

**The International Conference of Ministers and Senior Officials Responsible for
Physical Education and Sport – MINEPS VI**

Literature Reviews

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Introduction

The last few years have seen the production of two important international statements of the distinctive importance of sport, physical activity and physical education. The Fifth International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS V), held in Berlin in 2013, resulted in the production of the Berlin Declaration. The Declaration contained over 70 commitments and recommendations across three main topics: access to physical education and sport, especially for girls and women, as well as people with disability; promoting increased investment in physical activity and sport, acknowledging their socio-economic benefits and impact on public health; and the call to preserve the integrity of sport. In turn, MINEPS V initiated the revision of the UNESCO International Charter for Physical Education and Sport. Revised in 2015, the International Charter of Physical Education, Physical Activity and Sport is a rights-based reference that orients and supports policy- and decision-making in sport. It promotes inclusive access to sport by all without any form of discrimination. It sets ethical and quality standards for all actors designing, implementing and evaluating sport programmes and policies. In addition, in September 2015, the United Nations General Assembly adopted the 2030 Agenda for Sustainable Development. This agenda outlined a new plan for global development with the ambition to ‘transform our world by 2030’. Central to the 2030 Agenda are 17 Sustainable Development Goals (SDGs) that will replace the Millennium Development Goals (MDGs) in providing the key reference point for global development efforts. The Appendices to this report includes reference guides to these important documents.

The next meeting of ministers - MINEPS VI - will take place from 5th to 7th July 2017 in Kazan, Russian Federation. With this conference, the organisers aim to facilitate scholarly and technical exchange in physical education, sport, and related areas, and will take stock of global developments in these areas since MINEPS V. The focus will be put on the implementation and monitoring of the Declaration of Berlin and the revised Charter. The follow up framework should include a common tool to measure progress, to foster a convergence of international and national policy development, to commit to making use of, promoting and supporting further collection of follow-up information, and to acknowledge gaps in follow-up and commit to international action.

The three themes of MINEPS VI will be:

- 1) Developing a comprehensive vision of inclusive access by all;
- 2) Maximising the contribution of sport to sustainable development and peace;
- 3) Protecting the integrity of sport.

These themes also represent the structure of this review document. The aim of this review document is not to offer a comprehensive coverage of research and development, but to touch on a few significant topics that seem to be particularly important, and might stimulate debate and dialogue among members of the Working Groups. It uses what is called a ‘rapid review’ approach. Rapid reviews are literature reviews that use accelerated methods, compared to traditional systematic reviews, in order to share information within a short timeframe. Since MINEPS VI explicitly aims to build on developments since MINEPS V, the reviewing process has focused on publications since 2013. Initially, it was intended to include evidence of progress made towards the commitments from Berlin, 2013. However, the researchers were unable to identify any research or evaluations in this area.

This report is divided according to the themes of MINEPS. Three main sections follow the similar pattern. Firstly, the most important recent developments since 2013 (MINEPS V) regarding the three main themes will be summarised and presented followed by short summaries of some studies that have been identified as indicative of research in the theme. For each of the sections there is an extensive list of publications reflecting the state of the research since 2013. At the end of this document are two appendices that systematize the potential contribution of sport to achieving the Sustainable Development Goals and the contributions of the Declaration of Berlin and The International Charter of Physical Education, Physical Activity and Sport to the topics of MINEPS VI, respectively.

Theme I: Developing a comprehensive vision of inclusive access by all

The remit of this Working group addresses the policy and practice of sport and physical activity for all. It includes the alignment with overall development priorities, multi-stakeholder partnerships and governance, gender equality, fight against discrimination based on disabilities, fight against other forms of discrimination, and quality physical education. The concept of inclusion within sport and physical activity is increasingly one of the central organising ideas in international sport, physical education and physical activity. Yet despite its importance, inclusion is often used in different and potentially contradictory ways. Recent literature tends to use the term in one of two ways.

On the one hand, inclusion refers to a broader notion of open and accessible provision for all, freedom from discrimination (Bailey & Talbot, 2015; Doll-Tepper, Koenen, & Bailey, 2016). A consolidated moment for this conception of inclusion was the declaration of the European Sport for All Charter in 1975, with variations on a similar theme appearing in many places around the world in subsequent years. The first two articles of this Charter declared that every individual has the fundamental rights to participate in sport, and that participation in sport must be encouraged as an important factor in human development. The recent UNESCO Charter (2015) is the most recent expression of this tradition. On the other hand, inclusion encompasses special or adapted provision for specific populations, such as women (e.g., Soler, Prat, Puig, et al, 2016), transgendered or intersex athletes (e.g., Jones, Arcelus, Bouman, et al, 2016), persons with disabilities or special needs (e.g., Bota, Teodorescu, & Șerbănoiu, 2014) and other groups traditionally marginalised in sporting or other physical activity settings. This usage implies an equation of inclusion with social justice through provision that either positively discriminates in favour of an otherwise disadvantaged group of people, or through heightened awareness of special circumstances facing these people.

There are obvious differences between these two conceptions of inclusion, but they are not unrelated. This point is made strongly by Gleaves & Lehrbach (2016) in their discussion of the ethics of inclusion for transgender and intersex athletes:

“Sporting communities must improve conversations about gender and gendered narratives written through sport. Transgender and intersex athletes have called attention to the ways that cisgender privilege has made sport a less inclusive space. Gender non-conforming individuals may find sport to be unwelcoming because the traditional feminine, masculine, or even hyper-masculine narratives that prevail in sport unfortunately alienate those who do not conform. Despite progress toward gender equality, attitudes, and actions indicative of tacit, residual, or overt biases against female athletes continue to diminish appreciation and respect for women’s athletic accomplishments. Making sport a more inclusive space for diverse gendered narratives will empower marginalized individuals, will release sport from the inordinate influence of the comparative test premise, and may even mark progress toward a society where individuals exercise the freedom to write their meaningful story about themselves – and about all of us.” (p. 323)

So, sport is not just influenced by social factors, but is also a symbol of social access and social marginalization (Peachey, & Sherry, 2016). It is, perhaps, here that the two views of inclusion meet.

There seems little doubt that the sport-for-all conception of inclusion has developed into a well-established, mainstream sporting culture (Vanreusel, 2016), underpinned by a rights-based approach. Sport for all was initially adopted and implemented by grass roots level civil society groups, outside of the traditional national

sports organisations, and this heritage can still be seen in the philosophy and work of organisations such as The Association For International Sport for All (TAFISA), although, it has also been influenced by state funding in many countries, resulting in new perspectives on facility planning, sports coaching, and management (Henry, & Ko, 2013). The heightened awareness of the detrimental health effects of low levels of physical activity has added a further focus to the promotion of large-scale participation through health-enhancing physical activities (Bailey, 2017).

Research suggests that the goals of sport or physical activity for all have not yet been realized, and many people around the world are still not exposed to sport or physical activity in their leisure time or as part of their everyday lives. Data from based on adults from 122 countries and adolescent data from 105 countries showed that a third of adults and four-fifths of adolescents do not reach public health guidelines for recommended levels of physical activity, and that girls scored lower than boys in almost every measure (Hallal, Andersen, Bull, et al, 2012). The same review reported that overall prevalence of physical inactivity worldwide for adults was 31.1%, although there were considerable variations in the prevalence of inactivity across regions (from 43.3% in the Americas to 17.0% in South East Asia). Moreover, physical activity patterns are still characterized by social differences according to gender, age, educational level, occupation, marital status and socio-geographical status, and discrimination is based on a wide range of factors, including ability, culture and personal identity, resulting in unequal opportunity to participate in sport and physical activity still evident in many countries. It seems unlikely that significant progress in advancing the health-enhancing physical activity agenda will be made without addressing their social and economic barriers (Brown, Mielke, & Kolbe-Alexander, 2016; Devine, 2015; Spaaij, Farquharson, & Marjoribanks, 2015).

The evident and long-standing challenges facing the sport-for-all conception of inclusion give support to the claim of those who advocate the second sense of the term. Despite the advances of law, policy and practice promoting inclusion, significant inequality and discrimination persists (Dashper, & Fletcher, 2013). For example, existing constructions of gender, sexuality, or ability are powerful and very resistant to change, which suggests more proactive, assertive and focused approaches are needed to bring about change (Barker-Ruchti, Grahn, & Lindgren, 2016; Misener, & Darcy, 2014). So, while there is an evident need to promote wide-scale participation in sport and other physical activities, research into inclusion has revealed that there are still significant barriers that need to be overcome. Such barriers require concerted, strategic, and collaborative effort from a wide variety of agencies.

School physical education has long been considered a necessary element in laying a foundation for sporting and physical activities for all (Heath, Parra, Sarmiento, et al, 2012). Evidence suggests that movement skills track quite consistently during childhood (De Meester, Stodden, Brian, et al, 2016; Holfelder, & Schott, 2014), so greater motor competence in youth may predict later physical activity. Children and young people with better motor competence may find it easier to be physically active and may be more likely to engage in physical activity compared with peers with poorer motor skill competence. Children with poor motor proficiency may subsequently choose a more sedentary lifestyle to avoid these movement difficulties (Jaakkola, Yli-Piipari, Huotari, et al, 2016). Consequently, it has been suggested that difficulties in developing a basic level of movement confidence, what is increasingly called 'physical literacy' (Edwards, Bryant, Keegan Lounsbery, et al, 2015; Lounsbery, & McKenzie, 2015; Whitehead, & Maude, 2016), and that such difficulties can lead to the build-up of a 'proficiency barrier' to participation as children will not have the necessary skills to be active or play sport (Bailey & Collins, 2013; Stodden, True, Langendorfer, et

al, 2013). This might explain why participation in structured physical activity programmes during childhood can track to participation in adulthood, which in turn results in improved physical health for life (Jones, Hinkley, Okely, et al, 2013; Telama, Yang, Leskinen, et al, 2014).

Physical Literacy has now become commonplace in physical education in many countries, despite continued questions being raised about its meaning, scope and character (Edwards, Bryant, Keegan Lounsbery, et al, 2015; Lounsbery, & McKenzie, 2015). Whitehead, who is responsible for the popularity of the concept defined it thus:

“Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.” (International Physical Literacy Association / Whitehead, 2016)

However, quite different have been offered (e.g., Francis, Longmuir, Boyer, et al, 2016; Gönitzer, & Amort, 2016), resulting in some confusion in the field (Corbin, 2016). Sadly, there have been very few quality empirical studies of explicitly physical literacy programmes and the lack of conceptual clarity makes it difficult to envisage a situation in which rigorous research would be possible.

There has been a small number of attempts to establish shared statements aimed at bringing together stakeholders' view of this Theme. For example:

- International Olympic Committee consensus statement on youth athletic development;
- UNESCO Quality Physical Education - Policy Guidelines Methodology;
- UNESCO Quality Physical Education - Guidelines for Policy Makers.

Indicative evidence

Author (Date)	Place	Methods	Findings
Natalie Barker-Ruchti, Karin Grahn, and Eva-Carin Lindgren (2016)	Sweden	The article outlines how the seven contributions that form the volume on 'Gender in Physical Culture: Crossing Boundaries – Reconstituting Cultures' are connected. It begins by introducing the concept 'physical cultures' and then draw on existing research to outline how human movement forms construct and negotiate gender. The authors then proceed to present how gender boundaries can be understood and how they can be negotiated and transformed. Lastly, the three areas of research are suggested within which the examination of gender transformation has been proposed to be generative and which the contributions to this volume consider.	The article presents Lamont and Molnàr's (2002) idea of 'boundaries', which they consider as visible and invisible socially constructed borders that create social differences. Such boundaries are, however, malleable. Authors propose that this flexibility means that 'gender boundaries in physical cultures' can be shifted, crossed and transformed. The case studies included in this edition present concrete examples of how this is possible.
Bjarne Ibsen, Geoff Nichols, and Karsten Elmosø-Østerlund (2016)	Denmark	Collection and analyses of sports club policies in 10 countries focusing on social inclusion and volunteering + comparative analyses using Esping-Andersen's welfare state typology	The aim is to elucidate potential associations between the conditions that the governmental and political framework establishes on the one hand and social inclusion and volunteering in sports clubs on the other hand. The findings focus in social inclusion: 1) Across most of the ten countries 'sports for all' or 'recreational sports' is the main priority in sports policy, but there are great differences in how strong the practical support for recreational sport is; 2) In all countries, sports clubs receive support from the public sector – indirectly and directly, but there are significant differences as to how much and how it is provided; 3) In all the countries, sports clubs have the opportunity to get financial support from the public sector, but there are big differences as to how

			<p>clubs can obtain such financial support. The most common type of economic support is 'targeted subsidy'; 4) In all ten countries, the local level of political administration policies (local authorities, local government, municipalities...) is the most important administrative level for sports clubs; 5) In all the countries, local sports clubs are typically members of a national sports federation/organisation and/or a regional organisation, which is a member of the national confederation of sports; 6) In most of the countries, it is a political priority to increase participation in sports for inactive groups and to promote social inclusion and integration of socially disadvantaged groups. But, usually, this is expressed in very broad terms – as a general goal to increase participation of under-represented groups.</p>
Nigel Thomas and Matthias Guett (2013)	UK/Germany	<p>By focusing upon the first work packages of All for Sport for All (ASA) project - Policies on Sport for People with Disabilities across Europe – the central objective of this article is to offer a preliminary analysis of some key aspects of disability sport policy and development in Europe. Marsh and Rhodes' (1992) policy network model was used to help examine the extent to which it can adequately explain disability sport policy and the significant involvement of interest group intermediation, the distribution and exchange of resources and the use of power between a range of agencies + data and findings of questionnaire generated by ASA's project.</p>	<p>The findings indicate that the organization and structure of disability sport is fragmented, complex and cumbersome and exists within a policy climate characterized by a largely uncoordinated and differential commitment to disability sport. In the majority of countries, mainstreaming was an overwhelmingly dominant (though largely rhetorical) policy objective that underpinned the varied pattern of disability sport provision, but limited progress has been made towards the achievement of this objective. This was related to the reluctance of various sports organizations to relinquish their existing roles and accept new responsibilities for disability sport, a lack of sustained political will within and outside the organizations, and a general lack of vision on what constitutes mainstreaming and how to go about achieving it. Using a policy network model to analyse data, it seems clear that disability sport policy across Europe resembles something of an issue network rather than a coherent policy community.</p>

James F Sallis, Fiona Bull, Regina Guthold, Gregory W Heath, Shigeru Inoue, Paul Kelly, Adewale L Oyeyemi, Lilian G Perez, Justin Richards, and Pedro C Hallal (2016)	Worldwide	The authors used comparable country estimates for physical inactivity from WHO to analyse the evolution of physical activity surveillance over the Olympic quadrennium. For the present analyses, data were available for 146 countries, representing 93.3% of the world's population.	In the past 4 years, more countries have been monitoring the prevalence of physical inactivity, although evidence of any improvements in prevalence is still scarce. According to emerging evidence on brain health, physical inactivity accounts for about 3.8% of cases of dementia worldwide. An increase in research on the correlates of physical activity in low-income and middle-income countries (LMICs) is providing a better evidence base for development of context-relevant interventions. A finding specific to LMICs was that physical inactivity was higher in urban (vs rural) residents, which is a cause for concern because of the global trends toward urbanisation. A small but increasing number of intervention studies from LMICs provide initial evidence that community-based interventions can be effective. Although about 80% of countries reported having national physical activity policies or plans, such policies were operational in only about 56% of countries.
Richard Bailey (2016)	Germany	The article examines a number of factors that seem to be particularly important to the issue of the nexus of physical activity and educational achievement: cognitive functioning; psychosocial development; school engagement; educational attainment.	The findings presented in this article suggest that discussions of the importance of young people's physical activity need to be broadened from the conventional discourses of health and disease (which are, of course, of great importance) to consider the contributions that activity makes to the holistic development and functioning of the human being.
Christophe Breuer, Pamela Wicker, and Soren Dallmeyer (2016)	Germany	A systematic review of empirical studies examining economic inputs and outputs/outcomes of participation in physical education, physical activity, and sport. The reviewed studies were evaluated based on different levels of evidence-based research.	Most studies document a positive effect of physical activity on subjective health (i.e., how individuals perceive their health status) and various health parameters. Specifically, physical activity is associated with a reduced incidence of cancer, diabetes, cardiovascular diseases, and osteoporosis. Moreover, physical activity contributes positively to subjective well-being e.g., self-reported life satisfaction or happiness) and reduces mental health problems (e.g., depression, anxiety disorders) significantly.

