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CHAIRS: Francesca Trinco, Anastasia Brusini

“In every society, sport is a field of dreams and a force for fabulous positive change - we must do everything to harness this power.”

Irina Bokova, former UNESCO Director-general

INTRODUCTION

In 776 b. C. ancient Greeks already understood the importance of an activity able to create personal bounds among different populations, ensure freedom and peace and give the opportunity to show the importance of difference among men: Sport. The first Olympics that took place in Olympia were considered as the most important event of education and formation for the local population and had even the role of ensuring a period of peace and respect among enemies and populations in armed contrast.

Today sport often plays a different role in our societies and lives. For most children it just represents a way of spending their free time, while a lot of parents see in their son's and daughter's physical activity a mere personal satisfaction and gratification. Probably sport has definitively lost his fundamental position in young generations' formation and is more and more substituted by video-games and electronic devices, but it still represents a safe refuge to find original and good values and moral principles.

It is self-evident that sport values are not only useful in the school environment, but mainly in the community: they help to build healthy, educated and conscious citizens. Sport can play a role in bringing the population together, decreasing crime rate and having a social and cultural impact. Sport is still of fundamental importance in our modern society, where understanding the importance of diversity among individuals is getting more and more difficult and where respect for the neighbour is constantly losing importance.

KEY WORDS

Sport: An activity involving physical effort in which an individual or a group of people compete against another/others according to some specific rules based on the kind of sport.

Education: The process of imparting or acquiring knowledge, skills, values or habits to form a personal knowledge based on experience.

Values: The moral beliefs or accepted standards of a person, a group of people or a culture. They have an important influence on a person's attitude and serve as guidelines in every circumstance. They guarantee a good relationship among individuals of a community when respected and shared in their inner meaning.

Social skills: A group of competences necessary in order to communicate/interact with other people correctly. They are divided in “verbal” and “non-verbal”. The process of learning these abilities is called socialization.

Active learning: A form of learning which involves more directly the students, engaging them in the instructional process.

Doping: the use of a substance (such as an anabolic steroid or erythropoietin) or technique (such as blood doping) to illegally improve athletic performance.

EXPLANATION OF THE TOPIC

Sport is a human right explicitly stated in Article 1 of the “Charter of Physical Education and Sport”, adopted by UNESCO in 1978. The charter stresses that every person is entitled to participate in sport, including especially women, young people, and the disabled, by stating that “*the practice of physical education and sport is a fundamental human right for all*”.

But what does sport have to do with education? Why are these two fields closely linked?

The right to education has been recognised as a human right in the “Universal Declaration of Human Right”, proclaimed by the UN during the General Assembly held in Paris in 1948 (General Assembly resolution 217 A) and, in addition, education is at the core of the “Sustainable Development Goals” (SDGs) of the UN with Target 4.

The idea of using sport for educational and developmental purposes first gained international recognition in 2001, when the UN appointed its first “Special Adviser to the Secretary-General on Sport for Development and Peace”. Two years later, the UN recognised the potential of sport “*as a means to promote education, health, development and peace*” (UN Resolution 58/5).

In order to raise public awareness of the importance of sport, in 2013 the UN declared 6th April the “International Day of Sport for Development and Peace”.

Sport is far more than a luxury or a form of entertainment: is a powerful tool. It is an innovative and effective tool to assist existing efforts to achieve specific targets such as those concerning education, gender equality, the reduction of major diseases, including HIV/AIDS.

Sport spreads and shares a universal framework of values. In fact, sport teaches fair play which is a compound concept that comprises many values that are not only useful in sport, but also in everyday life, for example respect, equality, care, joy and tolerance. It also makes people learn another fundamental right: inclusion. Sport can help people that may be an object of discrimination or marginalised, such as disabled people, to feel part of the group and accepted. For all these reasons, there are many aspects that must be analysed in order to realise the potential of sport, as a tool for education, development and peace.

PHYSICAL EDUCATION

When speaking about sport activity, the first word that probably will come into your mind is “health”.

Physical inactivity is one of the main causes of non-communicable diseases and, thus, one of the leading causes of death in the world right now.

Sport and physical activity are crucial for a life-long healthy living, but there is the necessity of educating people to a healthy lifestyle since their youth.

