

FOCUS

ON OVEP

SEPTEMBER 2008

THE OLYMPIC VALUES EDUCATION PROGRAMME

OVEP – a new, still little-known acronym in the Olympic galaxy. Behind this abbreviation lies an ambitious programme to teach the Olympic values. It is built on very solid foundations, with a base and two series of three pillars – not unlike an ancient Greek temple. The base is the IOC's global youth strategy. Taking into account the IOC's social responsibility and the importance of sport for that age group, 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 third objective. "The Olympic values reflect the notion of 'sport as a school of life', as Pierre de Coubertin wanted when he revived the Olympic Games", explains IOC President Jacques Rogge.

AN EDUCATION PROGRAMME BUILT ON THREE PILLARS:

OVEP is built on this foundation, with the first series of three pillars:

- a teaching manual
- an interactive database
- a label to encourage take-up

THE MANUAL

The teaching manual written by Deanna Binder, a leading expert on Olympic education, is intended as a reference document for all teachers and educators looking to promote the values of Olympism. The manual encourages them to use the symbols (rings, torch and medals) and Olympic stories as part of a stimulating interactive programme. It respects the universality of the Movement by offering teaching tools which can be used all over the world. For this reason, the manual will be translated into various languages and distributed through the National Olympic Committees.

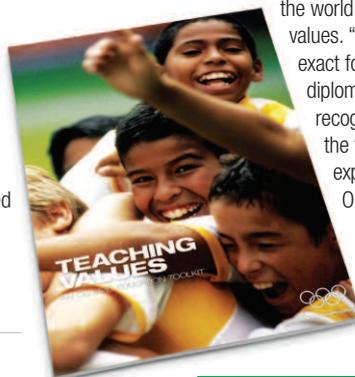
THE DATABASE

The IOC is aware of the number and high quality of the existing Olympic education programmes. Since Calgary in 1988, all the Organising Committees have invented new tools to spread the message. National Olympic Committees and some organisations and institutions

have done the same. To build on the efforts already made and encourage the use of existing expertise, the IOC asked the Autonomous University of Barcelona to produce an inventory of the Olympic education programmes and tools. The result is an impressive database, which will soon be used to enrich the www.olympic.org web site.

THE LABEL

The third pillar is intended to be more proactive: a label which should encourage teachers and educators around the world to move into teaching the Olympic values. "It is still premature to think about the exact form it will take, but it could be diplomas, medals or other kinds of recognition which will encourage not just the teachers, but also those taking part," explains Francis Gabet, Director of The Olympic Museum in Lausanne.



Left: Cover page of the new "Teaching Values" manual

THE THREE OLYMPIC VALUES

The second series of three pillars is linked to the Olympic education content: the three values of excellence, friendship and respect.

- **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, and for sport and for the environment.

The embrace of Russia's Natalia Paderina and Georgia's Nino Salukvadze (pictured) at Beijing 2008 powerfully illustrated the Olympic values in action.



FIRST EXPERIENCES

The IOC decided to move ahead with the OVEP project based on its initial experience in the field. As a result, the manual was tested at the 21st World Scout Jamboree in July/August 2007 in Chelmsford (Great Britain). Sixteen 90-minute workshops were led by Deanna Binder with a total of 500 adolescents (14-17 year-olds), with very positive results: 350 of the participants said that they loved the workshops, proving the well-foundedness of the teaching methods in a multicultural environment. Another workshop was held for educators (*Educate the Educator*) from Africa, Asia and Oceania in April 2008 in Tanzania. Those taking part not only helped to fine-tune the distribution plan for the manual, they also promised to promote it in their regions. The result is that the whole OlympAfrica network will incorporate the manual into its teaching.

AN INEXHAUSTIBLE WEALTH OF EXPERIENCE AND EXPERTISE

The Autonomous University of Barcelona has compiled an inventory of 199 educational projects. These include:

- 69 initiatives by the Organising Committees for 18 Olympic Games (9 Summer and 9 Winter)
- 93 initiatives by 41 National Olympic Committees: 6 in Africa, 9 in Asia, 9 in the Americas, 15 in Europe and 2 in Oceania
- 12 initiatives launched by Olympic museums, including 10 linked to NOCs
- 8 initiatives by 5 TOP (The Olympic Programme) sponsors
- 17 projects by two IOC-recognised institutions
- 5 projects by non-governmental organisations.

The diversity of the projects – in terms of content

and delivery – requires an in-depth analysis, which is now being performed by a subject expert, whose job is to select the appropriate search criteria so that the final user of this new database can quickly find the information he or she is looking for.

The database will thus have to be a practical, useful and efficient tool which facilitates the work of teachers and educators looking to set up new education programmes. The internet will also mean that an impressive array of tools, in terms of both quality and quantity, can be offered, including photos, videos and animations.

Below: Teaching the Olympic values is greatly appreciated by a young audience



THE NEXT STAGES

- September 2008: presentation of OVEP at the "Sport and Education" Conference in Busan
- October 2008: launch of the manual in schools in India
- November 2008: launch of the manual by OlympAfrica
- December 2009: database accessible on www.olympic.org
- March 2009: presentation of OVEP at SportAccord n Denver
- July 2009: integrated and interactive service on www.olympic.org
- October 2009: proactive launch of an activation campaign among Olympic family members at the Olympic Congress – launch of the OVEP label
- February 2010: detailed report to the IOC Session in Vancouver
- March 2010: launch of a general public promotion campaign

INTERVIEW WITH MR ZHENLIANG HE



"IN 50% OF COUNTRIES WITH 50 NEW PROJECTS A YEAR"

THE CHAIRMAN OF THE COMMISSION FOR CULTURE AND OLYMPIC EDUCATION, MR ZHENLIANG HE, ANSWERED THE QUESTIONS FROM FOCUS.

Why have an Olympic Values Education Project?

Promoting the Olympic values is one of the basic missions for the whole Olympic Movement, and the IOC has to play the role of pioneer and catalyst. We are living in a world where a lot of things are changing, and sport, including the IOC, has a social responsibility to help create a better world. Young people are the Olympic Movement's future, and if we don't do something for them now, we shall regret it later.

The database shows that there are already a large number of education projects. So why have another one?

It is true that the Organising Committees for the Olympic Games and the National Olympic Committees are already making a huge effort. But what has been missing up to now is both a standard model and a platform to link all the existing projects. In any case, we should never rest on our laurels, but stimulate and motivate to encourage new initiatives. These are the three vocations – reference tool, network platform and promoter of new initiatives – which are the driving force of the project.

What is special about the Olympic values?

Nothing other than the fact that they can be applied to all fields of play. Sport is still a school of life which teaches young people that healthy ambition, shared responsibility and respect help them to progress in their group. By incorporating the Olympic values into their way of life, young people will learn that it is much easier to fit into society. What is more, these values are experienced in real life with very precise points of reference, which counterbalance the virtual world that many young people inhabit today.

Educators and teachers are inundated with educational projects. How will OVEP stand out?

The Olympic values can be taught in a full curriculum devoted to Olympic education, as already happens in many countries. Ideally, all countries should have a programme of compulsory teaching devoted to the values. If this is not the case, using these teaching methods, OVEP can also be incorporated into language, sports, history, geography and economics lessons. It is adaptable, and is easy to take on board and use.

How will you measure the success of OVEP?

I like that question. The goal will be achieved if OVEP has an impact in at least 50% of the world's countries, with at least 50 new projects a year. This will be after the Olympic Congress in Copenhagen, once we launch the activation campaign in October 2009.