

**TEMPLATE FOR REPORTING ON RECENT INITIATIVES ON SPORT FOR DEVELOPMENT AND PEACE**

*Sport Ethics and Values awareness sessions – Ethics Flag & White Card (Fairplay Card)*

*Provide a summary of the initiative, including a brief overview, proposed/actual outcomes and an assessment of any lessons learned and the way forward.*

The Sport Ethics and Values awareness sessions are one of the main activities of the PNED – *Plano Nacional de Ética no Desporto* (NPES - National Plan for Ethics in Sport). NPES is an initiative of the Constitutional Government of Portugal, promoted by the Youth and Sports Secretary of State. It is headquartered in the Portuguese Institute of Sports and Youth. It is streamlined by the NPES Coordination Office. NPES was launched on February 27, 2012. The NPES aims to encourage all citizens, particularly children and young people, to experience ethical values such as respect, honesty, tolerance and solidarity in sports and sports practice. NPES believes that sport is an excellent vehicle for the transmission of healthy lifestyles and ethical values which, being adopted in everyday life, can produce significant changes in the way society is currently living. Therefore, NPES is an open and transversal project, directed to the whole society and to all citizens. NPES already promoted more than 2.000 awareness sessions reaching approximately 200.000 people. NPES is being shared by Portuguese authorities in several international *forae*, like in bilateral agreements, the Community of Portuguese Speaking Countries (CPLP)<sup>1</sup>, and others.

<b>Please provide more details on the initiative below:</b>		
<b>Objective(s):</b>	<i>Please indicate which, if any, of the following fell among the main objectives of the initiative:</i>	
	<ul style="list-style-type: none"> <li>Ensuring that no one is left behind <b>(included)</b></li> </ul>	<ul style="list-style-type: none"> <li>Eradicating poverty and promoting prosperity in a changing world</li> </ul>
	<ul style="list-style-type: none"> <li>Transformation towards sustainable and resilient societies <b>(included)</b></li> </ul>	<ul style="list-style-type: none"> <li>Empowering people and ensuring inclusiveness and equality <b>(included)</b></li> </ul>
	<ul style="list-style-type: none"> <li>Research development, data collection and/or data dissemination</li> </ul>	<ul style="list-style-type: none"> <li>Preventing and fighting corruption in sport <b>(included)</b></li> </ul>
	<ul style="list-style-type: none"> <li>Conflict prevention/peace building <b>(included)</b></li> </ul>	<ul style="list-style-type: none"> <li>Strengthened global framework on sport for development and peace <b>(included)</b></li> </ul>
	<ul style="list-style-type: none"> <li>Policy development for mainstreaming and integrating sport for development and peace in development programmes and policies <b>(included)</b></li> </ul>	<ul style="list-style-type: none"> <li>Resource mobilization, programming and implementation</li> </ul>
	<ul style="list-style-type: none"> <li>Research, monitoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Other (please specify) – <b>promoting sport based on ethical values. Enhance the educational dimension of sport</b></li> </ul>
<b>Implementation mechanisms:</b>	<i>What are the means/processes of implementation of the initiative?</i> <b>The awareness sessions are implemented in schools and sport clubs/associations/federations.</b>  <i>What are the main deliverables/activities involved?</i>	

<sup>1</sup> Angola, Brazil, Cape-Verde, Equatorial Guinea, East Timor, Guinea-Bissau, Mozambique, Portugal and Santo Tomé and Príncipe.