According to the World Health Organisation (WHO), in 2010, around 23% of adults were not active enough. In wealthy countries, 26% of men and 35% of women were inadequately physically active. But worst is that the 81% of adolescents were insufficiently physically active. The lack of physical activity is a risk for our health, both mental and physical: it increases the chance of having a stroke, develop cardiovascular diseases, and it can lead to mental illnesses like anxiety or depression.

Those people most likely to be physically inactive are women (due to gender stereotypes), older people, the disabled and people from lower socio-economic groups.

Engagement in play and sports gives people, especially young people, opportunities for natural self-expression, self-confidence, relief of tension, and an effective method of disease prevention.

Ample participation in play and other physical activities, both in school and during free time, is essential for the healthy development of every young person, reducing the possibility of living a sedentary lifestyle which leads to obesity.

Furthermore, sport has shown that it can play an effective role in the fight against HIV/AIDS education: the use of sport in addressing HIV/AIDS does not only focus on the biological and physical aspects, but also on the social impact of the disease on individuals and communities.

But why sport to fight against AIDS? How could this be effective? The fact is that sex and all the diseases related to it are usually considered a taboo subject, and that is why it might be so complicated to talk about it. Speaking about HIV/AIDS through sport could be useful because it creates an informal situation, which creates the atmosphere to discuss HIV/AIDS, allowing young people to learn about steps they can take to protect themselves.

Physical activity has also been associated with psychological benefits in young people, by lowering anxiety and depression. Similarly, participation in physical activities helps young people to adopt healthy behaviours.

Consequently, through this active learning, there are many economic benefits, especially in terms of reducing health care costs.

UNESCO has decided to play its part in this challenge, by creating programmes called Quality Physical Education (QFE). These programmes are focused on the supports for students to develop their physical, social and emotional skills. Thanks to more than 50 organisations from all over the world, QFE programmes aim to promote QFE approaches, to support Governments and to develop cognitive and non-cognitive skills through physical education.

Furthermore, WHO has created a Global Action Plan to help states enlarge policy actions to promote physical activity and a scheme of feasible policy actions to increase exercise at all levels. It has set one main: to reduce physical inactivity by 10% by 2025 and by 15% by 2030. This plan also sets out 4 objectives: to create active societies, environments, people and systems. It also establishes 20 policy actions that are universally applicable to every country.

VALUES THROUGH SPORT

Honesty, fair play, respect for self and others, adherence to the rules, teamwork: in this century, teaching these values to our children is a necessity. From the moment they are born they are very impressionable, and they start to form their opinions and view on the world before they hit adolescence. Students spend a huge amount of time at school, therefore it should be one of the first places where they should learn fundamental values. Consequently, in order to optimize the assimilation, we need to give them an education that combines cognitive skills and values. Teaching values through sport could be the answer to this need. These values also activate learning and complement intellectual skills. Sport in school can be useful for various reasons: through sport teachers are able to deliver curricula creatively, making people engaged and more focused in the activities, it empowers them to make value judgments and it fortifies their cognitive knowledge and abilities. Also, sport connected with education can be a way to respond to some of the main global challenges, for instance, poverty and malnutrition.

UNESCO is engaged in the promotion of physical activity as an entry point for values education, both in school and in society. Thus, it created a campaign named “Values Education through Sport” (VETS) in order to advertise this matter. These programmes support active learning, complement cognitive skills and give the students an amount of responsibility and enhance their level of participation and concentration in school activities. Also, these plans are flexible and have a strong cross-curricular potential: they reinforce pre-existing curricula and can be applied to different subjects (physical education, civic, moral education etc.). They also make the students able to transfer and put values into action outside the academic environment by, for example, making

informed decisions, being sensitive and respecting the others. VETS also contributes to the development of self-confidence, leadership attitudes and supports the delicate transition between childhood and adulthood. UNESCO has created some materials to support VETS activities, for example a photo book and a motion design animation.

GENDER EQUALITY

Since the 1979 adoption of the UN “Convention on the Elimination of All Forms of Discrimination Against Women” (CEDAW), the status of girls and women has improved. Even though gender equality has come a long way, it still has not come far enough, even in the sport field.

There is the need to make sports reality less unequal, reducing women’s marginalization, by increasing their participation in sport programmes.

Sport programmes can improve the empowerment process by challenging gender norms, reducing restrictions and offering girls and women more freedom, access to public spaces, and more opportunities for their physical, psychophysical development. Sport can be an effective tool for empowering girls and women, because they are often excluded from participating and enjoying the physical and psychosocial benefits offered by sport.

