



United Nations
Educational, Scientific and
Cultural Organization

04/11/2014

Ref.: CL/4081

Subject: **Preliminary Draft of the Revised International Charter of Physical Education and Sport**

Dear Minister,

I am pleased to send you herewith the first draft of the revised International Charter of Physical Education and Sport, prepared pursuant to the adoption of Resolution 38 by the General Conference at its 37th session (November 2013), and to the adoption of Decision 9 by the Executive Board at its 194th session (April 2014). The scope of the revisions is summarized in Annex I, attached hereto.

You will recall that by Resolution 38, the UNESCO General Conference requested that I prepare, assisted by the Intergovernmental Committee for Physical Education and Sport (CIGEPS) and in consultation with Member States, a draft text of a revised Charter for examination and adoption by the General Conference at its 38th session, should the Executive Board determine, at its 194th session, that such a revised Charter is desirable.

By 194 EX/Decision 9, the Executive Board requested me, subject to the availability of extrabudgetary funding, *“(a) to carry out expert consultations on the revision of the Charter; (b) to convene a meeting of experts representing all parts of the world to draw up a preliminary draft revised charter; (c) to consult Member States in writing on a draft revised charter; and (d) to convene an extraordinary session of the Intergovernmental Committee for Physical Education and Sport (CIGEPS) to make a recommendation to [me] on a draft revised charter incorporating written comments submitted by Member States; It also requested me, upon the completion of the above procedures, to “submit to [the Executive Board] at its 196th session a report on the progress of the revision of the Charter together with a final draft revised charter”.*

With the generous support of Monaco and Colombia, the Secretariat organized a consultation, followed by a meeting of experts in sports, physical education and physical activity that was hosted by Coldeportes in Medellin (Colombia) from 7 to 10 September 2014. The expert consultation began in June 2014 on the basis of a “draft zero” of the revised Charter, which was elaborated by the International Council of Sport Sciences and Physical Education (ICSSPE) in consultation with a few core stakeholders including, notably, the International Olympic Committee and the World Anti-Doping Agency. During the meeting in Colombia, the experts refined this preliminary draft further.

The composition of the expert group was determined by several criteria and conditions, including by the reactions of Member States of CIGEPS to a formal request from the UNESCO Secretariat that they designate experts; that they respect regional and gender balance; that they ensure the representation of relevant fields of expertise and stakeholder groups; and, that they demonstrate

an availability and readiness to finance the travel costs for the participation of their experts.

Following the above-mentioned expert meeting and with the support of the Danish Institute of Sport Studies/Play the Game, the Secretariat edited the preliminary draft. It is this Secretariat-edited version of the draft that I submit to Member States herewith, for their comments (Annex II). I should be most grateful if you would kindly transmit it to your competent authorities.

Comments on the preliminary draft of the revised Charter should be transmitted – in English, French or Spanish and **no later than on 16 January 2015** – to Mr Alexander Schischlik, Chief of the Youth and Sport Section in the Division of Youth, Ethics and Sport of the Sector for Social and Human Sciences (tel: +33 1 45684387; e-mail: a.schischlik@unesco.org), with copy being sent to Mr Philipp Müller-Wirth, Programme Specialist in the same Section (e-mail: p.muller-wirth@unesco.org). Whenever possible, comments should be provided in the form of proposed amendments to the text of the draft revised Charter.

In accordance with the provisions of 37 C/Resolution 38 and 194 EX/Decision 9, the written comments of Member States will be submitted to CIGEPS at an extraordinary session that is scheduled to take place in Lausanne (Switzerland) from 28 to 30 January 2015. CIGEPS will incorporate the written comments of Member States and recommend to me a final draft text of the revised Charter. Once received, I will submit a report on the progress of the revision of the Charter, together with the final draft of the revised Charter, in the six working languages of the governing bodies, to the Executive Board at its 196th session (spring 2015) and to the General Conference at its 38th session (autumn 2015).

