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منظمة الأمم المتحدة
للتربية والعلم والثقافة

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Item 4 of the Provisional Agenda

Report on the Revision of the International Charter of Physical Education and Sport

Documents: [37C Resolution 38](#); [Document 194 EX/9](#); [Decision 194EX/9](#);
[CIGEPS/2014/Doc.4](#); [Resolution CIGEPS/2014/3](#); [Circular Letter 4081 of 4 November 2014](#)

Background: In accordance with the decisions by UNESCO governing bodies, this report presents a summary of the process of the revision of UNESCO's International Charter of Physical Education and Sport, as well as the amendments that were introduced into the preliminary draft of the revised Charter in light of feedback received to the formal consultations on this preliminary draft of all Member States of UNESCO and all members of the Permanent Consultative Council of CIGEPS.

Decision Required: [Draft resolution](#) (paragraph 6).

I. SUMMARY OF REVISION PROCESS

1. The revision of the International Charter of Physical Education and Sport comprises the following main stages:

- May 2013: The [Declaration of Berlin](#), adopted by 121 Member States that attended the 5th International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport (MINEPS V) invites the Director-General to consider a revision of the Charter.
- October 2013: The participants in the 1st MINEPS V Follow-Up Meeting of the Latin American and Caribbean Region support the revision of the Charter and invite UNESCO to examine the possibility of accelerating the revision process with a view to the adoption of a revised Charter during the 38th session of the General Conference in 2015.
- November 2013: By its [37C Resolution 38](#), the General Conference requests the Director-General to prepare, assisted by 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, provided the Executive Board confirms, at its 194th session, that such a revised Charter is desirable.
- March 2014: By its [Resolution CIGEPS/2014/3](#), CIGEPS confirms that the revision of the Charter is not only desirable but necessary, agrees that the process for such revision should allow to adopt a revised Charter during the 38th session of the General Conference, and acknowledges with gratitude the generous offers made by Colombia and the International Olympic Committee with a view to the organization of an experts meeting in September 2014 and an Extra-ordinary session of CIGEPS in January 2015.
- April 2014: By its [Decision 194EX/9](#), the Executive Board confirms that it is necessary to revise the Charter, and requests the Director-General to convene an experts meeting for drawing up a preliminary draft revised Charter, to consult Member States in writing on a draft revised Charter, and to convene an extraordinary session of CIGEPS to make a recommendation to the Director-General on a draft revised Charter.
- September 2014: Thanks to the generous support from Colombia, the following experts meet in Medellin, Colombia, to make recommendations for the preliminary draft revised Charter:
- Mr. Jens Sejer Andersen, Play the Game/Danish Institute for Sport Studies, Denmark
 - Mr. Richard Bailey, International Council of Sport Science and Physical Education (ICSSPE), United Kingdom
 - Ms. Patricia Cardenas, Coldeportes, Colombia
 - Ms. Stilani Chroni, WomenSport International, Greece
 - Ms. Léa Cléret, World Anti-Doping Agency (WADA), France
 - Mr. Marc Cloes, International Association for Physical Education in Higher Education, Belgium
 - Mr. Detlef Dumon, ICSSPE, Germany
 - Ms. Luz Amelia Hoyos, International Association of Physical Education & Sport for Girls & Women, Colombia
 - Ms. Anne Jansen, WADA, New Zealand

- Ms. Kathryn Ludwig, Barry University, United States of America
- Ms. Rocio Gamez Martinez, District Institute of Recreation and Sports, Colombia
- Ms. Katia Mascagni, International Olympic Committee, Italy
- Ms. Clemencia Anaya Maya, Coldeportes, Colombia
- Ms. Game G. Mothibi, International Working Group on Women in Sport, Botswana
- Mr. Stuart Page, International Center for Sport Security, Australia
- Mr. Arnaldo Rivero Fuxa, Chair of CIGEPS, Cuba
- Mr. José Antonio Rodriguez, International Federation of Physical Education, Venezuela
- Mr. Tomas Ganda Sithole, Association of National Olympic Committees, Zimbabwe
- Ms. Junko Tahara, Kokushikan University, Japan

Based on the outcomes of the above expert meeting in Medellin and thanks to the generous support from Play the Game/Danish Institute of Sport Studies, the preliminary draft of the revised Charter is finalized.