			<p>It can also assist in reducing post-traumatic disorders resulting from military services, natural disasters, and severe diseases. Participation in physical activity programmes was also found to be beneficial for the integration and social inclusion of ethnic minorities and immigrants as well as for the development of social capital (e.g., social networks, friends, trust). Additionally, research shows that physical activity has a positive impact on educational outcomes (e.g., grades) of pupils and students. Similarly, physical activity is beneficial for labour market outcomes: physically active people utilise health care at work to a lesser extent, are more likely to exit from unemployment, and are less absent from work. Some studies estimated the monetary return of participation in physical activity to the individual or to the community. On the individual level, research showed that physically active people tend to earn higher incomes and have lower medical costs. On the community level, previous research focused on the estimation of the economic costs of inactivity and documented that the economic costs of inactivity are substantial, with indirect costs (i.e., productivity losses) typically exceeding the direct costs (i.e., health care costs). Sport-related injuries have largely been excluded from such analyses.</p>
<p>Risto Telama, Olli T. Raitakari, Xiaolin Yang, Esko Leskinen, Anna Kankaanpää, Mirja Hirvensalo, Tuija Tammelin, and Jorma Viikari (2014)</p>	Finland	<p>The aim of the study was to investigate the tracking of physical activity from preschool age to adulthood in six age cohorts of males and females. A random sample of 3596 boys and girls age 3-18 yr participated in the Cardiovascular Risks in Young Finns Study in 1980. The follow-up measurements were repeated in 1986, 1992, 2001, and 2007. The PA was measured by mother's report in 3- and 6-yr-olds and self-report in 9-yr-olds and older.</p>	<p>Mother-reported PA at age 3 and 6 yr significantly predicted self-reported PA in youth and in young adulthood, and there was a significant indirect effect of mother report on adult PA 2007 in males. Simplex models that fitted the data very well produced higher stability coefficients than the Spearman rank-order correlations showing moderate or high tracking. The tracking was higher in males than that in females. This study has shown that physically active lifestyle starts</p>

			to develop very early in childhood and that the stability of PA is moderate or high along the life course from youth to adulthood.
Vasiliki Gerovasili, Israel Agaku, Constantine Vardavas, and Filippos T Filippidis (2015)	Cyprus, Sweden, & Portugal	A representative sample of n=19,978 individuals aged 18-64 years from the 28 EU countries (sub-sample of the Eurobarometer survey, wave 80.2) was analysed. Frequency and average duration of walking, moderate and vigorous physical activity was assessed with a self-reported questionnaire. Participants were then classified as physically inactive or adequately/highly active, based on the World Health Organization's (WHO) recommendations. The total amount of MET-minutes (MET-mins) per week was also calculated for each respondent.	The proportion of physically inactive individuals was 28.6%, (12.4% in Sweden to 53.7% in Cyprus), while 59.1% of the respondents (37.9% in Portugal and Cyprus to 72.2% in Sweden) were classified as highly active. The mean total weekly physical activity was 2,151 MET-mins, of which 891 MET-mins were contributed by vigorous exercise, 559 MET-mins by moderate exercise (excluding walking) and 690 MET mins by walking. Male gender, younger age, residence in rural areas and Northern Europe, higher education level and ability to pay bills were independently associated with higher physical activity. One fourth of the EU population did not meet the WHO recommendations for physical activity, with wide inequalities between and within countries. Wide-reaching environmental approaches are required to promote physical activity and address these inequalities.

Recent and relevant publications

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Theme II: Maximising the contribution of sport to sustainable development and peace

This Working Group encompasses a broad range of topics concerned with the instrumental use of sport and physical activity to address specific, prioritized Sustainable Development Goals, targets and indicators (UN Agenda 2030). Within the scope of this Working group are: physical activity and health; sport and economic development, urban planning, youth empowerment, sport and ecology, social inclusion; sport values/civic education; sport in post-conflict/migration settings, and sustainability/legacy of major sport events.

Recognition of the value of sport as a development tool is supported in key international declarations, including the United Nations General Assembly resolution 69/6, which recognises sport as a catalyst for human and social development, and encouraged member states to give sport due consideration in the context of the post-2015 agenda. In turn, the 2030 Agenda for Sustainable Development recognizes this contribution. It also supported governmental recognition that sport-based approaches can yield a wide range of benefits to individuals, communities and society at large. The Revised Charter highlights that sport-based approaches play an important role in the realisation of development, peace and postconflict and post-disaster objectives'. Equally, the Declaration of Berlin, recognises the socioeconomic benefits of sport and promotes this as a basis for enhanced investment in physical education and sport programmes (cf. Dudfield & Dingwall-Smith, 2015).

It is widely accepted that regular sport, physical activity and physical education can result in a range of positive outcomes. The evidence base in support of these outcomes has expanded considerably in recent years, supported by the development of new international partnerships and new methodologies. Recent research, for example, has demonstrated relationships between sport, physical activity, and a range of positive outcomes, including physical health and well-being (Arem, Moore, Patel, et al, 2015; Loprinzi, 2015); psychological well-being (Kuykendall, Tay, & Ng, 2015; McMahon, Corcoran, O'Regan, et al, 2016); educational achievement (Bailey, 2016; Pindus, Drollette, Scudder, et al, 2016), social inclusion (Davies, 2016; Taylor, Davies, Wells, et al, 2015), mental health (Hamilton, Foster, & Richards, 2016), employability (Breuer, Wicker, & Dallmeyer, 2016), and others (Bailey, Hillman, Arent, et al, 2013).

A widely cited model for summarising and representing these data is the Human Capital Model (HCM) (Bailey, Hillman, Arent, et al, 2013). This is a framework for thinking about the outcomes and processes of physical activity, and is part of a wider research, development and advocacy initiative called Designed to Move (<https://www.designedtomove.org/>). Underlying the HCM is an assertion that the stock of competencies, knowledge and personal attributes are embodied in the ability to take part in sporting and other physical activities, and that these activities produce value that are realized through increased well-being, educational achievement and, ultimately, economic value. The HCM offers the view that physical activity is an investment capable of delivering valuable returns. Underlying the model is a claim that the stock of competencies, knowledge and personal attributes are embodied in the ability to participate in physical activity, and that these activities produce values that are realized through increased well-being, educational achievement, economic value, and so on.

The HCM conceptualizes development in terms of different forms of 'capital', as follows:

- Physical Capital: The direct benefits to physical health and positive influences on healthy behaviours.
- Emotional Capital: The psychological and mental health benefits associated with physical activity.

- Individual Capital: The elements of a person's character—e.g., life skills, interpersonal skills, values—that accrue through participation in physically active play, sports and other forms of physical activity.
- Social Capital: The outcomes that arise when networks between people, groups, organizations, and civil society are strengthened because of participation in group-based physical activity, play, or competitive sports.
- Intellectual Capital: The cognitive and educational gains that are increasingly linked to participation in physical activity.
- Financial Capital: Gains in terms of earning power, job performance, productivity and job attainment, alongside reduced costs of health care and absenteeism/presenteeism (i.e., lower productivity among those who are “present”) linked to physical activity.

The classification of these themes was the result of an extended process of model building, critique, and revision, involving a comprehensive literature search, group workshops, and interviews with a range of authorities on specific aspects of the outcomes of physical activity. The resultant capitals themselves were general themes that imposed order and meaning on 88 distinct benefits that were supported by the peer review process.

So, the importance of regular physical activity is now well-established, and so too are the harmful consequences of sedentary lifestyles (Kohl, Craig, Lambert, et al, 2012). It is also acknowledged that large numbers of people around the world are not active enough to reap these benefits, often to the extent that they suffer life-threatening diseases (Kohl, Craig, Lambert, et al, 2012). The trend towards sedentary lifestyles across most developed countries, and increasingly across developing countries is a source of considerable concern (Hallal, Andersen, Bull, et al, 2012).

There seems to be little doubt that the physical environment is an important aspect of this discussion, and it has been seen as an increasingly urgent concern for public health (Tran, 2016). Some have pointed to an apparent parallel between rising obesity levels in the developing world and changes to urban design that favour car-orientated communities, and reduced opportunities for walking (Booth, 2016). Certainly, the case in favour of factoring the physical environment, especially in urban areas, into account as part of a comprehensive physical activity strategy seems compelling. For example, people who live in walkable neighbourhoods that are densely populated, have interconnected streets, and are close to shops, services, restaurants, public transport, and parks, tend to be more physically active than residents of less walkable areas (Sallis, Cerin, Conway, et al, 2016). A difficulty findings come from research from a quite a limited range of countries, and it seems to be taken as ‘given’ by many policy makers that such research can be generalized to the whole world (Kerr, Sallis, Owen, et al, 2013). This seems to be an unwise approach, and the need for more multi-national and multi-setting research in this area is clear.

More positively, sport and physical activity are rapidly gaining recognition as simple, low-cost, and effective means of achieving development goals. The evolving field of sport for development and peace has received considerable attention as a tool for development and peace from the United Nations and other international agencies, government departments, non-governmental organizations, and the sports movement. For example, members of the United Nations General Assembly declared 6th April the International Day of Sport for Development and Peace. Some scholars have argued caution, and there has certainly been a ‘whiff’ of evangelism about some of the claims made by policy-makers and practitioners alike about the power of sport as an inherently positive tool for solving a broad range of complex social issues (Coalter, 2013;

Svensson, Hancock, & Hums, 2016).

Consider, for example, the enthusiasm with which sport has been offered as a part of the response to the migration of large-numbers of displaced people in recent years. The literature on refugees and asylum applicants' needs has tended to focus on health, and social and judicial matters with little discussion in relation to sport (priorities during the first year of settlement are health (psychological and physical) and education (e.g. language courses, integration into the schooling and higher education systems). The impact sport and physical activity programmes on, for example, participants' mental health, is under-researched. This lack of high quality evidence in this area is a cause for concern, and can only be addressed by collaborative, international research. Otherwise, the sport movement is in danger of stepping beyond its competence to help vulnerable people. An important systematic review of the published literature (Hamilton, Foster, & Richard, 2016) makes this point very clearly. The researchers surveyed a large number of academic databases and websites for studies examining the mental health impacts of sport and physical activity programmes for adolescents in post-conflict settings, and found just three studies that met their search criteria. One of these studies reported a decline in mental health of the programme participants, compared to a control group (Richards, Foster, Townsend, et al, 2014), another found a non-significant improvement, and the third, continual improvement.

Most scholars in the field seem to believe that sport is neither inherently good nor bad; it is the application to which it is put that determines whether outcomes are positive or negative (Kidd, 2011; Svensson, Hancock, & Hums, 2016). In fact, some researchers have shown that sport and event spaces can be sites of conflict and contestation between groups. Positive outcomes are most likely to occur when projects need to be strategically planned to be conducive to personal and group development, and this suggests a focus on social rather than overly competitive sport experiences (Schulenkorf, 2012). This aspect of application – the process of translating project goals to project outcomes via project implementation - continues to be under-researched (Agans, Säfvenbom, Davis, et al, 2013; Coalter, 2015).

One area where the difference between policy and empirical confidence is most stark is in the broad and diverse field of values, civic and character education. Historically, the argument for sport building character is based on the presumption that that participants in sport must overcome adversity, learn persistence, develop self-control, learn cooperation, and deal with victory or defeat and, as a result, develop a sense of fairness, courage, persistence, self-control, and courage. There has been relatively little quality empirical research on this topic in recent years, and the available evidence has not been encouraging, in this regard (Arthur, Kristjánsson, Walker, et al, 2015).

Nevertheless, the use of sport-based strategies to support the development and social inclusion of the disadvantaged, the economic development of regions and states, the support of those in post-disaster environments, and fostering intercultural exchange and conflict resolution, has continued to increase (Dudfield, & Dingwall-Smith, 2015; Kay, & Dudfield, 2013; Schulenkorf & Adair, 2014; Swiss Academy for Development, 2014; Wahl-Alexander, & Sinelnikov, 2013). A body of evidence has developed in parallel to these developments, underpinned by increasingly sophisticated theoretical analysis. For example, Giulianotti (2015) proposed three types of approaches to constructive and effective development of sport for development and peace, and related fields. First, technical concerns, such as those that deal management and the resources necessary for delivering a sport-based programme, are obviously important issues to be considered. Second, dialogical issues and challenges relate to how effective communications should occur

with important associated stakeholders, how diverging interests may co-exist, and how the user groups of initiatives and projects benefit from the project. Finally, there are critical issues and questions which explore how critical reflection may be brought to bear on projects and programmes, how alternative future arrangements might be made, and how to empower disenfranchised social groups.

A foundational premise of many/most sports-based programmes in development contexts is the capacity of sport and physical activity to act as a 'hook' to attract different populations to recruit and retain participants - particularly those already interested in sport and physical activity - and use the positive associations held by many people as a strategic vehicle to communicate, implement, and achieve non-sporting development goals (Svensson, Hancock, & Hums, 2016). This could be seen both as sport for development's greatest strength and weakness. There is no doubt that sport is highly popular among many people, but it is also true that it is not universally popular, especially in its more competitive forms (Crane, & Temple, 2015). Sterchele (2015) represents the critique of a number of writers on the topic when he writes that "sports generate several levels of social separation besides the evident opposition between (individual or collective) competitors" (p. 99). There are at least two forms of separation and categorization within modern sport: separating participants according to gender, age, physical ability, sporting skills and often nationality as a necessary premise to make the competition balanced and fair and the result unpredictable, and classifying people into rankings and new categories as a result of their sporting performance. At a minimum, this sort of analysis suggests that sport ought to use selectively, and located within a broader conception of physical activity that includes physical education, dance, non-competitive and co-operative games, and active play. It also suggests that sport for development programmes need to be firmly grounded in evidence-based practices focused on development, rather than sporting outcomes (Coalter, 2015; Schulenkorf & Adair, 2014). In this regard, it is worthwhile considering the findings of a recent integrated literature review. Schulenkorf, Sherry, & Rowe (2016) identified a number of themes that seem to be common across sport for development studies:

- The importance of a key figure, role model, or change agent in the establishment and delivery of successful SFD programmes (e.g., Schulenkorf, 2010);
- A participatory approach to programme design, delivery, and evaluation with those on the ground participating in the programme itself (e.g., Coalter, 2013);
- The provision of opportunities for multiple levels of engagement over a period of time (e.g., Sterchele, 2015);
- A clear programmatic design for the desired development outcome (e.g., education) to be embedded into the SFD programme during the design, implementation, delivery, and evaluation phases of the programme (e.g., Swiss Academy for Development, 2014);
- The provision of opportunities for multiple levels of engagement over a period of time (e.g., Sterchele, 2015);
- A clear programmatic design for the desired development outcome (e.g., education) to be embedded into the SFD programme during the design, implementation, delivery, and evaluation phases of the programme (e.g., Coalter, 2013);
- The creation of "safe spaces" for community engagement and development (e.g., Spaaij & Schulenkorf, 2014);
- A strong desire for sustained SFD practice that includes a commitment to (funding) support and an empowerment process that transfers management knowledge and responsibilities to local communities (e.g., Lyras & Welty Peachey, 2011).

