



## **HIGH-LEVEL MEETING ON DEVELOPING SHARED METRICS AND MONITORING PROGRESS ON GIRLS AND WOMEN IN PHYSICAL EDUCATION, PHYSICAL ACTIVITY AND SPORT**

27<sup>TH</sup> – 28<sup>TH</sup> NOVEMBER 2023  
UNESCO HEADQUARTERS, PARIS,  
FRANCE

## **MEETING REPORT**



# Summary

This report presents a summary of the discussions held during the high-level meeting on Developing Shared Metrics and Monitoring Progress on Girls and Women in Physical Education, Physical Activity and Sport. The meeting was held at UNESCO Headquarters in Paris from 27-28 November 2023, convened and hosted by the Global Observatory for Gender Equality in Sport (GO) in collaboration with UNESCO. Discussions centred on the GO's proposed data strategy and development of a digital knowledge platform to collate initiatives, information, policies, and data on gender equality in physical education, physical activity, and sport across the globe. The meeting gathered a broad range of stakeholders including international organisations, academics, and practitioners to provide feedback, input and insights to the GO's data strategy and next steps. Key recommendations and next steps include a focus on coordination, alignment, strategic partnerships, inclusive practices, collaboration, priority activities, and support.

# Contents

<b>Introduction</b>	<b>4</b>
<b>Background</b>	<b>4</b>
<b>Objectives of Meeting</b>	<b>6</b>
<b>Meeting Format and Programme</b>	<b>6</b>
<b>Meeting Opening</b>	<b>9</b>
Objective 1: Affirm role of the GO in monitoring gender equality and PEPAS	9
Objective 2: Adopt key principles to guide the data work of GO	11
Objective 3: Confirm concept and contents of a GO digital knowledge platform	12
Objective 4: Review proposed potential areas and policies the GO will track and measure	14
Objective 5: Garner collaboration, support and shared ownership for GO work	16
<b>Recommended Next Steps</b>	<b>19</b>
Proposed Immediate Action Points (0 – 6 Months)	20
Proposed Medium Term Action Points (0 – 12 Months)	20
Proposed Long Term Action Points (0 –24 Months)	21
<b>Conclusions</b>	<b>21</b>
<b>Appendix A - Delegate List</b>	<b>22</b>
<b>Appendix B - Potential GO Tracking areas/policies/laws/frameworks</b>	<b>23</b>
<b>Appendix C - Principles of declarations to consider in the GO Tracker</b>	<b>32</b>

# Introduction

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The meeting was attended by 28 participants, representing the GO, UNESCO, WHO, The International Olympic Committee (IOC), The Commonwealth Secretariat, The UN OHCHR, African Union Sports Council, academia and sport advocacy and interest groups (see appendix A for list of attendees). Key recommendations and next steps include a focus on coordination, alignment, strategic partnerships, inclusive practices, collaboration, priority activities, and support. Key outcomes of the meeting include:

- Recommendations of priority immediate, mid-term and long-term actions
- Collaborations and resources to explore
- Confirmation of support from key stakeholders and partners
- Strategic input on priority measurement and data collation
- Affirmation of contributions to the work of the GO
- Clarification and learning for coordination and alignment with stakeholders

# Background

The Global Observatory for Gender Equality and Sport ("The Global Observatory" or "GO") was established in July 2021 (as recommended in the Kazan Action Plan adopted in 2017 at the 6<sup>th</sup> MINEPS International Conference), with the support of UNESCO. The GO is initially established as an incubating association supported by the Government of Switzerland, founded by the Canton of Vaud, the City of Lausanne and the University of Lausanne.

The GO aims to address the multiple, systemic and intersecting inequalities faced by women and girls in sport and society, through the 2030 UN Sustainable Development Agenda with a primary focus on SDG 5 ("achieve gender equality and empower all women and girls"), while at the same time contributing to SDG 3 ("good health and wellbeing"), SDG 4 ("quality education"), SDG10 ("reduced inequalities"), SDG 16 ("peace, justice and strong institutions") in particular, and SDG 17 ("partnerships for the goals").

Within the context of the multitude of organisations working on women and girls and Physical Education, Physical Activity, and Sport (PEPAS), the GO plays a unique and strategic role that galvanises action, informs a collective agenda, and enables cohesion through multi-sectoral partnerships, and by using an intersectional approach through data, research, and monitoring of gender equality in physical education, physical activity, and sport (PEPAS). The GO will use its unique position as a convener and coordinator to address the systemic inequalities for women and girls in PEPAS.

The GO has the following six main objectives to advance gender equality and the empowerment of women and girls in and through physical education, physical activity, and sport:

- I. Connect and mobilize diverse partners (governments, UN and other development partners, civil society/communities, private sector, and research institutions);
- II. Coordinate support for the multitude of UN and development partners' strategies, programs, initiatives, and campaigns to advance gender equality and women and girls' empowerment in and through sport, to enhance coherence, efficiency, and impact;
- III. Guide governmental and non-governmental actors in the design of action plans with SMART targets to address the systemic gender inequalities in sport;
- IV. Document and develop unified/standardized evaluation methodologies and scorecards for independent monitoring & evaluation (M&E), and accountability;
- V. Act as a repository/knowledge platform to centralise existing research, initiatives, and campaigns, collate best practices, develop evidence-based capacity building/training, and foster new research to address current gaps;
- VI. Promote investment in women's and girl's participation in sport, including access to infrastructures and funding.

The urgent need for shared metrics to (i) advance outcome-oriented measurement, (ii) to inform advocacy and (iii) scale smart investments in sport as a driver of sustainable development was one of the four calls to action which emerged from the [UNESCO Workshop: Empowering Girls and Young Women through Sport](#) (November 2022, Paris). Building on the conclusions of this workshop, in which the GO participated as a key stakeholder, and in line with GO objectives noted above (in particular IV and V) the GO has proposed the creation of a global repository ("The Digital Knowledge Platform") and the development and creation of a global data measurement and monitoring framework to advance this agenda.

There are numerous frameworks and data collection projects that monitor a variety of indicators on gender equality in sport implemented around the world by both state and non-state actors. To facilitate a shared vision and joint action, UNESCO has developed the Fit for Life programme as a global initiative designed to support inclusive and integrated policy making and enhance the wellbeing of youth around the world. UNESCO strategic network and partners are contributing to various elements of the global agenda to fulfil commitments including in the UNESCO Charter, the SDGs, and the Fit for Life programme. The Global Observatory is positioned as a leading actor contributing to monitoring gender equality across physical education, physical activity, and sport.

Gender equality, women's empowerment and the eradication of GBV is a priority action area of the UNESCO Fit for Life initiative. Key deliverables of the Fit for Life initiative include a general theory of change, a bank of indicators, a data collection tool and process, as well as a toolkit (the Gender Equality Game Plan) to support capacity of policy makers and practitioners. UN Women proposed the Sport for Generation Equality Framework that connects with the Beijing Platform for Action and calls on the Global Observatory for monitoring and tracking support.

Alongside UNESCO and all key stakeholders, the Global Observatory aims to contribute to the need for consistent and coherent datasets that meet the requirements of a global audience, which are drawn from localised and decentralised sources, and which can be used for comparative and systematic analysis to effectively track and monitor progress in gender equality in PEPAS.

To achieve this, a cross-cutting set of priority indicators (some of which are already in development by GO partners and stakeholders UNESCO) needs to be developed and adopted. These indicators will inform data collection activities, analyses and outputs of the GO, UNESCO and other partners, researchers, state, and non-state actors, and will contribute to further establishing support and participation of key contributors and users of the data outputs. The 'Fit for Life bank of indicators' builds on the Sport & SDG Indicators developed and piloted by the Commonwealth Secretariat and their community of practice, while continuing this work to refine them into a priority set of indicators for the Game Plan.

The development of a "Digital Knowledge Platform" (a digital library/repository) will aggregate existing research, experts, policy briefs, events, and the larger indicator dataset into one centralised location for ease of exploration and use.

In close partnership with UNESCO Fit for Life initiative, the GO convened the meeting with a view to fulfilling the objectives of the Global Observatory and to coordinate the GO's proposed data strategy development into a time-bound action plan with key deliverables and stakeholder inputs. Experts, advocates and activists from governments, the UN, other development partners, sports sector organisations, academia, the private sector and civil society were invited to a high-level group meeting on 27-28th November at UNESCO Headquarters in Paris, France.

## Objectives of Meeting

The meeting was convened with five objectives:

1. To gather feedback and input from key and diverse stakeholders regarding the primary role and function of the GO in monitoring progress in gender equality in PEPAS
2. To provide input on the key principles that should guide the work and operations of both the GO and their partner institutions, programs, and agents
3. To confirm the concept and contents of a GO digital knowledge platform (including both a global PEPAS gender equality policy and data tracker, and a repository of experts, resources, and events on PEPAS gender equality)
4. To provide input and feedback on a proposed set of potential areas and policies to track and measure in PEPAS gender equality
5. To establish support, and commitments of cooperation and shared ownership in development and delivery of the digital knowledge platform and data tracking project for sustainable delivery

## Meeting Format and Programme

The meeting was delivered through a combination of presentations by the Global Observatory, partners, workshop sessions, key submissions, and open plenary deliberations. The meeting was undertaken according to the programme below.

## Meeting Agenda and Session Description

Monday, 27 November 2023

### 10:00 – 10:30 Session 1: Welcome and Opening remarks

Lead: UNESCO and GO

Opening remarks were delivered by the Conference co-hosts: UNESCO, Global Observatory and the Swiss Confederation Permanent Delegation to UNESCO. The opening remarks affirmed support for the GO, highlighted the importance of collaborative approaches and the urgency of the work on gender equality. The opening further outlined the key outputs expected from the meeting towards the development of a shared measurement framework for gender equality and sport:

1. confirmation of key measurement areas for the Global Observatory to track
2. adoption of principles to guide GO data project
3. confirmation of Global Observatory digital platform content
4. confirmation of Global Observatory role and next steps with stakeholders

### 10:30 – 10:45 Session 2: Global Observatory for Gender Equality and Sport

Lead: GO

This session provided an overview of the purpose of the Global Observatory, the current positioning, key stakeholders, strategic direction and priority actions and relationships. The GO made a presentation and delegates engaged through questions, comments, and answers.

### 11:00 – 13:00 Session 3: Plenary and Workshop Gender Equality and Girls and Women's Empowerment

Lead: GO

This session started with a brief presentation to stimulate discussion on gender equality commitments, and questing what progress look like and what tracking work is already in progress. The need for data and research collation and aggregation was pointed out as important. The Global Observatory reminded the delegates of its purpose to support the need for data and research and to address the inequalities in data and knowledge. A presentation of Inclusive Data Principles was made and a workshop session in groups was undertaken to review and reflect on the Inclusive Data Principles and to consider the suitability for the GO to adopt them. Groups made presentations of their discussions and recommendations. In this session, an overview of the proposed GO Digital Platform to facilitate access to global data and resources was presented and discussed during a plenary session.

### 13:00 - 14:30 Lunch Break

### 14:30 – 16:15 Session 4: Workshop to input in shared metrics to measure global progress

Lead: GO

In this session, a presentation was made by the GO to share progress in the development of a shared matrix of thematic areas to track. The proposed areas are drawn from frameworks across the sports sector and beyond the sports sector including human rights and development frameworks. Delegates worked in groups to review and confirm priority measurement areas for the GO to focus on in its work going forward. In this session delegates delved into the details of the proposed matrix drawing connections to their own work and to the aims of the GO.

### 16:15 – 16:30 Break

### 16:30 – 17:30 Session 5: Plenary session - measuring global progress through shared metrics

Lead: GO and UNESCO

Rapporteurs from the break-out sessions reported back into the plenary and suggested improvements to the measurement matrix for the GO to integrate. Feedback from each group include reflections on thematic areas covered, identification of gaps, input on areas to expand and feedback on prioritisation. Further input related to coordination, resources, and alignment across stakeholder initiatives.

**18:30 – 19:30 Reception****Lead: Swiss Confederation Permanent Delegation to UNESCO**

The reception was hosted by the Swiss Confederation Permanent Delegation to UNESCO to facilitate networking of the meeting delegates with stakeholders including corporate sector, UN, and sport organisations. The reception speakers were Mayor of Lausanne, UNESCO Chief of the Sport Section, Phillip Muller-Wirth and Swiss Ambassador to UNESCO Muriel Berset Kohen. The remarks affirmed the importance of work on gender equality, the past and ongoing support of Switzerland to the GO.

**Meeting Agenda and Session Description****Tuesday, 28 November 2023****09:30 – 09:45 Welcome and overview****Lead: GO**

An overview of the sessions on 27 November was provided and a recap of key discussions.

**09:45 – 11:00 Session 6: Workshop: Making Measurement Operational- Coordination, Capacity, Data quality****Lead: GO**

This session started with a presentation of an overview context of global data tracking, highlighted stakeholder data collection and coordination initiatives and presented the proposed tracker scope and streams of work. The delegates then undertook a workshop to deliberate on the measurement process, cooperation, capacity and data quality considerations. In this session, stakeholders also discussed the commitments they could contribute to the GO project of data collation and coordination.

**11:00 - 11:15 Break****11:15 – 12:15 Session 7: Plenary: Making Measurement Operational- Coordination, Capacity, Data quality****Lead: GO**

This Plenary session took forward summary from deliberations in session 6, and generated input on considerations the Global Observatory should make to enable collaboration and stakeholder contribution. In this session presentations were made by stakeholders to share experiences and learning from data and research initiatives they are delivering. Presentations were made by Commonwealth Secretariat and All in Plus of Council of Europe.

**12:15 -13:15 Session 8: Plenary session – Next Steps****Lead: GO**

In this plenary session, delegates engaged on key steps forward and highlighted opportunities for joint action. The GO shared some key actions and a proposed timeline of next steps focusing on: the data project, GO Policy Brief Series, and GO Expert Contributor Network. Further input in the steps forward were collated and are in the Recommendations section of this report.

**13:15 – 13:30 Closing session: Closing remarks by UNESCO and GO**

In the closing remarks the co-hosts represented by UNESCO Head of Sport Section Phillip Muller-Wirth and GO Research Director Lombe Mwambwa, acknowledged support and commitment of the stakeholders in their engagement in the work on gender equality, the development of the GO and to collaboration.

