

**MINEPS VI Working Group I Meeting – Developing a comprehensive vision of  
inclusive access by all  
Paris, 16<sup>th</sup> January 2017  
Meeting Summary**

Content

Opening Session .....	2
MINEPS VI: Focus on Action.....	2
Follow – up framework.....	2
Main elements of programme preparation.....	3
Thematic breakout session.....	3
Stakeholder breakout session .....	7
List of Participants .....	14

## Opening Session

Mr Müller-Wirth outlined the steps taken since MINEPS V, which took place in Berlin, Germany, in 2013.

MINEPS V was placing a high focus on three topics, namely: 1) Access to sport as a fundamental right for all; 2) Promoting public investment in sport and physical education programmes, with an emphasis on the implementation of sustainable mega sport events; and 3) Preserving the integrity of sport with a focus on the issue of match-fixing (manipulation of sports competitions) which were first addressed at the global level in such details.

**The Declaration of Berlin** was characterized as a policy consensus of policymakers. Among others, it initiated the revision of the International Charter of Physical Education and Sport that was adopted by the General Conference of UNESCO in November 2015.

## **The International Charter of Physical Education, Physical Activity and Sport**

formulates a common vision amongst different stakeholders on what are the fundamental principles and values that should guide policy programmes for sport, physical education and physical activity, undertaken by governments and by sport organisations.

## MINEPS VI: Focus on Action

According to UNESCO's Intergovernmental Committee for Physical Education and Sport (CIGEPS), MINEPS VI shall focus on the development of **a call for action** which is based on the Declaration of Berlin (2013), the International Charter of Physical Education, Physical Activity and Sport (2015), as well as on Agenda 2030/Sustainable Development Goals, adopted at the General Assembly of the United Nations in 2015. All these reference documents should lead into a follow-up policy framework for which UNESCO has developed a first draft.

## Follow – up framework

UNESCO's ambition is **to create a sport policy implementation framework** which shall be used to show what has been achieved since MINEPS V and what is missing, considering the above listed reference documents.

The intent is **to foster a policy convergence which should lead to policy implementation**: The Declaration demonstrated the consensus on **what** should be done. The next step would be a consensus on **how** it could be done best and how governments can make sound investments in sport programmes.

A convergence would serve additional needs: member states want UNESCO, the Council of Europe, the Commonwealth, and other regional and international intergovernmental bodies not to duplicate efforts; hence UNESCO sees a need for a common framework

which allows all stakeholders to align their programmes and investments. There is also a need for a basic methodology for comparing what different countries are doing.

In summary, **the call for action shall encourage immediate response, identify gaps and foster international convergence in policy implementation and its monitoring.** The vision for MINEPS VII could be the translation of the international framework into national ones.

#### Main elements of programme preparation

Working group participants were informed that the MINEPS VI Programme Committee is composed of UNESCO, the Russian Federation, the Chair of CIGEPS, the International Olympic Committee, the International Paralympic Committee, The Association for International Sport for All, as well as of ICSSPE.

Working Group participants were reminded of the time constraints due to the scheduled meeting of the PC for 31<sup>st</sup> January and 1<sup>st</sup> February 2017. This means that all comments of working group members would need to be presented to the UNESCO Secretariat not later than 22<sup>nd</sup> January 2017.

The following tasks were set as objectives of the meeting:

- Clarify scope & sub-topics of theme I
- Identify linkages with the SDGs
- Assess core progress since 2013
- Identify persisting issues / problems
- Suggest solutions and actions

In order to achieve the meeting objectives, the meeting was divided into two breakout sessions: a thematic and a stakeholder session. Furthermore, both of the breakout session groups were divided into three smaller groups with their own respective theme.

