



INTERNATIONAL
OLYMPIC
COMMITTEE

FACTSHEET

OLYMPIC VALUES EDUCATION PROGRAMME (OVEP)

UPDATE - FEBRUARY 2018

THE THREE OLYMPIC VALUES

- **Excellence:** To do 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.
- **Respect:** Including respect for yourself and your body, for other people, for rules and regulations, for sport and for the environment.
- **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.

OLYMPIC VALUES EDUCATION PROGRAMME (OVEP) 2.0

Physical activity and sport have significant benefits for health, well-being and youth development. Sport can be a fantastic tool for outcomes such as peace, holistic education and social development. Recognising the unique potential of sport as an educational and communication tool, the [Olympic Values Education Programme](#) (OVEP) 2.0 further builds on the first edition, and is a practical set of learning resources designed to inspire and allow young people to experience life/humanistic values such as excellence, respect and friendship.

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 is also an educational tool which fosters cognitive development, teaches social behaviour, and helps to integrate communities.”*

WHY THIS PROGRAMME?

The founder of the modern Olympic Games, Baron Pierre de Coubertin, not only saw Olympic sports as an opportunity for athletes to test their skills in competition, but also “for each

individual to use sport as a possible source for inner improvement”.

Under the guidance of the IOC’s Olympic Education Commission, Coubertin’s vision in the late 19th century is today’s reality, through the Olympic Movement’s values-based learning programmes.

The programme goes beyond artificial boundaries, and aims to create a sustainable platform to address societal issues such as:

- the rise in sedentary behaviours
- increased urbanisation
- persistent inequalities for girls and women
- the lack of social inclusion and coherence
- continued conflict and world-wide instability.

OVERALL OBJECTIVES

OVEP 2.0 aims to realise the Olympic ideal of “building a better world through sport” by means of a curriculum that uses sports pedagogy and focuses on values-based learning.

The cornerstone of the programme is the Olympic ideal that “learning involves the whole body, not just the mind”. OVEP uses Olympic sports traditions and positive sporting values as the context for teaching life skills, values and life-long participation in sport for a healthy lifestyle.

OVEP can enrich existing educational materials and help to improve academic performance in addition to civic responsibility, through its activity-based approach. Respect for cultural diversity and educational systems are integral drivers of the programme.

Furthermore, in its contributions to the global platform of the UN Sustainable Development Goals (SDGs), sport has been included in the final outcome document as an “important enabler” of the new 2030 development agenda.

In addition, the recently published United Nations Educational, Scientific and Cultural Organisation (UNESCO) Quality Physical Education (QPE) Guidelines for Policy Makers



(January 2015) have been developed to reshape physical education policy and enforce the inclusion of QPE in school curricula. With a view to operationalising the QPE Guidelines and connecting policy with grassroots implementation, OVEP has been made available as an educational tool to enrich existing teaching material.

OVEP 2.0 COMPONENTS

The OVEP Toolkit is a set of free resources designed to enrich any educational curriculum with Olympic-themed activities, teaching strategies and inspirational materials. It can be put into action by teachers and instructors, coaches and sports clubs, governments and educational authorities, members of the Olympic family, and even parents at home. The Toolkit contains four key resources:

(i) *The Fundamentals of Olympic Values Education* – the primary reference manual (ii) *Delivering OVEP* – a practical pedagogical guide, (iii) *Activity Sheets* with exercises to support and complement activation, and (iv) the *Resource Library*, with a diverse range of supplementary teaching materials, background information on values-based learning, inspirational videos and other media material.

- For further information and to download the resources, go to www.olympic.org/ovep.

Community of good practice

Olympic Agenda 2020 has done much to accelerate the “education through sport” model on a national level. The importance of familiarising young people with the Olympic ideals and positive sporting values is growing. Among others, examples of ongoing grassroots initiatives include:

- Australia and Canada –During the 2016 Olympic Games, the respective National Olympic Committees (NOCs) have made available Olympic values-based teaching resources themed around the Rio Olympic

Games and their national Olympic teams. The resources are available for download on the relevant Olympic education websites. Generally speaking, the resources are linked to the national curriculum and are age-specific.