The concept of empowering the host population, especially young people, has been a recurring theme in this literature (Schulenkorf, Sherry, & Rowe, 2016). Many researchers have spoken of the need for sustained practices that transfer ownership of projects to local communities (Coalter, 2013; Schulenkorf, & Adair, 2013).

The Deutsche Gesellschaft für Internationale Zusammenarbeit (2014) highlighted the points of connection between youth empowerment and sport development that, although no explicitly evidence-based, reflects many of the claims currently being made by the sector:

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| <p>1. Youth empowerment contributes implement children's and young people's rights: as part of the implementation of international agreements on the rights of children and young people are protected against violence and exploitation empowered to achieve their potential and invited to participate in society.</p> | <p>1. Sport for development creates access: sport is a particularly effective way of reaching disadvantaged children and young people, and gives them access to education and empowerment through pedagogical sports programmes.</p> |
| <p>2. Youth promotion recognises and uses the potential of young people: approaches to youth work reflect the special role youth has to play in society empower them and support societies in investing in their future.</p> | <p>2. Sport for development is a valuable communication tool: it is particularly useful in disseminating knowledge – for example, about HIV/AIDS – among children and young people and their social environment; and in making available suitable advisory services.</p> |
| <p>3. Youth empowerment promotes equal rights: young people are empowered and given equal opportunities for education health political involvement and employment regardless of gender origin or religion.</p> | <p>3. Sport for development builds perspectives: life skills and other valuable competencies learned through sport help young people to take a more confident part in shaping their everyday lives, tackling difficult situations, and building perspectives for their future.</p> |
| <p>4. Youth empowerment promotes the participation by young people: young people are listened to taken seriously by policy-makers and involved in the processes of reforming society.</p> | <p>4. Sport for development develops core competencies: through sport, children and young people also develop their ability to handle challenges and to cope with defeats.</p> |
| <p>5. Youth promotion raises awareness of relevant social issues: young people gain access to information and processes that raise their awareness of key social issues such as the prevention of violence, health, gender equality, and the environment.</p> | |

These statements clearly stem from an advocacy, rather than research stance. However, they serve to demonstrate to reliance of any sport programme that seeks to support development goals on the engagement, education, and empowerment of young people.

Despite its recent growth and expansion, research into the use of sport and physical activity for wider social purposes is still developing its empirical base (Côté, & Hancock, 2016), and in particular its understanding of the processes and mechanisms by which sport could and should contribute to social outcomes, how such outcomes can be made sustainable, and how they can be owned by local communities (Schulenkorf, Sherry, & Rowe, 2016). In addition, the scope for growing sport in development contexts seems at least partially dependent on the ability and willingness of advocates and workers, on the one hand, to connect with the more substantial empirical bases associated with cognate areas, such as the applied sport science, physical education and pedagogy (Bailey 2015), and on the other hand, to give due regard to issues of governance that are largely taken for granted by the wider international development community (Lindsey, 2016).

The issue of pedagogy seems to have received minimal attention in the literature associated with this theme. This is problematic, as there is compelling evidence that participation in sport and physical activity can result in negative as well as positive outcomes (Bailey, Cope & Parnell, 2015). This is not a danger specific to sport and physical activity, but all contexts with which children engage (Agans, Säfvenbom, Davis, et al, 2013). So, although participation in sporting contexts can potentially promote positive, healthy development, the available evidence suggests that it is unwise to take the relationship as a “given”; “it can be difficult to achieve; and can only be realized in association with a series of conducive ‘change mechanisms’” (Whitelaw, Teuton, Swift, et al, 2010, p. 65). What are these mechanisms? The evidence base here is much less well-developed than that of outcomes, however, it seems clear that these outcomes are mediated by a host of contextual factors, including the ways in which sport is presented, managed and valued. If sport is going to be recruited for wider policy concerns, then it is likely that there is intentionality in the design of the programmes so that programmes are deliberately structured and implemented to achieve the desired outcomes (Agans, Champine, DeSouza, et al, 2014).

The lack of attention towards issues of governance in both global sport-for-development policy and academic literature is placed in stark relief when compared to the significance accorded to such issues in international development. This article addresses this lacuna in sport-for-development by drawing on international development literature as well as interview data from representatives of international agencies, domestic governments and in-country non-governmental organisations involved with sport-for-development in Ghana and Tanzania. As previously recognised in other development sectors, the commonality of narrow, project-based approaches in sport-for-development contributes to excessive donor influence, fragmentation, competition and limits both impact and sustainability. It was in response to similar problems that, from the mid-1990s, Sector Wide Approaches were instigated within specific sectors in particular countries as a more systematic model of development governance based on leadership by the domestic government and co-ordination among donors and other stakeholders. Although interviewees’ perspectives and some exemplar sport-for-development initiatives aligned with key features of Sector Wide Approaches, significant challenges to their effective instigation in sport-for-development can be identified. Nevertheless, examining the applicability of Sector Wide Approaches to sport-for-development raises important issues that require further consideration and demonstrates the necessity that sport-for-development, more generally, learns from the longer-established field of international development.

Finally, it has become something of a commonplace for politicians and advocates to claim an association between sporting events, and not just participation in those activities, and positive outcomes. The ‘Legacy’ argument for so-called ‘mega-events’ (such as the Olympics/Paralympics and the FIFA World Cup) has been

the target of sustained academic analysis for some years, partly due to the high levels of investment it has attracted for host countries. The London 2012 Olympic Games and the Rio de Janeiro Games in 2016 both stipulated that the events would leave a lasting sporting legacy for the hosting country. The idea of establishing a legacy helped justify the billions spent in organizing and hosting this kind of mega event, and had multiple dimensions: sustainability, infrastructure, jobs, tourism, accessibility and health promotion. There was a belief that the legacy may lead to improvements in population health indicators, generated by direct and indirect investments, the latter through socioeconomic determinants of health (Demarzo, Mahtani, Slight, et al, 2014). The philosophy behind the model of sport used for the London Games assumed a 'virtuous cycle' of sport, whereby elite sport success is seen to lead to both international prestige for the nation, a 'feel-good factor' among the population and, importantly, to an increase in participation among the population. This, in turn, leads to a healthier nation and to a wider pool of people from which to pick the champions of the future (Mahtani, Protheroe, Slight, et al, 2013; Smallwood, Arbuthnott, Banczak-Mysiak, et al, 2014). The difficulty with this sort of argument is, to paraphrase the astrophysicist, Carl Sagan, that it makes extraordinary claims, but generally speaking, researchers have not been able to generate extraordinary evidence in its favour, either at the national or international levels (Breedveld, & Hover, 2015; Breuer, & Wickers, 2015; Connelly, & Kidd, 2015; Storm, & Asserhøj, 2015).

A 2013 systematic overview focused on the health legacy issue and the improvements which may be generated in levels of physical activity and sports among the hosting countries population (Mahtani, Protheroe, Slight, et al, 2013). The study showed a current lack of evidence about the Olympic legacy regarding health promotion. Whilst many questions remain unanswered, it was suggested that some strategies need to be considered if an Olympic legacy for subsequent generations is likely to transpire. A second review, by a different group of researchers, similarly recommended caution in discussing legacy outcomes of mega-events (Weed, Coren, Fiore, et al, 2015). This is a second group was particularly concerned with what they called a "demonstration effect", meaning of the extent to which an Olympic Games might inspire people events to actively participate themselves. They found "no evidence for an inherent demonstration effect, but a potential demonstration effect, properly leveraged, may deliver increases in sport participation frequency and re-engage lapsed participants" (p. 195). In other words, there may be the potential for a legacy of increased sports participation associated with mega-events, but the evidence from the London Games shows that it will not happen unless host cities and countries set up specific mechanisms for bringing it about.

Since many sports require special spaces and facilities, there is an inherent tension between sport and the environment. Therefore, the ecological consequences of sports, at all levels, has become a important topic (Getz, & Page, 2016; Pfahl, 2013). Sport can be a cause of considerable damage to nature and the environment. Damage can occur directly as a result of the pursuit of sports activities or the building and operation of their infrastructure, or it can be caused by indirect factors such as the use of cars to travel to and from sports activities (Salome, van Bottenburg, & van den Heuvel, 2013).

Another aspect of legacy should be mentioned, here. Recent decades have witnessed a series of changes to patterns in the sports participation, especially in the developed world, that places the environment at heightened risk. These changes include increased differentiation between types of sport, the use of areas previously unused or seldom used and areas already in use being extended for new purposes, and the spread of activities to times previously not or seldom made use of (Pfahl, 2013). So, these developments have led to wider and more intensive use of attractive and often vulnerable areas. In addition, the

environmental costs of sport and physical activity have been found to include the use of non-renewable resources, the emission of harmful substances during the building and operation of sports facilities, journeys to and from these facilities, and the production and disposal of sports equipment (Pfahl, 2013).

A 2013 magazine article (Ferris, 2013) usefully summarized the guidance offered by national and international agencies regarding the ways in which sport organization personnel can begin to address environmental issues:

1. Analyze and reduce energy and water usage combined with waste diversion strategies.
2. Work within the context of the team or venue to achieve the maximum benefits of environmental change.
3. Identify and work towards return on investment targets to justify the long term value of the environmental strategy and align environmental issues with other key organizational strategic planning and elements.
4. Maintain awareness of changes to technology and other areas related to environmental change.

To date, however, guidance tends to be generalized from other contexts (McCullough, Pfahl, & Nguyen, 2015), and the rising awareness of the potential conflict between the expansion of sport and ecology suggests that there is a need for further research in this area (Casper, & Pfahl, 2015; Trendafilova, McCullough, Pfahl, et al, 2014).

There has been a small number of attempts to establish shared statements aimed at bringing together stakeholders' view of this Theme. For example:

- International Olympic Committee consensus statement on youth athletic development
- International Olympic Committee Olympic Games - Legacy and Impacts Bibliography.

Indicative evidence

Author (Date)	Place	Methods	Findings
Jennifer L. Fiset and Theresa A. Walton (2014)	USA	Three ninth grade girls participated. First phase: data collection through (1) focus group interviews, (2) media consumption logs and (3) descriptive field notes of the girls' physical education classes. Second Phase: Participants created their own activist-based project -> The transcriptions and field notes were coded using content analysis and the constant comparative method.	It offers an insight into the girls' lived experiences in physical education and high school. Media has a strong power to influence students' mediated and embodied identities. Activist research with students in physical education gives a deeper understanding of students' translated embodied identities and sense of self from the students themselves.
Nico Schlenker, Emma Sherry, and Katie Rowe (2016)	Australia	Through a comprehensive literature analysis following Whittemore and Knafl's (2005) five-step process, the article provides evidence of the status quo of current Sport for Development (SFD) research foci, authorship, geographical contexts, theoretical frameworks, sport activity, level of development, methodologies, methods, and key research findings.	The study shows an increasing trend of journal publications since 2000, with a strong focus on social and educational outcomes related to youth sport and with football (soccer) as the most common activity. A large majority of SFD research has been conducted at the community level, where qualitative approaches are dominant. The geographical contexts of authorship and study location present an interesting paradox: Although the majority of SFD projects are carried out in Africa, Asia, and Latin America, 90% of SFD authors are based in North America, Europe, and Australia.

Charlotte Cabane and Andrew E. Clark (2013)	USA	Use two widely-separated waves of Add Health data to map out the correlation between school sports and adult labour-market outcomes. Knowing of the endogeneity issue of sport, they use data on siblings in order to obtain estimates that are as close to unbiased as possible. Compare the effect of sporting activities to that of other leisure activities.	Different types of childhood sport affect men's and women's adult labour-market outcomes differently. The paper notes that individual sport is more strongly correlated with future managerial responsibilities, while autonomy is more strongly predicted by childhood participation in team sports. The paper cannot provide strong claims as to the channels via which sport effect works: It is possible that sport affect labour-market outcomes via networking and signalling. Also, it might be that either the type of networks created by sport are inherently more useful in the labour-market, than other activities, or sport does indeed carry a strong signal about the type of person who engages in it.
Richard Bailey, Charles Hillman, Shawn Arent, and Albert Petitpas (2013)	UK and USA	Presents a new framework that helps to understand the relationships between physical activity and different aspects of human development. A new formed model, the Human Capital Model, clarifies how and under what conditions physical activity can contribute to Human Capital growth.	Physical Activity is an important contributor to human health and well-being. Also, it can affect different capitals of the Human Capital such as physical, intellectual, financial, emotional, individual and social. All these capitals can enjoy significant rewards, both at that time and for years to come.

James F Sallis, Ester Cerin, Terry L Conway, Marc Adams, Lawrence D Frank, Michael Pratt, Deborah Salvo, Jasper Schipperijn, Graham Smith, Kelli L Cain, Rachel Davey, Jacqueline Kerr, Poh-Chin Lai, Josef Mitáš, Rodrigo Reis, Olga L Sarmiento, Grant Schofield, Jens Troelsen, Delfien Van Dyck, Ilse De Bourdeaudhuij, Neville Owen	Belgium, Brazil, Colombia,, Czech Republic, Denmark, Hong Kong, Mexico, New Zealand, UK, USA	The analyses were based on the International Physical activity and Environment Network (IPEN) adult study, which was a coordinated, international, cross-sectional study. Participants were sampled from neighbourhoods with varied levels of walkability and socioeconomic status. The analyses of data from the IPEN adult study included 6822 adults aged 18–66 years from 14 cities in ten countries on five continents. Indicators of walkability, public transport access, and park access were assessed in 1.0 km and 0.5 km street network buffers around each participant's residential address with geographic information systems. Mean daily minutes of moderate-to-vigorous-intensity physical activity were measured with 4–7 days of accelerometer monitoring. Associations between environmental attributes and physical activity were estimated using generalised additive mixed models with gamma variance and logarithmic link functions.	Four of six environmental attributes were significantly, positively, and linearly related to physical activity in the single variable models: net residential density, intersection density, public transport density, and number of parks. Mixed land use and distance to nearest public transport point were not related to physical activity. The difference in physical activity between participants living in the most and least activity-friendly neighbourhoods ranged from 68 min/week to 89 min/week, which represents 45–59% of the 150 min/week recommended by guidelines.
Stephanie Steels (2015)	UK	The structured review focused on international literature and where possible, included ageing studies from low and middle income countries. Articles for inclusion were identified through a search of PubMed, Web of Knowledge and PAIS international (Fig. 1). Articles were searched from January 1st 2009 to September 31st 2014. The search identified 1464 articles. The abstracts and titles were reviewed by one reviewer according to the following inclusion and exclusion criteria that had been decided prior to conducting the article search: English language studies set within the general older population with a focus on community-based interventions or approaches within the city context that are associated with creating an age-friendly city or community.	This review identified clear characteristics that contribute towards an age friendly city. Multi-stakeholder collaborations, government commitment, inclusion of older persons and policies that tackled both the physical and social environments were key factors that contributed towards approaches and interventions used to create age-friendly cities and communities. The characteristics of age-friendly initiatives identified provide a promising basis for the development of ageing policy and planning globally to make cities more supportive of older people