November 2014: By its [Circular Letter 4081 of 4 November 2014](#), the Director-General consults all Member States on the preliminary draft of the revised Charter. This draft is also transmitted to members of the Permanent Consultative Council of CIGEPS (PCC) for comments.

January 2015: Fourteen Member States and two members of the PCC provide comments to the above formal consultation.

At its extra-ordinary session in Lausanne, Switzerland, convened thanks to the generous support by the International Olympic Committee, CIGEPS makes a recommendation to the Director-General on a draft revised charter incorporating written comments submitted by Member States.

April 2015: The Director-General submits 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. Base on this report, the Executive Board makes a recommendation to the General Conference on the final draft revised Charter.

November 2015: The General Conference, at its 38th session, examines the final draft revised Charter with a view to its adoption.

II. PROPOSED AMENDMENTS TO THE PRELIMINARY DRAFT OF THE REVISED CHARTER

2. Scope of Amendments

All the comments on the preliminary draft of the revised Charter strongly support the necessity of the revision of the Charter which is generally considered as an important reference for national and international policy-making. No suggestions were made with respect to revising the scope, the structure or the main provisions of the Charter, nor was any concern expressed concerning the revision process or modalities. Thus, the proposed amendments to the Charter concern specific concepts and subjects related to physical education, physical activity and sport that are proposed to be introduced, highlighted, moved or reformulated, as well as, to a lesser extent, the style or tone of the revised Charter. In order to facilitate the comprehension of the amendments introduced to the preliminary draft of the revised Charter, the draft revised Charter for the 2015 CIGEPS session that is presented in the **Annex** of the present document features track changes only for substantive amendments. The draft revised Charter for the 2015 CIGEPS session also

includes several but minor editorial amendments to the preliminary draft revised Charter; these stylistic or grammatical amendments and corrections are not featured in track changes mode.

3. Proposed Amendments Introduced into the Revised Draft Charter

- i. A suggestion was made that “the Charter should serve as clear guidance for regulating authorities in sport and therefore the proposal that throughout the document the tense should rather be ‘must’ than ‘should’ “. Whenever suitable, the draft has been amended accordingly. In some cases (articles 8 and 12), a more factual formulation was kept, in others “must” was not considered in line with the potential but not intrinsic benefits of sport (articles 2 and 11) or too prescriptive (articles 11.4 and 12.1).
- ii. Two specific, new articles are introduced on gender based violence (article 9.3) and the International Day of Sport for Development and Peace (article 11.4).
- iii. An explicit call for mandatory quality physical education is introduced (article 4.3).
- iv. The appeal for the fight against the manipulation of sport competitions is reinforced (article 10.3).
- v. The scope of sport for development and peace programmes is extended and clarified (articles 11.1 and 11.3).
- vi. The utilization and function of the Charter are specified, especially with respect to education and monitoring purposes (article 12.3).
- vii. Many comments on the preliminary draft of the revised Charter allowed to complete and enrich the document with several other relevant concepts, subjects and stakeholders: more vulnerable groups (preamble para. 4, article 9.2), referees (preamble para. 13, articles 3.2, 10.1 and 10.9), physical literacy, therapeutical rehabilitation (both article 2.2), cognitive function (article 2.3), obesity (article 2.5), active recreation (article 3.2), national sport development plans (article 3.3), learning gateway (article 4.3), suppliers of sport infrastructure (articles 5.3 and 8.5), dress options, climate (both article 8.1), human trafficking (article 10.5).
- viii. Where appropriate, lists of stakeholders were harmonized: preamble para. 13 and article 3.2; articles 10.1 and 10.9.
- ix. In accordance with other normative texts of UNESCO, “everyone” was replaced with “every human being” or “all human beings” (preamble para. 3, article 1.5), with the exception of para. 13 of the preamble: “...urges everyone...”.
- x. In conformity with the UN Convention on the Rights of Persons with Disabilities, the term “impairment” was replaced with the term “disability” (articles 1.2, 8.1 and 9.2)