Thanking you for your kind cooperation in this matter, I remain,

Yours sincerely,

Irina Bokova

Enclosures: 2

cc: National Commissions for UNESCO
Permanent Delegations to UNESCO

ANNEX I

INTERNATIONAL CHARTER OF PHYSICAL EDUCATION, PHYSICAL ACTIVITY AND SPORT (2014)

PREAMBLE

1. *Recalling* 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;
2. *Recalling* 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, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status;
3. *Convinced* that a condition for the exercise of human rights is that everyone should be free and safe to develop and preserve their physical, psychological and social well-being and capabilities;
4. *Emphasizing* that resources, power and responsibility for physical education, physical activity and sport must be allocated fairly and without discrimination on the basis of gender, in order to overcome deep-rooted disparities, especially those experienced by vulnerable groups;
5. *Acknowledging* that the cultural diversity of physical education, physical activity and sport belongs to humanity's intangible heritage and includes physical play, recreation, dance, as well as organized, casual, competitive, traditional and indigenous sports and games;
6. *Recognizing* that physical education, physical activity and sport can bring a variety of individual and social benefits, such as health, social and economic development, reconciliation and peace;
7. *Highlighting* that physical education, physical activity and sport must be organized carefully and thoughtfully in order to realize successfully the potential for promoting ethical and educational values such as equality, fair play and honesty, excellence, fun and joy, teamwork, commitment, respect for rules and laws, respect for self and other participants, courage, community spirit and solidarity;
8. *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 and supervision;
9. *Stressing* that early play experiences with parents and carers, and 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;
10. *Stressing* 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.
11. *Insisting* that concerted action and cooperation between stakeholders at all levels is the prerequisite for protecting the values of physical education, physical activity and sport from threats posed by discrimination, deprivation of education, intensive training of under-aged children, sexual exploitation and harassment, racism, homophobia, trafficking, violence, doping and player bullying;

12. *Aware* that physical education, physical activity and sport can be enriched by bringing them responsibly into the natural environment, and that this inspires respect of the earth's resources and a concern to conserve and use them for the greater good of humanity;

13. *Proclaims* this International Charter puts physical education, physical activity and sport at the service of human development, and *urges* everyone, and especially governments, intergovernmental organizations, the sport movement, other non-governmental organizations, the business community, the media, educators, sport professionals, parents, participants and their support personnel, as well as spectators to be guided thereby to commit, cooperate and disseminate, so that it can become a reality for all human beings;

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 of access to physical education, physical activity and sport. 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.

1.2 Inclusive, adapted and safe opportunities to participate in physical education, physical activity and sport must be available for all human beings, including children of preschool age, the aged and persons with impairments.

1.3 Equal opportunity to participate and be involved, at all decision-making levels, in physical education, physical activity and sport, whether for the purpose of leisure and recreation, health promotion or high performance, is a right of every girl and every woman that must be actively enforced.

1.4 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

1.5 Everyone must have full opportunities to attain a level of achievement which corresponds to their capabilities and interests.

1.6 Every 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.

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 and resourced, physical education, physical activity and sport can make distinctive contributions to a wide range of benefits to individuals, communities and the wider society

2.2 Physical education, physical activity and sport play a significant role in the development of participants' physical well-being and capability by improving movement competence, coordination and control, and by enhancing physical health, both while playing and in later life.

2.3 Physical education, physical activity and sport can improve psychological well-being and capability by enhancing bodily confidence, self-esteem, self-efficacy, by decreasing stress, anxiety and depression, by developing a wide range of skills and attributes that contribute to success whilst playing, learning and in other aspects of life.

2.4 Physical education, physical activity and sport can support social well-being and capability by increasing and strengthening friendships, creating a sense of belonging and acceptance, developing positive social attitudes and behaviors, and bringing people from different social and economic backgrounds together in the pursuit of shared goals and interests.

2.5 For society at large, physical education, physical activity and sport can yield significant social and economic benefits, given that active lifestyles reduce the prevalence of non-communicable diseases, reduce health costs, increase productivity and employability, and strengthen civic engagement and social cohesion.

ARTICLE 3 – All stakeholders must participate in creating a strategic vision, identifying policy options and priorities

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.