**The summary of deliberations that took place in the above sessions is presented in this report in the sections that follow. The sections are organised according to the meeting objectives and collate discussions from across the sessions in order to take into considerations the iterative format of the interactive meeting process.**

# Meeting Opening

The meeting was opened by UNESCO, represented by Philipp Muller-Wirth, the Swiss Confederation Permanent Delegation to UNESCO, represented by H.E. Ambassador Muriel Berset Kohen. Dr. Lucie Schoch spoke on behalf of the founding members of the GO: Canton of Vaud, the City of Lausanne, and University of Lausanne. The Mayor of the City of Lausanne presented key remarks at a networking reception hosted on the evening of the first day by the Swiss Confederation Permanent Delegation to UNESCO at which the Canton of Vaud was represented by Ms Cosima Deluermoz, and the City of Lausanne was represented by Ms. Emilie Moeschler.

*"We are in 2023, but we have to admit that the fundamental right to physical education, physical activity and sport without discrimination is still being denied to many women and girls around the world. Now is the time to step up the efforts. We need to join hands and resources, across countries, regions, issues, programmes, and organisations including with the private sector, while ensuring that the communities we serve are at the center."*

- Ambassador Muriel Berset Kohen, Swiss Confederation Permanent Delegation to UNESCO

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*"The Global Observatory is a valued part of UNESCO's broader sport and gender equality strategy, complementing advances within government ministries and in civil society by enhancing the research-policy nexus, a role that remains critical today."*

- Mr. Philipp Muller-Wirth, UNESCO Chief of the Sport Section

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*"I am truly convinced that the Global Observatory will succeed in its various missions, one of which is being a repository of strategic information, research and expertise on gender equality and the empowerment of women and girls in and through sport, physical education, and physical activity. The creation of a global repository and the establishment of a comprehensive measurement framework are crucial milestones for advancing gender equality and the empowerment of girls and women in Physical Education, Physical Activity and Sport."*

- Dr. Lucie Schoch, University of Lausanne, Global Observatory Founding Committee

## OBJECTIVE 1: FEEDBACK AND INPUT REGARDING THE PRIMARY ROLE AND FUNCTION OF THE GO IN MONITORING PROGRESS IN GENDER EQUALITY IN PHYSICAL EDUCATION, PHYSICAL ACTIVITY AND SPORT (PEPAS)

The GO presented to the delegates the overview that it was developed as a convenor of knowledge-exchange and therefore the GO conceptualises its role as falling within three primary strategic actions:

- **Enquire** – through data collation, fact-finding, and evidence-based research
- **Engage** – through connection, dialogue, and mediation
- **Enable** – through education, capacity-building and advisory

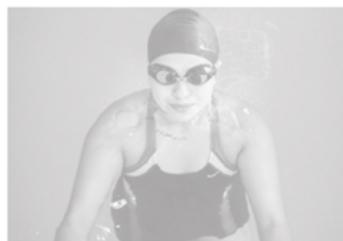
The enquire stream of work is delivered through three pillars: these focus on convening expertise and data, facilitating access to knowledge, and connecting experts and policy makers.

## CONNECT EXPERTISE



- Gender and PEPAS Expertise, Researchers and **subject experts** across **geographic regions**

## ACCESS TO RESEARCH & TOOLS



- Research and data, **interpretation and insight**

## SUPPORT POLICY INFLUENCE AND PRACTICE



- Contribute to policy processes and platforms to engage **gender, sport and policy makers**

The GO sought to confirm their strategic focus on three elements through which to fulfil their mission regarding research, evidence, and data. The stakeholders and experts gathered deliberated on what would be the GO's most effective and valuable contribution to the sector. With recognition of various research and monitoring interventions already in place, clarification on how the GO connects with other actors and their primary activities is important.

Delegates confirmed the primary function of the GO as an institution that collates and aggregates data and centralises research and knowledge to make it accessible to users. This means the GO works with other actors who are the primary generators of data and research. Data collection was perceived as a secondary focus and to only be undertaken in particular circumstances considering the resource capacity implications and limitations.

In view of this, the GO's strategy to connect with research actors and to mobilise attention to research topics and themes was acknowledged as a suitable approach.

- The stakeholders convened called for the GO to continuously clarify their relationship and positioning with key stakeholders in order to leverage strategic connections and manage overlaps in activities and mission. UNESCO reiterated their support and consideration of GO as a key partner in the Fit for Life initiative and highlighted the significant opportunity to achieve some key outputs of the GO.
- Stakeholders urged the GO to explicate its organisational arrangements and the cooperation with other stakeholders including strategy, capacity, and autonomy.
- The nascent development phase of the internal governance structures and limited sources of financial resources within GO was acknowledged and highlighted as a priority focus for action. This was seen as two key areas in which stakeholders could play a role by participating in the governance and sharing their capacity and networks as part of resource reinforcement for the GO.
- Group sentiment indicated that there is a need for a common language and methodology to ensure that data collected by either the GO or by other agents (e.g., UNESCO Fit for Life, The Commonwealth Secretariat, Council of Europe, etc) uses consistent language and parameters (where possible) and can be systematically compared from region to region to track progress.

*"The GO absolutely should be that go to resource as a repository of data...to have conversations with external partners, talking about the data they collect and being able to say the same thing, using the same method, same language...I don't know who could do that better [than GO] if we can make it happen."*

– Stakeholder

- The GO indicated that governments and policy makers may be the primary targets/users of such data collation/collection efforts, however stakeholders suggested that GO should also consider a wider user base such as researchers, academics, local practitioners, and other actors that might seek information on methodologies, established programs or even in-depth analysis on specific topics. The GO was advised to elaborate their target group into spheres or levels especially in view of the digital platform usage and access.
- The role of the GO was further highlighted as that of agenda setting or motivating actors to inquire into particular topics. Stakeholders indicated that the GO could develop and maintain an ongoing list of research areas of interest for academic and policy institutions to consult when considering how and where to focus their own research efforts to support progress in gender equality in sport+.
- The GOs role as a connector across geographic and actor levels was discussed and advanced as a priority role in the design of research and data collation efforts. Stakeholders highlighted that while there are often rich datasets on national level policies/indicators, there is a real paucity of data at the regional level that is more relevant for local practitioners, and that the GO is well placed to collect and collate that data to enable those actors and initiatives to progress.
- It was determined that the GO is in the best position to not only collate and collect data, but also to provide the context in which data should and could be used by policy makers and practitioners.

*“...somebody has to let [governments] know other than just a website, that this is there and put it in context of how governments need to or can use that information...because otherwise it just sits there in your repository.”*

– Stakeholder



## **OBJECTIVE 2: INPUT ON THE KEY PRINCIPLES THAT SHOULD GUIDE THE WORK AND OPERATIONS OF BOTH THE GO AND THEIR PARTNER INSTITUTIONS, PROGRAMS, AND AGENTS**

As the GO has been set up to monitor and address the multiple, systemic and intersecting inequalities faced by women and girls in sport and society, it needs a guiding set of principles to ensure that it approaches this work in a way that does not reinforce or promote any existing inequalities, exclusion and exploitation in processes or data that prevent (directly or indirectly) gender equality for women and girls in sport+.

The GO presented the [Inclusive Data Charter](#) principles as a guiding framework for consideration to the stakeholders:

**PRINCIPLE ONE** – All populations must be included in the data

**PRINCIPLE TWO** – All data should. Wherever possible, be disaggregated in order to accurately describe all populations

**PRINCIPLE THREE** – Data should be drawn from all available sources

**PRINCIPLE FOUR** – Those responsible for the collection of data and production of statistics must be accountable

**PRINCIPLE FIVE** – Human and technical capacity to collect, analyse, and use disaggregated data must be improved, including through adequate and sustainable financing

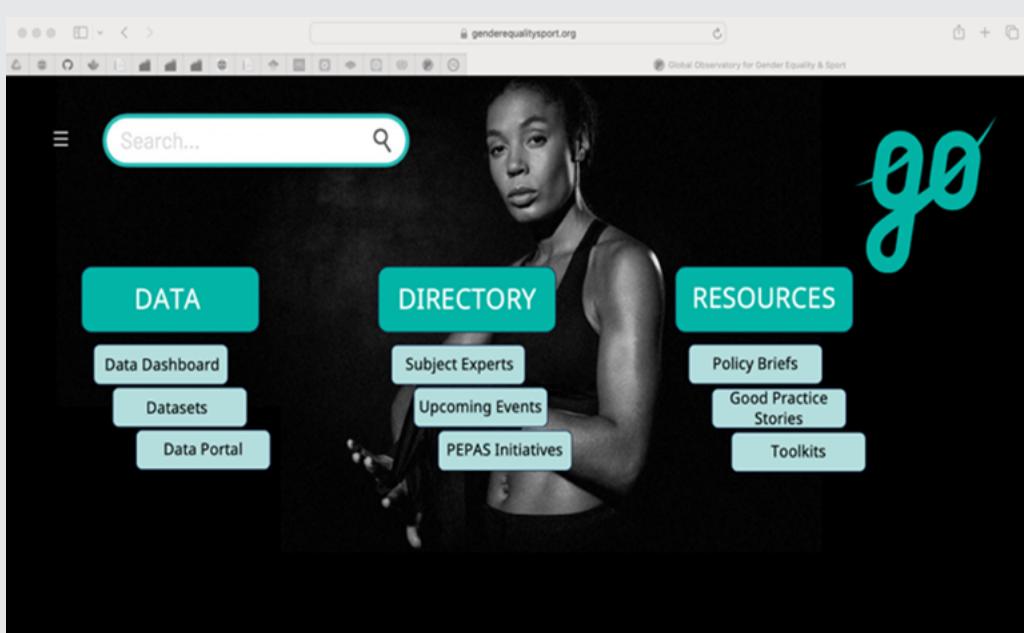
Delegates deliberations were guided by the following questions: are the 5 principles of the Inclusive Data Charter principles that the GO should adopt to guide how they operate? How could/should they be adapted for use by the GO and its partners?

- The stakeholders indicated that these principles may be more aspirational than realistic for implementation, but that they are a good direction for both GO and its partners to move toward.
- Regarding **PRINCIPLE ONE**, the GO needs to think beyond “all populations” as geographical, and to give more consideration to the populations within populations that create or perpetuate gender biases (e.g., religion, federations, educators, etc.).
- It may not always be possible to disaggregate data into all desired categories (e.g., race, ethnicity, religion) due to cultural standards, laws, and policies. To support this, “wherever possible” of **PRINCIPLE TWO** should be emphasised.
  - However, the stakeholders did suggest that a minimum disaggregation standard should be applied (where possible) including biological sex, age, geography, and disability.
  - More nuanced disaggregation of data should consider the various life stages of girls and women (e.g., reproductive phase, motherhood, and menopause), and social issues (e.g., gender-based violence vs intimate partner violence, etc.).
- Regarding **PRINCIPLE THREE** and drawing data from all available sources, the GO should include consideration beyond established programs and collection efforts, and include cross-sectoral avenues such as academia, commercial and civil society sources.
- **PRINCIPLE FOUR** considers accountability of data collectors and the stakeholders highlighted the need for reciprocity and respect for the communities that data is collected from, and the value of co-production to ensure that qualitative context is also included in data collection/aggregation process.
- It was suggested that a hierarchy of these principles be considered for the GO, proposing the following order of respective principles: 1, 4, 5, 3, 2.
- For increased transparency, ensuring open access to data might be considered as an additional principle.
- Stakeholders agreed that the GO should adopt these principles.

## **OBJECTIVE 3: CONFIRMATION OF CONCEPT AND CONTENTS OF A GO DIGITAL KNOWLEDGE PLATFORM**

To support The Global Observatory’s foundational objectives IV and V, the stakeholders were presented with a proposal for the development of a digital platform and knowledge platform. The GO proposes to develop a platform including both a global PEPAS gender equality policy and data tracker, and a repository of expertise, resources, and events on PEPAS gender equality.

The proposed Digital Knowledge Platform would act as a portal with three sections:



**Data** – In this section, the data dashboard for the larger data tracking and monitoring dataset can be found, access to the underlying datasets, and access to the data entry portal (for contributors).

**Directory** – In this section, users can find a repository of subject matter experts, upcoming events and established PEPAS Initiatives by region.

**Resources** – Here, users can find policy briefs on specific topics and issues related to gender equality in sport+, good practice stories and examples from local and regional practitioners and toolkits for policy makers, practitioners and an updated list of data and issues that need to be investigated.

The proposed Digital Knowledge Platform and associated datasets and data tracker are not proposed as an endeavour to be completed by the GO on its own, but rather as a central repository of data on issues, policies and areas that affect gender equality in sport+. This part of the Digital Knowledge Platform would be a large collaborative effort between the GO, partners, and key stakeholders to determine, collect and collate data in a consistent, systematic language and methodology so that researchers, practitioners, and policy makers around the globe can utilise the data for their own purposes and investigations. This will be discussed further in Objective 4 and Objective 5.

The GO sought feedback from the stakeholders as to whether they support this proposal, and on the proposed content. Stakeholders provided positive support for the proposal as well as useful suggestions and considerations for implementation:

- Overall, stakeholders were very positive about the GO's ability and position to develop such a Digital Knowledge Platform:

*"...it is important to have an organisation like GO because sometimes we work in silos and have a fragmented approaching does cost us... Having GO to be a one-stop platform is vitally important for us to advance gender equality in sport."*

**– Stakeholder**

*"There is a need for a platform which provides centralised data and connects the different groups... [we] see real value in a database that pulls data from across the sector, but also to bridge the gap between micro and macro..."*

**– Stakeholder**

- Translation into numerous languages will be a must for many of the resources to ensure wider uptake and visibility.
- As many people around the globe do not have access to a computer or even internet connection, ensuring that the digital knowledge platform will be accessible by mobile phone or tablet is critical.
  - Development of an app for easy access and ease of accessibility was suggested.
  - One stakeholder indicated that development of traditional and hard-copy outputs (e.g., printed reports and printed toolkits/handbooks) would be of benefit to those who struggle with connectivity and access to technology in certain parts of the world.
- Within “resources” and “toolkits,” suggestion of developing a guide/toolkit for how practitioners and policy makers can use the available data and resources to prompt investment into and promotion of gender equality in sport.
  - How can you translate data and research into practical products?
- The GO mentioned a future ambition of developing a skills and training incubator program on research methods and data collection which was supported by stakeholders as it would upskill partners and practitioners and would be a cost-effective way to collate/collect some data and resources for the Digital Knowledge Platform.