As girls begin to participate in sport, they also acquire new interpersonal links and access to new opportunities, allowing them to become more engaged in school and community life.

In this regard, physical education teachers must be educated not to reinforce stereotypes that inhibit girls’ physical development and, moreover, they should understand the different ways boys and girls develop their physical abilities. Indeed, sport continues to be dominated by males, but societies must not suppose that this is because girls and women do not wish to participate. In order to monitor the situation, the participants of the 6th “International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport” (MINEPS) proposed to establish the “Observatory of Women, Sport and Physical Education”. At the moment, UNESCO is cooperating with the Government of Greece, in order to establish this observatory, with the purpose of analyse, study and disseminate all the gathered information worldwide.

Furthermore, behind gender disparities mass media have a determinant impact: it is not so uncommon to hear people saying that “women’s sport is not interesting enough”. That is because, unfortunately, the media coverage and sponsorship do not help to face the matter, making gender equality remain a permanent issue.

DISABILITY

Sport has the unique ability to tear social barriers down, making it an excellent platform for strategies of inclusion and adaptation. What about people affected by disabilities? Persons with disabilities often face societal barriers and disability evoke negative perceptions of themselves, and discrimination in many societies. In some societies persons with disabilities are considered incapable, making them feel as a burden for people around them, due to their restricted mobility or capacities.

Giving them the opportunity to participate in physical education programmes in school and outside school is crucial.

Disabilities can be permanent, temporary, or episodic, however, the World Bank estimates that approximately 600 million people in the world have a disability, and that 80% of these people live in developing nations.

For people with disabilities, since the early 18th and 19th centuries, sport activities were used in their rehabilitation: for example, in Sweden in the late 1800s sport was used as a means of therapy. Having said this, we can definitely say that sport for persons with disabilities is not a new concept, but it is not a long time since some legislations were established: on 3rd May 2008 the “Convention

on the Rights of Persons with Disabilities” entered into force, issued by UN. The Convention is the first legally binding international document focused on recognising and enforcing the rights of persons with disabilities.

Given this important milestone, how can sport spread inclusion in societies?

Basically, in two ways, each linked to the other: by changing what communities think and feel about persons with disabilities, and by changing what persons with disabilities think and feel about themselves.

In fact, the benefits of sport are not only for disabled people, but also for societies: sport can transform communities’ attitudes, reducing the widespread tendency to see the disability instead of the person.

It is important to raise awareness, tolerance and social inclusion, especially in school systems, because children are those that suffer the most for the society’s behaviour.

Through sport, people without disabilities interact with persons in a similar life condition, but in an exciting, positive context forcing them to reshape assumptions about what persons with disabilities can and cannot do. Through sport, it is possible to empower individuals through the acquisition of new physical and social skills, self-confidence and positive relationships.

DOPING

Doping is as old as the hills. The use of stimulants and strength-building substances in sport dates back as far as Ancient Greece and the Roman Empire, when gladiators were used to using stimulants as wine, hallucinogenic mushrooms in order to overcome fatigue and injury.

Basically, drugs in sport go back even to the invention of the concept of sport itself.

In today’s competitive sporting environment, athletes are continuously under pressure: sometimes because they are thirsty for fame, money, or because they want to show their relatives (or even the world) that they are the best ones. Sometimes, athletes use forbidden substances to overcome an injury, because some drugs may help speed up the recovery.

When speaking about doping there are two aspects involved: health and values.

Professional athletes pay a high price for their researches of excellence and glory: many gymnastics need a hip replacement when they are in their prime of life, many cyclists use dangerous substances to train to the limit.

It is true that doping can help athletes to have better performances, but it has many bad side effects too, which often ruin athletes’ health, such as baldness and low sperm count for men, and increased facial hair and deepened voices for women, cardiovascular problems and even death.

The most commonly used substances are androgenic agents such as anabolic steroids, which allow people to train more and harder, to build more muscles.

This phenomenon is not limited to elite athletes: amateur athletes enthusiasts and young people pursuing a bodily ideal are also drawn into doping, and that is why it is necessary to fight against doping with education and awareness-raising campaigns.