3.2 All stakeholders, including national and local administrations for sport, education, youth, health, development, urban planning, transport, gender; inter-governmental and non-governmental organizations; sport federations, the private sector and the media, sport professionals, parents, participants and their support personnel, 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.

3.3 Public authorities at all levels and those bodies acting on their behalf, need to take action to develop and implement legislation and regulations, and adopt all other measures of encouragement, including the provision of material, financial and technical assistance, as well as fiscal incentives.

3.4 When designing and executing strategies and policies for physical education, physical activity and sport, particular support must be provided to the voluntary sector, providing a secure basis for its continued development, in respect of the freedom of association and acknowledging the sector's contribution to society's democratic culture and well-functioning.

3.5 Sustained investment in physical education is a fundamental component of all countries' educational and sport commitment, and allocations of budgets for public provision of physical education programs should be protected.

3.6 States and cities considering to host major sport events should integrate this option in their long-term strategy for physical education, physical activity and sport, in order to sustain a positive impact on participation in physical activity.

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 they lay a foundation of the knowledge, skills, attitudes and motivation necessary for the maintenance of lifelong physical activity and sport.

4.3 Physical education is that area of the school curriculum concerned with developing students' competence and confidence in sport and physical activity, and facilitating the development of skills, attitudes and knowledge necessary for lifelong physical activity and sport.

4.4 Physical education, physical activity and sport policy and programmes must be systematically evaluated, in order to assess to which extent 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 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 generates a positive impact on the global economy, the industry should take responsibility for developing environmental-friendly processes.

5.3 Organizers of outdoor activities have a particular responsibility to ensure that the benefits they generate by increasing the appreciation of our natural surroundings are not undermined by negligent behavior risking danger to bystanders, noise, waste, use of chemicals and other kinds of damage to nature.

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

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

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

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

6.3 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 comprehensible and relevant for all concerned stakeholders and the public at large.

6.4 The media can play a crucial role in providing evidence and raising awareness on 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 and other stakeholders with a view to informing the public debate and decision making.

ARTICLE 7 – Teaching, coaching and administration of physical education, physical activity and sport should be performed by qualified personnel

7.1 All personnel who assume professional responsibility for physical education, physical activity and sport must have appropriate qualifications, training and continuous professional development.

7.2 All personnel who assume professional responsibility for physical education, physical activity and sport must be selected in sufficient numbers and given training to ensure that they reach and sustain adequate levels of competence necessary for the holistic development and safety of all people. 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 persons should be offered suitable training and supervision, given their status as an invaluable resource for the sector, when they carry out essential functions, facilitate the participation of more of the population, ensure participant development and safety, and secure the popular engagement and democratic culture in local and national association life related to physical education, physical activity and sport

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 and equipment must be provided and maintained to meet the needs of participants in physical education, physical activity and sport in respect of differences with regard to culture, gender, age, ability and impairment.

8.2 It is incumbent on public authorities, the sport movement, schools and other institutions that administer facilities at all levels to work together to provide and make optimum use of installations, facilities and equipment for physical education, physical activity and sport, taking into account the opportunities and conditions of the natural environment.

8.3 Private and public workplaces should offer physical activity and sport by putting appropriate facilities, staff and incentives at the disposal of employees at all levels, contributing to their well-being and to enhanced productivity.

8.4 To support and develop an active and healthy lifestyle for citizens, with its documented social and economic benefits, public authorities should integrate opportunities for physical activity and sport into all urban, rural and transportation planning.

8.5 When building, maintaining and operating facilities and public spaces for physical education, physical activity and sport, the responsible authorities must strive to achieve a maximum of energy- and resource-effectiveness and a minimum of adverse impact on the natural surroundings.

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 rights and dignity of all participants. Practices and events that undermine safety, or involve inappropriate risk, are incompatible with the values of sport and 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 children, youth, women, persons with impairments, migrants and the elderly. Harmful practices include discrimination, deprivation of education, intensive training of under-aged children, sexual exploitation and harassment, racism, homophobia, trafficking, violence, doping and player bullying.

9.3 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 every kind.