## OBJECTIVE 4: FEEDBACK ON A PROPOSED SET OF POTENTIAL AREAS AND POLICIES TO TRACK AND MEASURE IN PEPAS GENDER EQUALITY

Prior to the meeting, an extensive exercise in mapping of existing datasets, data points, indicators and issues related to gender equality in sport+ was conducted by the GO and informed by existing datasets, survey frameworks and declarations including the ongoing work of UNESCO's Fit for Life global survey instrument and development of indicators.

Stakeholders were presented with two documents:

- a. **Potential GO tracking areas and indicators:** an extensive (but not exhaustive) list of policies, issues and potential indicators that can act as either barriers or enablers of gender equality in sport+, organised by theme, which can be systematically tracked in a large dataset/data tracker (Appendix B)
- b. **Alignment of potential GO tracking areas to Declarations and Frameworks:** actions, objectives and targets of the following declarations and frameworks were considered and mapped to the proposed GO tracking areas to ensure full consideration of numerous partners and stakeholders: [Kazan Action Plan Sport Policy Follow-up Framework](#); [Brighton plus Helsinki Declaration](#); [Beijing Declaration](#); [CEDAW](#); [Sport for Generation Equality Framework](#); [Global Sport and Sustainable Development Goals](#); [Global Action Plan on Physical Activity](#) (Appendix C)

Stakeholders were asked to review and provide feedback on proposed areas to track, whether they would add, remove, or change anything, and to suggest prioritisation. This exercise was intended to inform the future priorities, timelines, and strategy for developing the Digital Knowledge Platform and data tracker, not as a specific list of things that the GO itself would research or collect data on. This would also inform the GOs contribution to the Fit for Life indicators and survey as well as future data projects of other stakeholders that the GO may collaborate with.

- Stakeholders suggested that rather than be organised by 'themes,' potential areas of tracking could be organised by levels (e.g., grassroots/community, regional, national, international, etc.) and include measures/levels of infrastructure, accountability, capacity, and resource.
  - Do laws impact budgets and budget allocation?
- Data collected must include both macro and micro level data that considers cultural relevancy and context via a combination of quantitative and qualitative data. Ensure that GO efforts and activities are not purely rooted in Western perspective.
- To capture the nuance of policies and declarations, go beyond tick-box yes/no questions, and include methodologies that demonstrate implementation and comprehensiveness of policies and objectives.
- As this is an ambitious undertaking, stakeholders confirmed the GO's intentions of looking to avoid duplication by considering the integration of existing projects and datasets, and where the data gaps remain.
  - One gap to consider is the observation that regional and federation level data are most often not included in survey instruments or are overlooked.
- The stakeholders considered whether the GO should be looking primarily at biological gender or considering a wider spectrum of gender identities in their tracking and monitoring activities (e.g. Trans, non-binary).
- Much debate was held around 'barriers' vs 'enablers' and that these may be viewed differently depending on the country/regional context.
  - No consensus on what might be considered to be a barrier or an enabler, so best to avoid this label in GO tracking/collating efforts.
- When considering/developing datasets, differentiate between impact and outcome measurements and how they are related to sustainability of investment in PEPAS.
  - Also consider system change vs behavioural change and whether this can be measured?
- When asked what stakeholders would add to the extensive list of potential areas to track, several additional and insightful issues and metrics were suggested (in no specific order):
  - Differentiating between distinct types of gender-based violence, including between intimate-partner violence and non-intimate partner violence
  - Safeguarding policies in physical education
  - Different forms of safeguarding within regions/countries – ombudsman, Independent Third Parties, regional protection bodies, etc.
  - Sport specific health issues and injuries (e.g., amenorrhea, infertility, fractures, long-term impacts of injuries, etc)
  - Women's health and impact of PEPAS on women across all ages and life phases
  - Training and education:
    - are men coaches/trainers educated in understanding the female body and impact of PEPAS for women and girls?
    - University sport – are sports a pathway for education and participation (scholarships?), do universities partake in the FISU Healthy University Initiative?
  - Is physical activity used as a primary health tool (e.g., physical activity promotion or prescriptions?), and is physical education used in the health sector as a prevention tool?
  - Mental health and relation to PEPAS
  - Media portrayal and inclusivity of women in sport+

- Sport program timing for men/boys vs women/girls – when are games and practices scheduled? Do men/boys have priority time slots?
- When asked which areas/potential indicators stakeholders see as priorities, they indicated:
  - Safeguarding structures and frameworks in various settings including in physical education
  - Media portrayal and participation of women in sport context
  - Health and participation of women throughout the life span/ages
  - Disaggregating different forms of gender-based violence (intimate partner violence vs non-partner gender violence and sexual harassment)
  - Disaggregating data on participation of people with disabilities, indigenous people, refugees, migrant, religious groups, etc. (inclusive participation)
  - Varying levels of policy from international, national, regional and community/grassroots
  - Use of PEPAS in health systems and health promotion
- It was acknowledged that several of the priorities are still relevant and are being tracked to an extent through projects such All in Plus, Commonwealth Secretariat SDGs and Sport, and the indicators in development by IOC Olympism365 and UNESCO Fit for Life. An affirmation of the necessity that these topics are still important yet not consistently collated and centralised.
- The GO was urged to ensure they avoid duplication and to connect the work they are developing to the ongoing work in Fit for Life in the spirit of sector wide coordination and ongoing progressive development on work undertaken with stakeholders in the past, for example the outcomes of the Fit for Life Gender Conference in 2022.



## **OBJECTIVE 5: ESTABLISH SUPPORT, AND COMMITMENTS OF COOPERATION AND SHARED OWNERSHIP IN DEVELOPMENT AND DELIVERY OF THE GO RESEARCH AND DATA STRATEGY, THE DIGITAL KNOWLEDGE PLATFORM, AND DATA TRACKING PROJECT FOR SUSTAINABLE DELIVERY**

Stakeholders were requested for support and advice to confirm the focus areas of the GO research and data strategy and to indicate their potential support across the three areas in line with their existing or planned work. They were also asked what other reflections they have on this endeavour and lessons learned from previous projects and activities.

### **Convening expertise and collating data**

- Stakeholders were also very keen to point out that they are the capacity, and that they are eager to share and collaborate with the GO.
- Various stakeholders confirmed their commitment to the GO and provided indicative collaboration ideas and opportunities to explore (see table below).

## **Making data accessible and providing access to tools and resources**

- Stakeholders noted that through their respective roles, they have seen the requirement to share data, and to have open access and full transparency in how data is collected.
- They also noted that documents and deliverables are often written in very academic ways but can be difficult for end users to understand and utilise- this is something the GO can help with in deciphering and disseminating knowledge.

## **Connecting research to policy makers and practitioners**

- The GO was prompted to consider how it engages with academia about their priority areas of interest and what they would like to collect – consider how academia can best be used, and how they could add a new dimension to data and research.
  - The creation of a taskforce should be considered for this purpose.
  - Academics can be tasked with collecting qualitative data and case studies, and even in transforming or developing methodologies.

Stakeholders Commonwealth Secretariate and All in Plus of the Council of Europe presented overviews of their Data Projects including Digital Platforms and shared their learning on the process of data collection and the design and use of the platforms. From Key interventions from the floor, were made by the IWG and OHCHR on the importance on learning from their data and policy work respectively. Key learning for the GO included:

- the necessity of engaging key political processes and mechanisms,
- exploration of reports and archives for research and data,
- stakeholder cooperation,
- infrastructural planning and resourcing,
- clear disaggregation of data,
- commitments from stakeholders,
- multi-stakeholder participation, and
- political support.

A priority focus of the deliberations was the collaboration needed to make the delivery of the data collation and digital platform feasible. The proposed digital knowledge platform and associated data tracking efforts are too large for the GO to undertake both in scope and in resource. Therefore, it has always been the ambition of the GO to coordinate the cooperation and commitment of its key stakeholders and partners, external groups and actors working in the space of gender equality (both in sport and wider society) to contribute. From the earlier mapping of potential areas to track, it is evident that a multitude of data and data collection efforts are underway or complete. UNESCO Fit for Life work on indicators also showed that multiple efforts are in place yet not comprehensive or uniformly defined. However, not all organisations or projects collect the extent of data identified by the GO or cover all countries/regions of the world's population.

For this reason, it is key to determine which groups would commit to sharing datasets and resources, and to working with the GO to adjust and develop common indicators and methodology for a globally comparable dataset on gender equality in sport+.

The Stakeholders were asked whether they have or collect data that could be incorporated into this effort, whether they know of other datasets that should be considered, what resources (capacity or financial) they may be able to contribute:

UNESCO	<ul style="list-style-type: none"> <li>The Fit for Life program has is advancing this stream of work for some time, especially the gender portion of the wider F4L data project, so this could be shared/utilised right away.</li> <li>UNESCO is the global guardian of a few datasets – including those collecting data on Physical Education at ministerial and practitioner levels.</li> <li>The Global Sport Survey is going to collect data on the key domains in sport policy and priorities for investment – it also includes many questions on gender equality, VAWG, etc which can be used for the GO platform.</li> <li>Consultations were held by UNESCO with the “Group of Friends for Sport and Gender Equality” to gather feedback on the content and structure of the upcoming Fit for Life “Sport and gender equality game plan” and its dedicated theory of change (TOC), with the aim of achieving buy-in of this toolkit and framework for use more broadly in the sector and GO as the main entity monitoring the progress of its implementation.</li> <li>GO has also provided feedback on the TOC.</li> <li>The Game Plan being developed to support policymakers and sports practitioners to implement their existing gender equality commitments and monitor progress and impact.</li> <li>The F4L team has also developed indicators that have been pulled from existing frameworks that can be plugged into the GO data aggregation project.</li> <li>The GO will be the lead alliance member working on data aggregation on PEPAS and gender equality, and to lead on bringing stakeholders together.</li> <li>Indicated that they are the body that sets standards and will do so in close collaboration with UN Women.</li> </ul>
Hertfordshire University & IWG	<ul style="list-style-type: none"> <li>IWG is a network of networks and can therefore facilitate access for GO across various regions and actors.</li> <li>The University of Hertfordshire has invested in Professor Elizabeth Pike, and her team including a PhD student and research assistants to advance the work of IWG. This is an opportunity for collaboration with the GO on aligned actions.</li> <li>IWG will be doing some mapping of what policies exist in terms of gender equality globally this output can be a collaboration with the GO.</li> <li>A new research assistant beginning in January 2024 – they could be assigned to do a rapid review of one or two indicators.</li> <li>Also working on the Brighton/Helsinki Declaration, monitoring progress of the signatories (over 600), will be using the 30-year anniversary of IWG to do a snap-shot survey which can be used as part of a collection effort for GO.</li> <li>Will produce full progress reports on Brighton/Helsinki for 2026</li> <li>GO will have a platform at the 2026 IWG World Conference – all delegates at current meeting invited.</li> <li>Hertfordshire has some funds for a research assistant that could do some mapping work on women in coaching that can contribute to the GO.</li> </ul>
Commonwealth Secretariat	<ul style="list-style-type: none"> <li>Has the mandate from UNESCO to track and measure progress on the Global Sport and Sustainable Development Goals for 56 member countries.</li> <li>One of the actions is to develop a common monitoring and evaluation framework- have developed 3 categories of data: category 1 (a suite of global indicators to be collected consistently); category 2 (a wider set of indicators used by a broad range of stakeholders on regional or national context); category 3 (programmatic indicators in a common methodology or language to categorising programmatic or project-level interventions- in case study form).</li> <li>One issue that ComSec has encountered is that due to a lack of data collected in many regions, they must rely on imputation and hot decks which are not always appropriately comparable (ex. Women in managerial positions is used in place of women in managerial positions in sport) – need to address this collectively as a priority.</li> </ul>
EPAS of Council of Europe and European Union	<p>(While COE could not be at the meeting in person, they have committed to working with the GO and submitted a video to demonstrate the work they are doing)</p> <ul style="list-style-type: none"> <li>Have been conducting data collection on gender equality in sport in 25 European countries with indicators on 6 strategic areas: leadership, coaching, participation, media/communication, gender-based violence in sport and gender equality policies and programmes.</li> <li>This data and collection method can be expanded and applied to other countries and integrated into the GO platform.</li> </ul>
The Association for International Sport for All (TAFISA)	<ul style="list-style-type: none"> <li>Supportive of amplifying the impact of the proposed digital platform, and actively participating in the data collection initiatives.</li> <li>TAFISA has a unique network of 380 organisations in 170 countries – open to discuss about an indicator in which they can quickly collect and contribute. Very tangible.</li> </ul>

<b>World Health Organisation</b>	<ul style="list-style-type: none"> <li>The WHO collects data from 162 countries which is accessible, uses a survey instrument to guide the efforts.</li> <li>Collect data on intimate partner violence and non-partner violence as well as sexual harassment- this could be integrated to GO platform.</li> </ul>
<b>African Union Sports Council (AUSC)</b>	<ul style="list-style-type: none"> <li>Working across the continent to advance the continental policy Agenda 2063</li> <li>Strategy includes expansion of focus on sport for SDG outcomes with special interest in Gender and women and girls</li> <li>AUSC indicated support and continued engagement.</li> </ul>
<b>Sport for Social Change Network Africa (SSCNA)</b>	<ul style="list-style-type: none"> <li>A network of sport for development civil society organisations and has reach across 24 African countries</li> <li>Data collected is about the staff capacity – questioning what sport codes they are using; and from an impact perspective – how many beneficiaries are male and female, and what SDGs are being tracked/measured.</li> <li>Surveys and google forms are sent to partners, and team members are asked how they do this and implement programs.</li> <li>Keen to work with GO on this endeavour.</li> </ul>
<b>Women Sport International</b>	<ul style="list-style-type: none"> <li>Will support however GO feels best- whether it is networks, targeting specific audiences, or using previous research and data collection frameworks.</li> </ul>
<b>UN Office of the High Commissioner for Human Rights</b>	<ul style="list-style-type: none"> <li>Highlight the UN Secretariate level, The Commission on the Status of Women and CEDAW – these are policy process that we can tap into for information and collaboration to influence and targets.</li> <li>There are also opportunities with CEDAW where every 2 years they organise general discussion days. The last one was on women in power making positions – we might be able to use these opportunities to insert ourselves into the conversation.</li> <li>Not yet aware of the next theme for the general discussion in 2025, but the chair of CEDAW is keen on this subject area in general.</li> <li>Need to look at landmark events as opportunities to further this conversation.</li> </ul>
<b>UN Women</b>	<ul style="list-style-type: none"> <li>UN Women was not present in person, discussions of collaboration are ongoing based on the Sport for Generation Equality Framework and joint advocacy actions.</li> <li>Indicators mapping included in ongoing Fit for Life indicators development and potential to include data on GO digital platform to be explored.</li> </ul>



## Recommended Next Steps

Across the two days and during the final session of the meeting, the delegates offered recommendations to the Global Observatory on steps and actions they should consider taking as they develop their plans and strategy. With an ultimate goal of launching the full digital knowledge platform in 2026, the GO needs to set milestones and goals for progressing towards the completion of this work, and action points have been contemplated in the immediate, medium-term, and long-term time frames.

