FACTSHEET
OLYMPIC VALUES EDUCATION PROGRAMME (OVEP)
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THE THREE OLYMPIC VALUES

• Excellence: This value means doing the best we can, on the field of play or in our professional life. The important thing is not winning, but taking part, making progress and enjoying the healthy combination of body, mind and will.
• Friendship: This value is at the heart of the Olympic Movement. It encourages us to see sport as an instrument for mutual understanding between individuals, and between people all over the world.
• Respect: This value includes respect for yourself and your body, for other people, for rules and regulations, for sport and for the environment.

OLYMPIC VALUES EDUCATION PROGRAMME (OVEP)

Olympic traditions are used as the backdrop for the IOC’s values-based teaching and learning opportunities. The Olympic Values Education Programme (OVEP) integrates sporting values and physical activity into a cultural and educational framework in line with the UN General Assembly declaration of the Decade of Education for Sustainable Development. Taking into account the IOC’s social responsibility and the importance of sport for young people, the IOC has devised a strategy aimed at maintaining young people’s interest in sport, encouraging them to practise sport and promoting the Olympic values. OVEP forms part of this larger objective. As explained by the IOC President, Thomas Bach: “Sport is not just physical activity; it promotes health and helps prevent, or even cure, the diseases of modern civilisation. It also is an educational tool which fosters cognitive development, teaches social behaviour, and helps to integrate communities.”

WHY THIS PROGRAMME?

In 2005, the IOC, further to the recommendations made by its Commission for Culture and Olympic Education, decided to develop a global youth strategy and address social responsibility through an educational values programme. Subsequently, the IOC received a sponsor-generated donation running over four years (2005-2009) from Raymond Goldsmith, President/CEO of International Sports Multimedia Limited (ISM), which allowed this programme to become a reality.

An extension to this donation was granted in 2010 during the 7th World Conference on Sport, Education and Culture (Durban, South Africa), allowing for the launch of OVEP Phase II for the period of 2011-2015.

OVERALL OBJECTIVES

• To design and implement an Olympic Education programme for children and young people, particularly in developing countries, in order to promote the application of the Olympic values through sport.

• To play a key role in achieving the UN Millennium Development Goals (MDGs). Specifically, reference is made to MDG Goal 2 – to achieve universal primary education – which can be addressed in the framework of OVEP, as the essential value of sport lends itself to quality and enrichment of learning (i.e. education).

• To conceptualise education and promote the development of a values-based, life-long learning perspective. The focus is on developing skill sets for life and learning that spreads beyond the sports field or the four walls of the classroom, into the fabric of daily life.

OVEP COMPONENTS

• Developing an Olympic Values Education Toolkit. The OVEP toolkit was developed to support educators, coaches and youth leaders in teaching the Olympic values. At present, a second edition of the Toolkit is in the works, as
well as an accompanying Facilitators Manual and Digital Toolbox.

- Building up a web-based database bringing together existing Olympic education material and making it available through the IOC website. Thus far, a database has been developed concerning best practices of educational initiatives (more than 200 initiatives have been collected; a pre-selection of 20 has been published on the IOC digital platform).

**WHAT HAS BEEN DONE SO FAR?**

The five educational values of the Olympic Movement, based on the Fundamental Principles of Olympism, serve as the pedagogical cornerstone: (i) pursuit of excellence, (ii) joy of effort, (iii) fair play, (iv) respect for others and (v) balance between body, will and mind.

- The toolkit was presented at the 5th World Forum on Sport, Education and Culture (Beijing, October 2006).
- Field testing of the toolkit took place during the World Scout Jamboree in Chelmsford, UK (July-August 2007).
- During the pilot “field implementation” phase (2007-2010), OVEP was successfully introduced in Africa, Asia, Latin America, the Caribbean and Oceania under the aegis of the “Train the Trainers” model. This formula was effectively implemented through more than 10 workshops with an international reach of 45 countries and over 300 trainers.

The IOC has also teamed up with the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the agency with a special UN educational mandate, to integrate OVEP through its national commissions and educational networks.

In addition, the IOC has partnered with Olympic family institutions, such as National Olympic Committees (NOCs), the International Olympic Academy (IOA), International Federations (IFs) and recognised organisations such as OlympAfrica and the International Pierre de Coubertin Schools Network.

