to adopt distance learning and, as a result, the use of new learning technologies as compulsory tools in the classroom.

Prior to the Covid-19 pandemic, most physical education (PE) classes were held outdoors or in sports halls. The inherent nature of PE requires movement, close proximity, and activity in groups or teams. Thus, PE programs as they are currently constituted and delivered in schools do not allow for incorporating restrictive social distancing measures. Therefore, and in order to be compliant, PE faces many challenges. However, this also creates opportunity for innovation in the field, which is especially salient for curriculum development.

For example, the Olympic Values Education Programme (OVEP) curriculum incorporates characteristics of current PE pedagogy and has potential for use in schools. However, the program needs to be responsive to events such as the Covid-19 pandemic and the new social reality that includes online learning. It is an inspiring challenge for Olympic Education to address the changes caused by the pandemic

in sport settings. Therefore, it is beneficial to analyze how PE in general and Olympic Education in particular, can remain relevant in the post Covid-19 future and contribute to the Olympic Agenda 2020<sup>1</sup>, as well as the UN global education agenda<sup>2</sup>.

## Background and Aims

Towards the end of February 2020, Covid-19 broke out in Israel. In March and early April 2020, schools were closed and teaching took place remotely. During April and until the end of the school year, schools were gradually reopened but with restrictions as directed by the Ministry of Health. In preparation for the start of the next school year in September 2020, the Ministry of Education was preparing for an adapted format for teaching and learning in schools, a format that combined distance learning with in person instruction. Moreover, it was clear that the situation was dynamic and there was a possibility that schools would once again have to close their gates in accordance with the state of the epidemic and health guidelines (Ratner et al. 2020, 3).

A potential positive outcome of the pandemic has been greater access to online educational platforms for participants where these facilities exist. In the majority of schools, lectures have been rapidly converted from face-to-face to online, using several platforms such as Zoom, Skype, and Google Meet (Chatziralli et al.

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1. Olympic Agenda 2020 is a set of forty detailed recommendations with the overarching goal to safeguard the Olympic values and strengthen the role of sport in society.

2. Ambitions for education are essentially captured in Sustainable Development Goal 4 (SDG 4) of the 2030 Agenda, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030.

2021, 1464).

Specific guidelines were published for PE teachers that emphasized the opportunity of this crisis to deepen and enrich students with PE knowledge; sports sciences and training principles; increase awareness of the importance of engaging in physical activity; and teach nutrition and impart values through physical activity and various sports games. It was noted that the constraint of distance learning created an opportunity for innovative learning in which students are active partners and independent learners who develop personal responsibility and ability, and thus outlined a significant way to implement the overarching goal of PE - active and healthy lifestyle management (Israel Ministry of education 2020, 1).

Using new technologies in PE classes can improve their quality, enriching students' experiences by generating enjoyable experiences with the ultimate goal of producing habits of physical sports practice that will last a lifetime. This research area has great potential for sports practice because it can help teachers improve the quality of PE classes by presenting practical experiences and new ways of using these technologies in the classroom, as well as collecting reports of the benefits technologies present for students and establishing guidelines and advice for their use in the classroom. This may encourage more PE teachers to introduce these technologies, as well as to ensure they are used correctly by PE teachers to generate the expected benefits (Calabuig-Moreno et al. 2020, 20).

The aim of this study is to provide recommendations for improving PE teachers' preparedness for moving to online learning based on experiences during the Covid-19

pandemic. This study seeks to understand how teachers of different experience levels coped with and adapted to the move to online learning during Covid-19. Further, it examines the role and importance of teaching values through PE from the teachers' perspectives. Finally, it aims to show how OVEP may be adapted to meet both challenges faced during Covid-19 and support the delivery of values-based education during both emergency and non-emergency periods. The findings may support teachers and decision-makers in Israel in making informed decisions towards the transition to distance learning, plan basic materials to help revitalize online PE classes in the future, and keep Olympic education relevant in a post Covid-19 world.

### **Olympic Values Education Programme (OVEP)**

The Olympic Movement spreads the fundamental principles of Olympism through universal and permanent activity. According to the founder of the modern Olympics, Pierre de Coubertin, the modern Olympic Games should be more than an event taking place every four years. Coubertin regarded the Olympic Games as a framework for promoting the deeper significance of Olympic ideas and their educational possibilities (Wassong 2006, 222). His views remain significant for Olympism, especially his view of sport as a way of life and its role in building a structural sports component into children's education. The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practiced in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity, and fair play (IOC 2020,

11, 15).