## **PROPOSED IMMEDIATE ACTION POINTS (0 - 6 MONTHS):**

- Implement the GOs newly approved governance and operational structure that addresses inclusion of a diversity of stakeholders, expansion of capacity, and strategic positioning.
- Articulate a concise organisational strategy, incorporating the data strategy and updated objectives of the GO.
- Explore strategies for addressing the resource and human resource capacity of the GO
- Deliver on the GOs strategic role in the Fit for Life Alliance and as a collaborator in the implementation of the Fit for Life initiative with a focus on contribution to the Fit for Life Theory of Change and development of indicators based on feedback from this meeting and stakeholders.
- Contribute to UNESCO Fit for Life development and implementation of the Global Survey and Action Plan.
- Determine a list of priority areas and indicators for collating and publication on the GO digital platform
- Determine priority deliverables that are specific and achievable with minimal resources
- Utilise these tangible deliverables as opportunities for quick data collection/review on a specific topic or issue related to gender equality in sport+.
- Determine and develop a database platform, user interface and open access data repository to begin entering data collected/collated and for open access.
- Create a live document on research areas and data gaps that GO is interested in being investigated/collected by external organisations and researchers.
- Launch a call out for best practice examples, case studies, PEPAS initiatives and events promoting gender equality in sport+.
  - Publish on Digital Knowledge Platform as they come in so that the resources are available to the public immediately.
- Begin to collate a list of experts and key stakeholders for Digital Knowledge Platform directory.

## **PROPOSED MEDIUM-TERM ACTION POINTS (0 – 12 MONTHS):**

- Mapping exercise of data and datasets that align with the determined priority areas and data gaps identified by GO and partners/stakeholders.
  - This includes working with UNESCO as they determine, refine, and collect data to support the Fit for Life gender equality goals, and including this in the overall mapping exercise.
- Develop a codebook and methodology for new and existing indicators so that efforts can be duplicated in all countries/regions.
- Where data can be imported directly from sources, record the methodology and parameters of data collection for application to missing countries/regions.
- Establish partnerships with digital infrastructure support (suggest [UN Data Futures Platform](#)) for development of digital dashboard for user-friendly accessibility.
  - Consider development of GO Digital Knowledge Platform app.
- Develop the training materials to train collaborators and data collectors on the codebook and methodology of data collection.
- Develop the skills and training incubator program which could include the aforementioned training materials.

## PROPOSED LONG-TERM ACTION POINTS (0 - 24 MONTHS):

- Increase GO staff resource and capacity (ongoing action point)
- Establish partnerships with universities and collaborator networks for continued and sustainable contribution to GO Digital Knowledge Platform.
- Ongoing data collection for specific indicators, missing country data, and policy brief development.
- Consider development of an index methodology for country score cards using the dataset
- Official launch of open access dataset and possible Global report in partnership with UNESCO and key stakeholders. One potential platform for this launch is the 2026 IWG International Conference.

# Conclusions

- The collaboration with UNESCO Fit for Life was highlighted as significant and that it presents a key lever for access and contribution to a global data and policy monitoring intervention that can offer an immediate platform for the GO to initiate its work efficiently.
- The stakeholders gathered over the two days of meeting and workshops urged the GO to take urgent action on the proposed plans to begin to achieve the founding mission and purpose.
- The GO was assured of continued collaboration and contribution from stakeholders in the meeting to develop a central repository for data and knowledge on gender equality in sport, physical education, and physical activity.
- Concerns were highlighted by stakeholders on the delayed delivery of GO actions following its founding.
- It was acknowledged by stakeholders gathered and by the GO that there are some organisational issues to be dealt with in the immediate future regarding internal governance, capacity, positioning and resourcing for the GO in order to make it impactful.
- Stakeholders including UNESCO, Commonwealth, the Women and Sport CSOs and universities offered key resources and platforms to contribute to the GOs next steps in order to mitigate the resource constraints of the early phase of the organisation.
- The GO presented a proposal and strategy for the development of a Digital Knowledge Platform which would act as a central repository of information, resources, and a large dataset and data tracker on gender equality in sport+ which was supported by stakeholders.
- Stakeholders and the GO agreed that partnerships and extensive collaboration would be required to undertake the large data collation and collection effort in building the gender equality in sport data tracker project, but that it would be useful to all in the industry to have a central dataset which uses a common language and methodology for systematic comparison between sport systems and countries.
- Stakeholders provided input and feedback on a set of potential tracking areas for the large data tracker endeavour and determined several priority areas to guide the next steps for the GO in undertaking this task.
  - This included confirmation of the work that UNESCO is already undertaking in the development of indicators and a theory of change which would cover some of the priority areas, topics and policies indicated as priorities by GO and stakeholders.
- Stakeholders provided commitments to the GO in terms of data to contribute or resources towards the data collation/collection effort. Some stakeholders will be best placed as gateways to useful partnerships and expressed their commitment to acting as such.

# Appendix A:

## DELEGATE LIST

INSTITUTION	DELEGATE
<b>UNESCO</b>	Nancy McLennan
	Phillip Müller-Wirth
	Victoire Aimé
	Sarah Ludecke
<b>UN OHCHR</b>	Caroline Ouaffo Wafang
<b>WHO</b>	LynnMarie Sardinha
<b>African Union Sports Council</b>	Allan Williams
<b>IOC</b>	Katia Mascagni
	Charlotte Gropo
<b>IWG</b>	Lisa O'Keefe
<b>Women Sport International</b>	Diane Huffman
<b>Norwegian Institute of Sport (NIH)</b>	Kari Fasting
<b>Commonwealth Secretariat</b>	Lin Sambili
<b>Loughborough University</b>	Game Mothibi
	Gemma Witcombe
	Verity Postlethwaite
	Susan Monserrat
	Silvia Costa
<b>University of Hertfordshire</b>	Elizabeth Pike
<b>Seijo University SGE</b>	Reiko Yamaguchi
	Sari Nakatogawa
<b>University of Lausanne</b>	Lucie Schoch
	Carole Gomez
<b>Women Win</b>	Marielle Schweickart
<b>Global Observatory</b>	Lombe Mwambwa
	Kreena Govender
	Jean-Baptiste Dembreville
	Emily Cameron-Blake (External Consultant)

# Appendix B:

## POTENTIAL GO TRACKING AREAS/POLICIES/LAWS/FRAMEWORKS

### Key:

Align with the UNESCO F4L DDA Framework Indicators

\*Align with Twin Indices on Women empowerment and Gender Parity Indices

Incorporates thematic areas in Fit for Life, SGEF, Brighton plus Helsinki, Kazan Action Plan, GAPPAs, Beijing Declaration, OHCHR, CEDAW, Commonwealth Secretariat Sport SDGs, All in Plus

**RED text** indicates additions to matrix following the 27-28 Nov 2023 meeting in Paris

Relates or would have impact on PE, or be impacted by PE

Relates or would have impact on PA, or be impacted by PA

Relates or would have impact on sport, or be impacted by sport

ID	ISSUE TO MEASURE	POTENTIAL INDICATOR	REFERENCES	PE	PA	S
<b>PHYSICAL ACTIVITY AND PHYSICAL EDUCATION</b>						
P1	Physically active women and girls	<ul style="list-style-type: none"> <li>% of women achieving WHO physical activity minimum recommendations</li> <li>% of adolescents active (females)</li> <li><b>% of women across broad age ranges</b></li> <li>People with disabilities disaggregated by sex</li> <li>Other vulnerable groups (refugees, displaced people)</li> <li>Indigenous</li> <li>Differentiate between organised sport and exercise/fitness</li> </ul>	<a href="https://www.who.int/publications/item/9789240064119">https://www.who.int/publications/item/9789240064119</a> GAPPAs Fit For Life DDA Framework Indicators: 2i, 2ii, 3, s3.1, s3.2, 6, 5, 5.1, <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10021872/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10021872/</a> (aligns to UNESCO F4L framework indicators lines 6-13, 16, 17, 19, 59,)			
	Physically active people	Should we be considering, including and measuring a wider spectrum of 'gender' including trans and non-binary people				
P2	Access to suitable clothing and footwear required to participate in physical activity/sport? (sports bras??)	Yes/no <ul style="list-style-type: none"> <li>Cost</li> <li>% of those who can access</li> <li>What limitations do cultural practices/ requirements place on clothing/attire?</li> <li>Are there safe spaces for women and girls to de-veil in order to exercise or practice sport?</li> </ul>	(Could be a really good opportunity for a large corporate to do some research and invest.... Nike? Adidas? )			
P3	Do women and girls feel safe walking alone around the area they live?	% of yes vs no	UN SDG Tracker (s16.1) (needs to be disaggregated into sex) <a href="https://dashboards.sdgindex.org/profiles">https://dashboards.sdgindex.org/profiles</a> <a href="https://ourworldindata.org/sdgs">https://ourworldindata.org/sdgs</a>			
P4	Does the country have a national community-wide public education and awareness campaign for physical activity	Yes/no <ul style="list-style-type: none"> <li>does it include least active populations?</li> <li>women specific?</li> <li>Does it consider the specific needs/ aspirations of women and other underrepresented groups</li> <li>persons with disabilities (and gender disaggregated?)</li> <li>Does this include rural and urban campaigns?</li> <li>Does it include the social, economic and environmental benefits of physical activity?</li> </ul>	(aligns with F4L DDA framework indicator s3.3) <a href="https://www.who.int/teams/ncds/surveillance/monitoring-capacity/ncdcs">https://www.who.int/teams/ncds/surveillance/monitoring-capacity/ncdcs</a> (aligns to UNESCO F4L line 14)			

P5	Does the country have a national action plan on physical activity which includes promotion of public open spaces free to use by general public?	<p>Yes/no</p> <ul style="list-style-type: none"> <li>• Does this include rural and urban spaces?</li> </ul>	<p>(aligns with F4L DDA framework indicator s3.7)</p> <p>WHO: Noncommunicable Disease Country Capacity Survey: <a href="https://www.who.int/teams/ncds/surveillance/monitoring-capacity/ncdccs">https://www.who.int/teams/ncds/surveillance/monitoring-capacity/ncdccs</a></p> <p>(aligns to UNESCO F4L line 15)</p>	
P6	Does the country and its urban centres have adequate access to green space and public parks?	<ul style="list-style-type: none"> <li>• % of country/major city population that have access to greenspace and</li> <li>• free recreation facilities and spaces</li> <li>• Are there any policies or laws on ringfencing land for recreational uses?</li> </ul>	<a href="http://www.worldcitiescultureforum.com/data/of-public-green-space-parks-and-gardens">http://www.worldcitiescultureforum.com/data/of-public-green-space-parks-and-gardens</a>	
P7	National expenditure on sport	<ul style="list-style-type: none"> <li>• % spent on promotion of sport and physical activity for women and girls?</li> <li>• Does spending include the provision of adequate and safe facilities that consider the needs of women and children (childcare, safe transport), those with disabilities, and other underrepresented groups?</li> <li>• Does it include provision for programmes targeted specifically at women and girls in sport and physical activity?</li> <li>• Does it include programs to promote and increase the number of women in sport jobs/positions?</li> <li>• % of schools with adequate facilities and equipment to support quality PEPA for women and girls?</li> </ul>	May align with SDG S4.4 and S4.5	
	National expenditure on PEPAS	<ul style="list-style-type: none"> <li>• How are budgets broken down between sport, physical activity and physical education?</li> <li>• Is budget allocated to measurement and monitoring?</li> <li>• Include breakdown for national level, regional and grassroots/community levels</li> </ul>		
P8	Do the National sport bodies/orgs have strategies for the inclusion of women and girls?	<p>Yes/no</p> <ul style="list-style-type: none"> <li>• % of total sport orgs?</li> <li>• Do they include considerations of the needs, values and attitudes of women?</li> <li>• Do they include opportunities for competitions, rewards, incentives, recognition, sponsorship, etc. for women and girls?</li> <li>• Do they offer female only sport and physical activity opportunities?</li> <li>• Does it include public awareness and education on females in sport?</li> </ul>	<p>(the number of national sport orgs per country would vary, so this could be a % of total nationally registered sport orgs in the country each year).</p> <p>SDG 16ii</p> <p><a href="https://pjp-eu.coe.int/en/web/gender-equality-in-sport/about-all-in-plus1#%22239273962%22:[0]">https://pjp-eu.coe.int/en/web/gender-equality-in-sport/about-all-in-plus1#%22239273962%22:[0]}</a></p> <p>(aligns to UNESCO F4L line 32,57, 68)</p>	
P9	Is physical education part of the core curriculum in schools?	<p>Yes/no</p> <ul style="list-style-type: none"> <li>• % of girls with PEPAS education</li> <li>• Primary school</li> <li>• Lower secondary</li> <li>• Upper secondary</li> <li>• Is it non-discriminatory and promote sport and physical activity for women and girls?</li> <li>• It is culturally relevant/sensitive?</li> <li>• Does it promote sport and physical activity for those with disabilities and other marginalised groups?</li> </ul>	<a href="https://www.who.int/publications/item/9789240064119">https://www.who.int/publications/item/9789240064119</a>	<p>(aligns to UNESCO F4L lines 20, 21, 22, 58)</p>
P10	Is physical education compulsory for students?	<p>Yes/no</p> <ul style="list-style-type: none"> <li>• Is it compulsory for females?</li> <li>• Primary school</li> <li>• Lower secondary</li> <li>• Upper secondary</li> </ul>	Aligns to SDG S4.8, S4.li, S4.lli	<p>(aligns to UNESCO F4L line 29, 30, 65)</p>

P11	Physical literacy	% of women and girls with adequate physical literacy <ul style="list-style-type: none"><li>• Primary school</li><li>• Lower secondary</li><li>• Upper secondary</li><li>• Women</li></ul>	(aligns to UNESCO F4L line 37)		
P12	National Professional sport participation	<ul style="list-style-type: none"><li>• Which sports have professional women's teams in country? (drop down list and open space)</li><li>• Ratio of professional males to professional females per sport</li><li>• Average length of career (average retirement age?)</li><li>• Maternity leave/policy?</li></ul>	FIFA stats? Cricket FIFPRO WPU Etc...		
P13	Elite sport participation (International/ Olympic/ Paralympic participation or pathway)	<ul style="list-style-type: none"><li>• Which sports have a national women's team? (drop down list and open space)</li><li>• Ratio of elite males to females per sport</li><li>• Average length of active career (average retirement age?)</li><li>• Maternity leave/policy?</li></ul>	IOC and IPC websites and stats?		
	Sport program timing	<ul style="list-style-type: none"><li>• Do boys/men have priority time slots for practice and games over women/girls?</li></ul>	Research has shown that women and girls are often an 'add-on' in terms of games and don't have priority time slots for fields and courts in order to practice or play games. This leaves them operating in un-ideal times when they likely have other responsibilities at home or at work.		