	<p>These sessions are supported in multimedia presentations (content, images and videos), monitored by a specialized trainer. Flyers and other didactical material are also distributed.</p> <p><i>What is the time frame of implementation?</i></p> <p>These sessions have been implemented since 2012. They will continue to be implemented while NPES exists (there's no end date defined)</p>
<b>Target Audience(s):</b>	<p><i>Who are the beneficiaries of the proposed/implemented initiative?</i></p> <p>Young people (school environment) / young athletes (sport environment) / Parents (of young athletes) / Sport Directors. (NPES also implements training sessions for coaches and teachers).</p> <p>The project gained international dimension with the development t of trainings in the framework of the Community of Portuguese Speaking Countries (CPLP), amongst others.</p>
<b>Partners/Funding:</b>	<p><i>Who are the main organizations/entities involved in the initiative and what are their roles in development and/or implementation?</i></p> <p>The responsible organization is the Portuguese Institute of Sport and Youth and is operationalized by the NPES coordination office, through his trainers' network. Also crucial is the schools, sport clubs, sport associations, sport federations, municipalities involvement, which normally promote the sessions in a partnership with NPES.</p> <p><i>What are the main sources of funding of the initiative?</i></p> <p><b>National Public funding.</b></p>
<b>SDG Alignment:</b>	<p><i>To what SDG goal/target/indicator is this initiative targeted?</i></p> <p><b>ODS 3 (Good health and well-being); ODS 4 (Quality Education) ; ODS 5 (Gender Equality); ODS 10 (reduce inequalities); ODS16 (peace, justice and strong institutions)</b></p> <p><i>Please indicate any other national or internationally agreed goals/commitments to which this initiative is aligned.</i></p> <p><b>Code of sport Ethic (Council of Europe) - adopted by the Committee of Ministers on 24 September 1992 at the 480th meeting of the Ministers' Deputies and revised at their 752nd meeting on 16 May 2001</b></p> <p><b>United Nations Action Plan on Sport for Development and Peace</b></p> <p><b>Values Education through Sport (VETS) from UNESCO</b></p>
<b>Alignment with global frameworks:</b>	<p><i>How does this initiative align with/contribute to the objectives of the Kazan Action Plan, WHO Global Action Plan on Physical Activity or other related internationally agreed frameworks on sport and/or physical activity?</i></p>

	<p>As mentioned above, this initiative (and all NPES activities) are strictly connected and linked with European (and global) guidelines.</p>
<p><b>Alignment with United Nations Action Plan on SDP:</b></p>	<p><i>Which of the four thematic areas of the UN Action Plan on Sport for Development and Peace is this initiative designed to align?</i></p> <ol style="list-style-type: none"> <li>1. <b>Global framework for sport for development and peace</b></li> <li>2. <b>Policy development</b></li> <li>3. <b>Resource mobilization, programming and implementation</b></li> </ol> <p><i>To which action area(s) of the Plan is this initiative designed to contribute?</i></p> <p><b>(in a more effective way) Resource mobilization, programming and implementation.</b></p>
<p><b>Outcomes:</b></p>	<p><i>What are the expected/actual outcomes of the initiative?</i></p> <p><b>Reduction of violent behavior by sports agents and increase in fair play behavior, in the case of the White Card. Regarding the Ethics Flag, the aim is to increase the number of clubs and entities in the sports system that implement actions that promote the positive values of sport.</b></p>
<p><b>Mechanism for monitoring and evaluating implementation:</b></p>	<p><i>What are the mechanisms for monitoring and evaluating the implementation, outcomes and impact of the initiative?</i></p> <p><b>Periodically are applied evaluation and satisfaction surveys.</b></p> <p><i>What are the specific monitoring and evaluation tools involved?</i></p> <p><b>Questionnaires</b></p>
<p><b>Challenges/Lessons learned</b></p>	<p><i>What have been/were the main challenges to implementation?</i></p> <p><b>One of the major challenges of NPES is the need of produce tangible tools in order to operationalize ethics in sport. In this sense we highlight two main projects.</b></p> <p><b>1- White Card   Fairplay</b></p> <p><b>The White Card recognizes, highlights and rewards the ethical relevant attitudes and behaviors practiced by athletes, trainers, leaders, among other staff directly involved in the game, and the spectators. Since the beginning of the project, more than 2 000 white cards were shown. During the game, whenever a behavior or attitude ethically relevant happens (some examples in annex) the referee/judge should apply the white card.</b></p>

This resource has been more present in youth sport, but recently it has been included in some adult competitions (both male and female).

## 2- Ethics Flag

It's a certification process of ethical values in sport, aimed at clubs, schools, projects or any other type of initiatives and entities that want to see their work in the promotion of ethical values through sport recognized and certified. It is also intended through this project to implement a process that identifies and promotes good practices, while ensuring a flexible and useful methodology for all types of agents. At this moment more than 1 000 entities are registered in the web platform and more than 50 certifications were emitted.

*What lessons learned have been/can be utilized in the planning of future initiatives?*

The most important lessons learned are:

- The most effective way to promote ethical values in sport is the active and experiential methodology.
- The importance of bringing the "real sport players" to this mission
- Produce practical, tangible and operational resources and initiatives.
- The necessity to continue the work done and build on the results achieved.