Olympism is not without its critiques. Some have exposed the mythology surrounding idealistic Olympic education by focusing on the generally unquestioned value of Olympism as a key tool in character-building and moral education (Lenskyj 2012, 265). For some, it is difficult to imagine how an educational initiative that has its roots in a corrupt system - the Olympic industry - would be considered capable of imparting moral lessons of any kind (Lenskyj 2012, 266). Strong concerns have also been expressed with regards to the overarching stakeholder hierarchies that enable Olympic organizers to capitalize on school spaces, the use of Olympic education as a proxy that legitimizes corporate stakeholders' educational presence, the privileging of an immutable Western-values model, and the inherent bias towards pro-sport and pro-Olympic perspectives (Lenskyj 2012, 265).

OVEP, however, is a series of learning resources created by the International Olympic Committee (IOC 2017, 10). Its original purpose was to provide an education resource for developing nations who lacked the funding or human resources to develop their own Olympism-based education materials (Binder 2012, 295). Taking into account the IOC's social responsibility and the focus on sport as a vehicle to deliver the message, OVEP was developed to further the IOC's global youth strategy. Olympic sport traditions and their values are used as the backdrop for the IOC's values-based teaching and learning opportunities. OVEP integrates sport and physical activity within a cultural and educational framework, and is in line with the United Nations General Assembly declaration

of the Decade of Education for Sustainable Development (DESD - 2005-2014) (U.S. Sports Academy. 2011, 2). Today, Olympic education programs are implemented in many countries around the world. How they are integrated within education varies from country to country but they are delivered, in most cases, through PE (Georgiadis 2010, 6715). OVEP has been delivered in fifty-seven countries, though not all of them using the full program and some are counted even if only using an OVEP demonstration.

The challenge of using sport and physical activity to provide a context for learning about life is how to realize these aims. The legacy of Olympic education, particularly at the elementary and middle school age level could serve as a bridge between the striving for excellence by elite athletes and the dreams of young children jumping over a school bench (Binder 2010, 16). OVEP uses the context of Olympic sports and core principles of Olympism to encourage participation in values-based learning and to assume the responsibilities of good citizenship (IOC 2021).

Physical activity and sport have significant benefits for health, well-being and youth development. Sport can be a tool for outcomes such as peace, holistic education, and social development. Recognizing the potential of sport as an educational and communication tool, OVEP was designed to inspire and allow young people to experience life/humanistic values such as excellence, respect, and friendship (IOC 2018, 1).

**Distance Learning and Use of Technology in PE due to COVID-19**

Throughout the Covid-19 pandemic, many people found themselves in quarantines and working and studying from home (Bergdahl and Nouri 2020, 1). Many governments around the world temporarily closed educational institutions in an attempt to contain the spread of the virus, implementing a shift into distance learning. By April 22, 2020, 172 countries (as of February 28, 2021) had made country-wide decisions to close schools, impacting 1,484,712,787 learners (UNESCO 2021).

Many countries have reconsidered technology-based teaching, in which online platforms have a major role for teaching in every field of study. It is critical for the educational sector to have preparedness plans to ensure safe and functional education in times of crisis, especially where distancing measures may be required. Therefore, decision makers should plan accordingly (Klaiman et al. 2011, 10) and consider how PE activities can be appropriately carried out in the future (Savagpun 2020, 35).

In many studies preceding Covid-19, the possibility of online classes was examined as a part of future education, in that online classes can provide highly efficient and diverse elective classes to self-directed students. PE centers on physical activity and is clearly distinct from general knowledge-based subjects. Therefore, online PE classes require special preparation and operation. Currently, as in-person school attendance and online classes are occurring in tandem around the world, there is a need to examine whether online PE classes are being held and conveying the values of PE appropriately (Hyun-Chul and Wi-Young 2020, 2). Teachers need to know how to operate and lead their students, while also not to be left behind by technology

that is embedded in other fields of knowledge (Zaltsman 2017, 39). Therefore, an expansion and planning of technology-based teaching will be necessary following Covid-19.