### HEALTH AND WELLBEING

H1	*Access to modern methods of contraception?	Yes/no, % satisfied with modern methods	<a href="https://hdr.undp.org/sites/default/files/publications/additional-files/2023-07/paths_equal_2023_tn.pdf">https://hdr.undp.org/sites/default/files/publications/additional-files/2023-07/paths_equal_2023_tn.pdf</a> <a href="https://data.who.int/indicators/i/8074BD9">https://data.who.int/indicators/i/8074BD9</a>		
H2	Access to safe abortion and family planning facilities?	<ul style="list-style-type: none"><li>• Access to safe legal abortions?</li><li>• Do women have a say in family planning and their access to contraception?</li></ul>	<a href="https://reproductiverights.org/maps/worlds-abortion-laws/">https://reproductiverights.org/maps/worlds-abortion-laws/</a> <a href="https://www.un.org/development/desa/pd/sites/www.un.org.development.desa.pd/files/files/documents/2023/Feb/undesa_pd_2022_world-family-planning.pdf">https://www.un.org/development/desa/pd/sites/www.un.org.development.desa.pd/files/files/documents/2023/Feb/undesa_pd_2022_world-family-planning.pdf</a>		
H3	*Fraction of life spent in good health [HALE/LE]	% of life by gender	<a href="https://www.who.int/data/gho/data/themes/mortality-and-global-health-estimates/ghe-life-expectancy-and-healthy-life-expectancy">https://www.who.int/data/gho/data/themes/mortality-and-global-health-estimates/ghe-life-expectancy-and-healthy-life-expectancy</a>		
H4	*Adolescent birth rate	Births per 1000 women aged 15-19	<a href="https://hdr.undp.org/sites/default/files/publications/additional-files/2023-07/paths_equal_2023_tn.pdf">https://hdr.undp.org/sites/default/files/publications/additional-files/2023-07/paths_equal_2023_tn.pdf</a> <a href="https://data.unwomen.org/data-portal">https://data.unwomen.org/data-portal</a>		
H5	Access to menstrual products & hygiene <ul style="list-style-type: none"><li>• Conducive to sport participation?</li></ul>	Yes/no, <ul style="list-style-type: none"><li>• cost?</li><li>• % who can access?</li><li>• education on hygiene?</li><li>• are they affordable?</li><li>• are they taxed?</li><li>• are they free?</li><li>• Adequate water and sanitation facilities</li></ul>	<a href="https://www.worldbank.org/en/topic/water/brief/menstrual-health-and-hygiene">https://www.worldbank.org/en/topic/water/brief/menstrual-health-and-hygiene</a> <a href="https://www.usnews.com/news/best-countries/articles/2023-07-03/countries-where-menstrual-products-are-the-most-least-affordable">https://www.usnews.com/news/best-countries/articles/2023-07-03/countries-where-menstrual-products-are-the-most-least-affordable</a> Could use either % of average monthly income, or menstrual health cost index value: <a href="https://rubycup.com/blogs/articles/would-your-period-be-cheaper-if-you-lived-in-another-country">https://rubycup.com/blogs/articles/would-your-period-be-cheaper-if-you-lived-in-another-country</a>		
H6	Does the country have cultural/traditional values/practices which might affect whether women and girls can be active while menstruating?	Yes/no "it is acceptable for girls/women to be physically active/do sport on the days they have their period"			

H7	Do women and girls have equal access to health services as men and boys?	<p>Yes/no</p> <ul style="list-style-type: none"> <li>• Is it affordable?</li> <li>• Is it appropriate to female needs?</li> <li>• Is it equally available in rural areas as urban areas?</li> </ul>	<p>Density of physicians per 10,00 (<a href="https://data.who.int/indicators/i/217795A">https://data.who.int/indicators/i/217795A</a>)</p> <p>Universal health coverage index (<a href="https://data.who.int/indicators/i/9A706FD">https://data.who.int/indicators/i/9A706FD</a>)</p>		
H8	Do women and girls have equal access to health education and information as men and boys?	<p>Yes/no</p> <ul style="list-style-type: none"> <li>• Is it relevant to female needs?</li> <li>• Does it include information about family planning?</li> <li>• Does it include information about the benefits of PA?</li> <li>• Is it equally available in rural areas as urban areas?</li> </ul>			
H9	Do residents have access to adequate nutrition/caloric intake (not just to avoid hunger?)	<p>Yes/no</p> <ul style="list-style-type: none"> <li>• % of women/girls who have access to adequate nutrition required to sustain physical activity and sport participation</li> <li>• % of schools with nutrition programs? (This could be measured by examining the lowest income and socioeconomic areas)</li> </ul>	<p>This is something that I don't think has really been looked at. We look at hunger and food insecurity, but beyond just having enough to eat to live- do people have enough food to eat to live and to thrive? To be physically active?</p> <p>Another thing to look at might be whether schools have nutrition programs?</p> <p>For sport disciplines/federations, see the RED project and Kyniska.</p>		
H10	Obesity rates?		<p>How does obesity and poor diet impact on access and participation of PEPAS for women and girls?</p>		
H10	*Females complete Secondary education+	Pop % (could do range %s)			
H11	Average female income	<ul style="list-style-type: none"> <li>• By race</li> <li>• By class</li> <li>• Urban vs rural</li> <li>• % wage gap between men and women</li> </ul>	<a href="https://data.oecd.org/earnwage/gender-wage-gap.htm#indicator-chart">https://data.oecd.org/earnwage/gender-wage-gap.htm#indicator-chart</a>		
H12	Intimate partner violence	<ul style="list-style-type: none"> <li>• % of women ages 15-49 who experience partner violence</li> </ul>	<a href="https://hdr.undp.org/sites/default/files/publications/additional-files/2023-07/paths_equal_2023_tn.pdf">https://hdr.undp.org/sites/default/files/publications/additional-files/2023-07/paths_equal_2023_tn.pdf</a> <a href="https://www.who.int/publications/i/item/WHO-SRH-21.6">https://www.who.int/publications/i/item/WHO-SRH-21.6</a>		
	Non-partner forms of violence need to be added and captured, as well as other forms of Gender based violence	<ul style="list-style-type: none"> <li>• % of women and girls who experience GBV and non-IPV</li> <li>• Does sport provide a safe space for women?</li> </ul>			
	Sport specific health issues	<ul style="list-style-type: none"> <li>• How many female athletes suffer from amenorrhea?</li> <li>• How many women experience infertility as a result of sport?</li> <li>• How many women and girls experience sports/PA related injuries?</li> <li>• How does menopause affect physical activity and sport participation?</li> </ul>			
<b>LEADERSHIP AND EMPOWERMENT</b>					
L1	Sport sector labour force participation leadership	<p>% of women vs men in sport leadership positions</p> <ul style="list-style-type: none"> <li>• National sport organisation leads female</li> <li>• Professional sport org leads female</li> </ul>	<p>Aligns to SDG S4.8, S4.li, S4.lii (aligns to UNESCO F4L line 38, 46, 47)</p>		
L2	Sport sector labour force participation coaches/ trainers	<p>% of women vs men coaches/sport trainers, etc</p> <ul style="list-style-type: none"> <li>• National sport orgs</li> <li>• Professional teams</li> </ul>	<a href="https://www.uisp.it/nazionale/aree/politichegenere/files/Mapping_ENGLISH.pdf">https://www.uisp.it/nazionale/aree/politichegenere/files/Mapping_ENGLISH.pdf</a>		

L3	Sport sector labour force participation	<p>Country labour stats:</p> <ul style="list-style-type: none"> <li>• % of females employed in sport and physical activity sector</li> <li>• % of females with accreditation in their respective field (PE teachers, S&amp;C trainers, etc).</li> </ul>	SDG s5.3 (aligns to UNESCO F4L line 23, 24?, 61)		
	Labour force training and education	<ul style="list-style-type: none"> <li>• Are male coaches and trainers educated on the physical differences and impacts of sport and PA on women and girls?</li> <li>• Do they know how to effectively coach women and girls as a result? (and vice versa)</li> </ul>			
L4	Does the country have a national level policy/law on employment discrimination that includes women?	<p>Yes/no</p> <ul style="list-style-type: none"> <li>• Does it specify employment in the sport sector?</li> <li>• Does it include maternity leave/rights?</li> <li>• Does it include strategies for increasing access to and uptake of training for career advancement?</li> </ul>	(may overlap with a later indicator on gender discrimination)		
L5	Sport sectors pay gap	Average pay gap between men and women \$\$ or % of average salary	<a href="http://globalsportssalaries.com/GSSS%202017.pdf">http://globalsportssalaries.com/GSSS%202017.pdf</a>		
L6	Sport Sector volunteerism	% of sport volunteers who are female	Segment into paid and unpaid (?) (aligns to UNESCO F4L line 39)		
L7	Sport broadcasting representation	<ul style="list-style-type: none"> <li>• Female sports broadcasters? % vs men?</li> <li>• Female vs male sports broadcast/ covered in media?</li> <li>• Promotion/portrayal of women in sport?</li> </ul>	Aligns to SDG S5.6 (aligns to UNESCO F4L line 66)		
	Media	<ul style="list-style-type: none"> <li>• % Female editors</li> <li>• % Female journalists</li> <li>• % Female photographers?</li> </ul>			
L8	*Share of seats held in parliament	<ul style="list-style-type: none"> <li>• % held by women</li> <li>• Do women hold ministerial roles related to sport, health, education?</li> <li>• Portrayal of women politically?</li> </ul>			
L9	*Share of seats held in local government	<ul style="list-style-type: none"> <li>• % of women vs men</li> </ul>			
L10	*Share of managerial positions	<ul style="list-style-type: none"> <li>• % of women vs men</li> </ul>	<a href="https://stats.oecd.org/index.aspx?queryid=96330">https://stats.oecd.org/index.aspx?queryid=96330</a>		
L11	Share of managerial positions in sports (boards, presidents, etc) at the national level	<ul style="list-style-type: none"> <li>• % of women vs men on board</li> <li>• % of women vs men in management positions</li> </ul>	<a href="https://www.europarl.europa.eu/RegData/etudes/BRIE/2019/635560/EPRI_BRI(2019)635560_EN.pdf">https://www.europarl.europa.eu/RegData/etudes/BRIE/2019/635560/EPRI_BRI(2019)635560_EN.pdf</a> SDG 15 i, 15ii, 15iii		
	Education and employment	<ul style="list-style-type: none"> <li>• % of women with degrees in certain topics, or employed in sport</li> </ul>			
	Education through sport?	<ul style="list-style-type: none"> <li>• % of women/girls on sport scholarships for higher education</li> </ul>	Is sport a pathway for some to education?		
	Is PA used as a primary health tool?	<ul style="list-style-type: none"> <li>• Physical activity/exercise prescriptions?</li> <li>• PE used in health sector?</li> </ul>			
	Mental health and sport	<ul style="list-style-type: none"> <li>• Links between mental health and sport (elite?)</li> <li>• Links between mental health and physical activity</li> </ul>			
<b>NATIONAL POLICIES</b>					
N1	Does the Country have a national policy or action plan on safeguarding in sport?	<p>Yes/no</p> <ul style="list-style-type: none"> <li>• specific to women and girls?</li> <li>• specific to children?</li> <li>• specific to persons with disabilities?</li> <li>• is there a process for reporting?</li> <li>• Does it promote zero tolerance of abuse and non-accidental violence in sport?</li> <li>• Does it include safeguarding in PE programs?</li> </ul>	SDG 14ii		