Justin Richards, Charlie Foster, Nick Townsend and Adrian Bauman (2014)	Uganda	<p>A single-blinded RCT nested within an observational study with three unbalanced parallel groups was conducted. Participants were able-bodied adolescents aged 11–14 years. The intervention comprised an 11-week voluntary competitive sport-for-development football league. Participants who did not subscribe for the intervention formed a non-registered comparison group. Boys who registered for the sport-for-development programme were randomly allocated to the intervention or wait-listed. The girls programme subscription was insufficient to form a wait-list and all registrants received the intervention. Physical fitness was assessed by cardiorespiratory fitness (multi-stage fitness test), muscular power (standing broad jump) and body composition (BMI-for-age). Mental health was measured using the Acholi Psychosocial Assessment Instrument for local depression-like (DLS) and anxiety-like (ALS) syndromes. All randomisation was computer generated and assessors were masked to group allocation. An intention-to-treat analysis of adjusted effect size (ES) was applied.</p>	<p>There were 1,462 adolescents in the study (intervention: boys = 74, girls = 81; wait-list: boys = 72; comparison: boys = 472, girls = 763). At four months' follow-up, there was no significant effect on the boys' fitness when comparing intervention vs wait-listed and intervention vs non-registered groups. However, there was a negative effect on DLS when comparing boys' intervention vs wait-listed (ES = 0.67 [0.33 to 1.00]) and intervention vs non-registered (ES = 0.25 [0.00 to 0.49]). Similar results were observed for ALS for boys' intervention vs wait-listed (ES = 0.63 [0.30 to 0.96]) and intervention vs non-registered (ES = 0.26 [0.01 to 0.50]). There was no significant effect on the girls for any outcomes. The sport-for-development league in this study had no impact on fitness and a negative effect on the mental health of participating boys. From this research, there is no evidence that voluntary competitive sport-for-development interventions improve physical fitness or mental health outcomes in post-conflict settings.</p>
Lynne McPherson, Prue Atkins, Nadine Cameron, Maureen Long, Matthew Nicholson, and Meg Morris (2015)	Australia	<p>First, four relevant electronic scholarly databases—Informit Complete; Science Direct; Social Services Abstract; and, SOCIndex—were searched for scholarly literature published between 1990 and 2014 that had the following terms: child, children, child abuse; abuse, harm, protection, safeguarding; sport, athletics, gymnastics, gymnasium, football, swimming, physical education. In excess of 250 articles were found. Second, websites and clearinghouses were searched, identifying 52 studies that were not uncovered in the electronic database search.</p>	<p>Emotional abuse may be the most common form of abuse encountered by children involved in organised sport (Alexander et al. 2011, Gervis & Dunn, 2004), and that shouting, threats, and belittling behaviours by coaches toward athletes were the most common forms of emotional mistreatment (Gervis & Dunn, 2004). Very young children may be especially susceptible to psychological harm when pressured to perform at high levels due to their recruitment into elite</p>

		<p>Third, the reference lists from two reports were reviewed (Alexander et al. 2011; Brackenridge & Rhind, 2014), which yielded 53 studies. In total, 364 references for possible inclusion in this review were located.</p>	<p>sports programs (Farstad, 2007). The wellbeing of young athletes may be compromised by the parental level authority exercised by coaches, the social isolation they experience as a result of significant time commitments, and the specific physical and psychological demands of different sports. Although much of the research on harm in sport has focused on coaches, research has found that abuse is also perpetrated by other adult authority figures, including team managers, volunteer helpers (Alexander et al., 2011). Emotional abuse has also been found to be committed by adult spectators. Negative spectator behaviour in the form of booing, criticising, and discouraging has been found to have a significant impact on player experience (Nicholson & Hoyer, 2005; Treagus, Cover, & Beasley, 2011). The role of culture in relation to abuse is illuminated by some research (East 2012; Fasting et al., 2003; Kirby & Demers, 2013). In the context of organised sport, culture can be understood as the collective attitudes, behaviours, traditions, and values of a club, association or related setting.</p>
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<p>Alexander Hamilton, Charlie Foster, and Justin Richards (2016)</p>	<p>Sri Lanka</p>	<p>A systematic review of 12 electronic databases, 12 journals and leading humanitarian websites was conducted in August 2014. Studies were eligible for inclusion if they described a sports or physical activity based intervention for adolescents between the ages of 12-19 in a post-conflict setting. Results: A total of 11,722 publications were initially identified, of which 3 met the inclusion criteria and were included in a narrative synthesis. Two studies described projects in northern Uganda; one reported a decline in intervention in boys' mental health when compared to controls, the other a non-significant improvement. The third study reported continual improvement in symptom presentation in ex-child soldiers in Sierra Leone. Common limitations were short study duration and follow-up, poor or unreported adaptation of methods and a lack of treatment mechanisms research.</p>	<p>There is a shortage of high-quality and available information, which limits the strength of conclusions that can be drawn. Despite the international furor surrounding the use of sport for assisting conflict-affected populations, there is not yet convincing evidence of its efficacy as a mental health intervention. Future evaluation and research should aim to identify the mechanisms and processes behind the intended impact of interventions.</p>
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Theme III: Protecting the integrity of sport

This Working group is concerned with promoting positive sporting values and the promotion of integrity of sports stakeholders and competitions. Within the scope of this Working group are included: good governance of sport organisations; prevention education and awareness raising, the fight against the manipulation of sport competitions; the fight against doping; protection of participants, spectators, and workers; and sport related violence, child protection, and the fight against sexual exploitation and misconduct.

According to the International Centre for Sport Security (2014), “Integrity is the most fundamental value to sport. Without integrity competition is meaningless”. Discussions of integrity date back to the origins of modern sport, but it tends to become taken for granted unless there is an obvious breakdown in sports integrity (Archer, 2016). Therefore, academic and public conversations about integrity tend to become most intense following high-profile instances when it has been damaged or undermined, whether by individuals, clubs or international sports organisations. Violations of anti-doping rules, match-fixing, financial corruption, bribery, money laundering and other criminal phenomena have become identified as dangerous threats to the integrity of sport, often followed by changes to rules, procedures or governance practices.

An inherent challenge facing those commissioned with protecting integrity is that cheating and corruption are often complex and multifaceted, and the true extent of the problems remain unknown (Gardiner, 2012). There is also a lack of clarity and convergence about the actors and agency that are responsible for it. This might be, depending on the infringement, national sports governing bodies, international federations, sports ministries, gaming commissioners, national law enforcement agencies, international law enforcement agencies and others (Cleret, McNamee, & Page, 2015). This might explain, in part, why most discussions of integrity are framed within wider discussions of governance.

Of course, demands for good governance in sport have not been driven entirely by concerns about cheating and corruption. A host of changes in modern sports and society mean that sports organisations are confronted with a variety of challenges

- increasing professionalization of sport federations;
- major growth of international competitions in top-level sports and mega-events;
- sport activities becoming increasingly differentiated and open to new groups of members ('sport for all');
- expectation of modern forms of communication and media use;
- collaborations with new partners, public and private institutions, and a greater range of stakeholders in order to obtain new funding;
- challenge of obtaining government funding. (Breuer, 2013; Nagel, Schlesinger, Bayle, et al, 2015; Shilbury, O'Boyle, & Ferkins, 2016; Suykens, Verschuer, & De Rynck, 2016).

So, in this complex and changing environment, sports organisations are being driven to acquire a host of new skills and understandings, and adopt new management structures and programmes to accomplish their work more efficiently and transparently. And these developments are associated with new governance structures and processes needed to deal with the new complexities of running sport (Geeraert, 2016), which in turn can result in changes to the organisation's management and procedures (Nagel, Schlesinger, Bayle, et al, 2015).

Due to its tradition of known autonomous leadership and management, and, consequently, almost complete self-governance, formal governance processes became established after most other sectors. According to Geeraert, Alm, & Groll, 2014, there remains a need among many sports organisations to implement appropriate procedures and a set of well-defined criteria of good governance. Their empirical study of 35 Olympic sport governing bodies concluded that many sports groups continue to lack proper accountability arrangements, and the watchdog function of their member organizations is severely undermined by the absence of objective criteria and transparency in the distribution of funding. So, this research supports the current calls – including from MINEPS V and the UNESCO Charter - for improved governance in sport.

In addition, there is a growing awareness of the need to integrate the child protection agenda firmly into sport discourses (Hayhurst, Kay, & Chawansky, 2016). Safeguarding and child protection are now part of the training and practice of many sports coaches and teachers, are recognized as necessary conditions for positive sporting experiences. A number of writers have argued that the performance-centred of modern sport can have negative implications on participants, especially young players. Sadly, studies in a range of countries have demonstrated that sport can provide a context in which abuse and non-accidental harm can take place, whether perpetrated by authority figures, such as coaches, or peer athletes, and at all competitive stages, from college to the elite level (see Brackenridge, & Rhind, 2014, for a recent review). It is now known that some children experience sexual abuse in the context of organised sport, and that these offences are often committed by trusted adults, including coaches and club officials. However, less attention has been given to the physical abuse of child athletes (McPherson, Long, Nicholson, et al, 2016). Brackenridge, & Rhind (2014) acknowledge,

“there remains a lack of data on the prevalence of abuse in sport. Synthesising this body of research is made complicated because different definitions and conceptualisations of abuse have been utilized in the different studies in terms of whether reports of ‘harassment’ are also included and whether ‘harm’ rather than ‘abuse’ has been adopted. The lack of a standardised definition and associated measure of abuse in sport means that confident conclusions cannot yet be drawn regarding prevalence. Notwithstanding these reservations, it can be concluded that incidents of abuse do happen in sport, and hence, the issue merits consideration.” (ibid., p. 326)

Until recently, discussions of safeguarding, child protection and abuse were somewhat marginalized, based on the presumption that abuse was rare and anomalous. A recent study from Canada, however, concluded that between 2% and 8% of minor-age athletes are victims of sexual abuse within the context of sport, and that in almost all cases, the perpetrators of the abuse were coaches, teachers and instructors (Parent, & Hlimi, 2016). Research in this area seems to have grown in parallel to a wider acknowledgement of both its importance and intractability (Fasting, 2016; Hartill, 2016; Rhind, 2015), and it has been demonstrated by a number of studies that children are not the only victims of abuses of power in sport (Fasting, Chroni, & Knorre, 2014)

There have been numerous recent attempts to establish shared statements aimed at bringing together stakeholders to protect the integrity of sport. Indeed, it is worth noting that there have been many more declarations and similar announcements addressing this topic than either of the other Working Group themes. For example:

- The International Olympic Committee Code of Ethics 2016;
- The IOC Consensus Statement: harassment and abuse (non-accidental violence) in sport
- UNODC Good Practices in the Investigation of Match-Fixing;

- UNODC-IOC Model Criminal Law Provisions for the Prosecution of Competition Manipulation Book; INTERPOL-IOC Handbook on Protecting Sport from Competition Manipulation;
- European Commission Study on Doping Prevention - A map of Legal, Regulatory and Prevention Practice Provisions in EU 28;
- WADA Model Rules for International Federations;
- IOC Policy Regarding Certain NOC Scientific and Medical Equipment for the Games of the XXXI Olympiad in Rio;
- The IOC: Anti-doping Rules applicable to the Olympic Games Rio 2016;
- The IOC: Arbitration Rules applicable to the CAS Anti-doping Division.

Issues of integrity were also the focus of some of the most substantial changes made during the revision of UNESCO's Charter. This situation suggests that the protecting of integrity has become a major and justified preoccupation of sport.

Indicative evidence

Author (Date)	Place	Methods	Findings
Arnout Geeraert, Jens Alm, and Michael Groll (2014)	Belgium, Sweden & Germany	The article analysed the three structural issues with regard to the quality of the self-governance of 35 Olympic sport-governing bodies (SGBs), namely accountability; participation; and perceived conservatism and inertia of the leaders of the organisations.	The authors report on the lack of accountability arrangements in SGBs. In particular, the watchdog function of their member organisations is severely undermined by the general absence of objective criteria and transparency in the distribution of funding to members. With regard to checks and balances the most topical issue is the lack of independent ethics committees, if any, and their inability to conduct ex officio investigations. When it comes to the participation the authors concluded that the overwhelming part of the stakeholders, including athletes, have been excluded from the decision-making process within their organization. When assessing conservatism and inertia in relation to senior officials in SGBs, the authors focused on the perceived lack of diversity among senior officials in SGBs. Alarming, most of the executive functions are carried out by predominantly male Europeans. In addition, it has been concluded that the general lack of term limits poses serious threats with regard to the concentration of power, which is evidenced for instance by the overall number of years SGB presidents are in office. The authors concluded that SGBs need to agree upon, and act in accordance with, a set of well-defined and objectively established stringent criteria of good governance.

David Shilbury and Lesley Ferkins (2015)	Australia	An 18-month action research was conducted with the Bowls Australia Board in order to enact collaborative governance to overcome a perceived cultural malaise in the governance of the sport.	Results demonstrate the utility of collaborative governance to overcome adversarial national, member-state relations for the purpose of establishing a common and unifying vision for bowls, while also enhancing governance capability. This study identified the importance of collective board leadership in governance decision-making throughout the sport. It also highlights future research direction in relation to collective board leadership in federal governance structures.
Ian O'Boyle and David Hassan (2014)	Australia	To conduct this research, an electronic search was adopted through SPORTDiscus and other academic databases to identify relevant studies within the field. The studies that met the criteria were those that focused on organisational performance management or measurement issues in line with definitions of these theoretical underpinnings described within the paper.	Results show a number of studies focusing on various performances measurement criteria with fewer studies examining performance management from a more holistic organisational perspective. Moreover, the repetitive methodologies within the current body of literature, along with other limitations leaves clear gaps for future research to explore and thus facilitating the development of a new level of understanding and theory development within this emerging field of sport management research.

Ian O'Boyle and David Shilbury, (2016)	Australia	A case study approach was used as the guiding method to examine the contributing factors that facilitate or inhibit trusting relationships between boards within sporting networks. Three sports from Australia were employed as the population for the study and 36 in-depth interviews were conducted with participants from national and state organizations operating within those networks, two federated and one partially unified. Interviews were analysed using an interpretive process, and a thematic structure relating to the issues and impact of trust and distrust within the three networks was developed.	Leadership specifically, as a key finding, was shown to be an important factor in fostering collaborative relations at the governance level of these systems.
Siegfried Nagel, Torsten Schlesinger, Emmanuel Bayle, and David Giaque (2015)	Switzerland	The international literature on the professionalisation of sport organisations can be split into studies that analyse organisational change in general and those that focus more or less explicitly on the problem of professionalisation. One can classify the current research on sport federations and clubs in different countries with different sport systems into three areas of research: (a) forms of professionalisation, (b) causes of professionalisation and (c) consequences of the professionalisation process.	The multi-level approach based on the social theory of action integrates the current concepts for analysing professionalisation in sport federations. The framework specifies the following research perspectives: (1) forms, (2) causes and (3) consequences, and discuss the reciprocal relations between sport federations and their member organisations in this context.