### **Addressing Different Learning Situations Through Tailored Pedagogy**

There is a need to adapt pedagogical approaches to various constraints and conditions. This research is focused on the blended learning approach. This approach may provide solutions to a number of different learning situations, including routine mode (without special restrictions), emergency mode (when significant constraints exist and adjustments are required), and intermediate mode (when partial restrictions are in order). Understanding various learning situations will make it possible to plan the blended learning processes that are tailored, quality-oriented and maintain an educational continuum.

In defining the blended learning approach, there is a need to define three learning approaches and the differences between them: distance learning (physical/geographic distance between the learner and teacher), online learning (learning that takes place partially or entirely via the Internet), and blended learning (mixture of face to face and online learning).

There are interactions between the three learning approaches: Distance learning and online learning can be a component of blended learning; online learning can be a component of distance learning (Tsviran and Morgenstern 2020, 15).

## Methodology

### Study participants

Survey participants were 197 PE teachers in Israel, drawn from those who were participating in an “Optimal distance learning” seminar, as well as PE teachers recruited through social media. Participation was based on voluntary self-selection. All study participants were required to provide informed consent before participating and all survey responses were anonymized. The average age was 43.644 years, with a range of 23 to 65 years, with 67.5% female and 32.5% male participants.

### Study design

An online questionnaire was used consisting of thirty-eight questions grouped into five main sections: 1) Demographics, 2) PE teachers’ readiness for delivering distance learning, 3) teachers’ perceived coping, 4) adaptation to change (using ADAPTA-10 [Pérez-Fuentes et al. 2020 1-12]), and 5) familiarity and use of OVEP before and during the Covid-19. There was one question regarding the PE teachers’ level of satisfaction with distance learning in PE classes and an additional open question for any other remarks.

## Results

In this section, the teachers were asked whether before or during Covid-19, they participated in training regarding distance learning and / or operating technological tools. Before Covid-19, seventy-three teachers (37.06%) participated and one hundred and twenty-four (62.94%) did not participate. During Covid-19 one hundred and sixty-six teachers (84.26%) participated and thirty-one (15.74%) did not participate, as shown in Figure 1.

The teachers were asked whether before Covid-19 they had been exposed to digital tools for distance learning. Forty-four (22.3%) responded not at all, seventy-seven (39.1%) to a small extent, fifty-nine (29.9%) moderate extent, and only seventeen (8.6%) were exposed to a large extent, as shown in Figure 2. The teachers were asked if they thought the use of technological tools improves the quality of teaching in PE. Six (3%) responded not at all, thirty-three (16.8%) small extent, seventy-two (36.5%) moderate extent and only eighty-six (43.7%) were large extent, as shown in Figure 3.

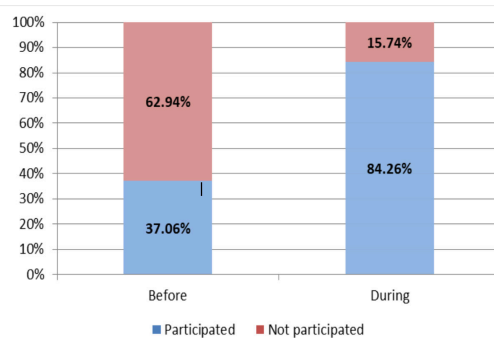


Figure 1- Distance learning and/or operating technological tools training Before & During Covid-19

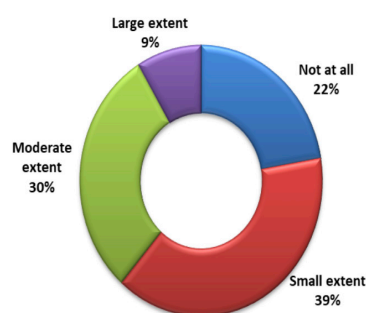


Figure 2 - Exposure to digital tools for distance learning before Covid-19

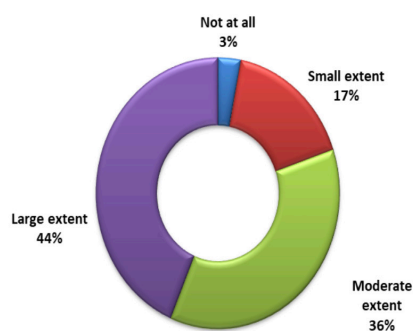


Figure 3 - Technological tools improves the quality of teaching in physical education

### Teacher’s perceived coping

In this section the teachers were asked to rate their perceived coping with the transition to distance learning. Factor analysis was used in order to have a data reduction (dimension reduction factor), by finding what unites the eighteen statements. In this way, it was possible to analyze on the dimension level (not on an individual statement level). By using a Correlation Matrix four factors explained 58.992% of the variance, as shown in table 1.