<b>N2</b>	Does the country have a national sport policy or law that includes a specific focus on improving and promoting sport and physical activity to women and girls?	<p>Yes/no</p> <ul style="list-style-type: none"> <li>• Is there evidence that it is being enacted/enforced?</li> <li>• Does it include marginalised groups? (persons with disabilities, Indigenous, migrants, etc)</li> <li>• How much \$ is dedicated to this specific theme? (% of national budget)</li> <li>• Does it include the portrayal/stereotype of females in sport and strategy to combat this?</li> </ul>		
<b>N3</b>	Does the country have a Sport for Development policy and/or strategic plan?	<p>Yes/no</p> <ul style="list-style-type: none"> <li>• Does it include gender equality and/or gender-transformative approaches?</li> </ul>		
<b>N4</b>	Does the country have a national policy or law on gender-based discrimination?	<p>Yes/no</p> <ul style="list-style-type: none"> <li>• Is there evidence that it is being enacted/enforced?</li> <li>• Does it include LGBTQ+ persons?</li> <li>• Does it include/specify trans people?</li> <li>• Does it include/specify people with DSD?</li> <li>• Does this law/policy include sport and related fields of employment/work?</li> <li>• Does it include maternity leave and rights for women?</li> <li>• Does it include a strategy to eliminate prejudices and practices based on stereotypes of inferiority or superiority of one sex over the other?</li> </ul>	Could be a separate category on whether there is a law or policy on sexual orientation and trans identity protection.	
<b>N5</b>	Does the country have laws against sexual orientation and gender identification?	<p>Yes/no</p> <ul style="list-style-type: none"> <li>• laws against homosexuality?</li> <li>• laws against transgender and non-binary identification?</li> <li>• are these considered criminal offences with penalties?</li> <li>• does this carry into sport?</li> </ul>	<a href="https://www.humandignitytrust.org/lgbt-the-law/map-of-criminalisation/">https://www.humandignitytrust.org/lgbt-the-law/map-of-criminalisation/</a>	
<b>N6</b>	Does the country have a national policy or law on cultural/racial based discrimination?	<p>Yes/no</p> <ul style="list-style-type: none"> <li>• Is there evidence that it is being enacted/enforced?</li> <li>• Does this law/policy include sport and related fields of employment/work?</li> <li>• Are there laws on cultural attire?</li> </ul>	(could attire fit under appropriate clothing??)	
<b>N7</b>	Does the country have a national policy/law or strategy on prevention of gender-based violence	<p>Yes/no</p> <ul style="list-style-type: none"> <li>• Does it include female children?</li> <li>• Does it include sport and sport workplaces?</li> <li>• What % of women vs men experience abuse/maltreatment in sport?</li> <li>• What types of abuse are most prevalent, and who is the abuser? (These should be tracked as much as possible, where possible.</li> <li>• Does it include culturally harmful practices/traditions? (ex. FGM, cutting)</li> </ul>	<p>Reference academic studies on prevalence of non-accidental violence in sport, and trends.</p> <p><a href="https://evaw-global-database.unwomen.org/en">https://evaw-global-database.unwomen.org/en</a></p> <p>CEDAW art. 5(a)</p> <p><a href="https://www.ohchr.org/sites/default/files/Documents/Publications/FactSheet23en.pdf">https://www.ohchr.org/sites/default/files/Documents/Publications/FactSheet23en.pdf</a></p>	
<b>N8</b>	Does the country have a national policy/law or strategy against child labour?	<p>Yes/no</p> <ul style="list-style-type: none"> <li>• Does it include sport?</li> <li>• Major sporting events?</li> <li>• Does it include sex trade work?</li> <li>• Is there evidence that it is being enacted/enforced?</li> </ul>		

<b>N9</b>	Does the country have a national system to address violence and abuse in sport? (safeguarding?)	Yes/no <ul style="list-style-type: none"> <li>• Does it have a safe reporting mechanism?</li> <li>• Does it independently investigate complaints/reports?</li> <li>• Does it have a registry of individuals who have been sanctioned for abuse in sport?</li> </ul>		
<b>N10</b>	Do sport programs in country self-govern complaints/reports of abuse/violence in sport?	Yes/no <ul style="list-style-type: none"> <li>• Do they use ITP services?</li> </ul>	(this is key to know....)	
<b>DECLARATIONS AND CONVENTIONS</b>				
<b>D1</b>	Is the country a signatory to the Beijing Declaration?	Yes/no <ul style="list-style-type: none"> <li>• Are they a signatory in full?</li> <li>• Are they a partial signatory?</li> </ul>	<a href="https://www.unwomen.org/en/digital-library/publications/2015/01/beijing-declaration">https://www.unwomen.org/en/digital-library/publications/2015/01/beijing-declaration</a>	
<b>D2</b>	Is the country a signatory to the Kazan Action Plan for Sport?	Yes/no <ul style="list-style-type: none"> <li>• Are they a signatory in full?</li> <li>• Are they a partial signatory?</li> </ul>	<a href="https://www.unesco.org/">https://www.unesco.org/</a>	
<b>D3</b>	Is the Country a signatory to the Fit 4 Life Action Plan?	Yes/no <ul style="list-style-type: none"> <li>• Are they a signatory in full?</li> <li>• Are they a partial signatory?</li> </ul>	<a href="https://www.unesco.org/">https://www.unesco.org/</a>	
<b>D4</b>	Is the Country a signatory to the Sport for Generational Equality Framework?	Yes/no <ul style="list-style-type: none"> <li>• Are they a signatory in full?</li> <li>• Are they a partial signatory?</li> </ul>	<a href="https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/News%20and%20Events/Stories/2020/Sport-GenerationEquality.pdf">https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/News%20and%20Events/Stories/2020/Sport-GenerationEquality.pdf</a>	
<b>D5</b>	Is the Country a signatory to the CEDAW?	Yes/no <ul style="list-style-type: none"> <li>• Are they a signatory in full?</li> <li>• Are they a partial signatory?</li> </ul>	<a href="https://www.un.org/womenwatch/daw/cedaw/cedaw.htm#:~:text=French%2C%20Russian%20%2C%20Spanish-,The%20Convention%20on%20the%20Elimination%20of%20All%20Forms%20of%20Discrimination,bill%20of%20rights%20for%20women.">https://www.un.org/womenwatch/daw/cedaw/cedaw.htm#:~:text=French%2C%20Russian%20%2C%20Spanish-,The%20Convention%20on%20the%20Elimination%20of%20All%20Forms%20of%20Discrimination,bill%20of%20rights%20for%20women.</a>	
<b>D6</b>	Is the Country a signatory to the United Nations Sustainable Development Goals?	Yes/no <ul style="list-style-type: none"> <li>• All of them?</li> <li>• Some of them</li> </ul>	<a href="https://www.un.org/sustainabledevelopment/development-agenda-retired/">https://www.un.org/sustainabledevelopment/development-agenda-retired/</a>	
<b>D7</b>	Is the Country a signatory to the UNESCO International Convention against Doping in Sport?	Yes/no <ul style="list-style-type: none"> <li>• Are they a signatory in full?</li> <li>• Are they a partial signatory?</li> </ul>	<a href="https://en.unesco.org/themes/sport-and-anti-doping/convention">https://en.unesco.org/themes/sport-and-anti-doping/convention</a> (aligns to UNESCO F4L line 82)	
<b>MONITORING AND EVALUATION</b>				
<b>M1</b>	Does the country have a system to collect data, monitor and evaluate physical participation and activity (exercise/fitness)?	Yes/no <ul style="list-style-type: none"> <li>• Does it disaggregate data by sex?</li> <li>• Does it have sufficient capacity?</li> <li>• Does it use WHO recommendations for physical activity?</li> <li>• Does it inform PEPAS education?</li> </ul>		
<b>M2</b>	Does the country have a system to collect data, monitor and evaluate physical education delivery and quality?	Yes/no <ul style="list-style-type: none"> <li>• Does the country follow UNESCO guidelines on Quality Phys Ed and the ICSSPE International Statement on Physical Education?</li> <li>• Does it monitor accreditation of teachers?</li> <li>• Does it have sufficient capacity?</li> <li>• Does it inform physical education reform within country?</li> </ul>	(aligns to UNESCO F4L line 27, 28)	
<b>M3</b>	Does the country conduct or commission research on increasing knowledge and understanding of women and sport (organised sport and competitive)?	Yes/no <ul style="list-style-type: none"> <li>• Is there research that could be sex disaggregated?</li> <li>• Is there capacity to do so?</li> <li>• Does it happen on a regular basis, or one-off?</li> <li>• Is funding for research available?</li> </ul>		

M4	Does the country participate in sharing of best practice and lessons learned in relation to women in sport, female participation in physical activity, and promotion of gender equality in PEPAS?	Yes/no <ul style="list-style-type: none"> <li>• At national forums?</li> <li>• At international forums?</li> <li>• Is there capacity to do so?</li> </ul>		
	What type of PEPAS system infrastructure exists in country?	<ul style="list-style-type: none"> <li>• National level</li> <li>• Regional level</li> <li>• Community level</li> </ul>	These will vary greatly between countries and regions, can provide context to why a country may not be enforcing certain regulations and programs.	
<b>INTERNATIONAL SPORT FEDERATIONS</b>				
I1	International Sport orgs – Female president?	Yes/no	SDG 15 i (aligns to UNESCO F4L line 62)	
I2	International sports orgs – share of CEO/Sec Gen positions held by women	Yes/no	SDG 15iii (aligns to UNESCO F4L line 64)	
I3	International Sport orgs – share of board members who are women	% of positions	SDG 15ii (aligns to UNESCO F4L line 63)	
I4	International Sport orgs – share of management positions within organisation held by women	% of positions		
I5	International Sport orgs - have a dedicated policy/plan to prevent violence against gender-based violence?	Yes/no <ul style="list-style-type: none"> <li>• Does it have a specific focus on preventing violence against women and girls?</li> </ul>	SDG 14ii	
I6	International Sport orgs – have a gender equality strategy?	Yes/no <ul style="list-style-type: none"> <li>• Is there evidence that it is being enforced/enacted?</li> <li>• Does it include training opportunities for advancement in career?</li> <li>• Does it include increased opportunities for sponsorships for women and girls in sport?</li> <li>• Does it include marginalised groups?</li> <li>• Does it include a strategy to increase the visibility of women and girls in sport (media, broadcasting, etc?)</li> </ul>	SDG 16i (aligns to UNESCO F4L line 83)	
I7	International Sport orgs – have a policy/strategy on inclusion of people disabilities?	Yes/no <ul style="list-style-type: none"> <li>• Is there evidence that it is being enforced/enacted?</li> </ul>	SDG 16ii	
I8	International Sport orgs – have a policy on safeguarding (including procedures)	Yes/no <ul style="list-style-type: none"> <li>• Does it include women and girls?</li> <li>• Inclusive of all children?</li> <li>• Does it include protections and safeguards for all participants including athletes, spectators, workers and other groups involved?</li> <li>• Does it include provisions for mega games, international matches and protection of all participants?</li> <li>• Does it include a safe reporting mechanism?</li> <li>• Does it include independent investigation of complaints/report?</li> <li>• Does it include a registry of sanctioned individuals?</li> </ul>	SDG 14i, 18i (aligns to UNESCO F4L line 56, 80)	
I9	International Sport orgs – have a policy on maternity leave and rights for women within the organisation?	Yes/no <ul style="list-style-type: none"> <li>• Does this include the female athletes?</li> </ul>		

# Appendix C:

## PRINCIPLES OF DECLARATIONS TO CONSIDER IN THE GO TRACKER

DECLARATION	ACTION/TARGETS THAT ALIGN WITH GO OBJECTIVES TO TRACK	INCLUDED IN TRACKER?
Kazan Action Plan Sport Policy Follow-up Framework	• Foster quality physical education and active schools	P7, P9, P10, P11
	• Promote research-based evidence and strengthen higher education	M1, M2, M3, M4
	• Foster empowerment and inclusive participation	P4, P8, P11, L1-4, L6, L7, N2, N4, N5, N6, D1, D2, D3, D4, D5, D6, I6, I7
	• Enforce gender equality/ Empower girls and women	H1, H2, H7, H8, N2, N4, N5, N7, D1, D5, D6, I5, I6, I7, I9
	• Make cities and settlements safe, inclusive, resilient and sustainable	P3 – P6
	• Provide quality education, promote lifelong learning and skills through sport	P9 – P11, M2
	• Advance gender equality and empower all women and girls	H7, H8, N2, N4, N5, N7, D1, D5, D6, I5, I6, I7, I9
	• Safeguard athletes, spectators, workers and other groups involved	P3, N1, N9
	• Protect children, youth and other vulnerable groups	P3, N1, N4, N5, N6, N7, N8
	• Foster good governance of sports orgs	L4, N1, N4, N8, N9, N10, M1-M4, I5 – 19
	• Ensure an adequate anti-doping policy framework, implementation and compliance	D7
Brighton plus Helsinki Declaration	• Institutions and organisations responsible for PEPAS comply with equality provisions of the Charter of the United Nations, Declaration of Human Rights, Disability rights, Declaration of Berlin and elimination of all forms of discrimination against women	D1, D5
	• Equal opportunity to participate and be involved in sport and physical activity is a right of every woman regardless of race, ethnicity, sex, language, sexual orientation, etc	N4, N5, N6
	• Resources, power and responsibility for PEPAS should be allocated fairly and without discrimination and without inequalities in benefits available to women and men	P7, P8, N4 – N6
	• Facilities for sport and physical activity must be safe and secure and accessible, and not limit extent, variety. Planning should include considerations of childcare, safe transport and safety of participants.	P7, P8
	• An equitable range of opportunities and learning experience that accommodate the values, attitudes and aspirations of girls are incorporated in programs to drive physical literacy and motor skills of young people.	P9 – P11,
	• PE should be guided by the UNESCO guidelines on Quality Phys Ed and the ICSSPE International Statement on Physical Education	M2
	• Strategies for PEPAS should embrace the recommendations of WHO for adult and young people's activity levels	M1
	• Those responsible for delivering sporting opportunities and programs should provide and promote activities that meet women's needs and aspirations throughout lifespan	P4, P12, P13, M3, I6, I9
	• Governments and Sport orgs to provide equal opportunities for women to reach sport performance potential by ensuring that programs and activities consider specific needs of female athletes and are sustainable	P4, P12, P13, M3, I6, I9
	• Competition opportunities, rewards, incentives, recognition, sponsorship, promotion, and other forms of support are provided fairly and equitably for women and men	P8
<a href="https://iwgwomensandsport.org/brighton-declaration/">https://iwgwomensandsport.org/brighton-declaration/</a>	• Develop policies and programs which increase the number of women coaches, advisers, decision makers, officials, administrators, and sports personnel at all levels – focus on recruitment, mentoring, empowerment, reward and retention.	P7, P8, P12, L4, I6
	• Ensure that education processes and experiences address issues relating to gender equity and the needs of female athletes – safe and secure environment, account for women's leadership experiences, values and attitudes	P4, P8, P9-P11, L11, N2, M3, M4
	• Increase knowledge and understanding about women and sport, research be sex disaggregated and focused on both men and women	M1 – M4
	• Research on women and sport be initiation, and collected systematically by governments and sport orgs	M1-M4