4. Proposed Amendments Not Introduced into the Draft Revised Charter

- i. In light of extensive discussions on this subject in the experts meeting in Medellin, the title of the preliminary draft revised Charter was not amended in spite of two comments that suggested to do so by either removing the term “physical activity” or by replacing it with “active recreation”.
- ii. Some proposals were made to revise the first two paragraphs of the preamble that refer the UN Charter and the Universal Declaration of Human Rights, in order to up-date these texts in light of more recent concepts and language. It was, however, decided to reproduce the wording of the original Charter that used the original texts of these two documents, in order to avoid political risks related to diverging interpretations of these legal instruments.
- iii. It was suggested to mention explicitly the UN Convention on the Rights of Persons with Disabilities, as well as the UNESCO International Convention Against Doping in Sport. In accordance with the outcomes of the expert meeting in Medellin, only the UN Charter and the Universal Declaration of Human Rights are mentioned as normative references, in order to avoid an excessively technical style and the need to up-date the Charter whenever a new, relevant international legal instrument is adopted.

III. CONCLUSION

5. The strong support and interest from governing bodies, Member States and partners of UNESCO has allowed to carry-out the revision of the International Charter of Physical Education and Sport in a remarkably timely manner. The comments by Member States on the preliminary draft of the revised Charter unanimously support the revision process and purpose. They also suggest that the draft revised Charter, as presented to CIGEPS at its Extra-ordinary session in 2015, meets the requirements and expectations of Member States and experts alike.

DRAFT RESOLUTION

6. Considering the above, the Intergovernmental Committee for Physical Education and Sport may wish to adopt the following resolution

Draft Resolution CIGEPS 2015/4

The Intergovernmental Committee for Physical Education and Sport,

1. *Recalling* [37C Resolution 38](#), [Decision 194EX/9](#) and [Resolution CIGEPS/2014/3](#);
2. *Having examined* CIGEPS/2015/Document 2;
3. *Takes note* with satisfaction of the draft revised International Charter of Physical Education, Physical Activity and Sport;
4. *Approves* the draft revised International Charter of Physical Education, Physical Activity and Sport as amended by it;
5. *Recommends* to the Director-General to submit the draft revised International Charter of Physical Education, Physical Activity and Sport as amended by it to the Executive Board at its 196th session.

International Charter of Physical Education, Physical Activity and Sport

*Draft for CIGEPS 2015 Session
(January 2015)*

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 the safety and freedom of every human being 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 without gender-based discrimination, in order to overcome deep-rooted disparities, especially those experienced by the more vulnerable or marginalized groups in society;
5. *Acknowledging* that the cultural diversity of physical education, physical activity and sport forms part of 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 societal benefits, such as health, social and economic development, reconciliation and peace;
7. *Highlighting* that the provision of quality physical education, physical activity and sport is essential, must be organized carefully and thoughtfully in order to realize successfully their 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 and advice;
9. *Stressing* that early play experiences 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;
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 co-operation between stakeholders at all levels is the prerequisite for protecting the ~~values-integrity and potential benefits~~ 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 and bullying, racism, homophobia, trafficking, violence, and doping ~~and player bullying~~;

12. *Aware* that physical education, physical activity and sport can be enriched by undertaking them responsibly in the natural surroundings, and that this inspires respect of the earth's resources and a concern to conserve and use these resources 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 sports organizations movement, other~~ non-governmental ~~entities~~organizations, the business community, the media, educators, researchers, sport professionals and volunteers, ~~parents~~, participants and their support personnel, referees, parents, as well as spectators to ~~be guided thereby to~~ commit to and disseminate this Charter, ~~cooperate and disseminate~~, so that its principles 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, especially children of preschool age, the aged ~~and~~, persons with disabilities impairments and indigenous people.

1.3 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 leisure and recreation, health promotion or high performance, is the 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 EveryAll human beings one—must have the opportunity to attain a level of achievement through physical education, physical activity and sport which corresponds to their capabilities and interest.

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 and implemented, 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 and capability by improving movement competence, coordination, balance and control, and by enhancing physical health through prevention and therapeutic rehabilitation, during participation and across the life-span.