Student-Teacher interaction (17.664%) Reliability Cronbach's Alpha 0.791			Teacher's Adaptation (14.565%) Reliability Cronbach's Alpha 0.797		Teaching methods (14.202%) Reliability Cronbach's Alpha 0.731		Class Management (12.560%) Reliability Cronbach's Alpha 0.720	
9	1	0.69						
4	7	0.67						
5	8	0.60						
2	7	0.56						
7	3	0.56						
6	7	0.54						
			1	0.78				
			8	2				
			5	2				
			7	2				
			7	2				
			4	5				
					1	0.75		
					7			
					3	0.57		
					5			
					8	0.52		
					0			
					6	0.50		
					7			
							1	0.76
							2	
							3	
							1	0.60
							1	
							0	
							1	0.58
							3	
							5	
							1	0.56
							0	
							7	

Table 1: Principal component analysis Rotation Method Varimax with Kaiser Normalization

### **Adaptation to change, ADAPTA-10**

The Adaptation to Change Questionnaire, ADAPTA-10, is a short instrument that enables finding out the individual's ability to adjust to new demands based on two dimensions: emotional (items 1-5) and cognitive-behavioral (items 6-10). The mean of all items in each dimension was: emotion=3.735, with reliability Cronbach's Alpha 0.774; and cognitive-behavioral=3.868, with reliability Cronbach's Alpha 0.855. Pearson's correlations were computed among two dimensions: emotional and cognitive-behavioral of the adaptation to change (ADAPTA-10) and four factors of the teachers' perceived coping (student-teacher interaction, teacher's adaptation, teaching methods and class management). No significant correlation was found between the two dimensions, emotional and cognitive-behavioral [ $r(197) = .04, p = .58$ ], which indicates they are independent of each other. A significant correlation was found between the emotion dimension and the student-teacher interaction, teacher's adaptation, and class management. A strong correlation was found between the four factors between themselves. That is, the defined factors are independent and the correlation between them is significant. For example, between teachers' adaptation and student-teacher interaction [ $r(197) = .534, p < .001$ ]; and teaching methods [ $r(197) = .540, p < .001$ ] and class management [ $r(197) = .506, p < .001$ ]. Also, between student-teacher interaction and teaching methods [ $r(197) = .663, p < .001$ ]; and student-teacher interaction and class management [ $r(197) = .597, p < .001$ ].

### **Familiarity and use of OVEP**

In this section the teachers were asked about their familiarity with OVEP, its use, and

their insights regarding its efficiency. Eighty (40.6%) teachers were not familiar at all with the Olympism project (OVEP), sixty-two (31.5%) knew little about the program, thirty-eight (19.3%) knew somewhat, and only seventeen (8.6%) knew a lot about the program. One hundred forty (71.1%) teachers reported that they were using a lot of sport to teach values and life skills; forty-three (21.8%) somewhat, thirteen (6.6%) little, and only one (0.5%) not at all. Fifty-three (26.9%) teachers reported that during Covid-19 they were able to teach a lot values and life skill, although it was by distance learning. Eighty-one (41.1%) responded somewhat; fifty-one (25.9%) a little, and twelve (6.1%) not at all. One hundred fifty-two (77.2%) teachers thought using sport as a tool for teaching values and life skills was significant in a post-Covid-19 world. Thirty (15.2%) responded somewhat, fourteen (7.1%) a little, and only one (0.5%) not at all. Regarding the statement "Teaching values and life skills in PE classes is equally effective in distance learning," forty-three (21.8%) teachers answered a lot, eighty-one (41.1%) somewhat, forty-eight (24.4%) a little, and twenty-five (12.7%) not at all, as shown in Figure 4.