<b>Beijing Declaration Strategic Objectives</b>  <a href="https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/CSW/PFA_E_Final_WEB.pdf">https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/CSW/PFA_E_Final_WEB.pdf</a>	<ul style="list-style-type: none"> <li>Allocation of resources should be such that the principles of this Declaration are attainable</li> <li>Government and Non-Government orgs should incorporate the promotion of issues of gender equity and sharing of good practice in women and sport and physical activities both domestically and internationally</li> <li>The IWG regularly collects and shares information on the adopted policies and achievements ??</li> </ul>	
	<ul style="list-style-type: none"> <li>Review, adopt and maintain macro-economic policies and development strategies that address the needs and efforts of women in poverty</li> </ul>	H11
	<ul style="list-style-type: none"> <li>Revise laws and administrative practices to ensure women's equal rights and access to economic resources</li> </ul>	N4, N5, N6, N7, D1, D5, D6
	<ul style="list-style-type: none"> <li>Provide women with access to savings and credit mechanisms and institutions</li> </ul>	
	<ul style="list-style-type: none"> <li>Ensure equal access to education</li> </ul>	P9 – P11, H10
	<ul style="list-style-type: none"> <li>Eradicate [physical] illiteracy among women</li> </ul>	P11
	<ul style="list-style-type: none"> <li>Develop non-discriminatory education and training [PEPAS]</li> </ul>	P9-P11, M1 – M4
	<ul style="list-style-type: none"> <li>Allocate sufficient resources for and monitor the implementation of educational reforms</li> </ul>	P7
	<ul style="list-style-type: none"> <li>Increase women's access throughout the life cycle to appropriate, affordable, and quality health care, information and related services</li> </ul>	H7, H8
	<ul style="list-style-type: none"> <li>Strengthen preventive programmes that promote women's health [include sport?]</li> </ul>	P4, H7, H8
	<ul style="list-style-type: none"> <li>Take integrated measures to prevent and eliminate violence against women</li> </ul>	H12, N1, N7, D1, D5, I5, I8
	<ul style="list-style-type: none"> <li>Facilitate women's equal access to resources, employment, markets and trade</li> </ul>	
	<ul style="list-style-type: none"> <li>Eliminate occupational segregation and all forms of employment discrimination</li> </ul>	L1 – L11
	<ul style="list-style-type: none"> <li>Promote harmonization of work and family responsibilities for women and men</li> </ul>	H1, H2
	<ul style="list-style-type: none"> <li>Take measures to ensure women's equal access to and full participation in power structures and decision-making &amp; leadership</li> </ul>	L1 – L4, L8 – L11, N6, I1 – I6,
	<ul style="list-style-type: none"> <li>Create or strengthen national machineries an other governmental bodies</li> </ul>	P7, N9, N10, D7
	<ul style="list-style-type: none"> <li>Integrate gender perspectives in legislation, public policies, programmes and projects</li> </ul>	P8, L8 – L11, M1 – M4, I1 – I4
	<ul style="list-style-type: none"> <li>Generate and disseminate gender-disaggregated data and information for planning and evaluation</li> </ul>	M1 – M4
	<ul style="list-style-type: none"> <li>Promote and protect the human rights of women, through the full implementation of all human rights instruments, especially the Convention on the Elimination of All Forms of Discrimination against Women</li> </ul>	N4, N5, N7, D5
	<ul style="list-style-type: none"> <li>Ensure equality and non-discrimination under the law and in practice</li> </ul>	L4, N4
	<ul style="list-style-type: none"> <li>Increase the participation and access of women to expression and decision-making in and through the media and new technologies of communication</li> </ul>	L7
	<ul style="list-style-type: none"> <li>Promote a balanced and non-stereotyped portrayal of women in the media</li> </ul>	L7
	<ul style="list-style-type: none"> <li>Integrate gender concerns and perspectives in policies and programmes for sustainable development</li> </ul>	P5, P6, N2, D6, N3
	<ul style="list-style-type: none"> <li>Strengthen or establish mechanisms at the national, regional, and international levels to assess the impact of development and environmental policies on women</li> </ul>	
	<ul style="list-style-type: none"> <li>Eliminate all forms of discrimination against the girl child</li> </ul>	N4, N8,
	<ul style="list-style-type: none"> <li>Eliminate negative cultural attitudes and practices against girls</li> </ul>	H6, N7,
	<ul style="list-style-type: none"> <li>Promote and protect the rights of the girl child and increase awareness of her needs and potential</li> </ul>	N4,
	<ul style="list-style-type: none"> <li>Eliminate discrimination against girls in education, skills development, and training</li> </ul>	P9-P11, H10
	<ul style="list-style-type: none"> <li>Eliminate discrimination against girls in health and nutrition</li> </ul>	H7, H8, H9
	<ul style="list-style-type: none"> <li>Eliminate the economic exploitation of child labour and protect young girls at work</li> </ul>	N8
	<ul style="list-style-type: none"> <li>Eradicate violence against the girl child</li> </ul>	N7
	<ul style="list-style-type: none"> <li>Promote the girl child's awareness of and participation in social, economic and political life</li> </ul>	P4, H4, H6, H10, L1 – L4, L6, L8 – L11

<b>Convention on the Elimination of All Forms of Discrimination Against Women Principles</b>  <a href="https://www.un.org/womenwatch/daw/cedaw/text/econvention.htm">https://www.un.org/womenwatch/daw/cedaw/text/econvention.htm</a>	<ul style="list-style-type: none"> <li>To adopt appropriate legislative and other measures, including sanctions where appropriate, prohibiting all discrimination against women</li> <li>To ensure the full development and advancement of women, guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men</li> <li>To modify social and cultural patterns of conduct of men and women, with a view to eliminating prejudices and practices which are based on the idea of the inferiority or superiority of either sex (stereotypes)</li> <li>Take appropriate measures to suppress all forms of traffic in women and exploitation of prostitution of women</li> <li>Ensure women the right to participate in the formulation of government policy, office and public and political life of the country</li> <li>Ensure the same conditions for career and vocational guidance, access to studies and achievement of diplomas in educational establishments at all levels</li> <li>Access to the same curricula, examinations, teaching staff of the same quality, equipment and school premises of equal standards</li> <li>The same opportunities to participate actively in sports and physical education</li> <li>Access to specific educational information to help ensure the health and well-being of families, including information and advice on family planning [access to birth control, abortions...]</li> <li>The right to the same employment opportunities, and free choice of profession</li> <li>The right to equal remuneration, including benefits and equality of treatment and evaluation of quality of work</li> <li>To prohibit, subject to the imposition of sanctions, dismissal on the grounds of pregnancy or of maternity leave and discrimination in dismissals on the basis of marital status</li> <li>To introduce maternity leave with pay or with comparable social benefits without loss of former employment, seniority, or social allowances</li> <li>Prevent discrimination against women in the field of health care in order to ensure an equal access to health care services, including those related to family planning</li> <li>Ensure the right to participate in recreational activities, sports and all aspects of cultural life</li> <li>To ensure that women in rural areas have an equal basis as men the same social benefits of those who live in urban areas (healthcare, family planning, education, employment, to participate in cultural and physical activities, enjoy adequate living conditions, access to loans and economic schemes)</li> <li>To ensure that women have equal rights relating to marriage and family relations including the same right to enter into a marriage, children, and rights within the marriage</li> <li>To ensure that the betrothal and marriage of a child shall have no legal effect, and that all necessary action and legislation be taken to specify a minimum age for marriage with compulsory official registry.</li> </ul>	N4, N5, N6, N7, D1, D5, I6
		N4
		L7, N4
		N7, N8, I8
		N4, L8 – L11
		P7, P9 – P11,
		P4, P7 – P13, N2, I6
		H1, H2, H7, H8
		L4, N4
		L4, L5, N4, N6
		P12, P13, L4, N4, I9
		P12, P13, L4, N4, I9
		H1, H2, H7, H8, N4
		N4
		P3 – P6, H1, H2, H7, H8, H11,
		H1, H2, H7, H8, N4
		?
<b>Sport for Generation Equality Framework Principles</b>  <a href="https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/News%20and%20Events/Stories/2020/Sport-GenerationEquality.pdf">https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/News%20and%20Events/Stories/2020/Sport-GenerationEquality.pdf</a>	<ul style="list-style-type: none"> <li>Promote women into decision making roles in sports organisations</li> <li>Ensure gender equality principles are embedded in organisational strategies and policy documents</li> <li>Build a pipeline for female candidates for governance roles and promote gender balance in electoral processes</li> <li>Increase training opportunities to increase women's capacities for advancement</li> <li>Ensure that existing policies are gender-sensitive – identifying factors that impact women and men differently – inclusive and that organisational culture advances equality.</li> <li>Review the requirements for board membership, and other governance bodies and committees, to remove any discrimination or bias against women</li> </ul>	P12, P13, L1 – L7, I1 – I6
		P8, L4, N4, I6
		L8 – L11
		L4, N4
		P8, L4, N2, N4, I6
		L1, L10, L11, N4, I1 – I4, I6

	<ul style="list-style-type: none"> <li>Where appropriate create gender equality committees and/or departments to develop Gender Equality strategies and manage requisite resources</li> </ul>	
	<ul style="list-style-type: none"> <li>Develop and implement safeguarding policies and procedures, including reporting mechanisms, appropriate mediation, and support in consultation with affected persons</li> </ul>	N1, N9, N10, D2, I8
	<ul style="list-style-type: none"> <li>Enlist the visible support of athletes and other prominent figures as role models as part of prevention strategies</li> </ul>	L7,
	<ul style="list-style-type: none"> <li>Strengthen legislation to prevent and treat violence against women and girls in sport</li> </ul>	N1, N7,
	<ul style="list-style-type: none"> <li>Promote zero tolerance of non-accidental violence against women and girls in sport</li> </ul>	N1, N7, N9, N10, I5, I8
	<ul style="list-style-type: none"> <li>Improve education and awareness amongst athletes and entourage members (of?)</li> </ul>	
	<ul style="list-style-type: none"> <li>Improve cooperation and collaboration with sports organisations and other partners to improve the effectiveness of safeguarding policies and procedures</li> </ul>	M3, M4
	<ul style="list-style-type: none"> <li>To increase investments in the development of women's sports</li> </ul>	P7, N2
	<ul style="list-style-type: none"> <li>Increase support to equalise playing conditions for women and men</li> </ul>	P7, P8, N2, D2, D4, M3, I6
	<ul style="list-style-type: none"> <li>Ensure an equal living wage for women in sport (athletes, coaches, technical officials, sports reporters, etc) to allow them to dedicate time to their sports careers</li> </ul>	L5, P8
	<ul style="list-style-type: none"> <li>Strive for equal pay in prize money</li> </ul>	P8
	<ul style="list-style-type: none"> <li>Strive for gender balance in professional roles (coaching, officials, etc)</li> </ul>	L1 – L5
	<ul style="list-style-type: none"> <li>Increase opportunities for women athletes to benefit from sponsorships</li> </ul>	P8,
	<ul style="list-style-type: none"> <li>Expand post-competition career opportunities through mentorship and support to career transition for female athletes</li> </ul>	L4, I6
	<ul style="list-style-type: none"> <li>Increase the number of female journalists in sports media</li> </ul>	L7, I6
	<ul style="list-style-type: none"> <li>Tackle the gender stereotypes that exclude women from sport media</li> </ul>	L7, N4, I6
	<ul style="list-style-type: none"> <li>Eliminate harassment of female journalists</li> </ul>	N1, N4, I8
	<ul style="list-style-type: none"> <li>Increase Investment in female competitions, to increase visibility and investments from the sports industry</li> </ul>	P8, N2, I6
	<ul style="list-style-type: none"> <li>Increase the percentage of women's sport reporting in traditional and social media</li> </ul>	L7, I6
	<ul style="list-style-type: none"> <li>Eliminate sexist and stereotypical portrayal of female athletes in all forms of communication (advertising, news, marketing campaigns, etc)</li> </ul>	L7, N4, I6
	<ul style="list-style-type: none"> <li>Amplify the voice of female athletes as role models including through marketing campaigns, airtime and media coverage for competitions, public recognition, etc.</li> </ul>	P8, L7, N2, N4, I6
	<ul style="list-style-type: none"> <li>Enlist support of male champions as allies to shatter gender bias and stereotypes</li> </ul>	P8, L7, N2, N4, I6
	<ul style="list-style-type: none"> <li>Incorporate messaging for gender equality in and around major tournaments and other sporting events</li> </ul>	L7, I6
	<ul style="list-style-type: none"> <li>Eliminate the barriers that girls face to access and participate in sports in formal and informal settings, including intersecting forms of discrimination such as race, ethnicity, religion, impairment, nationality, and migration status</li> </ul>	P2, P4, H1, H2, H4, H5, H6, H7, H9, H11, N2, N4, N5, N6, N7, I6
	<ul style="list-style-type: none"> <li>Address the gender gap in the drop-out rate between boys and girls, especially around adolescence</li> </ul>	P2, P4, H1, H2, H4, H5, H6, H9
	<ul style="list-style-type: none"> <li>Create safe places for girls to play</li> </ul>	P3, P4, P5, P6
	<ul style="list-style-type: none"> <li>Legislate for equal resources for boys and girls in public institutions</li> </ul>	P7, P8, P9-P11, N4
	<ul style="list-style-type: none"> <li>Expand opportunities to combine sport with life skills training for girls</li> </ul>	L4, I6
	<ul style="list-style-type: none"> <li>Create opportunities to educate boys and men about the benefits of gender equality through sport</li> </ul>	P8, P9, L7, N2, N4, M3, I6
	<ul style="list-style-type: none"> <li>Expand legacy programmes associated with major sporting events to increase opportunities for girls to participate in sport</li> </ul>	I6
	<ul style="list-style-type: none"> <li>Members will submit a progress report on the implementation of the Principles on an annual basis</li> </ul>	-
	<ul style="list-style-type: none"> <li>UN Women will consolidate and publish an annual report of members' progress</li> </ul>	-
	<ul style="list-style-type: none"> <li>As the Global Observatory for Women, Sport, Physical Education and Physical Activity is established, it is intended to play a key role in monitoring progress on these commitments and as hub of knowledge</li> </ul>	-