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

10.1 All forms of physical activity and sport must be protected against abuse. The serious dangers with which phenomena such as violence, doping, corruption and manipulation of sports competitions threaten their moral values, credibility, and integrity, pervert their very nature and change their educative, development, and health promoting function. The public authorities, and in particular law enforcement, governmental and non-governmental organizations, betting operators, the sport movement, sport owners and administrators, educators, parents, participants and other stakeholders must collaborate to ensure a coordinated response to integrity threats.

10.2 Every effort should 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 participating in it at any level. It is crucial for the fight against doping that the universally adopted anti-doping rules are implemented on all levels of performance by the competent international and national authorities.

10.3 The manipulation of sport competitions undermines the most fundamental values of sport. Combined with betting, it offers large scale business opportunities for transnational organized crime. It requires a coordinated global response in line with the existing relevant international instruments.

10.4 All organizations and institutions dealing with physical education, physical activity and sport shall 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 redistribution of funds, and the rigorous enforcement of the principles of accountability and transparency.

10.5 In all aspects of the production of sporting goods, development of infrastructures, competitions and events, employers 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 with regards to child labour.

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 ensure a maximum of transparency, objectivity and fairness in the bidding, planning and realization of these events.

10.7 Public authorities who provide financial, material or other kinds of 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 the public.

10.8 Sport organizations and public authorities are invited to enhance their cooperation in a spirit of mutual respect, and to minimize the risk of conflicts 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 and should be provided to participants, administrators, teachers, coaches, and parents, the medical profession, sports bodies, public authorities and the media.

10.10 Public authorities and the sport movement in its different forms should encourage the positive contribution to protecting the integrity of sport and physical activity that can be made by independent journalism, considering its role as a critical observer of events, organizations and stakeholders.

ARTICLE 11 – Physical education, physical activity and sport can play a distinctive role in the realization of development, peace post-conflict and post-disaster objectives

11.1 Sport for development and peace programmes should aim at strengthening democracy, human rights, security and non-violence, tolerance, rule of law, sustainability, health, education and the role of civil society.

11.2 Sport for development and peace programs should be made available to support post-conflict and post-disaster interventions, community building, nation building and other initiatives that contribute to the development of civil society and its structures.

11.3 Sport for development and peace programmes should be inclusive, gender-sensitive and embody the same principles of effective and appropriate planning, delivery and evaluation as other physical education, physical activity and sport programmes.

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

12.1 Through international cooperation, public authorities, the sport movement and other non-governmental organizations should put physical education, physical activity and sport at the service of development, peace, solidarity and friendship among individuals, communities and nations.

12.2 International co-operation is essential for effectively advocating, at both international and national levels, the important contributions of physical education, physical activity and sport to social and economic development, as well as for sharing and supporting related research and evidence.

12.3 International co-operation amongst public authorities, the sport movement and other non-governmental organizations is crucial for reducing disparities which exist between States in the provision of physical education, physical activity and sport. Such disparities can notably be reduced through international co-operation for collaborative curriculum development, sporting events, conferences, exchange of good practice, common methodologies for evaluating the impact of policies and programmes.

ANNEX II

SCOPE AND ELEMENTS OF THE REVISION

I. **Scope**

1. While recognizing the vision, relevance and quality of the Charter in its original context, both the desirability study carried out by the Director-General (cf. document 194 EX/9) and the experts meeting in Colombia recognized the need for a substantial revision of the Charter in terms of its content, language and structure, rather than recommending mere amendments.
2. Significant developments of the policy context, advances in scientific research, as well as practical evidence require a thorough conceptual up-date of the Charter. Several United Nations Conventions were adopted since 1978 that pertain, directly or indirectly, to the Charter (cf. document 194 EX/9, paragraph 9) and need to be reflected. In light of the increasing relevance of physical education, physical activity and sport for national and international policy agendas, and to favour an increased dissemination of a revised Charter, an editorial improvement of the Charter is required, in order to render it comprehensible and appealing to broad audiences.