One-way multiple comparison variance analysis was computed between teachers' experience and teacher's perceived coping, adaptation to change (ADAPTA-10), and familiarity and use of OVEP (statements 2-5). The significance test indicated that there was variance between the groups. The Post Hoc Tukey's HSD (honestly significant difference) test indicated a variance between the senior teachers who had more years of experience and the teachers who were less experienced. The cognitive adaptation average was higher as teaching experience was lower. For example,



with ten years teaching experience, the cognitive adaptation average was the highest, 4.04. It is shown that the emotional adaptation average was higher as teaching experience was higher too. For example, for thirty or more years of teaching experience, the emotional adaptation average was the highest, 4.07. Looking at the teachers' perceived coping and teacher experience, the student-teacher interaction average and class management were higher among the up to ten years teaching experience group (3.06 and 3.06), while the teachers' adaptation average was higher among the thirty or more years teaching experience group (3.14). In teaching methods there was no difference among the teaching experience years. No significant difference was found between the number of teaching experience years and the OVEP statements.

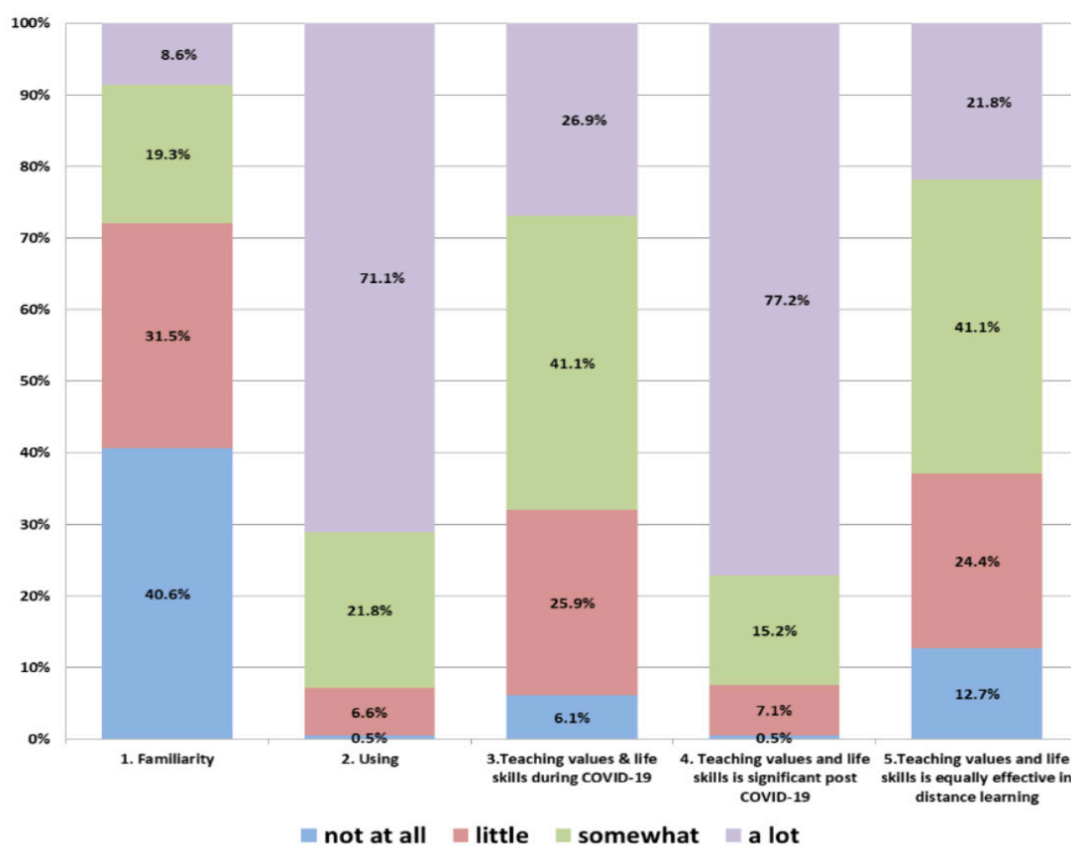


Figure 4 - Teachers' familiarity with OVEP, use, and their insights regarding its efficiency

A significant correlation was found among teachers who reported “not at all,” to their perceived coping of adaptation (Mean: 2.47) and teaching methods (Mean: 2.32), which were the lowest. A Spearman's correlation was run to determine the relationship with a Multiple Comparison between Teacher's perceived coping, adaptation to change (ADAPTA-10) and the questions regarding the familiarity and use of OVEP.