In fact, doping in sport is also cheating, because it confers an unfair advantage. It means not playing fairly. It destroys fair play and sporting competition, making people forget that there is much more in sport than just winning. This links us to what we have analysed before: it is crucial for each of us to have our own framework of values.

The first action in the doping issue was taken in 1967 by the International Olympic Committee (IOC), by publishing the list of banned substances and methods which comprised five groups: sympathomimetic amines, stimulants of CNS, narcotic analgesics, anti-depressants and major tranquillisers.

UNESCO is deeply concerned about the increasing loss of ethics and the gross inequity created by the use of performance enhancing drugs by athletes, and on the 19th October 2005 it drafted the “International Convention against Doping in Sport”, a near-universal legal framework for government regulations by which all the 187 signatory States are undertaking to restrict doping

substances trafficking, and (among all the other commitments) improve and support education and public awareness. This Convention helps to formalise global anti-doping rules, policies and guidelines, providing a mechanism to assist States Parties to develop anti-doping education and prevention programmes through the “Fund for the Elimination of Doping in Sport”, created by UNESCO. Furthermore, the Convention is based on the “World Anti-Doping Code” (the Code), but this code is a non-governmental document, which applies only to members of sports organisations. Every two years, the State Parties to the Convention hold the Conference of Parties, in collaboration with the World Anti-Doping Agency (WADA), the Intergovernmental Committee for Physical Education and Sport (CIGEPS), IOC and the International Paralympic Committee (IPC). The purpose of this Conference is monitoring the situation and implement anti-doping programmes.

NATIONS AND ORGANISATIONS INVOLVED

These are just some examples of States in which sport has made a change in many people’s lives and helped them to reach their goals, sometimes through the efforts of local organizations.

India

India has a population of circa one billion people; about 170 million of them live on the streets and make up for 17% of the world's whole slum dwelling population. Despite the lack of proper facilities, sport still brings them joy. “Slum Soccer” and other NGOs have promoted healthy and active lifestyle; also, they advertise game-play linked to nutrition, hygiene and children's rights. Slum Soccer uses sport as a life-changing tool which has benefited roughly 70 thousand people. One of their main projects is “Young Stars”, aiming to provide football training to the participants in order to unify them and ensure they receive basic education.

Democratic Republic of Congo (DRC)

Education is not always accessible, especially in countries that have been hit by war. The Democratic Republic of Congo is one of those nations that has been at the heart of a decade long war. “Promo Jeune Basket” (PJB) is an NGO founded in 2006 and based in DRC. Since its founding, it has been helping Congolese youth to receive a proper education, develop essential life skills and learn fundamental values through basketball. PJB provides a safe space for education, both on and off the basketball court. They also offer scholarships to their players, giving them the opportunity to have a proper and affordable education, either in high school or university through discipline, hard work and respect.

Colombia and Venezuela

Apirawa is an indigenous form of loin-cloth wrestling widespread especially in the Guajira Peninsula (a peninsula in northern Colombia and north-western Venezuela), in which fighters preserve and promote their customs by displaying their physical power. This is a part of the Wayuu cultural legacy, one of the biggest Amerindian ethnic groups, with a population of more than 400.000 people. By participating in Apirawa, the young Wayuu gains a sense of belonging and an attachment to their traditions which constitutes their cultural heritage.

The Republic of South Sudan

South Sudan has been affected by an armed conflict which has killed more or less 300.000 and displaced 3.5 million of people since 2013. Children have been the most afflicted, with many of them being sexually assaulted, more than 9000 of them recruited as child soldiers and killed. Charities such as Terre des Hommes (Tdh) have been helping these children to alleviate post-traumatic stress and learn values-based education and training. Tdh fights against malnutrition and the lack of primary health care, which are the main causes of mortality in South Sudan. Its activities focus on pregnant and nursing women, and little children.

Vietnam

“Football for all in Vietnam” is a Vietnamese association that offers marginalized communities the opportunity to engage in non-competitive sport clubs. It prioritizes the equal participation of boys and girls, and they teach life skills, HIV/AIDS and hygiene education. Their goal is to educate parents, volunteers, teachers and local communities to create football structures. One of their most famous activities is the FFAV Cup. From 3000 to 4000 people are going to Hue, one of the main cities in Vietnam, from other nation, like Laos and Thailand, but also from all over the country. It creates a place where children can build new friendships, playing football together.