#### Thematic breakout session

The work of the thematic breakout session was divided into three groups:

**Group I** –Participants in this session were requested to collect and discuss contexts in physical education, physical activity and sport where inequalities can be observed. The main questions to be answered by this group were: which are the main needs with regard to national and international policies; where is more evidence needed; where can we observe examples of good practice and how can stakeholders better advocate for equal access opportunities to physical education, physical activity and sport. What measures could be incorporated into a MINEPS VI Call for Action? Members were also requested to discuss the topic in light of SDG 10 which aims at reduced inequalities in society.

Rapporteur: Catherine Carty, UNESCO Chair Project Manager  
Department of Health & Leisure Studies  
Institute of Technology Tralee

- The group observed the range of thematic areas covering discrimination and access for all and considered the concept of intersectionality. Where discriminations exist advocating and acting for inclusion of one group should consider other marginalised groups. This approach can multiply the impact of action across a range of marginalised groups. There are still actions to be considered with regard to the needs of specific marginalised groups – e.g. people with disabilities, girls and women, migrants and refugees, LGBT etc. IPC, UNESCO Chair and IFAPA are considering the framework in this context.
- Governments need to ensure all people have access to physical education, physical activity and sport (PEPAS) and should identify the individual and community factors that may present barriers. Guiding principles around access should be developed for Ministers, systematic and structural barriers should be considered.
- Discrimination within discrimination, compounding inequality. Within disability PEPAS discriminations exist and we need to ensure that we are mindful of not perpetuating this practice. Deaf and hearing impaired groups and people with intellectual disabilities were mentioned in this context, from perspectives of opportunity to participate and also to take leadership, training and employment. This links with the first point above and the concept of intersectionality. (Note: Intersectionality and double discrimination to be added to glossary).
- A deficits model pervades in policy at present. Policy needs to shift and reorient itself to a strengths based approach and we need to have frameworks driven by ability. A *salutogenesis* and *biopsychosocial* approach are inherently strengths based and can form a good basis for policy. At all levels of policy developed ‘nothing about us without us’ should be considered. Partnerships are important in policy making and broad stakeholder groups need to be consulted and involved.
- Many disability activists and advocacy agents adopt a hard line approach to enforcing regulation in a manner that does not fully respect the transformational, organisational, behavioural, and attitudinal changes that are needed to positively embrace inclusion. Acknowledging that fear (of not doing or saying the right thing) still exists, around inclusion of people with disabilities, we need to embrace pragmatic approaches to inclusion that enables people to act from where they are, with what they have, from now. (Note: pathway to diversity, inclusivize and universability to be added to glossary).
- Sport, by virtue of its development and rules is more inherently exclusive than PA and PE. Many sports bodies have worked to inclusivize their sport and this needs to be commended and continued. The scope of nature and the outdoors as a context for inclusive physical activity has been underplayed. Traditional sports and games can also offer inherently inclusive or modifiable options and can take place in less formal settings. The health, sport and fitness club sector should also be considered as an enabling sector for social inclusion of people with disabilities. Health clubs and their users need to reflect the communities in which they reside in terms of disability, age profile, ethnicity, culture, etc.
- Evidence needs to inform policy. Evidence suggests that education (physical) needs to prepare people with the autonomous skills to participate in society and to develop physical literacy skills for a range of contexts as relevant through the lifespan. We need to look at how people can engage with PEPAS in a lifelong manner, identify any active

barriers or discriminations on the path and work to eliminate them. Literacy is power and work could be done to promote literacy for all. Lifelong engagement of all, including those with disability, or alternatively prejudiced, needs to be considered at policy levels.