Regarding the statement “Teaching values and life skills in PE classes is equally effective in distance learning,” there was a weak correlation between those who answered “not at all” and those who reported they did not use different teaching methods, such as digital tools ( $r = .206, n = 197, p < .001$ ), and their adaptation to the changes ( $r = .162, n = 197, p < .001$ ). There was a weak correlation between their OVEP statement “Using sport as a tool for

teaching values and life skills is significant a lot in the post COVID world” and their cognitive adaptation ( $r=.236, n=197, p < .001$ ). There was a moderate correlation between those teachers who reported that during Covid-19 they had been able to teach a lot of values and life skill and the statement that teaching values and life skills in PE classes is equally effective in distance learning ( $r=.407, n=197, p < .001$ ).

### PE teachers' level of satisfaction with distance learning

Thirteen (6.6%) teachers were very satisfied with teaching in distance learning, while ninety-one (46.2%) were satisfied, forty-nine (24.9%) neither satisfied nor dissatisfied, and thirty-two (16.2%) somewhat dissatisfied, and twelve (6.1%) were very dissatisfied, as shown in Figure 5.

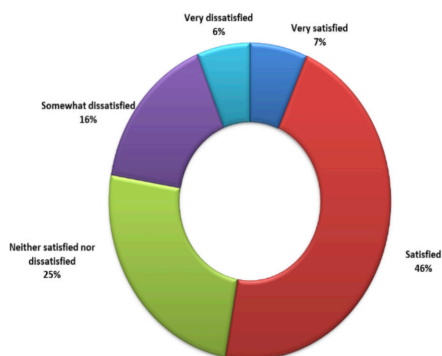


Figure 5 - Teachers' level of satisfaction with distance learning

### Discussion

More teachers were participating in distance learning and operating technological tools for training during Covid-19 compared with pre-pandemic times. This can be explained by the awareness and needs that were raised by the Covid-19 situation. Since schools were under lockdown, the only way to teach was through distance learning and the teachers' knowledge of technological tools was crucial.

The objective of this study was to find out if

there was a correlation between the teachers' perceived coping with the two dimensions (emotional and cognitive-behavioral) measured by ADAPTA-10. Teacher's perceived coping was more positively correlated with the emotional than the cognitive-behavioral dimension. That is, those who had higher levels of emotional coping adapted quickly to changes and were more positive in their perceived ability to cope. It is possible that the events of Covid-19 were very emotional and therefore those who could cope better with the emotions made better adjustments to the situation in comparison to those who coped better cognitively.

The cognitive-behavioral adaptation average was higher as teaching experience was lower. That might be explained by better technological knowledge and familiarity using digital tools compared with senior teachers. The emotional adaptation average was higher as teaching experience was higher. Senior teachers with more years of experience may be more mentally mature, have a better understanding of systems, and may therefore be better able to adapt to changes emotionally compared to the less experienced teachers. Looking at the teacher's perceived coping and teacher experience, student-teacher interaction average and class management was higher among those with less teaching experience, and the teacher's adaptation average was higher among those with more teaching experience. In addition, it was also found that anyone who reported better interaction with students also reported better classroom management during the distance-learning period. Good interaction between teachers and students has a direct effect on the teachers' class management, which is crucial for success especially at times of change. When

planning new methods for distance learning, there is a need to take into account different needs and skills according to the teachers' experience years.

The majority of the teachers were not familiar with OVEP. That could indicate that the project is on pause or there is a need to make more promotional efforts in order to improve awareness of OVEP among the PE teacher community. However, the majority of the teachers reported that they use sport as a tool for teaching values and life skills. During Covid-19 there was a downward trend of teaching values and life skills that can potentially be explained by the inherent nature of PE. It is a subject that requires learners to move and be quite close to each other, so the characteristics of this subject do not follow the social distancing measures (Savagpun 2020, 351). Still, the majority of teachers think that using sport as a tool for teaching values and life skills will be significant in the post Covid-19 world. That is why it is important to analyze how PE activities will be appropriate in the future (Savagpun 2020, 35).