II. **Conceptual and thematic amendments**

1. The following conceptual and thematic amendments were introduced:
 - (a) throughout the Charter, the term “physical activity” was included, in order to reflect certain activities – and their related stakeholders, values and benefits – that are not commonly understood to be covered by the terms “physical education and sport”, notably as regards health-related physical activities and their benefits;
 - (b) detailed provisions are included concerning the educational role of sport values, as well as their protection and promotion;
 - (c) strong provisions are introduced concerning gender equality, a concept that is absent in the original Charter; language is adjusted to be gender-sensitive;
 - (d) the revised text introduces the concepts of inclusivity (including a more explicit recognition of abilities and impairments), safety and sustainability; it also refers to the fact that the positive values and benefits of physical education, physical activity and sport are not intrinsic but depend on quality and adaptation to needs;
 - (e) the crucial role of quality physical education as a fundamental component of governments’ educational and sport commitment is highlighted;
 - (f) the diverse benefits and stakeholders of physical education, physical activity and sport are clarified and highlighted; the notion of “civil society” is introduced;
 - (g) new themes and issues are introduced, such as the importance of early positive experiences; sport for development and peace; physical activity at the workplace; major sport events; the economic dimension of physical education, physical activity and sport; as well as several integrity issues that are not addressed in the current text of the Charter (manipulation of sport competitions, good governance).

III. Methodological aspects

4. The revision was carried out with the following methodological considerations:

- (a) respective definitions of physical education, physical activity and sport vary in different contexts and regions and they cannot be subsumed in one generic term; therefore, the draft revised Charter avoids a definition of these terms and proposes their combined use, unless certain provisions clearly concern only one or two of these terms. However, while the repeated, combined use of these terms renders the text accurate, it affects its literary style;
- (b) in order to ensure that the Charter can remain valid and up-to-date, and to avoid a too technical style, explicit references to United Nations Conventions and other normative texts are avoided; only references to the United Nations Charter and the Universal Declaration of Human Rights were maintained as the opening paragraphs and constant, overarching framework of the Charter; in accordance with the original Charter, wordings of these two texts were reproduced, although some of them may be out-dated (preamble);
- (c) Standard-setting instruments were used to revise the provisions and terminology of the Charter, including notably:
 - the UNESCO Convention against Discrimination in Education (1960)
 - the United Nations Convention on the Elimination of All Forms of Discrimination against Women (1979)
 - the United Nations Convention on the Rights of the Child (1989)
 - the Declaration of the World Conference against Racial Discrimination, Xenophobia, and Related Intolerance (2001)
 - the UNESCO International Convention against Doping in Sport (2005)
 - the Declaration of Berlin of MINEPS V (2013)
 - the [Brighton Plus Helsinki 2014 Declaration on Women and Sport](#)
- (d) repetitions and redundancies between the preamble and the articles of the revised draft Charter could not be avoided as central statements need to feature in both parts. Taken in isolation, such articles can serve as reference for users of the Charter;
- (e) Article 1 summarizes central stakeholder groups of the Charter; this allows avoiding the excessive repetition of references to these groups throughout the Charter.

IV. Overview of revision

The following table summarizes how the original Charter was converted into the draft revised Charter