- Quality PE needs to be embraced at policy level and policy needs to be enacted in practice. Good policies do not always transfer into good practice, and teachers need to respect their professional responsibility for inclusive pedagogical approaches and moral authority to address issues of discrimination. Physical Education in schools needs to be accessible for all and respect values education. Curricula and preservice training for PE teachers, coaches, physical activity specialists, and professionals involved in governance, policy and planning need to 'mainstream diversity'. Inclusion should be embedded so as inclusive practitioners emerge from higher education and training. Discrimination should be addressed in all its forms in preservice training of PE teachers/ coaches etc. (Note: Share resources on EIPET and IPEPAS (online open source resource under development for inclusion in PEPAS) Concern was raised regarding the amount of attention given to Physical Education in teacher training at primary and pre-primary levels. Quality provision is only possible with well-prepared practitioners. Further investments in PE teacher training in primary and pre-primary levels are needed. Further investment in resources for primary PE is also needed. Resources should be shared to support implementation of policy.
- PEPAS has an important role to play in the increasingly diverse and complex societies of today. The complex needs of changed populations (migrants, refugees, cultural diversity) could be addressed through PEPAS, but we need to prepare for this.
- Advocacy is needed around the value of PE. This needs to target many stakeholders from policy makers to parents. PE should not be used only in the service of sport but in also its own right for the breath of benefits it brings for the development of the person. PE is not appreciated as a profession, and is undervalued in its own right, it is not viewed as educational, developmental and for all. Further work is needed to reinforce and support its critical role in and out of school environments for lifelong life wide benefits.
- QPE should be diverse, challenging, frequent and personally meaningful until late adolescence.
- PEPAS needs to consider not just participation but also leadership and employment at all levels.
- UNCRPD should be referenced as an important normative instrument and countries that have not ratified should be encouraged to do so. Considerations should be given to whether or not it is added to the framework or simple referenced.
- In relation to gender equity the question was asked regarding how many women were Ministers of Sport at MINEPS V and how many women will be represented at MINEPS VI as ministers or otherwise.
- The outcomes document needs to point to guidelines, gaps, norms and tools to facilitate actions.

**Group II** – How can partnerships and joint initiatives by different stakeholders be used to provide access to physical education, physical activity and sport for all? Participants were requested to collect and discuss the chances for creative and effective partnerships which could include the policy level, the sport movement, the education and the health system, the scientific community, city and urban planners, as well as the corporate sector. What measures could be incorporated into a MINEPS VI Call for Action?

Rapporteur: Kole Gjelošhaj  
Director Educational Services, Protocol Coordinator  
International University Sports Federation (FISU)

- Starting level: Development of national strategies which need to be aligned.
- Sport to be integrated into core policy areas
- Identification of the best return on investment
- Identification of stakeholders
- Variety of governance models versus one model for sport  
NGOs  
Education Institutions as a major stakeholder
- Everyone has to have a voice. Governance of Sport should bridge the gaps from policy makers to implementation on all levels and should consider a two-way communication. Therefore, the difference between “good governance” and “The Governance of Sport” should be made.
- There is a necessity to have a platform for sharing academic papers, scientific studies and good practices that could be used by decision and policy makers.
- The topic of gender equity must be a mainstream for all policies and programmes.

**Group III** – Participants in this group were requested to collect and discuss contexts in physical education, physical activity and sport where gender inequalities can be observed. Which are the main needs with regard to national and international policies; where is more evidence needed; where can we observe examples of good practice and how can stakeholder better advocate for gender equality in physical education, physical activity and sport? What measures could be incorporated into a MINEPS VI Call for Action? Participants were also requested to consider SDG 5 which aims at equal opportunities for different genders in society.

Rapporteur: Game Mothibi  
International Working Group on Women and Sport Secretary General 2014-2018  
IWG & Botswana National Sports Council (BNSC)

- The status of the women and sport observatory was discussed as it is still seen as a good tool to move women and sport issues as well as gender and sport issues forward. It will help gather and populate data from around the world and make them accessible.
- A way of collecting missing information from other countries must be found. Maybe a solution could be to use data from the statistics unit of UNESCO.