World Health Organisation (WHO):

WHO’s priority in the area of health systems is moving towards universal health coverage. WHO works together with policy-makers, global health partners, civil society, academia and the private sector to support countries to develop, implement and monitor solid national health plans. In addition, WHO supports countries to assure the availability of equitable integrated people-centred health services at an affordable price; facilitate access to affordable, safe and effective health technologies; and to strengthen health information systems and evidence-based policy-making.

International Fair Play Committee: established in France in 1963 by UNESCO members, is a not profit international non-governmental organisation, which serves to promote sportsmanship in international competition.

International Olympic Committee (IOC): created on 23 June 1894, encourages the promotion of the Olympic values. Every four years, IOC organises the modern Olympic Games and Youth Olympic Games, held in summer and winter. The 1st Olympic Games of the modern era opened in Athens on the 6th April 1896.

International Paralympic Committee (IPC): the global governing body of the Paralympic Movement.

World Anti-Doping Agency (WADA): was created through an IOC initiative, its aim is to promote, coordinate and monitor the fight against drugs in sports. Following the creation of the World Anti-Doping Code (the Code) in 2004, WADA was tasked with overseeing activities in a number of key areas: Code Compliance Monitoring, Education, Scientific research, Anti-Doping Coordination, Global Anti-Doping Development.

International Council of Sport Science and Physical Education (ICSSPE): founded in 1950, the Council belongs to the associated bodies of UNESCO and co-operates with sport movements, in order to educate people through sport and making sport a bond for international cooperation.

Intergovernmental Committee for Physical Education and Sport (CIGEPE): establish in 1878, aims to promote values’ role in societies. CIGEPE is comprised of expert representatives in the field of physical education and sport from 18 UNESCO Member States, each elected for a four-year term. The Permanent Consultative Council (PCC), comprising key sport federations, UN agencies and NGOs, provides technical support and advice to the Committee.

ACTIONS TAKEN

- **VETS programmes:** UNESCO venture, which support active learning for build healthy, educated citizens.
- **Global action plan on physical activity 2018-2030**
WHO global action plan, aiming to help countries scale up policy actions to promote physical activity.
- **International Day of Sport for Development and Peace:**
On the 6 of April, the world celebrates the International Day of Sport. On that day, citizens from all over the world, private and public organizations, NGOs and the UN are encouraged to learn and promote the methods with which sport can help people and improve their lives. It was established in 2013 by the General Assembly through resolution 67/296.
- **The Olympic Charter:** a set of rules and guidelines for the organisation of the Olympic Games, and it constitutes the bases for the Olympic movement. Its last revision was on the 15th of September 2017.
- **The World Anti-Doping Code (the Code):** WADA document, aiming to establish anti-doping regulations in all sports and countries. It embodies an annual list of prohibited substances and methods that sportspersons are not allowed to take or use.
- **“Promoting human rights through sport and the Olympic ideal”:** resolution adopted by the Human Rights Council on the 23rd March 2018.
- **International Convention Against Doping in Sport:** adopted in October 2005, helps to ensure the effectiveness of the Code.
- **Fund for the Elimination of Doping in Sport:** establish in 2008 by the UN, it has three priorities: mentoring and capacity-building projects, education projects focusing on youth and sport organisations and policy advice.

CHAIR'S SUGGESTIONS

Dear Delegates,

we hope that this report helped you to understand this issue and will be useful in writing your resolution. Try to use this as a starting point for your own researches. We also know that this could seem to be a fairly small topic, but in reality, it can be very extended, so we advise you to work hard on your researches and to think outside the box in the writing of your draft resolution. We need innovative solutions that can be applied to every country.

We deeply suggest you visit the websites of some of the organizations involved (f.e. Terre des Hommes, Slum Soccer or Promo Jeune Basket) and keep in mind that those are just a few of those involved in this matter!

What you have to remember is that our goal with this topic is to educate young people through values in sport: thus, suggest you to focus on the aspects underlined in this report, which are one linked to the other. Studying the aspects of this topic and proposing some policies or strategies for each of them, you will be able to provide the committee your country's point of view.

We would also like to invite you to check the materials made available from UNESCO and UN databases, that are very complete and can help you in the understanding of this topic.

When working on this topic, please remind that a change in this issue could make a difference in the way education is taught, making it more complete and, maybe, simpler for both students and teachers. Sport is a very important resource that could help a lot of people.

We can't wait to see you all in Cividale!

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