**GOOD PRACTICES**

- Currently, translations of the OVEP Toolkit are available in English and French. Multiple translations in Spanish, Portuguese, Chinese, Kiswahili, Hindi, and Arabic are in the process of being finalised.
- The additional involvement of UN agencies and recognised organisations in delivering education programmes at the Youth Olympic Games (YOG). The Global Issues Discovery Activity allows athletes to develop a better understanding of global issues through a series of interactive booth walk-in activities and workshops using Olympic values education as a foundation. Based on the experience and success of the Global Issues booth activities during the Singapore YOG in 2010, the inaugural Winter YOG in Innsbruck in 2012 included the participation of six shortlisted international organisations and continued, as in the first YOG edition, to be an effective tool for educating young athletes on global issues affecting them on and off the field of play.

International organisations involved in Singapore 2010 and Innsbruck 2012 included: UNAIDS, the UN Environment Programme (UNEP), UN Children’s Fund (UNICEF), the International Federation of Red Cross and Red Crescent Societies (IFRC), Office of the UN High Commissioner for Refugees (UNHCR), the International Olympic Academy (IOA), the International Fair Play Committee (IFPC) and the World Anti-Doping Agency (WADA). The continued participation of international organisations in the context of the YOG Culture and Education Programme (CEP) is planned for
the second edition of the Summer YOG in Nanjing, China. For the first time, the International Olympic Truce Centre (IOTC) will also contribute to the YOG educational programme.

- Working with OCOGs before, during and after the Games in promoting the “Teaching Values” resource:
  - Beijing 2008 – the Beijing Olympic Games Educational Programme integrated the Olympic values into the curriculum of more than 400,000 schools attended by 400 million children.
  - Vancouver 2010 – pioneered its education programme online. Through an online learning environment, the 2010 Olympic and Paralympic Winter Games cultural and education package was distributed to 2,100 schools within the district of British Columbia and made available to the other 12 national provinces of Canada. The IOC’s Teaching Values resource featured on Vancouver’s “Share the Dream” website in the lead-up to and during Games time registered more than 200,000 hits.
  - London 2012 – used a wide-ranging education programme called, "Get Set" and the official London 2012 education programme integrated the OVEP toolkit into its resource network. London 2012 raised the bar on celebrating sport through its education network, with its international launch of “Get Set Goes Global” wherein 200 international networks had access to on-line materials. The sustainability of the programme and accompanying resources post-Games has been ensured as the British Olympic Association and British Paralympic Association are now managing Get Set.
  - Sochi 2014 - The Russian International Olympic University (RIOU) was founded on 21 October 2009 under the Memorandum of Understanding between the IOC, the Sochi 2014 Organising Committee and the Russian Olympic Committee. The RIOU activities focus on preparing highly qualified specialists in sports management for the Russian and worldwide industry of sport, as well as for the Olympic and Paralympic Movement. The university’s educational programmes cover the key directions of sports education: venue and infrastructure management, organising competitions, mass communications, diplomacy and administration, as well as career management.
  - Rio 2016 – “Education through sport” is one of the key concepts that will be developed by the city of Rio de Janeiro in the lead-up to the 2016 Summer Games. The Rio 2016 Organising Committee, the Brazilian NOC and the Government have committed to reaching out to young people, particularly in economically challenged areas. Collaborative projects include activities created and implemented by the Brazilian NOC, such as the translation and adaptation of the Olympic Values Education Programme for Brazil and other Portuguese-speaking countries.

- Opening up distribution channels to the Americas, specifically Latin America, in cooperation with the Continental Association of the Pan American Sports Organisation (PASO), the Pan-Iberic Association of Olympic Academies and the NOC of Spain.
- Developing the collaboration with the Olympic Council of Asia (OCA) in running OVEP initiatives with member countries.
The 7th World Conference on Sport, Education and Culture (December 2010) was held under the motto “Giving a Voice to Youth”. The conference, held in Durban, South Africa, was an excellent opportunity to assess the YOG Culture and Education Programme and to learn from initiatives dedicated to the UN International Year of Youth. In line with the conference motto, young people joined in the event to give important input and feedback. Read the full text of the recommendations here.

Among the action points contained in the Amsterdam Declaration, the participants called for making it an obligation for authorities to include values-based education and physical education in school curricula; for using all types of media to send messages on sport, the Olympic values, education and healthy lifestyles as enshrined in the IOC’s Youth Strategy; for supporting the introduction and enhancement of educational programmes for athletes which equip them with employability skills necessary for their post-high performance careers; and for working with public authorities to protect sportspersons.

Read the full text of the Amsterdam Declaration here.

Previous editions of this biennial conference have been held in Lausanne, Switzerland (1997 and 2000); Wiesbaden, Germany (2002); Barcelona, Spain (2004); Beijing, China (2006); Busan, Republic of Korea (2008); and Durban, South Africa (2010).