- There is a need for dedicated funds/budget line towards advancing gender equality and equity in sport. Financiers like IMF, World Bank and institutions alike should be approached and asked to fund international programmes on gender equality.
- Equality for both women and men should be emphasised.
- The Sport Policy Follow-up Framework should be simplified and made user-friendly.
- Identify who can provide what, know the sources of information and make use of existing national observatories.
- Identify Ministers or departments for collaboration, in order to promote gender equality: collaboration within international organisations and collaboration outside sport ministries (collaboration with different stakeholders outside sport) should be put in place.

### Stakeholder breakout session

The afternoon's breakout session were further divided into three groups of stakeholders: intergovernmental organisations and government representatives, the sports movement, and researchers:

#### **Group I - Intergovernmental organisations and government representatives, the sports movement.**

Participants in this session were requested to collect and discuss international, regional and national policies that have been adopted by governments since MINEPS V with the intention to provide equal opportunities for all members of society to participate in physical education, physical activity and sport. They were also requested to identify gaps and policies that have not led to the attempted objectives, as well as international cooperation addressing the specific needs of public sport authorities to which MINEPS VI should commit.

Rapporteur: Silvia Gonzales Morcillo

Programme Officer, United Nations Office on Sport for Development and Peace

Participants: Representatives of Kenya, Japan, Germany, France, WADA, Commonwealth, IWG Women and Sport, UNESCO.

**UNESCO:** What do Member States need from MINEPS VI?

**Kenya:** Good practices, "not reinventing the wheel"

Resource mobilisation – partnerships

**Germany:** Challenge in Germany is that regions are in charge of grassroots level sports and therefore it is difficult to use an international framework. A strategy on how to make the current follow-up framework applicable at regional has to be developed. The federal structure is not always open to international structures and there is a need for coherence on both levels.

**Japan:** There is need for information sharing, especially of good practices. The Sport for Tomorrow Programme is not meant only for Japan, it is an international contribution programme and encourages collaboration among countries.

What Japan would expect from MINEPS VI is a platform of two sides:

- 1) developed countries supporting developing countries; and
- 2) a dialogue between developed and developing countries beyond the conference under consideration of differences.

**France:** In France exist many actors in sport, and a lot of money is given to sport (18 billion €, 2% of GNP). Within the Ministry of Education, 4 billion € go to PE. At school it is a compulsory subject.

France has celebrated the year of Olympism and tries to create pathways between higher education and Olympics.

France supports partnerships that reinforce these exchanges such as the working group as well as MINEPS.

The expectations from MINEPS are to gather stakeholders for information exchange between PE, PA, local and national level stakeholders, as well as to promote access for all, in and out of school. The goal is to develop partnerships especially for the francophone region.

**UNESCO:** Information sharing will happen. Resource mobilisation and sharing of good practice are challenging. Good practice is one of the follow-up parameters, but what is exactly considered by good practice? This should be addressed more specifically.

**Kenya:** Good practice includes legislation, policy, etc. Good practice should also consider youth, e.g. youth employment. The challenge is seen mainly in terms of implementation.

In Kenya there are same challenges as in Germany - county governments (e.g. ministers of sports) are applying national policies.

**Commonwealth:** Is there convergence with between international and regional frameworks?

**UNESCO:** If MINEPS agrees on the follow-up framework, will that actually be implemented? The framework is a way of gathering information. There is the hope that the follow-up framework will encompass all relevant issues for countries. Need for champions who will use it (e.g. Japan).

**Kenya:** Frameworks are already there. A challenge is their implementation, not the development of new frameworks. Usage of current structures ensures higher impact.

**Germany:** It is very different for the political level to distinguish between the parameters - the follow-up framework is very technical.

Germany's experience with MINEPS V is that international frameworks would be successful if topics are relevant for national stakeholders, e.g. match fixing and mega sport events are of high importance in Germany. The Berlin Declaration was used in political discussions to push topics.

**UNESCO:** How to make themes and subtopics attractive to countries?

**Germany:** The Declaration of Berlin is used for funding activities (e.g. to promote football for women and girls). There is always need to justify political decisions and a MINEPS outcome document can be supportive.