- Guatemala – a hybrid sporting programme in existence since 2012. The Hoodlinks programme, operated under the aegis of the Guatemala Olympic Foundation, focuses on the development of physical literacy and Olympic values for children and young people to increase life skills and reduce violence in Guatemala City’s “red” zones. A recent study conducted through the Olympic Studies Centre (OSC) Advanced Grant Programmes has demonstrated that the programme appears to be a viable strategy to help combat youth violence. In addition, it has shown itself to be sustainable, and can be replicated in other parts of the country as well as other parts of the world facing such challenges of youth violence, school drop-out and extreme poverty. The Hoodlinks programme model is also currently being run in the neighbouring country of Honduras.
- Jordan – a working partnership between the Norwegian Refugee Council (NRC) and the Jordan Olympic Committee (JOC) to broadly mainstream leadership skills using an Olympic values core curriculum for Syrian refugee young adults (18-35 years of age) at the Emirati Jordan Camp. The cascading of OVEP in the other youth camps of Za’atari and Azraq is ongoing. In addition, consideration of holding such workshops with the female young people at the centres involved is underway.
- Papua New Guinea – Team PNG - A key component of this PNG OVEP initiative is to build the capacity of Team PNG athletes as facilitators and trainers, thereby becoming ambassadors in their region for important



Olympic Movement educational messaging. The school and community engagement activities have been well received in four villages: Porebada, Boera, Papa and Lea Lea.

- South Africa - The “Coaching Development and Olympic Values Education” project was conceptualised taking the life circumstances and current situation of coaches and the end beneficiaries (i.e. South African young people) into consideration. These groups are both faced with challenging socio-economic conditions. In all, 54 selected coaches from all districts of the Mass Participation, Opportunity and Access, Development and Growth (MOD) Programme of the Department of Cultural Affairs and Sport (DCAS) participated in the training. The involvement of the provincial government, the IOC, United World Wrestling (UWW) and the Foundation for Sport, Development and Peace (FSDP) NGO attested to the power of sport in a local context.
- Sri Lanka – The Inter School Olympic Values Debate Project initiated by the NOC of Sri Lanka uses the learning technique of Socratic dialogue to introduce young people to Olympism and the Olympic values in a fun and interactive way. The pilot project will involve the Kandy and Colombo school districts (four schools per district) and will be televised to the wider community. From an educational perspective, the project helps to emphasise the development of critical thinking skills, tolerance for differing viewpoints and teamwork, as well as enriching classroom teaching material. Following the pilot, it is planned that a full-scale project will follow.
- Tunisia – The consolidation of sport and Olympism in the national plan is being moved forward through the collaborative platform between the NOC and the relevant

governmental authorities. The educational reform has been communicated by the national entities. The activation of a sport, physical activity and Olympic values curriculum as a vehicle towards peaceful outcomes resonates with Olympic thinking.

- Zimbabwe - In response to the dislocation of 3,500 families affected by the flooding of the Tokwe-Mukosi dam catchment area, the Zimbabwe Business Council on Wellness (ZBCW), in collaboration with the NOC and provincial governmental authorities, initiated action to address the social problems faced as an aftermath of the natural disaster. Focusing on the children, young people and young adults in the affected area, an education-through-sport framework was established. The project implementation was based on: (i) a situational analysis, (ii) Olympic values education, including capacity-building of involved trainers, (iii) sport delivery, (iv) HIV and Wellness education, and (v) community and partnership engagement. A high-level outcome of the project was recognition of the national Ministry of Sport and Recreation through its plans to replicate the programme within the Ministry’s strategy related to supporting community sport.

IMPRINT

[OLYMPIC VALUES EDUCATION PROGRAMME](#)

January 2018

A publication of the



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