<b>Global Sport and Sustainable Development Goals</b>  <a href="https://thecommonwealth.org/global-sport-and-sdg-impact-indicators#:~:text=What%20is%20the%20Global%20Sport,sport%20make%20to%20sustainable%20development.">https://thecommonwealth.org/global-sport-and-sdg-impact-indicators#:~:text=What%20is%20the%20Global%20Sport,sport%20make%20to%20sustainable%20development.</a>	<ul style="list-style-type: none"> <li>2i - % of adult population sufficiently physically active</li> </ul>	P1
	<ul style="list-style-type: none"> <li>5 - % of females who participate one a week in sports and exercise</li> </ul>	P1
	<ul style="list-style-type: none"> <li>5.1 – difference between % of male population and % of female population who are sufficiently active</li> </ul>	P1
	<ul style="list-style-type: none"> <li>2ii - % of adolescent population sufficiently physically active</li> </ul>	P1
	<ul style="list-style-type: none"> <li>3 - % of population who participate once a week in sports and exercise</li> </ul>	P1
	<ul style="list-style-type: none"> <li>s3.1 - % of adult population engaging in moderate and/or vigorous physical activity once a week through sports, fitness, and recreation (leisure)</li> </ul>	P1
	<ul style="list-style-type: none"> <li>s3.2 - % of adolescent population engaging in moderate and/or vigorous physical activity once a week through sports, fitness and recreation (leisure)</li> </ul>	P1
	<ul style="list-style-type: none"> <li>6 - % of persons with disability who participated in sport, fitness, and/or active recreation (leisure) during the past week</li> </ul>	P1
	<ul style="list-style-type: none"> <li>S4.1 - % of countries that have dedicated strategies on inclusion of persons with disabilities in PE</li> </ul>	P4, P8, P9,
	<ul style="list-style-type: none"> <li>s3.3 - % of countries that have implemented national community-wide public education and awareness campaigns for physical activity which includes a focus on engaging least active populations (per country)</li> </ul>	P4, P7
	<ul style="list-style-type: none"> <li>s3.7 - % of countries with a national action plan on physical activity that includes promotion of public open spaces such as parks, rivers, beaches, and other areas open for free use by the general public</li> </ul>	P4, P5, P6
	<ul style="list-style-type: none"> <li>4i, 4ii, 4iii - % of primary/lower secondary/ upper secondary schools achieving min level (120) and % achieving ideal levels (180) of PE</li> </ul>	P9, P10
	<ul style="list-style-type: none"> <li>S4.8 - % of countries reporting compulsory participation of girls in PE</li> </ul>	P10
	<ul style="list-style-type: none"> <li>12 - % of schools reporting full/partial implementation of quality physical education as defined by UNESCO's QPE Policy Guidelines</li> </ul>	M2
	<ul style="list-style-type: none"> <li>Ai, Aii, Aiii - % of primary/lower secondary/upper secondary schools with accreditation system for PE teachers</li> </ul>	L3, M2
	<ul style="list-style-type: none"> <li>Bi – Are physical education programs subject to monitoring (inspection/evaluation) by authorities?</li> </ul>	M2
	<ul style="list-style-type: none"> <li>Bii – How often does monitoring take place?</li> </ul>	M2
	<ul style="list-style-type: none"> <li>22 - % of national public expenditure invested in sport</li> </ul>	P7
	<ul style="list-style-type: none"> <li>s16.1 – Proportion of population that feel safe walking alone around the area they live</li> </ul>	P3
	<ul style="list-style-type: none"> <li>s4.5 - % of schools reporting adequate facilities and equipment to support quality and inclusive PE</li> </ul>	P7, ?
	<ul style="list-style-type: none"> <li>s4.10 - % of countries/schools that have dedicated strategies on inclusion of persons with disabilities in PE</li> </ul>	P8, P9, N4
	<ul style="list-style-type: none"> <li>s5.6 - % of sport media coverage dedicated to women and girls</li> </ul>	L7
	<ul style="list-style-type: none"> <li>Ci - % of women in senior and middle management positions [sport specific?]</li> </ul>	L1, L2, L3, I1 – I4
	<ul style="list-style-type: none"> <li>14ii - % of international sport federations that have adopted formal policies (with procedures) to prevent violence against women</li> </ul>	I8
	<ul style="list-style-type: none"> <li>15i - % of president post-holders in international sport federations who are female</li> </ul>	I1
	<ul style="list-style-type: none"> <li>15ii - % of board members in international sport federations who are female</li> </ul>	I3
	<ul style="list-style-type: none"> <li>15iii - % of CEO/Secretary General post-holders in international sport federations who are female</li> </ul>	I2
	<ul style="list-style-type: none"> <li>16i - % of international sport federations that have invested in a gender equality strategy</li> </ul>	I6
	<ul style="list-style-type: none"> <li>S3.4 - % of countries that have conducted a recent (previous two years) population-based survey of participation in sport, fitness and/or recreation</li> </ul>	P1, M1
	<ul style="list-style-type: none"> <li>S17.11 - % of national sport policy objectives that intentionally align with prioritised SDG targets</li> </ul>	
	<ul style="list-style-type: none"> <li>14i - % of international sport federations that have adopted formal policies (with procedures) to safeguard children</li> </ul>	I8
	<ul style="list-style-type: none"> <li>16ii - % of international sport bodies/ member organisations that have invested in a strategy for the inclusion of people with a disability in sport</li> </ul>	I7
	<ul style="list-style-type: none"> <li>18i - % of international sport federations that have adopted formal policies (with procedures) to protect the rights of athletes, spectators, workers, and other groups involved</li> </ul>	I8

<b>Global Action Plan on Physical Activity</b>  <a href="https://iris.who.int/bitstream/handle/10665/272722/9789241514187-eng.pdf?sequence=1">https://iris.who.int/bitstream/handle/10665/272722/9789241514187-eng.pdf?sequence=1</a>	<ul style="list-style-type: none"> <li>• Campaigns to heighten awareness, knowledge and understanding of multiple benefits of regular physical activity</li> </ul>	P4, P11
	<ul style="list-style-type: none"> <li>• National and community-based campaigns to heighten awareness and understanding of the social, economic, and environmental benefits of physical activity</li> </ul>	P4
	<ul style="list-style-type: none"> <li>• Implement regular mass participation initiatives in public spaces, engaging entire communities, providing free access to enjoyable, affordable, socially, and culturally appropriate experiences of PA.</li> </ul>	P4, P5
	<ul style="list-style-type: none"> <li>• Strengthen pre- and in-service training of professionals within and outside of the health sector to increase knowledge and skills related to their roles and contributions in creating equitable opportunities for PA in society</li> </ul>	-
	<ul style="list-style-type: none"> <li>• Strengthen integration of urban and transport planning policies to prioritise the principles of mixed-land use, at all levels of government (as possible) to promote walking, cycling and other forms of mobility using wheels (wheelchairs, scooters, etc).</li> </ul>	P4, P5
	<ul style="list-style-type: none"> <li>• Improve walking and cycling infrastructure to enable and promote walking and cycling and other forms of mobility using wheels (wheelchairs, scooters, rollerblades, etc), and the use of public transport in urban, peri-urban and rural areas</li> </ul>	
	<ul style="list-style-type: none"> <li>• Accelerate implementation of policy actions to improve road safety and personal safety of pedestrians, cyclists, people engaged in other forms of mobility – priority given to those most vulnerable road users</li> </ul>	-
	<ul style="list-style-type: none"> <li>• Strengthen access to good quality public and green open spaces, green networks, recreational spaces, and sports amenities by all people of all ages and of diverse abilities in urban, peri-urban and rural areas</li> </ul>	P5, P6
	<ul style="list-style-type: none"> <li>• Strengthen the policy, regulatory and design guidelines, and frameworks at national/ subnational levels to promote public amenities, schools, health care, sports and recreation facilities, workplaces and social housing that are designed to enable all to be physically active</li> </ul>	
	<ul style="list-style-type: none"> <li>• Strengthen provision of good-quality PE and more positive experiences and opportunities for active recreation, sports and play for girls and boys,... to reinforce lifelong health and physical literacy</li> </ul>	P8, P9, P10, P11, N2
	<ul style="list-style-type: none"> <li>• Implement and strengthen systems of patient assessment and counselling on increasing PA and reducing sedentary behaviour, by appropriately trained health, community, and social care providers, as appropriate in primary and secondary health care and social services</li> </ul>	H8?
	<ul style="list-style-type: none"> <li>• Enhance provision of, and opportunities for, more physical activity programmes and promotion in parks and other natural environments as well as in private and public workplaces, community centres, recreation and sports facilities and faith-based centres to support PA</li> </ul>	P4 – P7
	<ul style="list-style-type: none"> <li>• Enhance the provision of, and opportunities for, appropriately tailored programmes and services aimed at increasing physical activity and reducing sedentary behaviour in older adults, according to ability in key settings (to assist healthy aging)</li> </ul>	
	<ul style="list-style-type: none"> <li>• Strengthen the development and implementation of programmes and services, across various community settings, to engage with, and increase the opportunities for, PA in the least active groups, as identified by each country, such as girls, women, older adults, rural and indigenous communities, and vulnerable or marginalised populations</li> </ul>	P4, N2
	<ul style="list-style-type: none"> <li>• Implement whole-of-community initiatives, at the city, town, or community levels, that stimulate engagement by all stakeholders and optimise a combination of policy approaches, across different settings, to promote increased participation in PA and reduced sedentary behaviour of all</li> </ul>	
	<ul style="list-style-type: none"> <li>• Strengthen policy frameworks, leadership, and governance systems, at the national and subnational levels, to support implementation of actions aimed at increasing PA and reducing sedentary behaviours</li> </ul>	P7, P8, N2,
	<ul style="list-style-type: none"> <li>• Enhance data systems and capabilities at the national and, where appropriate, subnational levels, to support: regular population surveillance of PA and sedentary behaviour for all; development and testing of new digital technologies to strengthen surveillance systems, development of monitoring systems of wider sociocultural and environmental determinants of physical inactivity, and regular monitoring to ensure accountability and inform policy and practice</li> </ul>	M1, M2, M3
	<ul style="list-style-type: none"> <li>• Strengthen the national and institutional research and evaluation capacity and stimulate the application of digital technologies and innovation to accelerate the development and implementation of effective policy solutions aimed at increasing physical activity and reducing sedentary behaviour</li> </ul>	M1, M2, M3
	<ul style="list-style-type: none"> <li>• Escalate advocacy efforts to increase awareness and knowledge of, and engagement in, joint action at the global, regional, and national levels, targeting key audiences, including but not limited to high-level readers, policy makers, media, private sector and leaders</li> </ul>	M4
	<ul style="list-style-type: none"> <li>• Strengthen financing mechanisms to secure sustained implementation of national and subnational action and the development of the enabling systems that support the development of the enabling systems that support the development and implementation of policies aimed at increasing PA and reducing sedentary behaviour</li> </ul>	P7?

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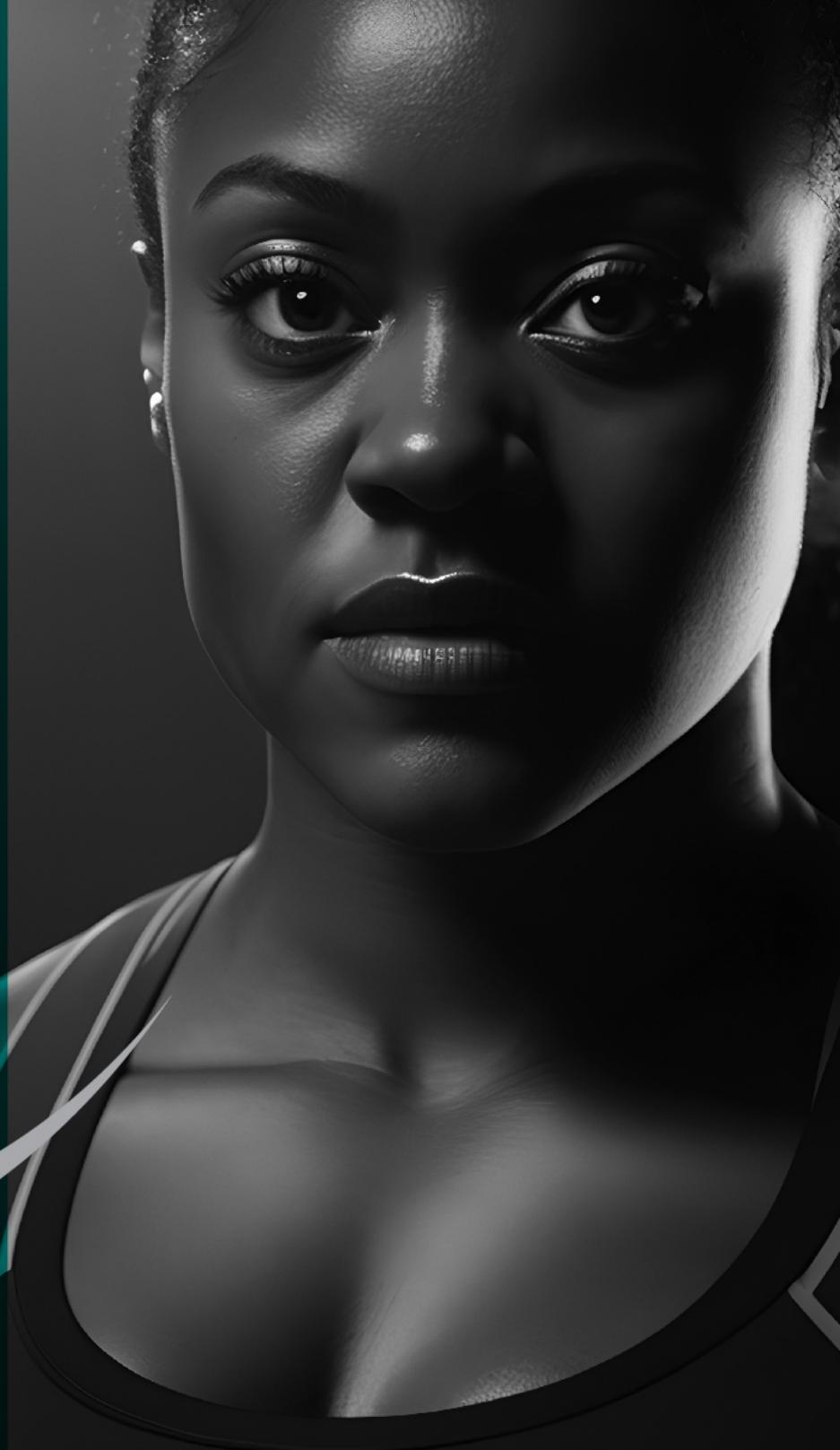
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## Global Observatory for Gender Equality & Sport

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