David Shilbury, Lesley Ferkins, Liz Smythe (2013)	Australia	The method involves a series of in-depth interviews with one research participant, supplemented by document analysis. Interviews were analysed using an interpretative process which blended the world views of both the participant and researchers. The participant lived through an era of increasing professionalisation within sport. His narrative, which tapped into his governance expertise at state, national and international levels, provides insights into the transition from an amateur to a commercial culture, referred to in this paper as 'two worlds colliding'.	From this narrative, three related themes were identified and labelled, 'volunteer and cultural encounters'; 'structural encounters'; and 'adversarial encounters'. In drawing on hermeneutic philosophy, and highlighting that which has been hidden from view, direction for future research and practice within the sport governance domain is offered. These directions invite scholars to think about future sport governance research as it relates to federated structures and how collaborative governance theory can sharpen the focus in this domain.
Todd Subritzky, Simone Pettigrew, Simon Lenton (2016)	USA	This paper brings together material sourced from peer reviewed academic papers, grey literature publications, reports in mass media and niche media outlets, and government publications to outline the regulatory model and process in Colorado and to describe some of the issues that have emerged in the first 20 months of its operation.	These issues include tension between public health and profit, industry and investment, new methods of consumption, the black market and product testing. The paper concludes that, while it is too early to determine the impact of the scheme, and noting that it includes some features designed to mitigate adverse impacts, it faces major challenges. Not least of these are the lack of an effective overarching federal regulatory structure, as a consequence of the federal prohibition on cannabis, combined with a rapidly growing cannabis industry which, like other industries, will seek to exploit loopholes to maximise profit.
Jiri Dvorak, Martial Saugy, Yannis P Pitsiladis (2014)	Switzerland	Efforts to deal with doping in sport have intensified in recent years, yet the public believes that the 'cheaters' are ahead of the testers. Therefore, there is an urgent need to change the anti-doping strategy. For example, the increase in the number of individual drug tests conducted between 2005 and 2012 was approximately 90 000 and equivalent to an increase of about 50%, yet the number of adverse analytical findings remained broadly the same. There is also a strikingly different prevalence of doping substances and methods in sports such as a 0.03% prevalence of anabolic steroids in football compared to 0.4% in the overall WADA statistics. Future efforts in the fight against doping should therefore be more heavily based on preventative strategies such as education and on the analysis of data and forensic intelligence and also on the experiences of relevant stakeholders such as the national anti-doping organisations, the laboratories, athletes or team physicians and related biomedical support staff. This strategy is essential to instigate the change needed to more effectively fight doping in sport.	

Anders L. Sønderlund, Kerry O'Brien, Peter Kremer, Bosco Rowland, Florentine De Groot, Petra Staiger, Lucy Zinkiewicz, Peter G. Miller (2013)	Australia	The Preferred Reporting Items for Systematic Reviews and Meta-Analyses guidelines were used to identify relevant studies for inclusion. A search of six databases (EBSCOhost) was conducted.	A total of 6890 studies were identified in the initial search. Of these, 11 studies met the inclusion criteria. The majority of the studies were from the US (n = 10) and focused on collegiate athletes (n = 7), adolescents (n = 3), professional/former professional athletes (n = 1).
Burak Hergrüner (2015)	Turkey	This paper focuses on the European Youth Olympic Festival (EYOF) Trabzon 2011 Games and examines its two legacies—grassroots sports participation and public life—four years after the Games. The data were collected through semi-structured, open-ended interviews, and a total of 50 interviews based on a mix of purposive and convenience sampling was conducted.	The results revealed an increase in grassroots sport participation and the emergence of a new mentality in the city.
Yui Kei Leung, Yan Wing Leung, Timothy Wai Wa Yuen (2016)	China	This paper reports a pilot study using semi-structured interviews to find out the contribution of advocacy NGOs in the governance of Hong Kong.	It points out that the NGO's conception of good governance in the Hong Kong context, as revealed by the findings, comprises inter alia: legitimacy obtained through democratic elections, ability to realize the autonomy of the HKSAR, and proper checks and balances not just within the government but also about the possible domination of business interest in the government's policy making process.

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Appendix I: The Sustainable Development Goals and the potential contribution of sport to their achievement

The UN-sponsored Sustainable Development Goals (SDGs) is a set of aspirational goals and targets that represent a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity. The SDGs represent a common set of development goals for all communities in every country, with a deadline for attainment of 2030. Appendix 1 demonstrates the contribution that PE, physical activity & sport can make to the many of the SDGs, based on evidence reported in this report, and elsewhere.

Goal 1. End poverty in all its forms everywhere		
	Targets	The potential contribution of PE, physical activity & sport
POVERTY	<p>1.1 By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day</p> <p>1.2 By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions</p> <p>1.3 Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions</p>	<ul style="list-style-type: none"> • Reinforcing competencies and values such as teamwork, cooperation, fair-play and goal-setting, sport can teach and practice transferable employment skills which can support employment readiness, productivity and income-generating activities. • Sport can help educate individuals with social and life skills for a self-reliant and sustainable life. • Sport can assist in raising awareness and facilitating the mobilization of needed resources to end poverty through increased partnerships with local and international bodies. • Sport can promote personal wellbeing and encourage social inclusion which can lead to larger economic participation. • Recognition for the socio-economic rights of marginalized groups and individuals just like a reinforcement of fair employment practices for all can be supported by sport. • Sport-based initiatives can raise and generate funds for poverty programs.

Goal 2. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture

	Targets	The potential contribution of sport
HUNGER	<p>2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round</p> <p>2.2 By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons</p>	<ul style="list-style-type: none"> • Sport-based community programmes can educate individuals with regard to sustainable food production. • Sport encourages participants to take care of their health through the consumption of balanced diets. • Sport-based initiatives are a viable platform to disseminate information and messages on nutrition and can assist in facilitating the mobilization of needed resources and food to communities.

Goal 3. Ensure healthy lives and promote well-being for all at all ages

	Targets	The potential contribution of sport
WELL-BEING	<p>3.1 By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births</p> <p>3.2 By 2030, end preventable deaths of new-borns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births</p> <p>3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases</p> <p>3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and</p>	<ul style="list-style-type: none"> • Sport encourages individuals, including the elderly, to adopt active lifestyles. It has a positive impact on child and adolescent healthy development and well-being. • Sport and physical activity reduce the risk of contracting non-communicable diseases by strengthening cardiovascular health in particular. • Sport can contribute to prevent and tackle obesity. • Sport can help reduce infant and child mortality and improve post-natal recovery by increasing personal fitness of mothers and contributing to the prevention of play-related deaths. • Sport-based education programmes are a viable platform to health

<p>wellbeing</p> <p>3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol</p> <p>3.7 By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes</p> <p>3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination</p>	<p>education, including for hard-to-reach groups, particularly to disseminate information on sexual and reproductive health, alcohol and substance abuse, as well as transmissible diseases such as malaria, HIV/AIDS, etc.</p> <ul style="list-style-type: none"> • Sport-based social programmes promote mental well-being for at-risk communities through trauma counselling and inclusion efforts. • Sport can address the economic impact of physical inactivity. • Sport can enhance mental health by delivering social, psychological and physiological benefits.
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Goal 4. Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

	Targets	The potential contribution of sport
EDUCATION	<p>4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</p> <p>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p> <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p> <p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p> <p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>	<ul style="list-style-type: none"> • Joint programmes with schools offer additional and alternative physical education and physical activities to support the full learning process and deliver holistic education. • Sport can encourage inclusion and the equal participation of females, people with disabilities, and other vulnerable or underrepresented groups and individuals. • Sport-based programmes offer education opportunities and life skills to be used beyond school and for the workplace. • Sport can motivate children and youth to attend school and engage with formal and informal education. • Sport can improve learning outcomes by fostering academic performance and achievement, leadership abilities, and concentration and focus capabilities.

<p>4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p> <p>4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries</p> <p>4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States</p>	
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Goal 5. Achieve gender equality and empower of all women and girls

GENDER	Targets	The potential contribution of sport
	<p>5.1 End all forms of discrimination against all women and girls everywhere</p> <p>5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation</p> <p>5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life</p> <p>5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels</p>	<ul style="list-style-type: none"> • Sport and sport-based community programmes can, if designed inclusively, cause positive shifts in gender norms and promote gender equality. • Sport can foster increased self-esteem and confidence of females, enabling them to develop skills needed to become equal participants and leaders in their communities. • Through sport-based programmes women and girls can be equipped with knowledge and skills on health, employability, and leadership skills needed to progress in society. • Sport can provide safe and fair environments for women and girls. • Men and boys can be engaged in achieving gender equality in and through sport.

Goal 6. Ensure availability and sustainable management of water and sanitation for all

	Targets	The potential contribution of sport
WATER	<p>6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations</p> <p>6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally</p> <p>6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity</p> <p>6.a By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies</p>	<ul style="list-style-type: none"> • Sport can be an effective educational platform for disseminating messages on water sanitation requirements and management. • Sport-based programmes can target improvements in water availability by associating its activities and intended outcomes with this subject. • Access to adequate and equitable sanitation and hygiene for all can be enhanced through sport settings such as sport facilities with adequately equipped to this end. • Improvements of water quality by reducing pollution, dumping and wastewater can be promoted and realized in sport contexts such as aquatic sports events. • Water-use efficiency can be increased in the sport sector, particularly in sport facilities. • The power of sport to encourage cooperation and engage communities can be harnessed for water and sanitation objectives.

Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all

	Targets	The potential contribution of sport
ENERGY	<p>7.2 By 2030, increase substantially the share of renewable energy in the global energy mix</p> <p>7.3 By 2030, double the global rate of improvement in energy efficiency</p> <p>7.a By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency</p>	<ul style="list-style-type: none"> • Sport programmes and activities can support initiatives aiming at the development of energy provision systems and access to them. • Sport can be a forum for discussion and promotion of energy efficiency. • Sport facilities can contribute to targets concerning renewable energy, energy efficiency and access to clean energy by respecting standards

and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology	and recommendations in these regards.
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Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

	Targets	The potential contribution of sport
EMPLOYMENT	<p>8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors</p> <p>8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services</p> <p>8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value</p> <p>8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training A/RES/70/1</p> <p>Transforming our world: the 2030 Agenda for Sustainable Development 20/35</p> <p>8.7 Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms</p>	<ul style="list-style-type: none"> • Sport goods and equipment should be produced in line with labour standards and in particular free from forced and child labour and discriminations of all forms. • Sport programmes can foster increased employability for women, people with disabilities and other vulnerable groups, thus contributing to inclusive economic growth. • Sport-based employment and entrepreneurship can contribute to create decent jobs for all by complying with labour standards throughout its value chain and in line with businesses policies and practices. • Sport-based educational programmes provide skills for employability and opportunities to enter the labour market for youth. • Sport can generate enhanced overall community involvement, and it can motivate mobilization of the wider community and growth of economic activities associated with sports. • The growing scale of the sports industry, and its links with other sectors, offer opportunities for economic growth and decent employment. • Sport events can have long lasting effects on the population and in that respect they need to involve the population for their legacy, to be in line with human rights and labour standards, and to be sustainable.

Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

	Targets	The potential contribution of sport
INFRASTRUCTURE	<p>9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and trans border infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all</p> <p>9.2 Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries</p> <p>9.c Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020</p>	<ul style="list-style-type: none"> • Resilience and industrialization needs can benefit from sport-based initiatives that aim at development goals in this context, such as post-disaster reconstruction of facilities for sport and leisure. • Sport has been recognized and effectively used as an innovative means to promote development and peace complementing other conventional tools in development efforts. • Innovation is and can continue being addressed as a thematic area in sport, by encouraging debate and action on innovative approaches to industrialization in sport and related sectors. • Equitable access to infrastructure can be enhanced through sport, including by providing accessible sport facilities and spaces for sport practice. Sport events can be an opportunity to develop and enhance accessible infrastructure. • Inclusive and sustainable industrialization can be promoted in and through sport by, inter alia, providing opportunities for vulnerable groups to partake in industrial development. • Access to information technologies can be addressed through elements in the sport industry connected with this target, such as broadcasting services. The popularity of sport and interest in sport events in particular can encourage improvements towards the universal access to the Internet.

Goal 10. Reduce inequality within and among countries

	Targets	The potential contribution of sport
INEQUALITY	<p>10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or</p>	<ul style="list-style-type: none"> • Sport is recognized as a contributor to the empowerment of women and of young people, individuals and communities. As such, it is effectively used for the inclusion of all irrespective of age, sex, race, ethnicity, origin, religion or economic or other status. • Equal opportunities can be achieved in and through sport by raising awareness towards existent

	<p>other status</p> <p>10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard</p>	<p>inequalities and establishing sport-related policies and programmes aimed at reducing them.</p> <ul style="list-style-type: none"> • Sport settings such as sport events and activities, can be used to celebrate and value diversity, thus promote mutual understanding and ultimately eliminate discrimination of any kind. • Participation in sport offers great opportunities for self-empowerment by people with disabilities. It showcases ability, not disability, thus raising awareness and promoting respect towards them. • Development of and through sport in developing countries can contribute to reducing the gap between them and more developed countries. • The popularity and positive attitude towards sport make it a suitable tool for tackling inequality in areas and population that are difficult to reach.
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Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable

	Targets	The potential contribution of sport
SETTLEMENTS	<p>11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities</p> <p>11.c Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials</p>	<ul style="list-style-type: none"> • Affordable and accessible sport infrastructures, facilities and related services can contribute to creating inclusive, safe and healthy communities. • Sport opportunities promote the use of public spaces where diverse populations and marginalized community members can interact and create friendly relations. • Sport raises awareness with regard to equal rights and practices of people with disabilities, the elderly, vulnerable groups and individuals, and women. • Sport can help eliminate obstacles and barriers in the environment, transportation, public facilities and services to ensure that persons with disabilities can access sport and physical activities. • The sports sector can advocate for and contribute to provide inclusive, safe, green and cohesive settlements which are usable for sport and other physical activities.

Goal 12. Ensure sustainable consumption and production patterns

	Targets	The potential contribution of sport
CONSUMPTION	<p>12.2 By 2030, achieve the sustainable management and efficient use of natural resources</p> <p>12.3 By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses</p> <p>12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse</p> <p>12.6 Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle</p> <p>12.8 By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature</p> <p>12.b Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products</p>	<ul style="list-style-type: none"> • The incorporation of sustainable standards in the production and provision of sport products can contribute to the overall sustainability in consumption and production patterns involving other industries. • With regard to natural resources, their sustainable management and efficient use can be assured in sport contexts. • Sport-based activities involving natural resources, such as winter sports, can be platforms to promote responsible use of them beyond the sport contexts. • Messages and awareness raising campaigns concerning sustainable consumption and production can be disseminated through sport products, services and events. • Sport can contribute to reduce waste through policies and practice in sport settings such as sport events. • The popularity and outreach of sport offer opportunities for awareness raising and information sharing, including on sustainable development and nature-friendly lifestyles. • Sport tourism, including tourism involving sport events, can create jobs and promote local culture and products.

Goal 13. Take urgent action to combat climate change and its impacts

	Targets	The potential contribution of sport
CLIMATE CHANGE	<p>13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries</p> <p>13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation,</p>	<ul style="list-style-type: none"> • Sport-based education programmes can teach children and youth about environmental sustainability. • Sport-based public awareness campaigns promote awareness of climate protection

	impact reduction and early warning	<p>and can stimulate enhanced community response for local environment preservation.</p> <ul style="list-style-type: none"> • Sport helps strengthen disaster recovery efforts through psychosocial support to affected individuals, especially children, by giving back a sense of normality, identity and belonging. • Sport-based projects can support the relief of communities and reconstruction of facilities affected by natural disasters, by including intended outcomes with this purpose.
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	Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development	
	Targets	The potential contribution of sport
OCEANS	<p>14.2 By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans</p> <p>14.c Enhance the conservation and sustainable use of oceans and their resources by implementing international law as reflected in the United Nations Convention on the Law of the Sea, which provides the legal framework for the conservation and sustainable use of oceans and their resources, as recalled in paragraph 158 of “The future we want”</p>	<ul style="list-style-type: none"> • The connection of certain sport activities with oceans and seas, such as aquatic sports, can be utilized to advocate for the conservation and sustainable use of them within sports and beyond. • Sustainable management and protection of marine and coastal ecosystems can be promoted and enhanced in sport activities involving this environment, such as sailing, open water swimming or windsurfing. • Sport programmes and events, especially those requiring the use of oceans, are relevant platforms for the promotion and enhancement of the conservation and sustainable use of oceans.

	Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	
	Targets	The potential of sport
FORESTS	15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular	<ul style="list-style-type: none"> • Sport offers a platform for educating and advocating for the

	<p>forests, wetlands, mountains and drylands, in line with obligations under international agreements</p> <p>15.4 By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development</p> <p>15.9 By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts</p>	<p>preservation of terrestrial ecosystems.</p> <ul style="list-style-type: none"> • Outdoor sport can incorporate safeguards, activities and messages promoting the sustainable and environmentally respectful use of terrestrial resources. • Sport in natural terrestrial settings, including in mountains, can play an important role in ensuring the conservation and sustainable use of terrestrial ecosystems. • Sport is associated to important values and proved to be an effective platform for values advocacy and education. It can therefore be a tool for the integration of ecosystem and biodiversity values into development processes.
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	Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	
	Targets	The potential of sport
PEACE	<p>16.1 Significantly reduce all forms of violence and related death rates everywhere</p> <p>16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children</p> <p>16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements</p>	<ul style="list-style-type: none"> • Sport programmes can help to rebuild post-conflict societies and uplift affected individuals. • Sport programmes and events can support the rapprochement and integration of divided communities through friendly games and interaction. • Sport programmes and events provide a communication platform that can be used to disseminate unity and reconciliation messages and to promote a culture of peace. • Sport events can provide opportunities for advocating and realizing peace, as notably the Olympic Truce has allowed since ancient history. • Celebrity athletes can be influential as role models and spokespeople for peace and serve as intermediaries between hostile nations, creating platforms for dialogue. • Sport can serve as a tool for supporting demobilization and disarmament efforts and to support the reintegration of ex-combatants, particularly former child combatants, into their

		<p>communities.</p> <ul style="list-style-type: none"> • Regular sport activities can help to address war-related trauma and promote healing by providing safe spaces for activities that enable victims of war to regain a sense of security and normalcy. • Through its universal reach and popularity, sport offers an important means of reaching out to and engaging socially excluded groups. • Sport can raise awareness and address violence in sport and beyond, particularly Gender Based Violence. • Ending abuse, violence and exploitation in sport can significantly contribute to achieve peaceful societies. • Respect, one of the fundamental values for peaceful and inclusive societies, is one of the most present values in sport, thus sport can successfully promote and realize respect at all levels. • Sport can promote enhanced public access to information and fundamental freedoms. • Sport institutions can be effective, accountable and inclusive by basing their policies and actions on principles of justice and good governance.
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Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development		
	Targets	The potential of sport
PARTNERSHIP	<p>Capacity-building</p> <p>17.9 Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the Sustainable Development Goals, including through North-South, South-South and triangular cooperation</p>	<ul style="list-style-type: none"> • Sport serves as an effective vehicle for translating development objectives into reality and achieving tangible progress towards them. • Sport can build and strengthen multi-stakeholder networks and partnerships of a diverse nature for sustainable development and peace through sport. • Based on its social and economic relevance, sport provides unique opportunities for strong partnerships between states, global

<p>Systemic issues - Policy and institutional coherence</p> <p>17.13 Enhance global macroeconomic stability, including through policy coordination and policy coherence</p> <p>Multi-stakeholder partnerships</p> <p>17.16 Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries</p> <p>17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships</p> <p>Data, monitoring and accountability</p> <p>17.18 By 2020, enhance capacity-building support to developing countries, including for least developed countries and small island developing States, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts</p> <p>17.19 By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries</p>	<p>institutions, civil society, businesses, and other stakeholders for the implementation of development and peace efforts worldwide.</p> <ul style="list-style-type: none"> • Sport for Development and Peace efforts can catalyse global partnerships and can lead to increased networking among stakeholders across sectors. • The sport and development community can contribute to measure progress on sustainable development.
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Appendix II: Relationships between the Berlin Declaration and the revised International Charter on Physical Education, Physical Activity and Sport

Two historically important public documents have been developed in recent years that form part of the backdrop the MINEPS VI, and subsequent discussions about the state and status of physical education, physical activity and sport. The Declaration of Berlin (2013) was the outcome of the MINEPS V, and was adopted by 121 represented Member States. The text of the Declaration was the result of an extensive process of consultation with experts from government, universities, and the sport movement. As such, the detailed commitment and recommendations that make up the Declaration constitute an important statement of global consensus on the orientation, defining principles, and future of physical education, physical activity and sport. The revised International Charter of Physical Education, Physical Activity and Sport (2015) is an update on the original UNESCO Charter of Physical Education and Sport, from 1978. Experts and practitioners from a wide range of backgrounds were consulted in the process, and this resulted in significant changes. Appendix II shows how the content of these two game-changing documents reinforce each other's messages, and point to a growing consensus on a range of issues.

Theme I: Developing a comprehensive vision of inclusive access by all	
Declaration of Berlin	The International Charter on Physical Education, Physical Activity and Sport
<p>The Ministers meeting at the 5th International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS V) held in Berlin (28-30 May 2013),</p> <p>1. Reaffirming the fundamental principles enshrined in UNESCO's International Charter of Physical Education and Sport and in the Olympic Charter;</p> <p>3. Mindful of international Human Rights instruments, including the United Nations Convention on the Elimination of all Forms of Discrimination against Women, the United Nations Convention on the Rights of Persons with Disabilities, the United Nations Convention on the Rights of the Child, the UNESCO Convention against Discrimination in Education, and the UNESCO International Convention against Doping in Sport;</p> <p>4. Reaffirming that every individual must have the opportunity to access, and</p>	<p>Preamble</p> <p>The General Conference of UNESCO,</p> <p><i>Recalling</i> that in the Charter of the United Nations the peoples proclaimed their faith in fundamental human rights and in the dignity and worth of the human person, and affirmed their determination to promote social progress and better standards of life,</p> <p><i>Recalling</i> that by the terms of the Universal Declaration of Human Rights, everyone is entitled to all the rights and freedoms set forth therein without discrimination of any kind, such as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,</p>

participate in sport as a fundamental right regardless of ethnic origin, gender, age, impairment, cultural and social background, economic resources, gender identity, or sexual orientation;

5. Recognizing the potential of sport to foster social inclusion;

7. Underlining the crucial role of continued quality education and training for physical education and sport teachers and coaches;

Concerned with the failure of many countries to close the gap between physical education and sport policy commitments and their implementation;

8. Acknowledging the diversity of priorities and objectives that determine the allocation of resources to physical education and sport programmes by governments;

12. *Highlighting* that impact-oriented physical education and sport policy must be developed by all concerned stakeholders, including national administrations for sport, education, youth, and health; inter- governmental and non-governmental organizations; sport federations and athletes; as well as the private sector and the media;

1.1 *Highlighting* that physical education is an essential entry point for children to learn life skills, develop patterns for lifelong physical activity participation and health life style behaviours;

1.2 *Noting* that physical education in school and in all other educational institutions is the most effective means of providing all children and youth with the skills, attitudes, values, knowledge and understanding for lifelong participation in society;

1.3 *Emphasizing* the need for Child Safeguarding in all physical education and sport programmes;

1.4 *Recognizing* that an inclusive environment free of violence, sexual harassment, racism and other forms of discrimination is fundamental to quality physical education and sport;

1.5 *Underlining* that traditional sports and games, as part of intangible heritage and as an expression of the cultural diversity of our societies, offer opportunities for increased participation in and through sport;

Convinced that a condition for the exercise of human rights is the safety and freedom of every human being to develop and preserve their physical, psychological and social well-being and capabilities,

Emphasizing that resources, authority and responsibility for physical education, physical activity and sport must be allocated without discrimination on the basis of gender, age, disability or any other basis, to overcome the exclusion experienced by vulnerable or marginalized groups,

Stressing that, in order to achieve quality physical education, physical activity and sport, all personnel, professional and volunteer alike, must have access to suitable training, supervision and counseling,
Underlining that early play experience with parents and carers, and participation in quality physical education are essential entry points for children to learn the skills, attitudes, values, knowledge, understanding and enjoyment necessary for lifelong participation in physical activity, sport and in society at large;

Article 1 – The practice of physical education, physical activity and sport is a fundamental right for all

1.1 Every human being has a fundamental right to physical education, physical activity and sport without discrimination on the basis of ethnicity, gender, sexual orientation, language, religion, political or other opinion, national or social origin, property or any other basis.

1.2 The freedom to develop physical, psychological and social well-being and capabilities through these activities must be supported by all governmental, sport and educational institutions.

1.3 Inclusive, adapted and safe opportunities to participate in physical education, physical activity and sport must be available to all human beings,

<p>1.6 <i>Highlighting</i> the importance of gender mainstreaming that is guided by the concepts of diversity, freedom of choice and empowerment, when undertaking efforts to increase the participation of girls and women in and through sport;</p> <p>1.7 <i>Stressing</i> that participation in and through sport also entails including women in sport organizations and decision-making positions;</p> <p>1.8 <i>Stressing</i> the paradigm shifts in policy concerning persons with disabilities, from a deficit-orientated approach to a strength-based one, as well as from a medical model to a social one;</p> <p>1.9 <i>Emphasizing</i> the important role of education, awareness raising and the media in promoting athletes with disabilities as role models;</p> <p>1.10 <i>Being Aware</i> that in many countries physical education and sport do not offer girls and women with disabilities the chance to positively influence their sport behaviours across the life span, and that in many countries girls and women with disabilities face multiple barriers to accessing sport;</p> <p>1.11 <i>Observing</i> persisting inequalities in sport participation, which mirror those in education, health and wealth distribution, reflect barriers in the provision of inclusive physical education and sport policy, such as inadequate infrastructure and prohibitive costs;</p> <p>1.12 <i>Highlighting</i> that participation in sport is a result of numerous individual and environmental factors, including cultural beliefs, stereotyping, stigmatization and discrimination;</p> <p>We, the Ministers, are committed to:</p> <p>1.13 <i>Place emphasis</i> on the inclusion of all members of society when developing physical education, sport for all and high-performance sport policy;</p> <p>1.14 <i>Ensure</i> physical education activities are provided in accordance with the UN Conventions on the Rights of the Child and on the Rights of Persons with Disabilities;</p> <p>1.15 <i>Ensure</i> that quality and inclusive physical education classes are included, preferentially on a daily basis, as a mandatory part of primary and secondary</p>	<p>notably children of preschool age, women and girls, the aged, persons with disabilities and indigenous people.</p> <p>1.4 Equal opportunity to participate and be involved at all supervision and decision-making levels in physical education, physical activity and sport, whether for the purpose of recreation, health promotion or high performance, is the right of every girl and every woman that must be actively enforced.</p> <p>1.5 The diversity of physical education, physical activity and sport is a basic feature of their value and appeal. Traditional and indigenous games, dances and sports, also in their modern and emerging forms, express the world's rich cultural heritage and must be protected and promoted.</p> <p>1.6 Every human being must have the opportunity to attain a level of achievement through physical education, physical activity and sport which corresponds to their capabilities and interest.</p> <p>1.7 Each education system must assign the requisite place and importance to physical education, physical activity and sport in order to establish a balance and strengthen links between physical activities and other components of education. It must also ensure that quality and inclusive physical education classes are included, preferentially on a daily basis, as a mandatory part of primary and secondary education and that sport and physical activity at school and in all other educational institutions play an integral role in the daily routine of children and youth.</p> <p>Article 7 – Teaching, coaching and administration of physical education, physical activity and sport must be performed by qualified personnel</p> <p>7.1 All personnel who assume professional responsibility for physical education, physical activity and sport must have appropriate qualifications, training and</p>
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education and that sport and physical activity at school and in all other educational institutions play an integral role in the daily routine of children and youth;

1.16 *Strengthen* cooperation between governments, sport organizations, schools and all other educational institutions to improve the conditions for physical education and sport at school, including sports facilities and equipment, as well as qualified teachers and coaches;

1.17 *Foster* the important role of inclusive extracurricular school sport in early development and educating children and youth;

1.18 *Provide* opportunities for traditional sport and games as a means for wider inclusion.

We, the Ministers, call upon all stakeholders to:

1.19 *Utilize* the volunteer potential of sport to strengthen the broad-based anchoring of sport in school and in all other educational institutions;

1.20 *Review* sport governance to embrace inclusion criteria and ensure equal opportunities to participate in and through sport at all levels;

1.21 *Engage* civil society organizations and researchers to provide a systematic analysis of the synergies between inclusion policy and sport governance procedures and practice;

1.22 *Provide* a safe and accessible environment for physical education and extracurricular sport in school and in all other educational institutions in which the existence of all forms of discrimination including sexual harassment are recognized and consequently punished;

1.23 *Commit* to reducing attitudinal, social and physical barriers and promote inclusion by raising awareness of the rights and abilities of all children and adolescents through education and the media and by challenging stereotypes and sharing positive examples;

1.24 *Develop* training of teachers, instructors and coaches to deliver inclusive and adapted physical activity programmes, including training and employment

access to continuous professional development.

7.2 All physical education, physical activity and sport personnel must be recruited and trained in sufficient numbers to ensure they attain and sustain the competence necessary to nurture the rounded development and safety of all persons in their charge. Personnel who have received such training should be given a professional recognition in keeping with the duties they perform.

7.3 Volunteer coaches, officials and support personnel should be offered suitable training and supervision, given their status as an invaluable resource for the sector, to carry out essential functions, facilitate increased participation, ensure participant development and safety, and foster broad-based engagement in democratic processes and the life of the community.

7.4 Opportunities specific to inclusive and adaptive training across all levels of participation should be widely available.

Article 8 – Adequate and safe spaces, facilities and equipment are essential to quality physical education, physical activity and sport

8.1 Adequate and safe spaces, facilities, equipment, and dress-options must be provided and maintained to meet the needs of participants in physical education, physical activity and sport mindful of different needs associated with climate, culture, gender, age, and disability.

8.2 Public authorities, sports organizations, schools and other institutions that administer facilities at all levels should work together to design, provide and optimize the use of installations, facilities and equipment for physical education, physical activity and sport, taking into account the opportunities and conditions of the natural surroundings.