Current Charter			Draft Revised Charter		
Title	International Charter of Physical Education and Sport		Title	International Charter of Physical Education, Physical Activity and Sport	
Article	Para.	Comments	Article	Para.	Comments
Preamble	1	unchanged	Preamble	1	unchanged
	2	unchanged		2	unchanged
	3	unchanged		3	amended
	4	removed		4	new
	5	removed		5	new
	6	moved to 11		6	new
	7	moved to 12.3		7	new
	8	moved to 10		8	new
	9	removed		9	new
	10	removed		10	former 8 (amended)
	11	moved to 12.1		11	former 6 (amended)
	12	moved to 13		12	new
			13	former 12 (amended)	
1	The practice of physical education and sport is a fundamental right for all		1	The practice of physical education, physical activity and sport is a fundamental right for all	
	1.1	unchanged		1.1	amended
	1.2	moved to 1.5		1.2	former 1.3 (amended)
	1.3	moved to 1.2		1.3	new
				1.4	new
				1.5	former 2.3 (amended)
2	Physical education and sport form an essential element of lifelong education in the overall education system		2	Physical education, physical activity and sport can yield a wide range of benefits to individuals, communities and society at large	
	moved to Article 4			new article and paragraphs	
	2.1	moved to 4.1			
	2.2	removed			
	2.3	moved to 1.5			
3	Physical education and sport programmes must meet individual and social needs		3	All stakeholders must participate in creating a strategic vision, identifying policy options and priorities	
	moved to Article 4			new article	
	3.1	moved to 4.1		3.1	new
	3.2	removed		3.2	former 10.2 (amended)
	3.3	removed		3.3	former 10.1 (amended)
				3.4	new
				3.5	new
				3.6	new
4	Teaching, coaching and administration of physical education and sport should be performed by qualified personnel		4	Physical education, physical activity and sport programmes must inspire lifelong participation	
	moved to Article 7			former Articles 2 & 3	
	4.1	moved to 7.1		4.1	former 2.1 & 3.1 (amended)
	4.2	moved to 7.3		4.2	new
	4.3	moved to 7.2		4.3	new
				4.4	new
5	Adequate facilities and equipment are essential to physical education and sport		5	All stakeholders must ensure that their activities are economically, socially and environmentally sustainable	

	moved to Article 8			new article	
	5.1	moved to 8.1		5.1	new
	5.2	moved to 8.2		5.2	new
	5.3	moved to 8.2 & 8.4		5.3	new
				5.4	new
6	Research and evaluation are indispensable components of the development of physical education and sport		6	Research, evidence and evaluation are indispensable components for the development of physical education, physical activity and sport	
	6.1	unchanged		6.1	amended
	6.2	unchanged		6.2	amended
				6.3	former 8.1 (amended)
				6.4	former 9.1 & 9.2 (amended)
7	Protection of the ethical and moral values of physical education and sport must be a constant concern for all		7	Teaching, coaching and administration of physical education, physical activity and sport should be performed by qualified personnel	
	moved to Article 10			former Article 4	
	7.1	moved to 10.1 & 10.10		7.1	former 4.1 (amended)
	7.2	moved to 10.9		7.2	former 4.3 (amended)
	7.3	moved to 9.3		7.3	former 4.2 (amended)
	7.4	moved to 10.2		7.4	new
8	Information and documentation help to promote physical education and sport		8	Adequate and safe spaces, facilities and equipment are essential to quality physical education, physical activity and sport	
	Article removed			former Article 5	
	8.1	moved to 6.3		8.1	former 5.1 (amended)
				8.2	former 5.2 & 5.3 (amended)
				8.3	new
				8.4	former 5.3 (amended)
				8.5	new
9	The mass media should exert a positive influence on physical education and sport		9	Safety and the management of risk are necessary conditions of quality provision	
	Article removed			new Article	
	9.1	moved to 6.4 & 10.10		9.1	new
	9.2	moved to 6.4 & 10.10		9.2	new
				9.3	former 7.3 (amended)
10	National institutions play a major role in physical education and sport		10	Protection and promotion of the integrity and ethical values of physical education, physical activity and sport must be a constant concern for all	
	Article removed			former Article 7	
	10.1	moved to 3.3		10.1	former 7.1 (amended)
	10.2	moved to 3.2		10.2	former 7.4 (amended)
				10.3	new
				10.4	new
				10.5	new
				10.6	new
				10.7	new
				10.8	new
				10.9	former 7.2 (amended)
				10.10	former 9.1 & 9.2 (amended)
11	International cooperation is a prerequisite for the universal and well-balanced promotion of physical education and sport		11	Physical education, physical activity and sport can play a distinctive role in the realization of development, peace post-conflict and post-disaster objectives	
	moved to Article 12			new Article	
	11.1	moved to 12.2		11.1	former 11.3 (amended)

		11.2	removed			11.2	new
		11.3	moved to 12.1			11.3	new
				12	International cooperation is a prerequisite for enhancing the power and scope of physical education, physical activity and sport		
					former Article 11		
					12.1	former 11.3 (amended)	
					12.2	former 11.1 (amended)	
					12.3	former Preamble, para.7 (amended)	