**WADA:** The framework is very technical, but the Berlin Declaration is still there, and the framework is reiterating it. Different countries have different models, some haven't any. The challenge is to implement good practices in different systems.

**Commonwealth:** Should Theme I have a stronger focus on resources? Should it talk about economics, resources?

**UNESCO:** Advocacy is only one of the elements in Theme I. Visions for MINEPS VI are:

- To adopt of a policy advocacy paper. IOC, FIFA, and other sport federations, have an interest in sport contributing to society. However, there have not been efforts towards funding a common international project. MINEPS can seek commitment to promoting the case of such a project among ministers.
- To equip ministers with something that they can apply. To decide on a small number of action areas to which ministers commit.

**UNESCO:** Would a database of national sport strategies be useful?

**Kenya:** It would be very useful to have a collection of good practices and to have the possibility to see how other countries perform.

**Commonwealth:** Could one of the action points consider the development of international legal systems or frameworks?

**UNESCO:** The challenge is that sport is not discussed very frequently at parliament, therefore there is a need for integrating sport perspectives into other discussions. A proposal for a common legal framework could be one of the projects of theme III. An overall sports bill is too ambitious.

What would make a difference at MINEPS VI, as a step towards improved international cooperation?

**Japan:** Frequent communication among sport ministries is needed, four years are too long.

**UNESCO:** If there is collective interest in meeting more often, it could be suggested, but there is always a funding issue. However, there is a need to work continuously.

**Kenya:** A key topic for us is youth. This group is not included in the follow-up framework.

**UNESCO:** There is an ILO document on employment in sport. Youth is seen almost as a mainstreaming issue.

**Commonwealth:** Is there a possibility to add a sub-theme addressing marginalised groups, including youth, indigenous, ethnics groups.

**UNESCO:** What could be an action requested from ministers to UNESCO? What would they want to happen? What are common action points.

**Germany:** A Call for action is not only addressing ministers, but also sport organisations. UNESCO is a good platform for international organisations to explore and promote compliance with standards, e.g. the UN Guiding Principles on Business and Human Rights.

**Japan:** Could the private sector be involved in MINEPS VI?

**Commonwealth:** The private sector could be a very powerful ally.

**UNESCO:** A possibility could be to involve them in a MINEPS breakfast, or some other aside event for informal discussions.

**Japan:** An informal MINEPS focusing on the private sector would be welcomed.

## **Group II - The sports movement**

Participants in this session were requested to collect and discuss policies that have been adopted by the sport movement since MINEPS V with the intention to provide equal opportunities for all members of society to participate in sport. Participants were also requested to populate the Sport Policy Follow-up Framework in the areas of Norms, Tools and Advocacy.

Rapporteur: Michael Pedersen

1) Positive developments have been reported by:

IOC:

- Agenda2020 and other initiatives to increase participation globally;
- Olympic Games: More women, more participants;
- Support for National Olympic Committees, including financial incentives;

- Range of issues covered, including inclusion of women;
- Substantial sport for development policy programmes.

#### TAFISA:

- Advocacy in general and declarations referred to European Parliament in particular;
- Active Cities programme;
- Traditional Sports and Games programme;
- ISO like standard: Management systems and frameworks to promote activity in the city.

#### FIFA:

- New division dedicated to women's football;
- Requirements for women to be represented in the FIFA Board and the board of regional football confederations, suggestion to national FA boards to put in place similar requirements;
- 2026 goal of doubling the number of women playing football;
- Female leadership programme;
- More funds available for capacity building nationally.

#### International Sambo Federation:

- Policy for event organisers which includes the requirement to carry out events in line with SD goals;
- Requirement of 25% women in the board.

#### FINA:

- Comprehensive activities focused on "swimming for all", including partnerships with UNESCO, WHO and sponsors such as Speedo.

#### FISU:

- Striving for gender balanced events;
- Inclusive approach to bringing all sports into events;
- Promotion of UNESCO activities.