8.3 Private and public workplaces should offer opportunities for physical activity and sport by putting appropriate facilities, staff and incentives at the disposal of

<p>opportunities for persons with disabilities, as well as additional support for persons with specific needs;</p> <p>1.25 <i>Ensure</i>, in accordance with national law, appropriate facilities, equipment and dress options taking into account both ability and cultural specificities, particularly for women and girls;</p> <p>1.26 <i>Develop</i> organizational conditions to increase the presence of women in sport bodies and decision-making positions, including, <i>inter alia</i>,</p> <ul style="list-style-type: none"> a) tie funds to achieving outcomes for women; b) mentorship programmes and incentive actions such as awards promoting the principles of gender mainstreaming and diversity management; <p>1.27 <i>Develop</i> education and awareness raising initiatives that are supportive and respectful of inclusion and diversity, such as:</p> <ul style="list-style-type: none"> a) the promotion of media coverage and attention to disadvantaged groups on an equal level with all others; b) drawing on good practice examples from major sport events and national media campaigns regarding participation of athletes with disabilities, as well as tolerant inclusion rules; <p>1.28 <i>Integrate</i> the following considerations in national action plans:</p> <ul style="list-style-type: none"> a) Tie funds to achieving outcomes for people with disabilities and people from excluded groups; b) professional training of teachers, coaches and sport leaders through standardized study programmes and certification courses; c) appropriate and adequate volumes of equipment, that meet safety regulations; d) adequate numbers of support personnel and volunteers; e) accessibility of sport facilities, including information in easy-to-understand language 	<p>employees at all levels, contributing to their well-being and to enhanced productivity.</p> <p>8.4 To support, develop and maintain an active and healthy lifestyle for citizens, public authorities should integrate opportunities for physical activity and sport into all urban, rural and transportation planning.</p> <p>8.5 When building, maintaining and operating facilities and public spaces for physical education, physical activity and sport, the responsible authorities and owners of sport infrastructure must strive to maximize energy- and resource-efficiency and minimize adverse impact on the natural surroundings.</p>
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<p>or in Braille, and provision for sign-language interpreting;</p> <p>f) accessible, affordable transport options to and from sporting activities;</p> <p>1.29 Consider the opportunity of inclusive sport competitions.</p>	
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Theme II: Maximizing the contribution of sport to sustainable development and peace	
Berlin Declaration	The International Charter on Physical Education, Physical Activity and Sport
<p>2. Recalling the resolution 67/17, adopted by the United Nations General Assembly on 28 November 2012, which recognizes the potential of sport to contribute to the achievement of the Millennium Development Goals, sustainable development and peace;</p> <p>11. <i>Aware of the commercial and economic dimensions of sport;</i></p> <p>2.1 <i>Being aware</i> that increasing levels of physical inactivity in many countries have major implications for the prevalence of non-communicable diseases and the general health of the global population;</p> <p>2.2 <i>Stressing</i> that a national strategic vision for physical education and sport is a prerequisite for balancing and optimizing the impact of national sport policy options and priorities;</p> <p>2.3 <i>Highlighting</i> that sustained investment in quality physical education is not a policy option but a fundamental component of all countries' sport philosophy and that allocations of budgets should not be re-directed away from public provision of physical education programmes;</p> <p>2.4 <i>Emphasizing</i> that scientific evidence, policy instruments and quality assurance mechanisms enhance the efficacy and sustainability of physical education and sport policy;</p> <p>2.5 <i>Recognizing</i> the opportunity to engage children and youth through targeted sport programmes designed to reinforce positive human values and behaviour, and to</p>	<p><i>Acknowledging</i> that cultural diversity in physical education, physical activity and sport forms part of humanity's intangible heritage and includes physical play, recreation, dance, organized, casual, competitive, traditional and indigenous sports and games,</p> <p>Recognizing that physical education, physical activity and sport can bring a variety of individual and societal benefits, such as health, social and economic development, youth empowerment, reconciliation and peace,</p> <p><i>Highlighting</i> that the provision of quality physical education, physical activity and sport is essential, to realize their full potential to promote values such as fair play, equality, honesty, excellence, commitment, courage, teamwork, respect for rules and laws, respect for self and others, community spirit and solidarity, as well as fun and enjoyment,</p> <p><i>Emphasizing</i> that physical education, physical activity and sport should seek to promote stronger bonds between people, solidarity, mutual respect and understanding, and respect for the integrity and dignity of every human being,</p>

contribute to a reduction of sedentary lifestyles, crime, violence, drug abuse, HIV/AIDS infection and early pregnancies amongst other things;

2.6 Stressing the importance and positive contributions of volunteers and civil society to sport systems and to participants;

2.7 *Acknowledging* the growing importance of the sport industry and its role in economic development;

2.8 *Noting* the increasing significance of private sector support for physical education and sport;

2.9 *Acknowledging* the public interest in major sport events;

2.10 *Being aware* that major sport events are subject to continually increasing financial, technical and political requirements that may act as a disincentive to bid for major sport events and risk excluding certain countries from the bidding for or hosting of such events;

2.11 *Taking note* of evidence that the hosting of major sport events may have tangible and intangible benefits for the host country's society and economy at large;

2.12 *Recognizing* the importance of anticipating the sustainable socio-economic impact of major sport events for different beneficiary groups in the host countries, including local residents;

2.13 *Stressing* the importance of increasing the positive effects of major sport events in terms of participation in and through sport, creating new sport programmes and providing new and/or improved sports facilities;

2.14 *Recognizing* that, when hosting major sport events, the social, economic, cultural and environmental dimension of sustainability must be taken into account by all involved parties including local populations;

2.15 *Acknowledging* the data which shows that many oversized stadia are not financially viable post-events (while generating maintenance costs);

2.16 *Noting* the trend of increasingly competitive bids and "overbidding", i.e. incurring higher costs than necessary in order to outbid competitors, by countries wishing to host major sport events, and a corresponding escalation of hosting costs, which are frequently

Aware that physical education, physical activity and sport can be enriched by undertaking them responsibly in a natural environment, and that this inspires respect for the Planet's resources and a concern to conserve and use these resources for the greater good of humanity,

Article 2 – Physical education, physical activity and sport can yield a wide range of benefits to individuals, communities and society at large

2.1 When appropriately organized, taught, resourced and practiced, physical education, physical activity and sport can make distinct contributions towards a wide range of benefits to individuals, families, communities and society at large.

2.2 Physical education, physical activity and sport can play a significant role in the development of participants' physical literacy, well-being, health and capability by improving endurance, strength, flexibility, coordination, balance and control. The ability to swim is a vital skill for every person exposed to risks of drowning.

2.3 Physical education, physical activity and sport can improve mental health, psychological well-being and capability by enhancing body-confidence, self-esteem, self-efficacy, by decreasing stress, anxiety and depression, by increasing cognitive function, and by developing a wide range of skills and attributes, such as cooperation, communication, leadership, discipline, teamwork, that contribute to achievement while participating, learning and in other aspects of life.

2.4 Physical education, physical activity and sport can support social well-being and capability by establishing and strengthening community-ties and relationships with family, friends and peers, creating a sense of belonging and acceptance, developing positive social attitudes and behaviours, and

underestimated in ex-ante studies;

2.17 *Recognizing* that political and financial support by the public sector, and its early involvement, are prerequisites for the organisation of major sport events as of the bidding stage;

2.18 *Recognizing* that participation in the bidding process for hosting a major sport event and the related international exposure can act as a catalyst for sustainable national development, improved cooperation of different societal groups and identity building;

2.19 *Emphasizing* the importance of transparent community participation in the bidding and implementation process for major sport events to avoid undesired changes in the living environment of local residents, including the displacement of local populations and subsequent gentrification;

We, the Ministers, are committed to:

2.20 *Develop* national sport, education, health and youth policies to reflect scientific evidence concerning the socio-economic benefits of physical education and sport, and to share accordingly good practice among countries;

2.21 *Consider* the funding of physical education and sport programmes as a safe investment that will result in positive socio-economic outcomes;

2.22 *Invest in* community development and in accessible infrastructure to encourage physical activity;

2.23 *Support* the establishment of alliances involving all concerned stakeholders, including public authorities, city planners, parents, teachers, sport and cultural organizations, coaches and athletes to develop a national vision and priorities for physical education and sport programmes/policy;

2.24 *Strengthen* the role of national, regional and local professional and grassroots associations in delivery and quality assurance of physical education and sport programs;

2.25 *Ensure that a comprehensive sport infrastructure policy is developed which provides for* quality assurance in physical education and sport;

2.26 *Support* and further the work carried out by WHO, and other United Nations entities,

bringing people from different cultural, social and economic backgrounds together in the pursuit of shared goals and interests.

2.5 Physical education, physical activity and sport may contribute to prevention and the rehabilitation of those at risk of drug addiction, alcohol and tobacco abuse, delinquency, exploitation and abject poverty.

2.6 For society at large, physical education, physical activity and sport can yield significant health, social and economic benefits. An active lifestyle helps prevent heart disease, diabetes, cancer as well as obesity and ultimately reduces premature death. In addition, it reduces health related costs, increases productivity, and strengthens civic engagement and social cohesion.

Article 4 – Physical education, physical activity and sport programmes must inspire lifelong participation

4.1 Physical education, physical activity and sport programmes must be designed to meet the needs and personal characteristics of those practicing them over their whole lifespan.

4.2 Early positive experiences of play, games and physical activities should be prioritized for all so as to lay a foundation of the knowledge, skills, attitudes and motivation necessary for the maintenance of lifelong participation in physical activity and sport.

4.3 As the only area of school curricula concerned with developing students' competence and confidence in sport and physical activity, physical education provides a learning gateway for the skills, attitudes and knowledge necessary for lifelong physical activity and sport; quality and inclusive physical education classes, taught by qualified physical education teachers, should be mandatory in all grades and levels of education.

on the importance of physical activity, notably in the prevention of non-communicable diseases;

2.27 *Treat* major sport events as an integral part of national physical education and sport planning, ensuring that other programmes do not suffer from budget shifts in favour of the implementation of major sport events or of high-performance sport;

2.28 *Commit*, when hosting major sports events, to the sustainability of sport infrastructure for physical education, sport for all and high-performance sport and other community activities, in order to ensure that all concerned stakeholders can participate in and benefit from such events;

2.29 *Develop* a consistent policy setting out the conditions for planning and implementing major and mega sport events as well as for participating in related bidding procedures.

We, the Ministers, call upon all stakeholders to:

2.30 *Support* the development of common methodologies to measure the socio-economic impact of physical education and sport e.g. through satellite accounts for sport;

2.31 *Share* comparable data on the socio-economic benefits of physical education and sport, as well as good practices of successful physical education and sport programmes;

2.32 *Design* sport programmes cautiously in order to achieve the desired outcomes and to avoid poor-quality sport programmes harming rather than benefiting participants;

2.33 *Improve* initial and continued professional development for teachers responsible for providing physical education;

2.34 *Foster* the development of a variety of physical education and sport-related career pathways;

2.35 *Support* transfer of know-how for local production of physical education and sport equipment;

2.36 *Leverage* major sport events as platforms to raise awareness on societal issues and for opportunities for cultural exchange;

4.4 Physical education, physical activity and sport policy and programmes must be systematically monitored and evaluated by appropriate national agencies, to assess whether they satisfy the needs of their intended beneficiaries.

Article 5 – All stakeholders must ensure that their activities are economically, socially and environmentally sustainable

5.1 When planning, implementing and evaluating their activities, providers of physical education, physical activity and sport, as well as the organizers of sport events must pay due consideration to the overarching principle of sustainability, be it economic, social, environmental or sporting.

5.2 Whereas the growing consumption of sporting goods can generate a positive impact on the global economy, the industry must take responsibility for developing and integrating social and environmentally-friendly practices.

5.3 Any negative impact of indoor and outdoor activities to the environment should be prevented. Owners of sport infrastructure have a particular responsibility to avoid negligent behavior risking danger to bystanders, noise, waste, use of chemicals and other potential damage to nature.

5.4 All parties involved in the realization of major sports events – in particular event owners, public authorities, sports organizations, commercial stakeholders, the media – must ensure a sustainable legacy for the hosting communities with regard to the financial cost, environmental and social impact, the post-event use of the infrastructure and the effect on participation in sport and physical activity.

Article 11 – Physical education, physical activity and sport can play

2.37 *Integrate* the transparent participation in, bidding for and hosting of major sport events into national sport development planning, in order to ensure that such events support physical education, grass-roots and sport for all programmes and do not result in cuts of public spending for such programmes;

2.38 *Commit* to a voluntary code of conduct for all parties involved in the bidding process and in the hosting of major sport events;

2.39 *Ensure* that investment in infrastructure and facilities for major sport events complies with social, economic, cultural and environmental requirements, notably through the reuse of existing facilities, the design of new venues for ease of dismantling or downsizing, and the use of temporary facilities;

2.40 *Ensure* an effective knowledge transfer between past and potential host countries concerning opportunities and risks associated with hosting major sport events;

2.41 *Consider* smaller-scale competitions and co-hosting of major sport events by more than one city or nation;

2.42 *Support* the preparation for and participation in major sport events by teams from least developed countries;

2.43 *Publish* decisive criteria for awarding the hosting of major sport events by all international sports organizations, in order to enhance transparency;

2.44 *Engage* in further scientific research which includes long-term post-event studies, as well as studies concerning the measurement of intangible impacts and the establishment of an internationally uniform cost-benefit analysis.

We, the Ministers, call upon owners of sport events to:

2.45 *Identify* areas where the financial, technical and political requirements for major sport events could be scaled down to encourage countries to bid, and allow more countries to host such events, without jeopardizing national priorities and sustainability objectives;

2.46 *Ensure* an open, inclusive and transparent process in the bidding for and hosting of major sport events with a view to reinforcing accountability for all stakeholders involved;

an important role in the realization of development, peace and post-conflict and post-disaster objectives

11.1 Sport for development and peace initiatives should aim at eradicating poverty, as well as strengthening democracy, human rights, security, a culture of peace and non-violence, dialogue and conflict resolution, tolerance and non-discrimination, social inclusion, gender equality, the rule of law, sustainability, environmental awareness, health, education and the role of civil society.

11.2 Sport for development and peace initiatives should be promoted and utilized to support conflict prevention, post-conflict and post-disaster interventions, community building, national unity, and other efforts that contribute to the effective functioning of civil society and international development goals.

11.3 Sport for development and peace initiatives should be inclusive, and culture-, gender-, age- and disability-sensitive, and include strong monitoring and evaluation mechanisms. They should encourage local ownership of projects and embody the same principles of sustainability and integrity as other physical education, physical activity and sport initiatives.

<p>2.47 <i>Prioritize</i>, through bidding requirements for major sport events, all aspects of sustainability and accessibility throughout the planning and staging of such events;</p> <p>2.48 <i>Ensure</i> enhanced opportunities for countries to reap the socio-economic benefits of major sport events, notably by considering the following measures:</p> <ul style="list-style-type: none"> a) maximum cost limits for bids; b) maximum capacity limits of new facilities; c) ensuring that the host country's financial liability, including financial guarantees, investments and risks, is limited and does not have a negative impact on the economic development of the host country and city; d) publication of decisive criteria for awarding the hosting of major sport events by all international sports organizations, in order to enhance transparency; e) prioritizing, in the assessment of bids, candidates' plans for reducing environmental stress, avoiding post-event costs, and fostering social development. 	
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Theme III: Protecting the integrity of sport	
Berlin Declaration	The International Charter on Physical Education, Physical Activity and Sport
<p>13. <i>Being aware</i> that due to the involvement of transnational organized crime, doping in sport, the manipulation of sport competitions and corruption are not only a threat to sport itself but to society at large;</p> <p>14. <i>Affirming</i> that various national and international authorities and stakeholders need to concert their efforts in order to combat threats to the integrity of sport through doping, corruption and the manipulation of sport competitions, and that</p>	<p><i>Insisting</i> that concerted action and co-operation between stakeholders at all levels is the prerequisite for protecting the integrity and potential benefits of physical education, physical activity and sport from discrimination, racism, homophobia, bullying, doping, manipulation, excessive training of children, sexual exploitation, trafficking, as well as violence,</p> <p>Article 3 – All stakeholders must participate in creating a strategic vision,</p>