Those teachers who perceived themselves as not having the ability to adapt to changes and different teaching methods also expressed a lack of confidence in the efficiency of teaching values and life skills in PE classes through distance learning. It might be that those who have better cognitive adaptation skills for change are worse at coping with new teaching methods and understand the importance of using sport as a tool for teaching values and life skills. This group also reported no difference in the efficiency of teaching values and life skills in PE classes in distance learning. The role of decision-makers is to provide tools for teachers to implement when they are

required. There is a need to better understand PE's challenges, and to create innovative programs tailored to needs in the field. The direct interaction between PE teachers and students is essential, and the lack of it during the Covid-19 crisis emphasized its value (Dunstan 2020). Therefore, future programs need to find creative ways to handle distance learning and develop pedagogical techniques that will overcome related obstacles. The transition to distance learning in PE requires an (not short) adjustment period. This indicates a crucial need for advance preparation of distance learning for teachers ahead of emergencies. It is important to cultivate and encourage teachers' positive attitudes towards the benefits of technological and digital tools so they will be confident in the opportunity to improve their teaching skills. In addition, future curricula should integrate synchronous distance learning routinely, even during normal periods, so that in emergency times the transition will be familiar and easier. Half of the teachers were satisfied with distance learning, which means they adapted to the new situation and even found its benefits. However, there is still a need for a studying process in order to improve satisfaction among the other half.

## **Conclusions**

Covid-19 caused a sudden shift to education by forcing teaching and learning online. This sudden change also changed the experience of PE for both teachers and learners. This study examined the difficulties of running online PE classes in the context of Covid-19 and aimed to use survey findings to develop an efficient operation plan to address these, with a focus on OVEP. Changes in strategic

learning methods are needed to understand online PE characteristics and thereby better communicate the value of PE (Hyun-Chul and Wi-Young 2020, 1). As teachers want to deliver values-based education and OVEP is already available, it needs to be made accessible for online use and delivery. In the “new normal” lifestyle, in which society becomes more digitalized, educational management models are also affected. Many countries have started to reconsider technology-based teaching, in which online platforms will take a major role for teaching quality in every field of study. The pandemic shifted attention to virtual learning capabilities and will likely result in the development and expansion of e-learning ideas, software, and infrastructure. Disruption to PE is inevitable around the world and arrangements need to be made whereby teachers and students can continue developing skills and values through sport. In this context, blended learning approaches may not only effectively address the education dilemma during the pandemic, but also lay the foundation for teaching opportunities in the future (Chatziralli et al. 2021, 1463-4).

The main findings indicate that the teachers faced some challenges, such as pedagogical, technical, and communicative with learners. Based on these, the following recommendations are presented in order to help overcome these challenges in the future. Firstly, special training is needed for PE teachers to understand the characteristics of online PE and thus better communicate the added value of PE as a tool for teaching values. Secondly, there is a need to cultivate blended learning expertise through routine sharing of online PE classes (not only during crises). In addition, there is a need to change the evaluation strategy in order to encourage active learner participation.

Thirdly, there is a significant need to take into account the differences between more and less experienced teachers with reference to the different characteristics in their ability to adapt to changes, both emotionally and cognitively.

Although The PE teachers are not very familiar with OVEP, most of them reported that values-based education is important and that they are using sport as a tool for teaching values and life skills. Most teachers had not received training for distance learning and digital tools in the pre-Covid-19 world. The pandemic forced them to get training quickly in order to adapt to the new situation and most of them understand the need and importance of this training. Blended learning that mixes the strengths of the two methods—face to face and online learning—is one of the main recommendations, especially for PE in Israel. If the education system is moving towards a hybrid model, OVEP can be a useful tool. Children will continue to face challenges and PE can help them to meet those challenges with tools to better understand their own internal experiences, empowering them to skillfully and confidently respond to the changing world around them. Further, in the event of a future emergency the transition will be easier and more manageable for both teachers and students. The post-Covid-19 world will need sport education to contribute to this effort. Therefore, training in advance for PE teachers is necessary. As such, The IOC should actually structure OVEP, adapted for online learning and make it more available and accessible to harness its positive potential. OVEP, then, needs to be adapted and relevant in the post-Covid-19 world with the transition to distance PE learning.

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