#### IPC:

- Policy papers;
- With inclusion as part of the organisational DNA, others might benefit from a collection of approaches/frameworks/procedures in place;
- As part of its sponsorship agreement, Toyota is taking an active role in supporting capacity building in national Paralympic committees.

#### 2) Negative developments:

- Some countries have even removed physical education from the primary and secondary school curriculum, including Brazil despite of being the most recent host of The Olympic Games.

#### 3) Emerging questions and perspectives:

- How to break down silo thinking and create multi-stakeholder partnerships, including dividing roles and responsibilities along the lines of appreciating unique skills, experience and expertise?
- Isn't there a win-win opportunity for collaboration between sport organisations across sports and countries? All sport organizations could benefit from a joint effort to increase the sport piece (number of people participating in sport) of the cake (number of people engaged in recreational activities in society), as opposed to continuing fighting for the same generally decreasing sport piece of the cake.
- Along the same lines, there is an opportunity to bring different sports and disciplines together at sport events.

### **Group III - Research and pedagogy**

Participants in this session were asked to collect and discuss available research initiatives which provide helpful evidence to promote equal participation opportunities in physical education, physical activity and sport. They were also requested to identify necessary research tasks for the future which may help to reduce inequalities in participation. Participants were also asked to populate the Sport Policy Follow-up Framework in the areas of research as well as monitoring and evaluation.

Rapporteur: Carole Oglesby

International Working Group on Women and Sport

Concern 1 – What kind of data is helpful to policy planning and how should it be collected?

Recommendations of group

- Accessible data sets
- Different languages; Move more research, existing in top level English-only journals, into other languages such as Arabic, Chinese, Korean, to name but a few.
- Easy language; Along with training/recruiting the primary research team, identify 'translators' who understand technical language at such a high level, they are able to convert it to 'common language' and metaphors. Exemplars of such efforts: Robert Wood Johnson, USA; Institute of Effective Education, York University
- Easy accessible abstract and outline of possible purpose and impact
- Convert the main concept into a Tweet
- Data sets should represent the full spectrum of methodologies; international massive population studies, national surveys, case studies and qualitative studies focused on small samples, laboratory/controlled studies. Such steps give the possibility of a more robust understanding of given groups.
- Researchers should be encouraged to use 'existing measures' where possible for ease of interpretation and evaluating composites of studies. Caveat: Of course, the need is recognized to 'tailor' studies and measures when approaching a new and/or unique sample.

## Concern 2 – How may data be stored and most easily retrieved?

### Recommendations of group

- Publically identified repositories of data and research reports should be developed. These repositories could be ‘national collections’.

International collections of research on given topics; all available data in a given language.

- There should be more effort to create large-scale meta-analyses using techniques that would facilitate comparisons of, e.g., effect sizes across many different studies. This is a special aid in the common situation when international barriers exist to preclude controlled, laboratory studies.
- Utilize new technologies to present data esp. to engage youth (e.g. Internet, visual techniques) and general population.

## Concern 3 – How to increase the impact of research

### Recommendations of group

- To researchers and advocates –In addition to approach governments, focus on engaging the lay population. “Win the battle’ by directly impacting the cultural milieu (e.g. social media, print media, TED Talks).
- Enlist teachers and coaches as helpful allies through training for them, using workshops, on-line education opportunities to elevate their research literacy.

### Specifically to Ministers

- All policies should be based on scientific evidence including follow up and sustainability.
- Set aside budget allocations for collecting evidence in regard to monitoring and evaluating sport, physical education, and physical activity; national to local level.
- Look to the research evidence coming from countries where research evidence has a long history of preceding budget allocations.
- Assure there are frequent and clear communication channels between Sport Ministers and other relevant Ministries for example Education, Women, Disability, Youth, Culture to name but a few.
- Emphasize the various ways that sport experiences can enhance learning in other disciplines such as mathematics, physics, chemistry, psychology.
- Widen the base of populations to be studied: Inclusive research model.
- In each nation, Ministers should cause the International Charter (Article by Article) to be analysed to either collate the evidence base for that requirement, if it exists, or conduct studies to investigate the evidence base for the requirement. Publicize results.