<p>Sport Ministers play a leadership role in federating these efforts;</p> <p>15. <i>Emphasizing</i> the need for further research, evidence-based policy and knowledge sharing at national, regional and international levels;</p> <p>3.1 <i>Recognizing</i> that the global prestige of sport depends primarily on upholding core values such as fair play, achievement by merit, and uncertainty of the outcome of competitions;</p> <p>3.2 <i>Reaffirming</i> that public authorities are also responsible for promoting the values of sport as part of realizing and spreading the benefits of sport to individuals and communities;</p> <p>3.3 <i>Noting</i> that the autonomy of sport organizations is closely linked to their primary responsibility for the integrity of sport and the compliance with the general principles and international standards of good governance;</p> <p>3.4 <i>Recognizing</i> that the Sport Movement alone cannot successfully prevent and fight doping in sport and the manipulation of sport competitions, particularly when corruption and transnational organized crime are involved;</p> <p>3.5 <i>Recognizing</i> that the integrity of sport is threatened by doping in sport, the manipulation of sport competitions and corrupt practices at local, national, regional and international levels;</p> <p>3.6 <i>Stressing</i> that efforts to protect the integrity of sport will be successful if they are shared by the whole Sport Movement, governments, law enforcement authorities, the betting and other related industries, the media, athletes and their close entourage, and society at large;</p> <p>3.7 <i>Being aware</i> that, due to its cross-border nature, the manipulation of sport competitions requires a coordinated global response;</p> <p>3.8 <i>Recognizing</i> the work which has already been done by numerous stakeholders, including notably national governments, national anti-doping agencies, the United Nations, the Council of Europe, the European Union, Interpol, Europol, World Anti-Doping Agency (WADA), IOC, SportAccord, international and national sport</p>	<p>identifying policy options and priorities</p> <p>3.1 Strategic visions for physical education, physical activity and sport are prerequisite for balancing and optimizing the impact of policy options and priorities at different levels.</p> <p>3.2 All stakeholders, especially national and local authorities responsible for sport, education, youth, health, active recreation, development, urban planning, environment, transport, gender and disability matters, and intergovernmental organizations, the Olympic and Paralympic movements, sports organizations, non-governmental entities, the business community, the media, educators, researchers, sport professionals and volunteers, participants and their support personnel, referees, families, as well as spectators share the responsibility for developing and supporting physical education, physical activity and sport policy; and all mentioned stakeholders should be given opportunities to exercise this responsibility.</p> <p>3.3 Public authorities at all levels and those bodies acting on their behalf must take action to develop and implement legislation and regulations, define national sport development plans with clear objectives, and adopt other measures to encourage physical education, physical activity and sport, including the provision of material, financial and technical assistance.</p> <p>3.4 Strategies and policies for physical education, physical activity and sport must provide particular support to the voluntary sector, in order to assure its continued development and engagement, strengthen respect for freedom of association and acknowledge the sector's contribution to democratic culture.</p> <p>3.5 Sustained investment in physical education is a fundamental component of all countries' educational and sport commitment, and allocation of budgets for public provision of quality physical education programmes should be protected and strengthened.</p>
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federations as well as the efforts already undertaken at many levels to improve transparency, to recognize and reduce instances of wrongdoing, protect athletes, prepare the young, and promote a sport culture that is clean and fair;

3.9 *Being aware* that the manipulation of sport competitions combined with betting offers large scale business opportunities and potential revenues for transnational organized crime;

3.10 *Stressing* that manipulation of sport competitions, including by means of doping, substance enhancement consumption, age fraud and other means, is a global issue, affecting many countries and all levels of sport competitions, that must be fought with significant effort;

3.11 *Being convinced* that better governance and strong and diverse role models in the Sport Movement can help create an environment in which the manipulation of sport competitions is unlikely, and where the social value of sport is fully realized;

3.12 *Recognizing* that different betting environments exist across Member States;

3.13 *Concerned* by the rapid growth of unregulated sport betting, especially through the Internet, and by insufficiently regulated betting markets that attract transnational organized crime;

3.14 *Understanding* that legal betting operators are dependent on the integrity of sport and have an interest in and share the responsibility for the integrity of the betting market;

3.15 *Recognizing* that effective and coordinated measures to fight the involvement of transnational organized crime in the manipulation of sport competitions must include measures to both prevent and combat money laundering and corruption in line with the relevant international instruments, particularly the United Nations Convention against Transnational Organized Crime (UNTOC) and the United Nations Convention against Corruption (UNCAC);

3.16 *Emphasizing* that preserving the integrity of sport needs sufficient resources (e.g. financial and personnel) for ensuring effective structures in the fight against doping, corruption and the manipulation of sport competitions with the aim of

3.6 States and cities considering hosting major sport events should integrate this option in their long-term strategy for physical education, physical activity and sport, in order to sustain and strengthen participation in physical activity, and help improve social cohesion.

Article 6 – Research, evidence and evaluation are indispensable components for the development of physical education, physical activity and sport

6.1 Policy decisions must be based on sound factual evidence. Good quality policy-making depends on high quality information gathered from a range of sources, including scientific research, expert knowledge, the media, stakeholder consultation, as well as evaluation and monitoring of previous policies and programmes.

6.2 Governments and other key stakeholders should initiate and support research in the area of physical education, physical activity and sport.

6.3 Research, evidence and evaluation should adhere to established ethical standards and reject inappropriate applications in physical education, physical activity and sport, such as doping, cheating or other misconduct.

6.4 It is vital to collect and disseminate research findings, evaluation studies and other documentation on physical education, physical activity and sport. The results of scientific research and evaluation should be communicated in a way that makes them accessible, comprehensible and relevant for all concerned stakeholders and the public at large.

6.5 The media can play a crucial role in providing information on and raising awareness of the societal importance, ethical values and benefits of physical education, physical activity and sport. It is both a mutual responsibility and opportunity to increase co-operation between the media, the scientific community

ensuring global equal opportunities for all sport actors within competitions;

We, the Ministers, are committed to:

3.17 *Assume leadership* in assessing the nature and scope of threats to the integrity of sport and developing appropriate policy and structures to address these threats at national, regional and international levels;

3.18 *Coordinate*, in accordance with national and international law, our approach in the fight against the manipulation of sport competitions, through the sharing of good practice examples, communication and coordination of actions;

3.19 *Ensure*, in accordance with national and international law, a collaborative, continual, effective and dynamic exchange of information among all stakeholder groups in securing integrity in sport;

3.20 *Promote* and support the prevention and good governance measures undertaken by the Sport Movement;

3.21 *Raise* public awareness concerning the risks of doping and corruption in sport, as well as the manipulation of sport competitions;

3.22 *Promote* interdisciplinary research around the manipulation of sport competitions, particularly in criminal science, sport science, biotechnology, ethics, economics and law and use the results of the scientific research for political consultation, prevention education and public awareness raising;

3.23 *Examine* the feasibility of establishing national level, independent, integrity organizations and encouraging international coordinated efforts to monitor and address issues relating to corruption.

We call upon UNESCO Member States, in accordance with national and international

law, to:

3.24 *Commit* to giving due importance and funding for investigations of criminal activities taking place in the field of sport;

and other stakeholders with a view to informing public debate and decision making.

Article 9 – Safety and the management of risk are necessary conditions of quality provision

9.1 Physical education, physical activity and sport must take place in a safe environment that protects the dignity, rights and health of all participants. Practices and events that undermine safety, or involve inappropriate risk, are incompatible with the integrity and potential benefits of physical education, physical activity and sport; such practices and events require a determined and immediate response.

9.2 Safety and the management of risk require that all stakeholders seek to rid physical education, physical activity and sport of practices that limit or harm participants, spectators and educators, especially the more vulnerable groups in society such as children, youth, the elderly, women, persons with disabilities, migrants and indigenous people. Harmful practices include discrimination, racism, homophobia, bullying, doping and manipulation, deprivation of education, excessive training of children, sexual exploitation, trafficking and violence.

9.3 Physical Education, physical activity and sport can serve as a powerful tool to prevent the universal phenomenon of gender-based violence by addressing its root causes, especially gender inequality, harmful social norms and gender stereotypes.

9.4 It is important that all stakeholders in physical education, physical activity and sport, including participants, administrators, teachers, coaches, and parents are conscious of the potential risks, especially for children, of dangerous or inappropriate training methods and competition, and psychological pressures of any kind.

Article 10 – Protection and promotion of the integrity and ethical values of physical education, physical activity and sport must be a constant concern

<p>3.25 <i>Ensure</i> adequate operational capacity to fight the manipulation of sport competitions in law enforcement and juridical authorities;</p> <p>3.26 <i>Consider</i> the introduction of criminal sanctions which would act as a deterrent against the manipulation of sport competitions, and against doping in sport;</p> <p>3.27 <i>Thoroughly examine</i> all suspicious cases by using appropriate technology, such as betting monitoring systems, live TV and video coverage;</p> <p>3.28 <i>Ensure</i> that investigations focus not only on potential manipulators behind the scenes, but also on athletes and their entourage, sport agents, coaches, referees, representatives of associations/clubs and sport federations, including their officials, managers and employees;</p> <p>3.29 <i>Establish</i> betting regulatory bodies to effectively engage with law enforcement authorities and sport organisations to exchange information and deliver prevention education;</p> <p>3.30 <i>Develop</i> national and international cooperation between the law enforcement authorities and betting regulators in the fight against manipulation of sport competitions (e.g. mutual legal assistance, joint task forces), involving the Sport Movement and the betting operators;</p> <p>3.31 <i>Explore</i> the feasibility of creating a public prosecutor's office specialized in sport related crimes;</p> <p>3.32 <i>Support</i> the activities of the Council of Europe in developing a possible International Convention against the manipulation of sport competitions;</p> <p>3.33 <i>Encourage</i> those Member States that are not yet party to UNESCO's International Convention Against Doping in Sport to ratify the Convention and those Member States that are party to the Convention to implement to the greatest extent possible measures consistent with the Convention to assist in the fight against doping in sport;</p> <p>3.34 <i>Acknowledge</i> the work of WADA in establishing and maintaining a framework of internationally harmonized anti-doping arrangements across the world;</p>	<p>for all</p> <p>10.1 All forms of physical education, physical activity and sport must be protected from abuse. Phenomena such as violence, doping, political exploitation, corruption and manipulation of sports competitions endanger the credibility and integrity of physical education, physical activity and sport and undermine their educational, developmental, and health promoting functions. Participants including referees, public authorities, law enforcement, sports organizations, betting operators, owners of sports-related rights, the media, non-governmental organizations, administrators, educators, families, the medical profession and other stakeholders must collaborate to ensure a coordinated response to integrity threats.</p> <p>10.2 Every effort must be made to counter the harmful effects of doping, and to protect the physical, psychological and social capabilities and well-being of participants, the virtues of fair play and competition, the integrity of the sporting community and the rights of people involved at every level. The universally adopted anti-doping rules must be implemented at all levels of performance by the competent international and national authorities.</p> <p>10.3 The manipulation of sport competitions undermines the core values of sport. Combined with betting, the manipulation of sport competitions offers large scale business opportunities for transnational organized crime. Effective measures must be taken to foster national and international co-operation against the manipulation of sport competitions, as well as a coordinated global response in line with the relevant international instruments.</p> <p>10.4 All organizations and institutions dealing with physical education, physical activity and sport must implement principles of good governance. These include transparent and democratic procedures for elections and decision-making, regular consultations with stakeholder groups, as well as clear provisions for the redistribution of funds, and the rigorous enforcement of the principles of accountability and transparency.</p>
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3.35 *Endorse* the current regulatory and other roles of WADA in leading the fight against doping in sport;

3.36 *Acknowledge* the importance of investigations and intelligence gathering as an essential tool in the fight against doping.

We, the Ministers, call upon all stakeholders to:

3.37 *Collaborate* in the early detection of manipulation through developing preventive measures and monitoring methods in accordance with national and international law.

3.38 *Establish and maintain*, in accordance with national and international law, ongoing communication and cooperation with government and law enforcement authorities in the fight against doping, corruption in sport and manipulation of sport competitions.

We, the Ministers, call upon the Sport Movement to:

3.39 *Establish* or reinforce transparent, democratic decision-making structures to enhance integrity, accountability, equal treatment and sustainability;

3.40 *Institute* a consistent and disciplined zero-tolerance policy, especially against doping and the manipulation of sport competitions, as well as an effective, proportionate disciplinary regulation;

3.41 *Implement* prevention measures against the manipulation of sport competitions, which include:

a) comprehensive education programs, in particular face-to-face training targeted at athletes and also involving their close entourage, sport agents, coaches, referees, representatives of the associations/clubs and the sport federations;

b) the appointment of *ombudsmen*, respected by the relevant target groups, as well as integrity officers at the national and international levels;

c) enforceable Codes of Conduct, committed to fair play and ethical standards (e.g. prohibition on betting one's own sport or delivering insider information);

10.5 Any employer in the field of physical education, physical activity and sport or related areas must pay due consideration to the psychological and physical health of their employees, including professional athletes. International labour conventions and basic human rights must be respected, in particular to avoid child labour and human trafficking.

10.6 To reduce the risk of corruption and overspending related to major sport events, event owners, public authorities and other stakeholders must take measures to maximize transparency, objectivity and fairness in the bidding, planning and hosting of these events.

10.7 Public authorities which contribute financial, material or other support to providers of physical education, physical activity and sport, have a right and duty to audit and control the proper use of the resources they have granted on behalf of society.

10.8 Public authorities and sports organizations are invited to enhance their co-operation in a spirit of mutual respect, and to minimize the risk of conflict by clearly defining their respective functions, legal rights and mutual responsibilities in physical education, physical activity and sport.

10.9 Prevention programmes which include values-based education and information components are crucial. These programmes should foster positive attitudes towards anti-doping in sport and negative attitudes towards manipulations, corruption, misconduct and exploitation and should be provided to participants, including referees, public authorities, law enforcement, sports organizations, betting operators, owners of sports-related rights, the media, non-governmental organizations, administrators, educators, families, the medical profession and other stakeholders.

10.10 Public authorities and sports organizations should encourage the media to promote and protect the integrity of physical education, physical activity and sport. The media are invited to fulfil their role as critical and independent observers of events, organizations and stakeholders, informing the public of the benefits,

d) amnesty or incentive measures for persons helping to achieve legal action or prosecution;

e) adequate systems for encouraging and protecting whistle-blowers, and for managing suspicious information so as to grant priority to prevention;

f) immediate replay and review mechanisms, and transparent scoring systems for sports judged by point systems;

g) strict policies for referee announcement timeframes and referee-athlete interactions prior to competitions;

h) integrity agreements with legal betting operators that outline details on the provision of betting services and information sharing protocols, in accordance with national and international law;

3.42 *Adopt* binding good governance rules, which include:

a) measures to strengthen democratic structures and transparency at the level of federations and associations/clubs; individual actors, including sponsors and investors, must not use their influence to undermine the integrity of sport;

b) reliable and sound management of financial affairs (including salary payment according to work contract provisions);

3.43 *Work* with national member federations to apply standardized regulations under sport rules to combat doping in sport, manipulation of sport competitions and corruption (e.g. a code of conduct);

3.44 *Implement* effective and enforceable regulations that are proportionate, clear and binding and include:

a) obligations e.g. a zero-tolerance procedure in enforcing suspicious cases and rules concerning the reporting of suspicious cases to law-enforcement authorities; these rules should be capable of being applied and enforced and should contain clear responsibilities, and;

b) deterrent sanctions e.g. suspensions, ineligibility, fines etc.

risks and educational values of physical education, physical activity and sport.

Article 12 – International co-operation is a prerequisite for enhancing the scope and impact of physical education, physical activity and sport

12.1 Through international co-operation and partnerships, all stakeholders should place physical education, physical activity and sport at the service of development, peace, solidarity and friendship among individuals, communities and nations.

12.2 International cooperation and partnerships should be used for effective advocacy, at the international, regional and national levels, about the important contributions of physical education, physical activity and sport to social and economic development, while supporting and sharing related research and evidence.

12.3 International co-operation and partnerships amongst public authorities, sports organizations and other non-governmental organizations are crucial to reduce existing disparities between and within States in the provision of physical education, physical activity and sport. This can be achieved through the exchange of good practice, education programmes, capacity development, advocacy, as well as indicators and other monitoring and evaluation tools based on the universal principles set forth in the present Charter.

We, the Ministers, call upon UNESCO to:

3.45 *Cooperate* with governmental and non-governmental organizations and institutions to develop an international prevention programme to preserve the integrity of sport, with a focus on training and education;

3.46 *Support* the exchange of good practices and expert advice, as well as methodologies in the fight against the manipulation of sport competitions and against doping in sport.