2.3 Physical education, physical activity and sport can improve 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 that contribute to achievement whilst participating, 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 relationships with family and friends, creating a sense of belonging and acceptance, developing positive social attitudes and behaviours, 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 help maintain and improve health, reduce the prevalence of non-communicable diseases, obesity reduce and related 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, active recreation, development, urban planning, environment, transport, gender; ~~and intergovernmental organizations, sports organizations, non-governmental entities, the business community, the media, educators, researchers, sport professionals and volunteers, participants and their support personnel, referees, parents, as well as spectators~~ 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, must take action to develop and implement legislation and regulations, define national sport development plans with clear objectives, and adopt all other measures of encouragement of physical education, physical activity and sport, 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 to assure a secure basis for its continued development and engagement, both in respect of the freedom of association, as well as the acknowledgement the of sector's contribution to society's democratic culture and good governance ~~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 quality physical education programmes should be protected and further strengthened.

3.6 States and cities considering bidding 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 and strengthen a positive impact on participation in physical activity, as well as contribute to improved social coherence.

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

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

5.3 Organizers of outdoor activities and suppliers of sport infrastructure have a particular responsibility to ensure that the benefits they engender by increasing the proximity to our natural surroundings are not undermined by negligent behaviour or 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 costs, the environmental and social impact, the post-event 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~~must 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 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 adequate levels of competence necessary for 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, when they carry out essential functions, facilitate increased participation, ensure participant development and safety, and foster broad-based engagement in association life and democratic processes.

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 and dress options must be provided and maintained to meet the needs of participants in physical education, physical activity and sport in respect of differences notably with regard to climate, culture, gender, age, ability and disability~~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 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 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 [and suppliers of sport infrastructure](#) must strive to maximize energy- and resource-effectiveness and minimize 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 [dignity](#), rights and [dignityhealth](#) of all participants. Practices and events that undermine safety, or involve inappropriate risk, are incompatible with the [integrity and potential benefits values](#) 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 impairmentdisabilities, migrants and indigenous people](#)~~migrants and the elderly~~. Harmful practices include discrimination, deprivation of education, intensive training of under-aged children, sexual exploitation~~and~~, harassment [and bullying](#), racism, homophobia, trafficking, violence, [and doping](#)~~and player bullying~~.

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

9.4³ 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 education](#), 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 the# very nature and change the# educative, developmental, and health promoting function [of physical education, physical activity and sport](#). ~~The Participants including referees~~, public authorities, ~~and~~ in particular law enforcement, ~~governmental and~~ non-governmental organizations, betting operators, ~~the sports movementorganizations~~, sport owners [of sports- related rightsand](#), administrators, educators, parents, [participants, the medical profession](#) 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 every level. It is crucial for the fight against doping that the universally adopted anti-doping rules are implemented at all levels of performance by the competent international and national authorities.

10.3 The manipulation of sport competitions undermines the very nature most fundamental values of sport. Combined with betting, it 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 ~~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 the 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 to avoid ~~with regards to~~ 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 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 Public authorities and sports organizations are invited to enhance their co-operation 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 to attain good conduct and good governance in physical education, physical activity and sport and should be provided to participants including referees, public authorities, in particular law enforcement, non-governmental organizations, betting operators, sports organizations, owners of sports-related rights, administrators, educators, parents, the medical profession and other stakeholders ~~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 education, physical activity and sport 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 distinct role in the realization of development, peace and post-conflict and post-disaster objectives

11.1 Sport for development and peace programmes should aim at strengthening democracy, human rights, security ~~and~~, a culture of peace and non-violence, 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 programmes should be promoted and made available to support post-conflict and post-disaster interventions, community building, national unity and other efforts that contribute to the development of civil society and its structures.

11.3 Sport for development and peace programmes should be inclusive, gender- and culture-sensitive, and include strong monitoring and evaluation mechanisms. They should encourage locally owned projects and ~~and~~ embody the same principles of sustainability and integrity effective and appropriate planning, delivery and evaluation as other physical education, physical activity and sport programmes.

11.4 The International Day of Sport for Development and Peace, celebrated on 6 April, should be used by all stakeholders to promote good practice demonstrating the wide range of benefits of physical education, physical activity and sport programmes to individuals, communities and society at large.

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

12.1 Through international co-operation and partnerships, public authorities, 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 and partnerships are 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 and partnerships amongst public authorities, the Sport Movement and other non-governmental organizations are crucial for reducing disparities which exist between and within ~~S~~states in the provision of physical education, physical activity and sport. Such disparities ~~can notably be~~ must be reduced, notably through international co-operation ~~forwards~~ 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. collaborative curriculum development, sporting events, conferences, exchange of good practice, common methodologies for evaluating the impact of policies and programmes.