## List of Participants

1	Baloch	Sajid	Pakistan Delegation
2	Billard	Stanislas	International Federation of Adapted Physical Activity (IFAPA)
3	Bouchard	Rene	World Anti-Doping Agency (WADA)
4	Boursier	Claire	Université Paris Ouest Nanterre, International Federation for Adapted Physical Activity (IFAPA)
5	Buchel	Michal	International Sambo Federation (ISF)
6	Burkert	Stefanie	World Federation of the Sporting Goods Industry (WFSGI)
7	Carty	Catherine	Institute of Technology Tralee
8	Chakkour	Lamia	Permanent Delegation of SAR to UNESCO
9	Chroni	Stiliani	Hedmark University College, WomenSport International (WSI)
10	Clastres	Patrick	University of Lausanne
11	Cremonesi	Bruno	European Physical Education Association (EUPEA)
12	Dagkas	Symeon	Canterbury Christ Church University
13	Doll-Tepper	Gudrun	Freie Universität Berlin, German Olympic Sports Confederation (DOSB)
14	Dudfield	Oliver	The Commonwealth Secretariat
15	Dudley	Dean	Macquarie University
16	Fisher	Kilian	International Health, Racquet & Sportsclub Association (IHRSA)
17	Gazarolli	Diletta	ASAG Catholic University
18	Gjeloshaj	Kolë	International University Sports Federation (FISU)
19	Gonzalez Morcillo	Silvia	United Nations Office on Sport for Development and Peace (UNOSDP)
20	Grothaus	Frank	International Football Association (FIFA)
21	Hildmann	Miguel Angel	Delegation of Argentina
22	Hlacs	Andras	Permanent Delegation of Hungary to UNESCO
23	Imaizumi	Jugo	Japan Sport Agency
24	Iversen	Elisabeth	Delegation of Denmark
25	Jurema	Diogo	International Volleyball Federation (FIVB)
26	Kozvonin	Artem	Russian Delegation
27	Laurent	Jean-François	The Association For International Sport for All (TAFISA)
28	Maglione	Julio	Association of National Olympic Committees (ANOC)
29	Maitre	Estelle	Play International
30	Mascagni	Katia	International Olympic Committee (IOC)
31	Melbarzde	Evelina	Delegation of Latvia to UNESCO
32	Mothibi	Game	International Working Group on Women and Sport, Botswana National Sports Council (BNSC)
33	Mphake	Norman	Physical Education Institute of South Africa
34	Nyaga	Evalyn	Kenya Delegation to UNESCO
35	Oglesby	Carole	International Working Group on Women and Sport (IWG)
36	Oluoch	John Paul	Kenya Delegation to UNESCO
37	Panier	Pierre-Emmanuel	French Ministry of Sport
38	Pedersen	Michael	Change the Game
39	Peters	Mike	International Paralympic Committee (IPC)

40	Progetti	Sybille	Permanent Delegation of Monaco to UNESCO
41	Rajabi	Reza	University of Tehran
42	Scheuer	Claude	Institute for Applied Educational Sciences (IAES), University of Luxembourg
43	Tricarico	François	Ministry of Federation of Wallonie-Bruxelles
44	Verschuuren	Pim	Institut de Relations Internationales et Stratégiques (IRIS)
45	Weiden	Thorsten	German Federal Ministry of the Interior
46	Wright	Paul	Northern Illinois University
47	Yakubov	Artem	Russian Ministry of Sport
48	Müller-Wirth	Philipp	UNESCO
49	Fedorchenko	Veronika	UNESCO
50	Dumon	Detlef	ICSSPE
51	Glibo	Iva	ICSSPE